

Year TWO Spellings for TERM 3

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> 10.01.25	<i>Test Date</i> 17.01.25	<i>Test Date</i> 24.01.25	<i>Test Date</i> 31.01.25	<i>Test Date</i> 07.02.25	<i>Test Date</i> 13.02.25 (TD Day)	
'-er'/'-est' added to a word ending in -y	'-ing' added to words ending in -e	'-er' added to words ending in -e	'-est' added to words ending in -e	'-ing' and double consonants	'-ed' and double consonants	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	
Sunday	Thursday	Monday	August	December	people	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.
Friday	Tuesday	Wednesday	October	February	called	
May	June	April	September	could	looked	
March	July	January	November	would	asked	
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	
drier	hiking	larger	widest	patting	patted	Each week we learn the new spelling pattern in class to support our writing.
copier	joking	nicer	nicest	humming	hummed	
luckier	hoping	baker	largest	running	tapped	
funnier	coming	safer	bravest	hopping	hugged	
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	
happiest	shining	wider	rudest	clapping	dropped	Spelling tests will take place every Friday.
angriest	smiling	braver	finest	dropping	trimmed	
tidiest	loving	simpler	closest	slipping	clapped	
trickiest	surprising	writer	latest	wrapping	skipped	

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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!