

Year TWO Spellings for TERM 3

Please help your child to learn these words. Try out some of the strategies on the back of this sheet



Go for diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes. Every **Friday** we will check your progress.

REMEMBER: Use a range of different strategies for learning the spelling rule!

<i>Test Date: 10.01.20</i>	<i>Test 17.01.20</i>	<i>Test 24.01.20</i>	<i>Test 31.01.20</i>	<i>Test 07.02.20</i>	14.01.20
'a_e' words	'i_e' words	'o_e' words	'u_e' words	'ar' words	<p style="color: red;">Week 6 we will be doing a dictation and testing the children on their Year 2 common exception word spellings</p> <p style="color: red;">Please practise these at home.</p>
SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	
made	five	home	June	car	
came	ride	woke	rule	start	
same	like	hope	use	park	
take	time	hole	tune	arm	
<i>was</i>	<i>climb</i>	<i>today</i>	<i>once</i>	<i>says</i>	
<i>ask</i>	<i>only</i>	<i>friend</i>	<i>our</i>	<i>they</i>	
SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	
'ee' words	'ea' words	'ea' words	'er' verbs	'er' word	
see	sea	head	her	better	
tree	dream	read	term	under	
green	meat	bread	verb	sister	
meet	read				
<i>because</i>	<i>both</i>	<i>push</i>	<i>eye</i>	<i>half</i>	
<i>said</i>	<i>old</i>	<i>pull</i>	<i>sugar</i>	<i>even</i>	

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Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger - can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.



REMEMBER: Use a range of different strategies for learning the spelling rule!