

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 it! 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 **Sapphire** words each week. Some of you will be expected to learn the **Sapphire** and the **Sapphire 2** 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> 11.09.26	<i>Test Date</i> 18.09.26	<i>Test Date</i> 25.09.26	<i>Test Date</i> 02.10.26	<i>Test Date</i> 09.10.26	<i>Test Date</i> 16.10.26
High frequency words	High frequency words	High frequency words	ck words	nk words	'ch'/'sh'
SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn
as	will	for	rack	bank	chip
and	off	see	back	honk	rich
can	that	now	crack	sunk	chop
had	then	down	pack	tank	cheek
<i>the</i>	<i>no</i>	<i>me</i>	<i>my</i>	<i>are</i>	<i>so</i>
<i>I</i>	<i>go</i>	<i>be</i>	<i>her</i>	<i>said</i>	<i>do</i>
SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn
big	with	went	packet	think	shop
him	them	from	racket	drink	fish
his	this	help	rocket	plank	ship
got	look	just	locket	thank	sheep
<i>to</i>	<i>he</i>	<i>she</i>	<i>they</i>	<i>have</i>	<i>come</i>
<i>into</i>	<i>she</i>	<i>was</i>	<i>all</i>	<i>like</i>	<i>some</i>

Each week we ask the children to learn the words for their group. 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).

Each week we learn the new spelling pattern to support our writing. Spelling tests will take place **every Friday**.

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Please help your child to learn these words. Try out some of the strategies on the back of this sheet.



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?
- Do you know other words with the same pattern?



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!