

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</i> 07.11.25	<i>Test Date</i> 14.11.25	<i>Test Date</i> 21.11.25	<i>Test Date</i> 28.11.25	<i>Test Date</i> 05.12.25	<i>Test Date</i> 12.12.25	<i>Test Date</i> 19.12.25	Each week we ask the children to learn the words for their group.
'l' sound, spelt 'le'	'l' sound, spelt 'el'	'l' sound, spelt 'al'	'l' sound, spelt 'il'	'y' sound at the end of words	'-es' added to verbs ending in -y	'-ed' added to a word ending in -y	
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	Ruby words have been chosen to help reinforce commonly used words in Year One and Year 2 (in purple).
one	red	pink	six	three	seven	seventeen	
there	black	green	ten	zero	eight	thirteen	
little	blue	white	two	five	eleven	fourteen	
what	yellow	purple	four	nine	twelve	eighteen	
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	Amber and Diamond words both include four words that match the weekly spelling pattern.
apple	camel	medal	lentil	cry	flies	tied	
bottle	towel	petal	fossil	fly	tries	spied	
little	travel	final	basil	dry	cries	fried	
middle	tinsel	local	evil	try	fries	relied	
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	Each week we learn the new spelling pattern in class to support our writing.
table	tunnel	capital	nostril	shy	copies	replied	
uncle	jewel	animal	pupil	why	lorries	multiplied	
ankle	hazel	hospital	gerbil	reply	carries	magnified	
eagle	squirrel	magical	pencil	multiply	babies	identified	

Spelling tests will take place **every Friday.**

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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?
- Can you write any words that rhyme with this one?



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!