

Purpose of the Spelling Journal

This spelling journal is designed to help your child learn and practise their spellings at home.

You will have the opportunity to carry out 10 'home learning' sessions in each term. There is not a set time for these sessions to be completed, but 10-15 minutes of frequent spelling practise at home will make a huge difference to your child's progress in school.

Within this booklet there is:

- The National Curriculum word list with the recommended manner of how to teach the words.
- A record to keep track of spelling practise within each term.
- The spelling overview of how we will be delivering the spellings within school.

There is no expectation for this booklet to come into school unless the class teacher requests it to be brought in.

If you would like assistance with your child's spellings at home, please come and see your child's class teacher who will be happy to advise you.

Finally, your child is responsible for this spelling journal and it is expected that they take great care of it.



Spelling Journal

Year 2

Name: _____

Class: _____

Year 2 Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Year 2 Spelling Rules and Words

The /j/ sound spelt as 'ge' and 'dge' at the end of words and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.
badge, edge, bridge, dodge, fudge,
age, huge, change, charge, bulge, village
gem, giant, magic, giraffe, energy

/j/ sound spelt 'g' before 'a', 'o' and 'u'.
jacket, jar, jog, join, adjust

The /s/ sound spelt 'c' before 'e', 'i' and 'y'.
race, ice, cell, city, fancy

The /n/ sound spelt 'kn' and less often 'gn' at the beginning of words.
knock, know, knee, gnat, gnaw

The /i/ (eye) sound at the end of words spelt '-y'
cry, fly, dry, try, reply, July

Adding '-es' to nouns and verbs ending in '-y'
flies, tries, replies, copies, babies, carries

Adding '-ed', '-ing', '-er' and '-est' to a root word ending in '-y' with a consonant before it.
flies, tries, replies, copies, babies, carries

Adding '-ed', '-ing', '-er', and '-est' to a root word ending in '-e' with a consonant before it.
hiking, hiked, hiker, nicer, nicest, shiny

Adding '-ed', '-ing', '-er', 'est', and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter.
patting, patted, humming, hummed, dropping, dropped, sadder, saddest, bigger, biggest, runner, runny

The /sh/ sound spelt 's' within a word
treasure, television, usual

The /r/ sound spelt 'wr'
write, written, wrote, wrong, wrap

The /l/ sound spelt '-le' at the end of a word
table, apple, bottle, little, middle

The /l/ sound spelt '-el' at the end of words
camel, tunnel, squirrel, travel, towel, tinsel

The /l/ sound spelt '-al' at the end of words
metal, pedal, capital, hospital, animal

Words ending '-il'
pencil, fossil, nostril

The /aw/ sound spelt 'a'
all, ball, call, walk, talk, always

The /u/ sound spelt 'o'
other, mother, brother, nothing, Monday

At home, please practise one rule at a time.

Look, Say, Cover, Write, Check,

Spellings!	Look	Say	Cover	Write	Check	Correct

Dicey Spelling! Roll the dice and see which activity you need to do!

Rainbow Words

First write your spelling words in pencil. Trace over the words 5 times, using a different coloured crayon each time.

ROLL A ONE

Silly Sentences

Write silly sentences with a spelling word in each sentence. Underline your spelling words.

Example: My cat wears a yellow hat when she goes dancing.

ROLL A TWO

Tell a Story

Write a story using all of your spelling words. Make sure you underline your spelling words.



ROLL A THREE

UPPER and Lower

Write each of your spelling words two times.

First, write each word in UPPER CASE letters. Second, write each word in lower case letters.

ROLL A FOUR

Blue Vowels

Write each of your spelling words. Trace the vowels in your words with a blue coloured pencil.

Vowels= a e i o u

ROLL A FIVE

ABC Order

Write out your spelling words in alphabetical order.

ROLL A SIX

Pyramid spelling!

friend
f
fr
fri
frie
friend

Break it down!

Breaking the word up into syllables makes the word easier to spell. Decipher how many syllables there are by clapping the word.

Year 2
<p>Summer Term</p> <p>The final spelling block of 12 weeks is dedicated to “words to learn”.</p> <p>These are still presented as weekly spellings but could, instead, be approached as a spelling challenge.</p>

Week 25	what there this have went like some then were little
Week 26	down when looked very children just about their people your
Week 27	could house asked saw make water away want over going
Week 28	where would school think home who know bear again new
Week 29	things after wanted everyone our thought well more round tree
Week 30	magic shouted other through right these began animals never next
Week 31	need mouse something still found live soon night small town
Week 32	around every garden only many laughed much suddenly told another
Week 33	great why cried keep last jumped because even before clothes
Week 34	place mother boat window sleep morning queen each different which
Week 35	inside under trees eyes friends dark looking better across gone
Week 36	hard really once please first stopped ever lived birds horse

Suffixes ‘-ment’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’ (suffixes starting with a consonant are usually added straight on to most root words without changes to the root).	enjoyment, sadness, careful, playful, hopeless, plainness, badly, Exceptions: happily, happiness, merriment, plentiful, penniless
The /ee/ sound spelt ‘-ey’	key, donkey, monkey, chimney, valley
The /o/ sound spelt ‘a’ after ‘w’ and ‘qu’	want, watch, wander, quantity, squash
The /or/ sound spelt ‘ar’ after ‘w’	war, warm, towards
The /er/ sound spelt ‘or’ after ‘w’	word, work, worm, world, worth
Words ending ‘-tion’	station, fiction, motion, nation, section
Homophones, near homophones, frequently confused words	bare / bare one/won sun/son to/two/ too be/bee blue/blew night/knight here/ hear there/ their / they're quite/ quiet see/ sea
The possessive apostrophe	The boy's, the girl's, Katie's, Ahmed's, the child's, the man's
Contractions	can't, won't, didn't, couldn't, it's, I'll

Exceptions: happily, happiness, merriment,
plentiful, penniless

key, donkey, monkey, chimney, valley

want, watch, wander, quantity, squash

war, warm, towards

word, work, worm, world, worth

station, fiction, motion, nation, section

bare / bare	one/won	sun/son	to/two/
too	be/bee	blue/blew	night/knight here/
hear	there/	their / they're	quite/ quiet
see/ sea			

The boy's, the girl's, Katie's, Ahmed's, the child's, the man's

can't, won't, didn't, couldn't, it's, I'll

[illegible][illegible][illegible]

<p>Year 2</p> <p>Autumn Term</p> <p>Phonics: Alternative spellings for vowel sounds, alternative /l/ spellings, soft and silent letters</p> <p>Word Work: Plurals, Verb suffixes -s, -es, -ed, -ing, and contractions and possession</p> <p>Phonics: Some alternative spellings</p>			
Week 1	Phonics 1	Revising alternative spellings - long vowels	e.g. came, funny, smile, note, blue
Week 2	Phonics 2	Revising alternative spellings – other vowel sounds	e.g. paw, three, bird, brown, point
Week 3	Phonics 3	Spelling alternatives for /l/ at the end of words	e.g. middle, tunnel, pedal, fossil
Week 4	Phonics 4	Soft /g/ sound	e.g. hedge, message, magic
Week 5	Phonics 5	Soft /c/ sound	e.g. ice, city, fancy, science
Week 6	Phonics 6	Silent letter ‘g’, ‘k’, ‘w’, ‘b’	e.g. sign, know, write, climb
Week 7	Word Work 1	Singular to plural nouns	e.g. holidays, knives, babies, people
Week 8	Word Work 2	Verb suffixes ‘-s’ and ‘-es’	e.g. starts, reaches, hurries
Week 9	Word Work 3	Verb suffixes ‘-ed’ and ‘-ing’	e.g. amazed, worrying, grabbed
Week 10	Word Work 4	Contraction and possession	e.g. wasn’t, should’ve, brother’s
Week 11	Phonics 7	/ur/ spelling alternatives	e.g. world, worst, earth
Week 12	Phonics 8	/or/ spelling alternatives	e.g. talk, pour, warm

<p>Year 2</p> <p>Spring Term</p> <p>Phonics: More alternative spellings and exception words</p> <p>Word Work: Changing word class with suffixes, homophones, near homophones and more plurals</p>			
Week 13	Phonics 9	/ar/ and /igh/ spelling alternatives	e.g. rather, calm, laugh, wild
Week 14	Phonics 10	Short vowel spelling alternatives	e.g. ready, many, watch, gym
Week 15	Phonics 11	Exception words	e.g. veil, even, ache, over
Week 16	Phonics 12	The /zh/ sound + alternative spellings for /sh/ and /ch/	e.g. station, mission, usual, nature
Week 17	Word Work 5	Nouns based on verbs by adding ‘-er’	e.g. reader, worrier, swimmer
Week 18	Word Work 6	Suffixes ‘-ness’, ‘-ment’, ‘-ful’ and ‘-less’	e.g. kindness, agreement, hopeful
Week 19	Word Work 7	Making adjectives by adding ‘-y’ and ‘-ly’	e.g. curly, lovely, sunny, noisy
Week 20	Word Work 8	Making an adjective stronger by adding ‘-er’ or ‘-est’	e.g. faster, tidier, highest, laziest
Week 21	Word Work 9	Making adverbs by adding ‘-ly’	e.g. proudly, gently, angrily
Week 22	Word Work 10	Homophones set 1	e.g. their/they’re/there, to/too, son/sun
Week 23	Word Work 11	Homophones set 2 and near homophones	e.g. our/hour, no/know, quite/quiet
Week 24	Word Work 12	More singular to plural nouns	e.g. boxes, donkeys, lorries, deer