

## Year TWO Spellings for TERM 1

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 15.09.23</i>	<i>Test Date 22.09.23</i>	<i>Test Date 29.09.23</i>	<i>Test Date 06.10.23</i>	<i>Test Date 13.10.23</i>	<i>Test Date 20.10.23</i>	
'dge' and 'ge' words	's' sound, spelt 'c'	'kn' and 'gn' words	'wr' at the start of words	'l' sound, spelt 'le'	'l' sound, spelt 'el'	Each week we ask the children to learn the words for their group.
<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	Each group has four words for their spelling pattern (in black) and two other words that have been chosen to reinforce commonly used words in Year One and Year Two (in purple).
edge	race	knit	wrap	table	camel	
badge	ice	know	wren	apple	level	
age	cell	knee	wrong	bottle	model	
wage	city	knock	wrist	middle	travel	
<i>I</i>	<i>no</i>	<i>was</i>	<i>said</i>	<i>like</i>	<i>when</i>	
<i>the</i>	<i>go</i>	<i>my</i>	<i>have</i>	<i>there</i>	<i>out</i>	
<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	
hedge	fancy	knew	write	bubble	tunnel	
fudge	lace	knot	wreck	cuddle	squirrel	
change	rice	knife	written	cable	towel	Each week we learn the new spelling pattern to support our writing.
charge	circle	knight	wrote	uncle	jewel	
<i>to</i>	<i>be</i>	<i>her</i>	<i>do</i>	<i>what</i>	<i>looked</i>	
<i>into</i>	<i>me</i>	<i>they</i>	<i>so</i>	<i>were</i>	<i>called</i>	
<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	
dodge	circus	gnat	wriggle	ankle	hotel	
bridge	space	gnaw	wrestle	eagle	easel	
charge	force	gnash	wrinkle	sparkle	hazel	
village	bounce	gnome	wrapper	crumble	vowel	
<i>he</i>	<i>she</i>	<i>all</i>	<i>come</i>	<i>little</i>	<i>asked</i>	
<i>we</i>	<i>you</i>	<i>are</i>	<i>some</i>	<i>one</i>	<i>could</i>	Spelling tests will take place <b>every Friday.</b>

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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 parts of this word already?



### 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 rules!