

Year TWO Spellings for TERM 5

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 17.04.26</i>	<i>Test Date 24.04.26</i>	<i>Test Date 01.05.26</i>	<i>Test Date 08.05.26</i>	<i>Test Date 15.05.26</i>	<i>Test Date 21.05.26 (TD Day)</i>	
'er' sound spelt as 'or' after 'w'	'or' spelt as 'ar' after a 'w'	/z/ sound spelled s	-ment and -ness suffixes	-ful and -less suffixes	-tion endings	Each week we ask the children to learn the words for their group.
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	
great	fast	class	path	move	sure	Ruby words have been chosen to help reinforce commonly used words in Year One and Year 2 (in purple). Amber and Diamond words both include four words that match the weekly spelling pattern.
break	last	grass	bath	prove	sugar	
steak	past	pass	father	improve	any	
every	after	plant	eye	half	many	
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	Each week we learn the new spelling pattern in class to support our writing.
word	war	usual	payment	painful	action	
work	warm	vision	illness	hopeless	fiction	
worm	ward	version	moment	careful	section	
worth	wart	decision	sadness	useless	option	Spelling tests will take place every Friday.
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	
worse	swarm	measure	judgement	playful	station	
worst	award	treasure	weakness	homeless	motion	
world	reward	pleasure	enjoyment	stressful	question	
worker	warmer	television	fondness	fearless	addition	

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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!