

## Year TWO Spellings for TERM 2

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 03.11.23</i>	<i>Test Date 10.11.23</i>	<i>Test Date 17.11.23</i>	<i>Test Date 24.11.23</i>	<i>Test Date 01.12.23</i>	<i>Test Date 08.12.23</i>	<i>Test Date 15.12.23</i>	
'l' sound, spelt 'il'	'y' sound at the end of words	'-es' added to verbs ending in -y	'-ing' added to a word ending in -y	'-ed' added to a word ending in -y	'-er' added to a word ending in -y	'-est' added to a word ending in -y	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>	<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).
lentil	cry	flies	trying	cried	uglier	ugliest	
devil	fly	tries	crying	dried	copier	luckiest	
tonsil	dry	cries	drying	tried	luckier	noisiest	
fossil	try	fries	spying	fried	carrier	easiest	
<i>red</i>	<i>pink</i>	<i>six</i>	<i>three</i>	<i>twelve</i>	<i>Saturday</i>	<i>May</i>	
<i>black</i>	<i>green</i>	<i>ten</i>	<i>zero</i>	<i>thirteen</i>	<i>Friday</i>	<i>March</i>	Each week we learn the new spelling pattern to support our writing.
<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>	<b>AMBER should learn</b>	
nostril	shy	copies	saying	copied	noisier	sunniest	
pencil	why	armies	paying	replied	dirtier	trickiest	
gerbil	deny	babies	staying	carried	easier	hungriest	
pupil	July	ladies	copying	hurried	speedier	loveliest	
<i>blue</i>	<i>gold</i>	<i>one</i>	<i>five</i>	<i>fourteen</i>	<i>Thursday</i>	<i>June</i>	Spelling tests will take place <b>every Friday.</b>
<i>yellow</i>	<i>white</i>	<i>two</i>	<i>nine</i>	<i>seventeen</i>	<i>Monday</i>	<i>August</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>	<b>DIAMOND could learn</b>	
council	reply	replies	tidying	buried	happier	happiest	
stencil	supply	carries	replying	queried	prettier	funniest	
utensil	magnify	cities	annoying	bullied	busier	heaviest	
daredevil	multiply	rubies	marrying	emptied	tinier	fanciest	
<i>orange</i>	<i>turquoise</i>	<i>four</i>	<i>eight</i>	<i>eighteen</i>	<i>Tuesday</i>	<i>September</i>	
<i>purple</i>	<i>grey</i>	<i>seven</i>	<i>eleven</i>	<i>twenty</i>	<i>Wednesday</i>	<i>December</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 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!