

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 11.09.26</i>	<i>Test Date 18.09.26</i>	<i>Test Date 25.09.26</i>	<i>Test Date 02.10.26</i>	<i>Test Date 09.10.26</i>	<i>Test Date 16.10.26</i>	Each week we ask the children to learn the words for their group.
'dge' words	'ge' words	/j/ sound spelled with a 'g'	's' sound, spelt 'c'	'kn' and 'gn' words	'wr' at the start of words	
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). Amber and Diamond words both include four words that match the weekly spelling pattern.
the	no	me	my	are	so	
to	go	be	her	said	do	
into	he	she	they	have	come	
today	we	was	all	like	some	
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.
edge	age	gem	cell	knit	wrap	
badge	huge	gym	ice	know	wren	
dodge	stage	giant	race	knee	wrong	
fudge	hinge	magic	rice	knock	write	
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	Spelling tests will take place every Friday.
judge	charge	digit	space	knew	wrote	
lodge	change	gentle	city	knight	wriggle	
bridge	orange	giraffe	fancy	gnat	wrestle	
smudge	village	energy	circus	gnaw	wrapped	

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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!