

Welcome to The Spelling Shed Year 2 scheme of work.

#### What is included?

- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
- One 20 30 minute lesson plan.
- Resources to aid the delivery of the lesson.
- One spelling practice sheet.
- One homework sheet.

## Spelling lists – Stage 2

1.	The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.	22.
2.	The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'	23.
3.	The /j/ sound spelled with a g.	24.
4.	The /s/ sound spelled c before e, i and y.	25.
5.	The /n/ sound spelled kn and gn at the beginning of words.	26.
6.	Challenge Words	27.
7.	The /r/ sound spelled 'wr' at the beginning of words.	28.
8.	The /l/ or /ul/ sound spelled '-le' at the end of words.	29.
9.	The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.	30.
10.	The /l/ or /ul/ sound spelled '-al' at the end of words.	31.
11.	Words ending in '-il.'	32.
12.	Challenge Words	33.
13.	The long vowel 'i' spelled with a y at the end of words.	33. 34.
14.	Adding '-es' to nouns and verbs ending in 'y.'	34.
15.	Adding '-ed' to words ending in y. The y is changed to an i.	35.
16.	Adding '-er' to words ending in y. The y is changed to an i.	36.
17.	Adding 'ing' to words ending in 'e' with a consonant before it.	
18.	Challenge Words	
19.	Adding 'er' to words ending in 'e' with a consonant before it.	
20	Addie of the data seconds of the conductor . The local base of a decided data being also show the conductor of	

- 20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
- 21. Adding '-ed" to words of one syllable. The last letter is doubled to keep the short vowel sound.

- The 'or' sound spelled 'a' before II and II
- The short vowel sound 'o.'
- 24. Challenge Words
- 25. The /ee/ sound spelled '–ey'
- 26. Words with the spelling 'a' after w and qu.
- 27. The /er/ and /or/ sound spelled with or or ar.
- 28. The /z/ sound spelled s.
- 29. The suffixes '-ment' and '-ness'
- The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
- 31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
- 32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- 33. Words ending in '-tion.'
- Contractions the apostrophe shows where a letter or letters would be if the words were written in full.
- 35. The possessive apostrophe (singular)
- 36. Challenge Words

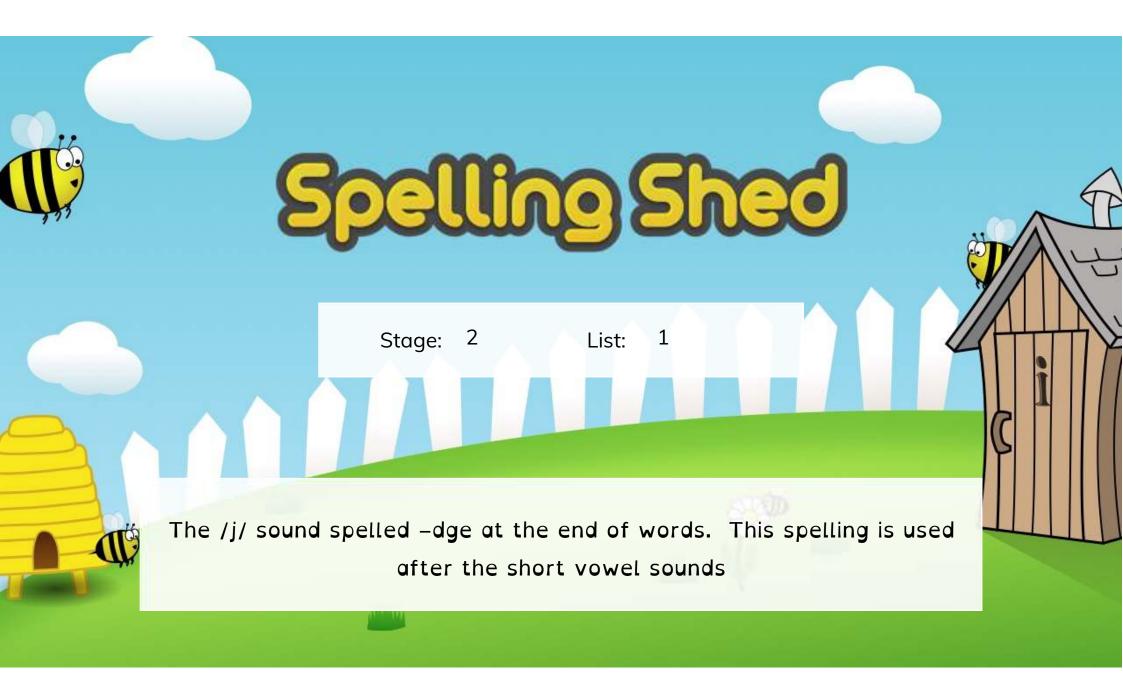




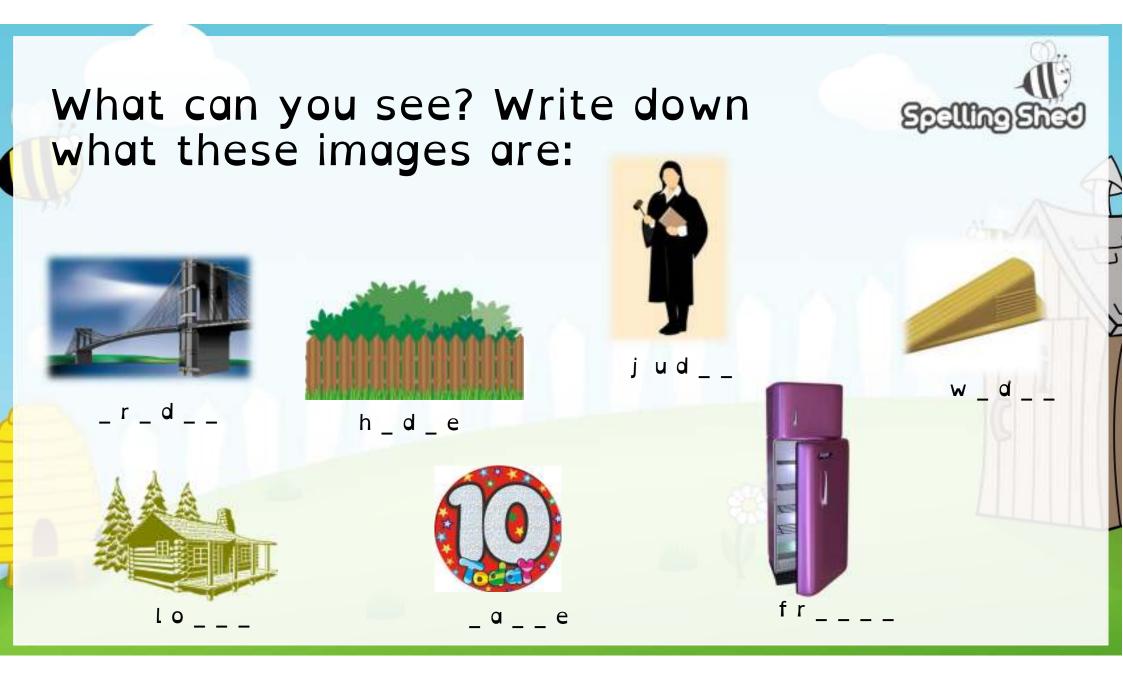
### Stage 2 – Common Exception Words.

These words can be used to supplement the weekly lists. Some words are pronounced differently with different accents to edit as required. Some are also included in weekly lists. We recommend that these words be practised through the year alongside spelling pattern 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
еуе	could	should	would	who
whole	any	many	clothes	busy
people	water	again	half	money
Mr	Mrs	parents	Christmas	



Stage: 2 List: 1	The /j/ sound spelle sounds	ed –dge at the end o	f words. This spelling is used after the short vowel				
Spelling:	5	Introduction	The /j/ sound at the end of a word can be spelled using 'dge'. The rule is that this sound follows a short vowel sound,				
badge edge bridge dodge		Main Teaching	Show children the spelling list and say the words. Can they hear a sound that appears in each word? If they correctly spot the /j/				
		Activity	sound then ask them to speak with a partner for 20 seconds and then write down, on a whiteboard, the letters that they think are creating the sound /j/. Share the answers and discuss the spelling				
fudge ridge			rule. In pairs, can they think of any other words that end with the 'dge' spelling?				
smudge		Independent	Look at the images, can children work out what they are and how				
judge wedge		Activity	to spell them? Remember that each image will have the spelling rule ending!				
lodge							



#### Answers:

# What can you see? Write down what these images are:



<u>b</u>rid<u>g</u>e

lo<u>dge</u>



h <u>e</u> d <u>g</u> e



<u>b</u>adge



Corte Cullicos

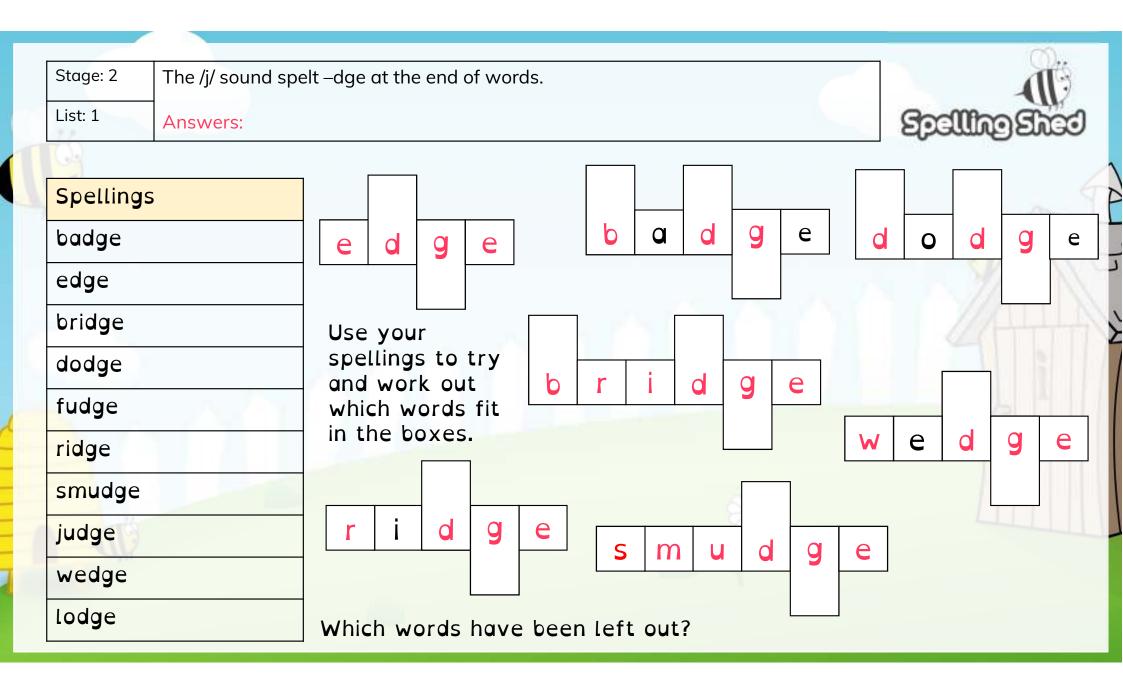
wedge

jud<u>ge</u>

fr<u>idg</u>

Stage: 2	The /j/ s	sound spelled –dge at t	he end of words.			A
ist: 1	Name:					STE CALLECE
0	_					0
Spelling	S	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
badge						
edge						- X//
bridge						11
dodge		0.00				
fudge	50					
ridge						- 15
<mark>smu</mark> dge					STAD	
judge						444
wedge					V	
lodge						

	<u>().</u>
Stage: 2 The /j/ sound spelt	–dge at the end of words.
List: 1 Name:	Conte Confiliaçe
Spellings	
badge	
edge	
bridge	Use your
dodge	and work out
fudge	which words fit
ridge	in the boxes.
<mark>smu</mark> dge	
judge	
wedge	
lodge	Which words have been left out?





Stage: 2 List: 2	The /j/ sound spelt - the short vowels.	-ge at the end of wo	ords. This spelling comes after all sounds other than					
Spellings	5	Introduction	Words that end with a /j/ sound that is spelling 'ge' have a sound that is not a short vowel.					
age huge		Main Teaching Activity	Ask children to listen to the words and spot the sound that is the same in each.					
change charge			Use the power point slide to show the spelling list. Ask children to copy the words on their whiteboards and circle the sound that comes before the /j/ sound.					
bulge <mark>vill</mark> age			Feedback and discuss how this spelling occurs only in words without a short vowel sound.					
range orange hinge stage		Independent Activity	Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:					
			charge – rage – hag orange – range – ran					

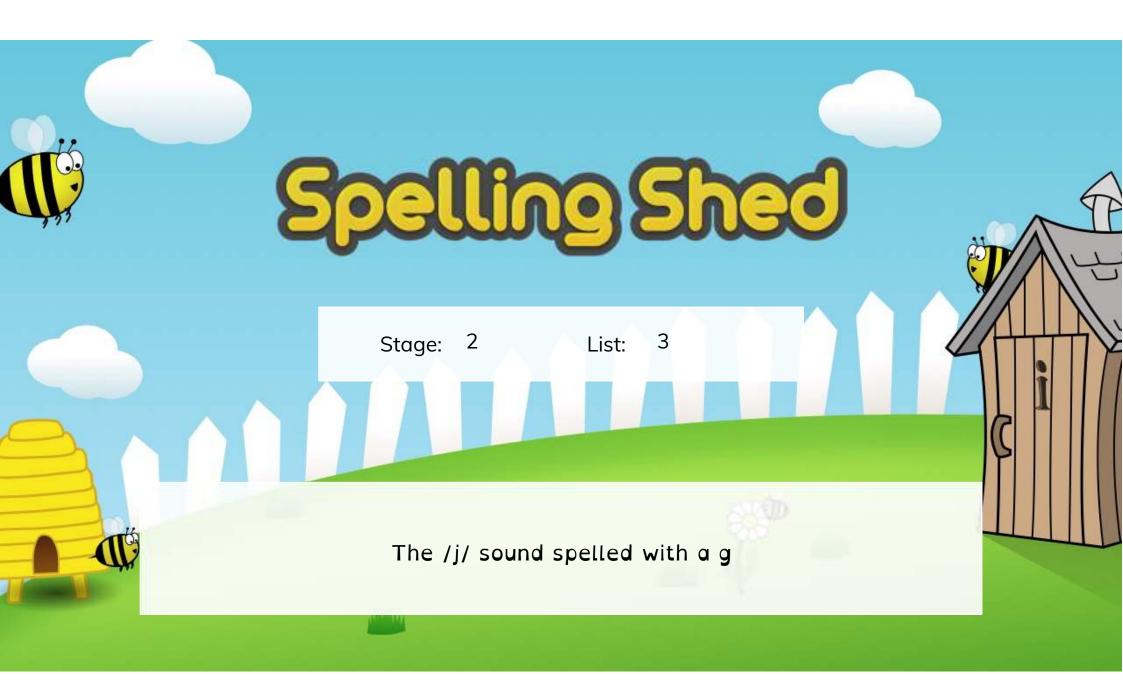
Stage: 2	The /j/ s	sound spelt –ge at the e	end of words.			AL:
List: 2	Name:					Streetling
9		_				
Spelling	S	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
age						
huge						A YUN
change						111
charge						
bulge						2
<mark>vill</mark> age						- 6
<mark>ran</mark> ge					STAD.	
orange						
hinge					V	
stage						

Stage: 2		t –ge at the end of words.											-
List: 2	Name:											8	Southo
Spelling	S												
age			S	t	a	g	e	t	h	u	g	e	
huge		_	С	h	a	r	g	e	S	q	q	u	êD/
change			h	L	t	r	f	i	0	u	n	d	111
charge		-	i	t	У	a	g	е	k	L	L	i	
bulge			n	z	W	t	С	h	a	n	g	e	
village			g	b	u	L	g	е	r	n	p	t	- 2
<mark>ran</mark> ge			e	m	V	i	L	L	a	g	e	У	
<mark>ora</mark> nge			W	L	k	r	a	n	g	e	q	j	
hinge			0	r	a	n	g	е	r	g	i	k	
stage				-			3		-	3	•		

Can you find your spellings hidden in the word search?

												-
_ist: 2 Ans	wers:										S	
Spellings												
age		S	t	a	g	е	t	h	u	g	e	
huge		С	h	a	r	g	е	S	p	q	u	êD/
change		h	L	t	r	f	i	0	u	n	d	M
charge		i	t	У	a	g	е	k	L	L	i	14H
bulge	_	n	Z	W	t	С	h	a	n	g	e	
village	A-11	g	b	u	L	g	е	r	n	p	t	5
range		e	m	V	i	L	L	a	g	e	У	19
orange		W	L	k	r	a	n	g	e	p	j	
hinge		0	r	a	n	g	е	r	g	i	k	
stage												

Can you find your spellings hidden in the word search?



Stage: 2     The /j/ sound spelled       List: 3	d with a g.	U.S. Conflices
Spellings	Introduction	Sometimes words can be spelled using a 'g' to make a /j/ sound.
gem		
gym	Main	Get the children to look at the power point. Ask them, in pairs, to
giant	Teaching Activity	sort the words in to words with a /j/ sound and words with a /g/ sound.
magic	- AA	They can create two lists on their whiteboards.
giraffe		Share the lists of words and address any misconceptions
energy		
digit	Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they
engine		then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made
religion		then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new
gentle		word and it starts again.

Look at the words below, which ones have a /j/ sound and which ones have a /g/ sound?

gem	fig	magic	giraffe	burger	gentle
religion	agree	king	energy	forgive	digit

Spalling Shoo

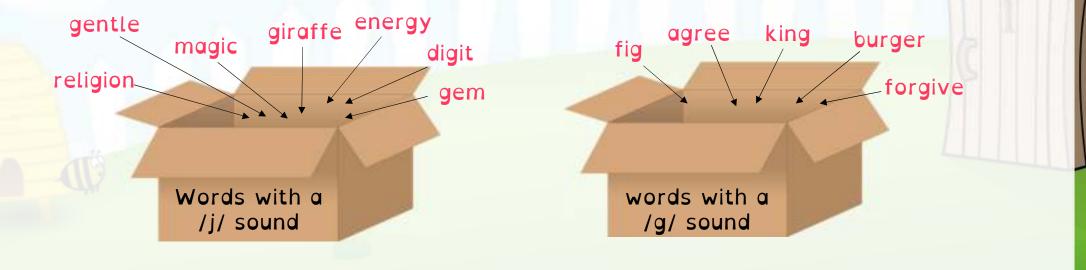


#### Answers:



Look at the words below, which ones have a { /j/ sound and which ones have a /g/ sound?

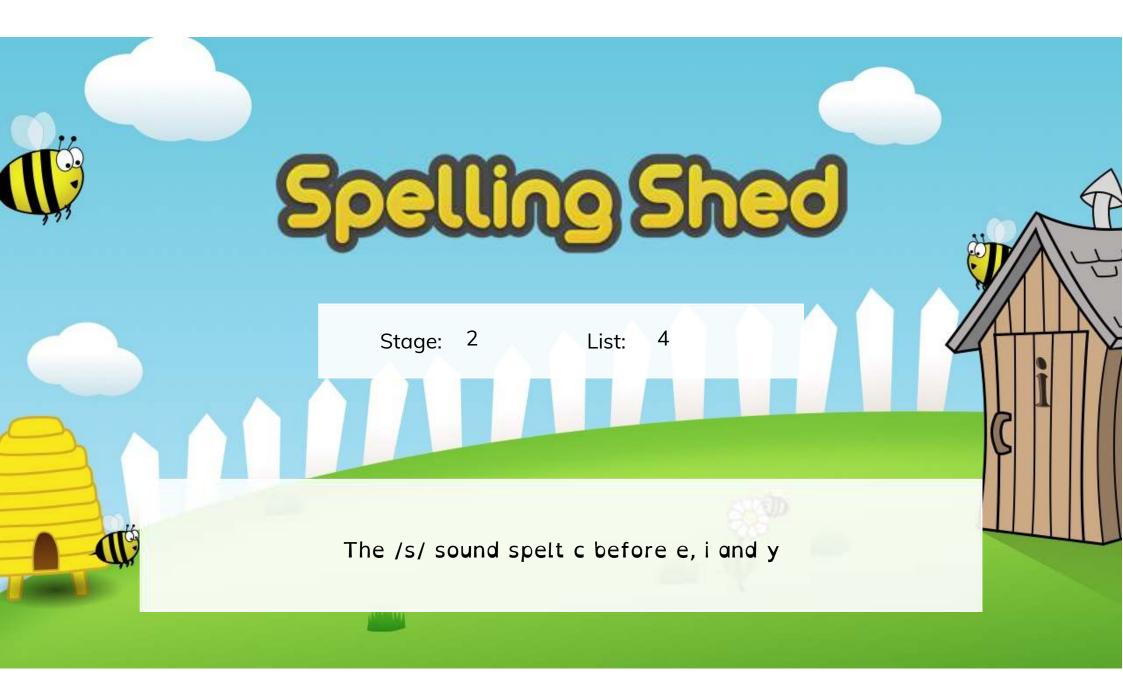
gem	fig	magic	giraffe	burger	gentle
religion	agree	king	energy	forgive	digit



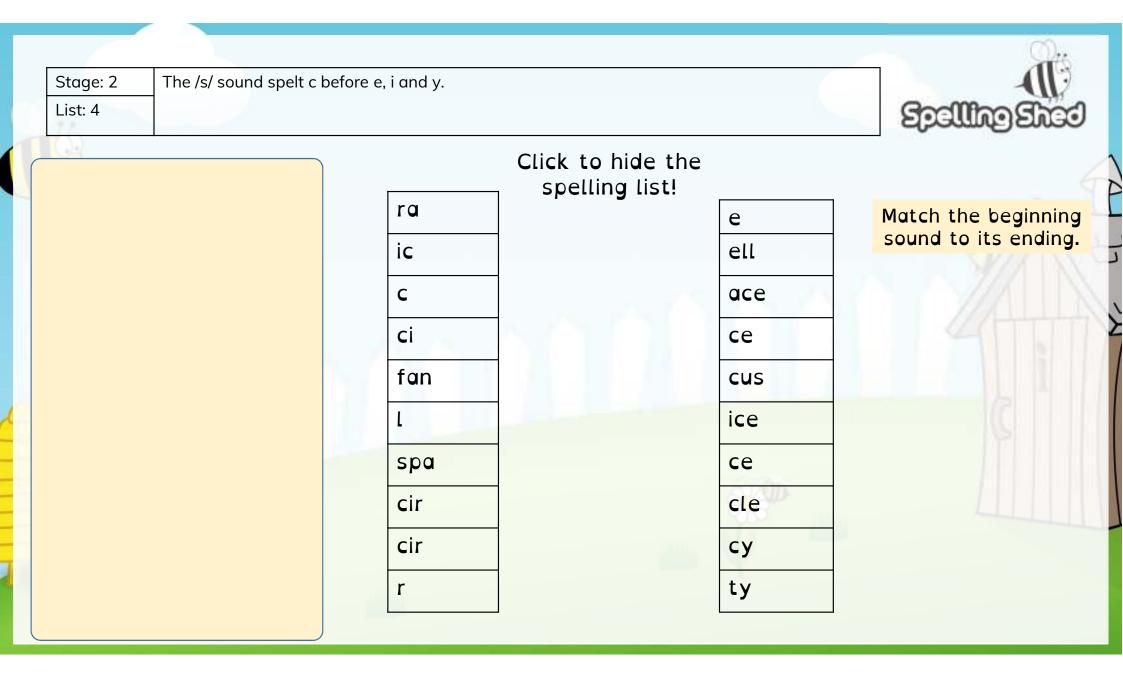
Stage: 2	The /j/ s	ound spelled with a g				AL:
.ist: 3	Name:					Solling She
29						ů U
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
gem						ET A
gym						
giant						11
magic		200 8				
giraffe	50					12
energy 🛛						6
digit					STOP	
engine						
religion					Y	
gentle						

Stage: 2	The /j/ sound spell	led with a	g.									_				Ă	3
_ist: 3	Name:													Sp	Min	E	
9		٦	F	ind a	ınd u	nscr	ambl	le y	our	spelli	ngs	in tł	ne g	rids.			
Spelling	S	i	d	i	t	g		m	e	g		e	n	g	e	in	n
gem							$\neg$									A	10
gym																	
giant		n	a	i	t	g	r	n	У	g	У	r	n	e	r	е	g
magic																	
giraffe	- A.A.															5	
energy		e	r	i	g	f	a	f	7 [	r	e	L	n	i	g	0	i
digit										200	D						
engine		┨└───┤								6.6					L		
eligion			m	g	a	C	i		e	e	n	g	L	t			
gentle		-	110														

Stage: 2 List: 3	The /j/ sound spe Answers:	elled wit	:h a g.											Spe		1	() 200
Spelling	_		F	ind o	ınd u	nscr	amt	ole y	our	spell	lings	s in t	:he g	jrids.			6
Spellings	>	i	d	i	t	g		m	е	g		e	n	g	e	i	n
gem gym		d	i	g	i	t		g	е	m		е	n	g	i	n	е
giant		n	a	i	t	g		m	У	g		у	n	e	r	e	g
magic		g	i	a	n	t	$\left  \right $	a	V	m		e	n	е	-		
giraffe				<b>~</b>				g	У	111		e		C	r	g	У
energy		e	r	i	g	f	a	f		r	е	L	n	i	g	0	i
digit		g	i	r	a	f	f	e	1	r	e	L	i	g	i	0	n
engine							-										
religion			m	g	a	C	i		е	e	n	g	L	t			
gentle			m	a	g	i	C		g	e	n	t	L	e			



Stage: 2The /s/ sound spelt ofList: 4	c before e, i and y.	Conte continents
Spellings race	Introduction	Words that have an /s/ sound spelled with a 'c', have an 'e', 'i' or 'y' after the /s/ sound.
ice cell city fancy lace	Main Teaching Activity	Show children the power point slide with the mixed up beginnings and endings. Click the mouse to hide the spelling list and see if children can copy down the correct beginning and end to create the spelling list! Share the words created and discuss any errors or misconceptions.
space circle circus rice	Independent Activity	Ask the children to copy down 5 of their spellings and write a simple sentence using the word. If they want to stretch themselves then they can try and use two, or more, of the words in a sentence.



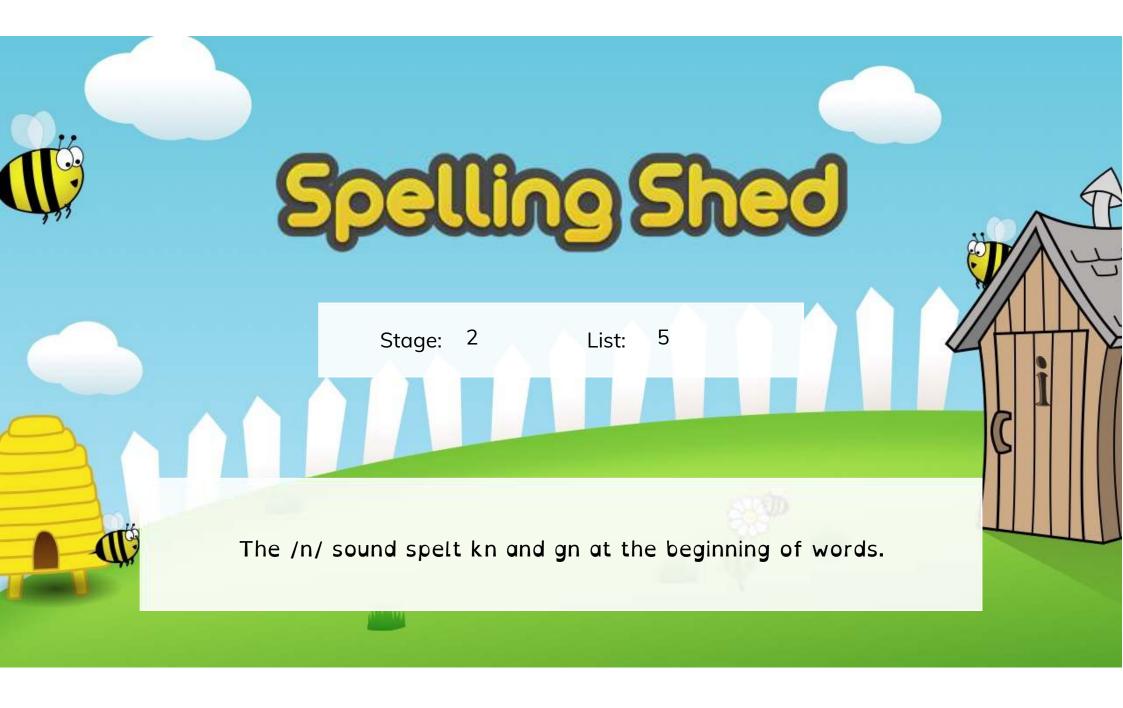
Stage: 2 List: 4	The /s/ sound spelt Answers:	c before e, i and y.			Conte confiliaçe
Spellings			Click to hide t spelling list		
race		ra ic		e ell	Match the beginning sound to its ending.
ice cell		C		ace	
city		ci fan		ce	
fancy <mark>lac</mark> e		L		ice	G
space		spa		ce	
circle		cir cir		cle	
circus rice		r		ty	

				<b>.</b>
Stage: 2	Spelling rule: The /i	/ sound spelled with a '	'y.'	E .
List: 4				Conte Confilloge
60			Copy down five of the words in your spellin	a list and write a
Spellings	5	Your word	sentence containing it. Your sentence	
race				1
ice				
cell				
city				
fancy	A A			
lace				
space				
circle				
circus				
rice				

Stage: 2	The /s/	sound spelt c before e,	i and y.			All's
List: 4	Name:					Spalling Shar
0		1				
Spelling	S	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
race						
ice						1// N
cell				< A C		11
city						
fancy	<u>مر</u>					12
lace						6
<mark>spa</mark> ce						
circle						
circus						
rice						

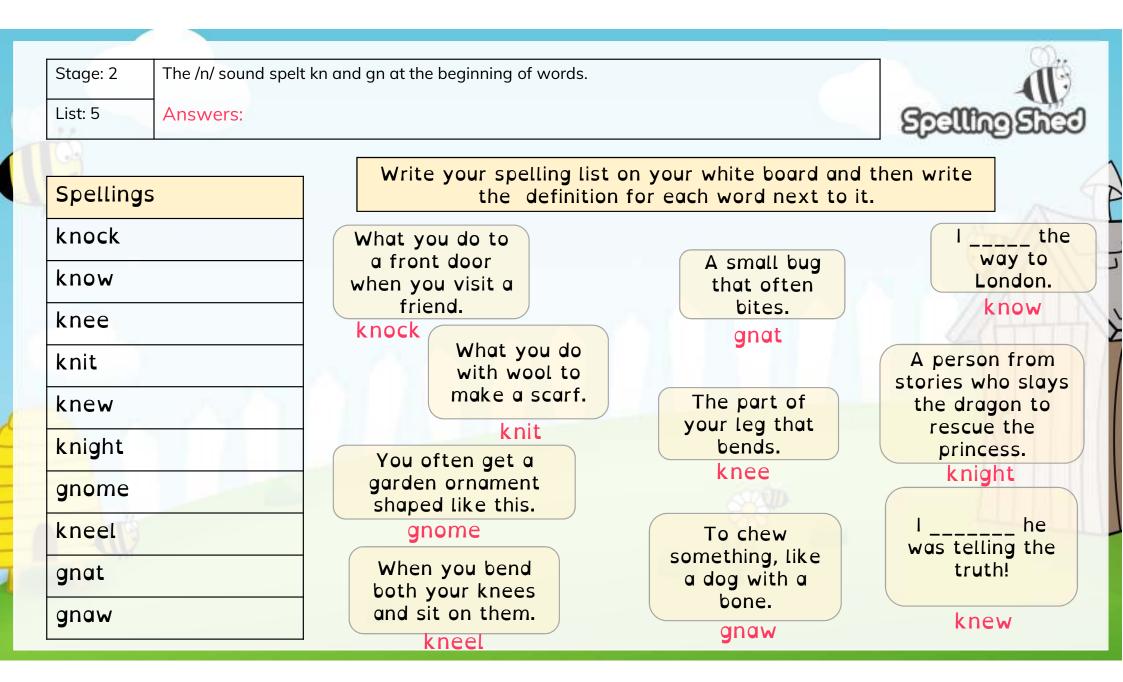
Stage: 2	The /s/ sound s	pelt c before e, i an	ıd y.					AL.
List: 4	Name:						පිත්	lingshid
0		Can yo	u mata	h your s	celling with	the correct	image?	-
Spelling	IS			cell	-		lace	codce
race		race		Cell	city	fancy	luce	space
ice				circle	circus	rice		Cintan
cell			a.			í		
city		719					XA	
fancy	- A.C		-				Less.	
<mark>lac</mark> e					þ	à	-0	
<mark>spa</mark> ce			• 🔴					
circle		, *	1		P			
circus		1				· ·····		
rice		*						

Stage: 2	The /s/ sound spe	t c before e, i and y.	All's
List: 4	Answers:		Conte Confillede
00		_ Can you match your spelling with th	ne correct image?
Spelling	S		
race			rice
ice		fancy	
cell			
city			
fancy	- A -		
lace			race circle
<mark>spa</mark> ce			
circle			
<b>circu</b> s			
rice		space lace	city



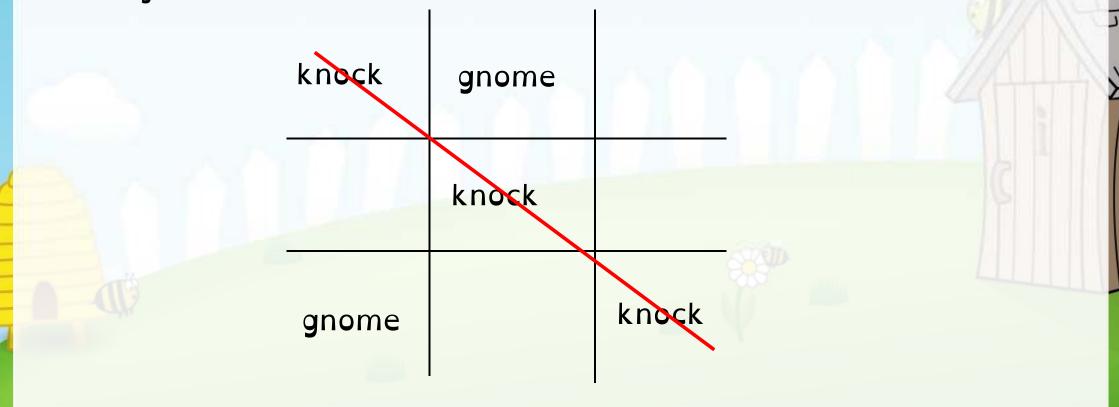
					<u> </u>					
	Stage: 2	The /n/ sound spelt	kn and gn at the be	ginning of words.	- (T)-					
	List: 5				Corte Cullicaes					
	0		Introduction	Some words can have a /n/ sound at the beginning but are						
	Spellings	5		actually spelled with a 'kn' or a 'gn'. Children need to learn spellings as there are no rules as to which spelling might be						
	knock			spenings as there are no rules as to which sp	ening might be used.					
	know		Main	Show children the word list and the definition						
	knee		Teaching Activity	up to the board and match up the correct wo any are unknown then get children to look wo	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					
	knit		. A.A	dictionary.						
	knew	- A 61		Ask the children to identify the sound that all of the words have in common (/n/) and the two ways it can be spelled here.						
	<mark>kn</mark> ight									
	<mark>gno</mark> me		Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see PowerPoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in						
1	kneel 👘									
	gnat			another, play like noughts and crosses. First t a row wins that round. Begin again with a ne	to get three words in					
	gnaw		al second	a row wins that round. Begin again with a he						

Stage: 2 The /n/ sound s List: 5	elt kn and gn at the beginning of words.
Spellings knock know	Write your spelling list on your white board and then write the definition for each word next to it.         What you do to a front door when you visit a friend.             A small bug that often bites.
knee knit knew knight	What you do with wool to make a scarf.The part of your leg that bends.A person from stories who slays the dragon to rescue the princess.
gnome kneel gnat gnaw	You orten get u         garden ornament         shaped like this.         When you bend         both your knees         and sit on them.



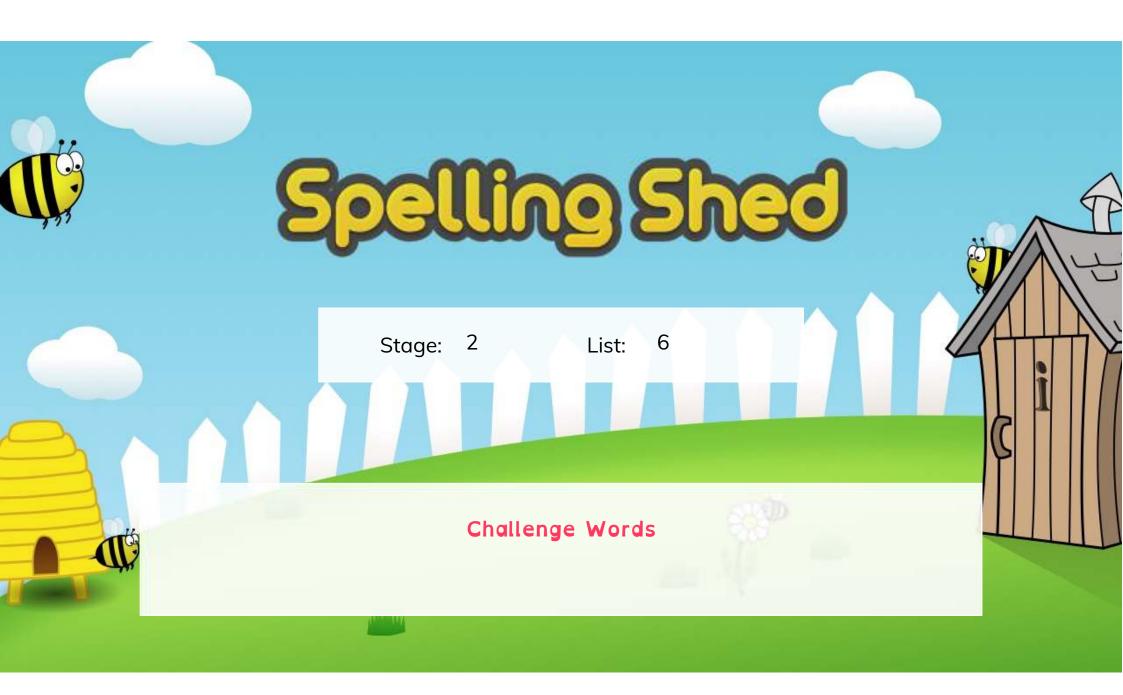
Play a word version of noughts and crosses:

- Each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row.
- Winner has three in a row, all spelled correctly.
- Start again with new words.



Stage: 2	The /n/	The /n/ sound spelt kn and gn at the beginning of words.						
ist: 5	Name:	Name:						
2	1							
Spelling	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt		
knock								
know						A YA		
knee						11		
knit		920 /						
knew	A							
<mark>kni</mark> ght						- 15		
<mark>gno</mark> me								
kneel 👘								
gnat								
gnaw								

Stage: 2	The /n/ sound spel	t kn and gn at the beginning of words.
List: 5	Name:	Conte confileree
Spellin knock know knee knit knew knight gnome	ngs	Roll a die or ask someone to pick a number from 1-6 for each spelling. Write your word in a full sentence. Write your word in capital letters. Write your word three times. Write your word in different colours. Write what your word means.
kneel gnat		Spell the word out loud.
gnaw		



Stage: 2Challenge WordsList: 6	Contracts Contineers
Spellings	Challenge week
door	Choose an activity from the challenge week pack.
floor	
poor	
because	
find	
kind	
mind	
behind	
child	
children	

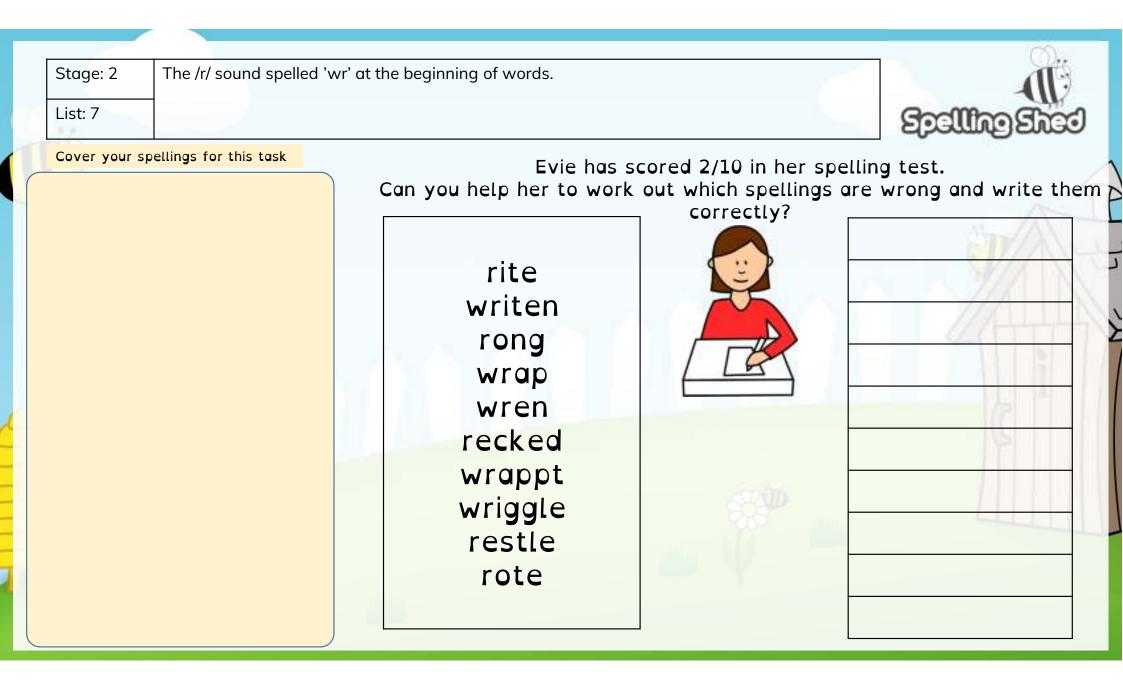
					. O.,
Stage: 2 Cha	llenge Words				
List: 6 Nam	ne:				Corte Cullicole
0					
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
door					
floor					
poor				( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	111
because		SOL			
find					12
kind					- 15.
mind				STOD -	
behind					
child				V.	
children					

Stage: 2	Challenge words		en la
List: 6	Name:		Conte Confiliaçe
0			
Spelling	S	Cover your spellings up. Can you	u work out the missing letters
door		from each word?	
floor		d _ r	flr
poor			
because		p _ r	bec_s_
find			
kind		f_nd	k_nd
<mark>min</mark> d			
behind		m_nd	b_h_nd
child		ch ld	ch ldren
children			

Stage: 2	Challenge words		
List: 6	Answers:		Soft College
0			
Spelling	S	Cover your spellings up. Can yo from each word?	ou work out the missing letters
door			STA .
floor		d <u>o</u> r	fl <u>o</u> r
0 <b>00</b> r			
oecause	}	p <u>o</u> r	bec <u>ause</u>
find	- AN		
<mark>kin</mark> d		find	k <u>i</u> n d
mind		mind	b o b i p d
behind		m <u>i</u> n d	b <u>e</u> h <u>i</u> nd
child		child	children
children			

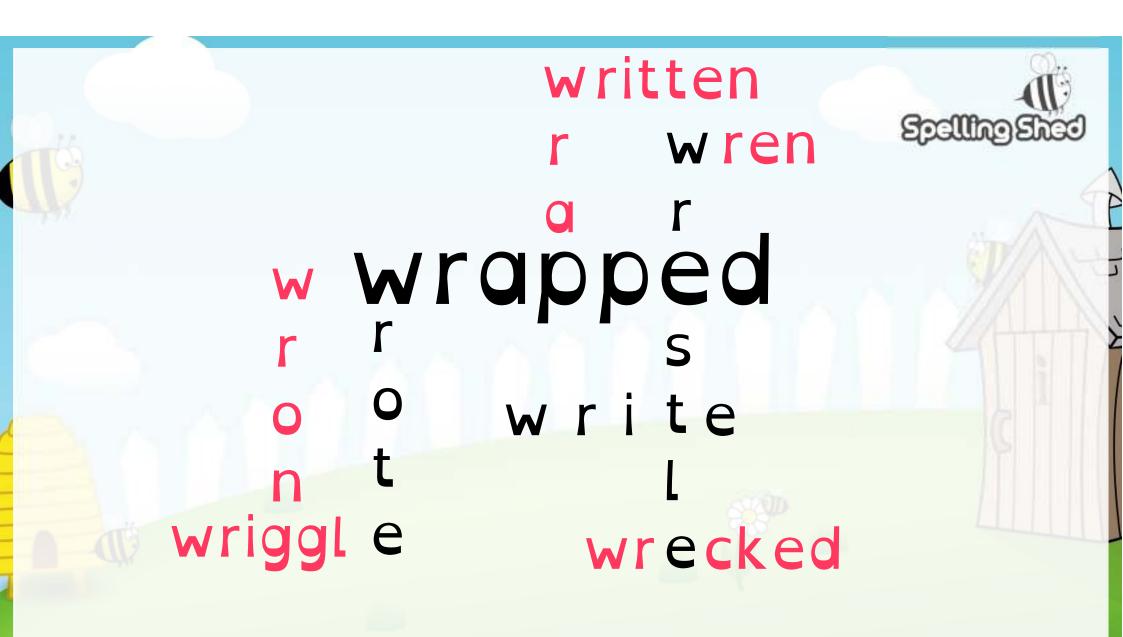


	tage: 2 The /r/ sound speller	d 'wr' at the beginni	ng of words.
S	pellings	Introduction	Some words have a silent 'w' at the start creating a /r/ sound,
	vrite vritten	Main Teaching Activity	Ask the children to look at Evie's spelling test on the power point slide. She forgot about the silent 'w' in many of her words. Get the children to work in pairs to see if they can correct her mistakes.
_	vrong		Share new spellings and discuss misconceptions
h	vrap vren vrecked	Independent Activity	Get children to write the word 'wrapped' across their mini white board. Set a 7 minute timer and see who can add as many of the spelling list words in to a scrabble web as possible.
	vrapped vriggle		You can use the example on the slide below if they need some support getting started.
	vrestle vrote		Feedback and if time, draw a scrabble web on the board as a class.



Stage: 2 The /r/ sound spelled 'wr	r' at the beginning of words.	- AU
List: 7 Answers:		Conte Culliage
Cover your spellings for this task		/10 in her spelling test.
Spellings		ich spellings are wrong and write them rrectly?
write		write
written	rite	written
wrong	writen	wrong
wrap	rong wrap	wrap
wren	wren	wren
wrecked	recked	wrecked
wrapped	wrappt	wrapped
wriggle	wriggle restle	wriggle
wrestle	rote	wrestle
wrote		wrote

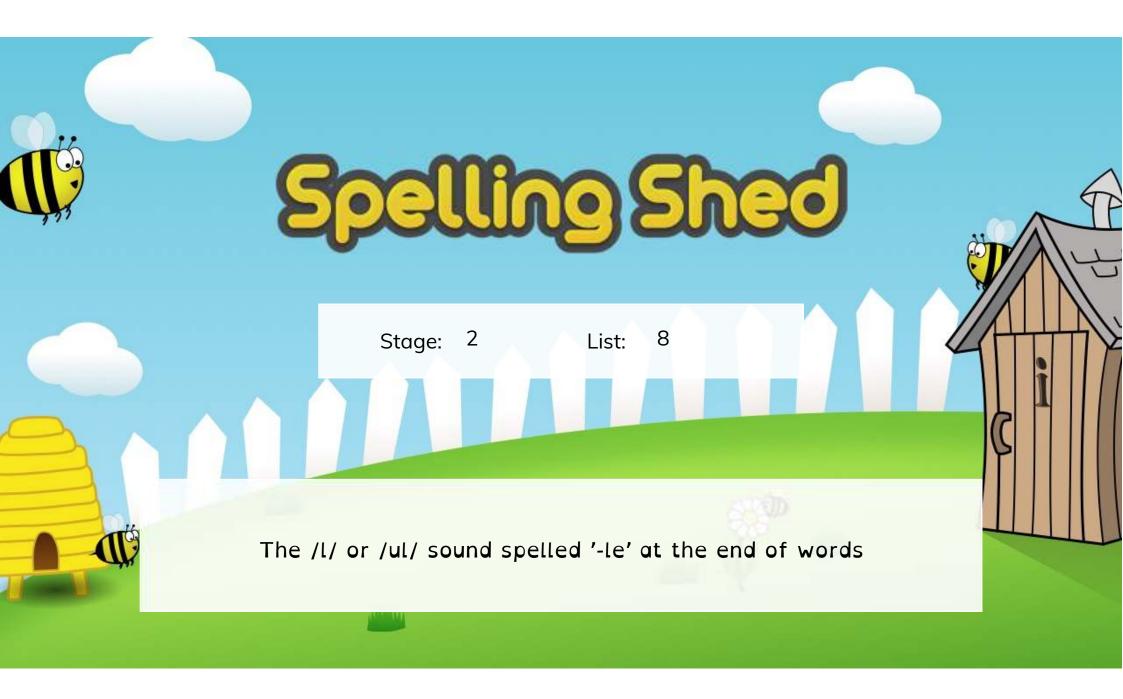
	W	Conte Confillege
Spellings	r	
write		
written	<pre></pre>	
wrong	wrapped	
wrap	S	
wren		
wrecked	write	
wrapped		
wriggle		
wrestle	e	
wrote		



Stage: 2	The /r/ s	ound spelled 'wr' at th		A B		
List: 7	Name:					Conte Confilloge
0						
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
write						än/A\_
written						
wrong						
wrap		200				
wren	~					
wrecked						6
wrapped					C.C.D	
wriggle						
wrestle					Y	
wrote						

Stage: 2 The /I	The /r/ sound spelled 'wr' at the beginning of words.					
List: 7 Name	2:			Conte Confillede		
0	Use 'wr' to crea	te the words from	your spelling li	<mark>st. Can you</mark>		
Spellings	think of any mo	re?				
write		ong				
written		itten				
wrong		en				
wrap		ite				
wren	wr +	iggle				
wrecked		ap				
wrapped		ecked	STAD			
wriggle		apped				
wrestle		estle				
wrote		ote				

Stage: 2The /r/ soundList: 7Answers:	spelled 'wr' at the beginning of word	ds.		ID- offe confiles ce	Ð
Spellings	Use 'wr' to create think of any more		your spel	ling list. Can you	5
write		ong		wrong	
written		itten		written	1
wrong		en		wren	
wrap		ite		write	
wren	- wr +	iggle	=	wriggle	
wrecked		ap		wrap	
wrapped		ecked	AND .	wrecked	
wriggle		apped		wrapped	
wrestle		estle	Y.	wrestle	
wrote		ote		wrote	



Stage: 2 List: 8	The /l/ or /ul/ sound	spelled '-le' at the e	nd of words.	
Spellings table		Introduction	Words ending in 'le' are usually pronounced /ul/ following a consonant. Can the children think of any words that end in 'le'? This is the most common spelling of this sound at the end of words.	
apple bottle little middle		Main Teaching Activity	Get the children to say the words and copy them down on to their whiteboard. Which words have an /ul/ sound and which have a /l/ sound? Compare the difference between the grapheme 'le' and the /l/ sound when it is in different positions in a word.	
bubble cable uncle ankle eagle		Independent Activity	Get the children to look at the images and write the spelling for each word, remind children that this week's spellings have the 'le' ending. Share the spellings as a class.	

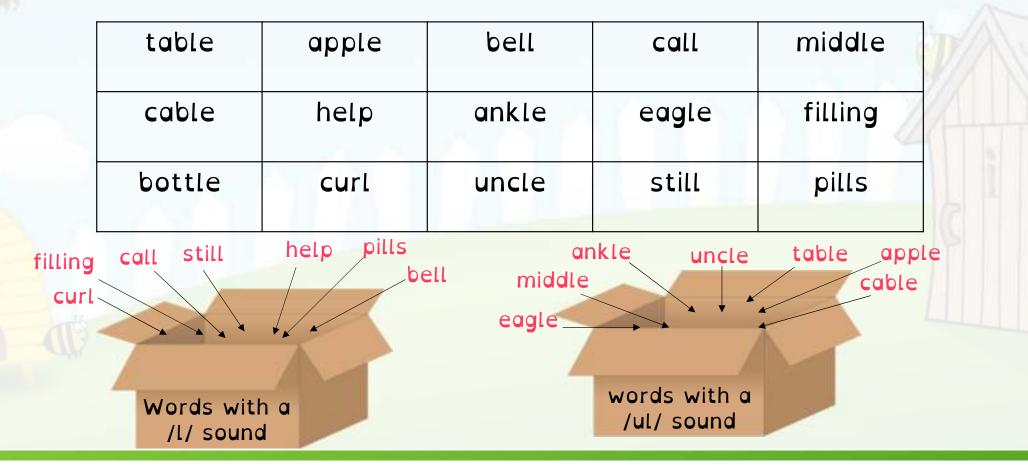
Look at the words below, which ones have a property /l/ sound and which ones have an /ul/ sound?

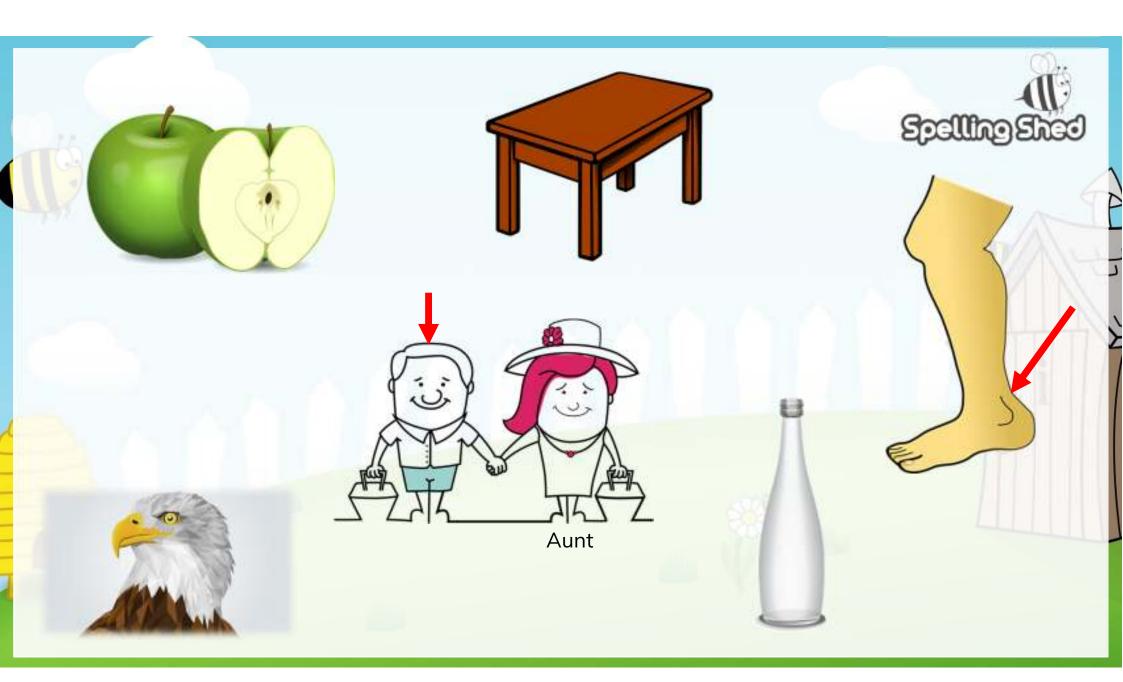
table	apple	bell	call	middle
cable	help	ankle	eagle	filling
bottle	curl	uncle	still	pills

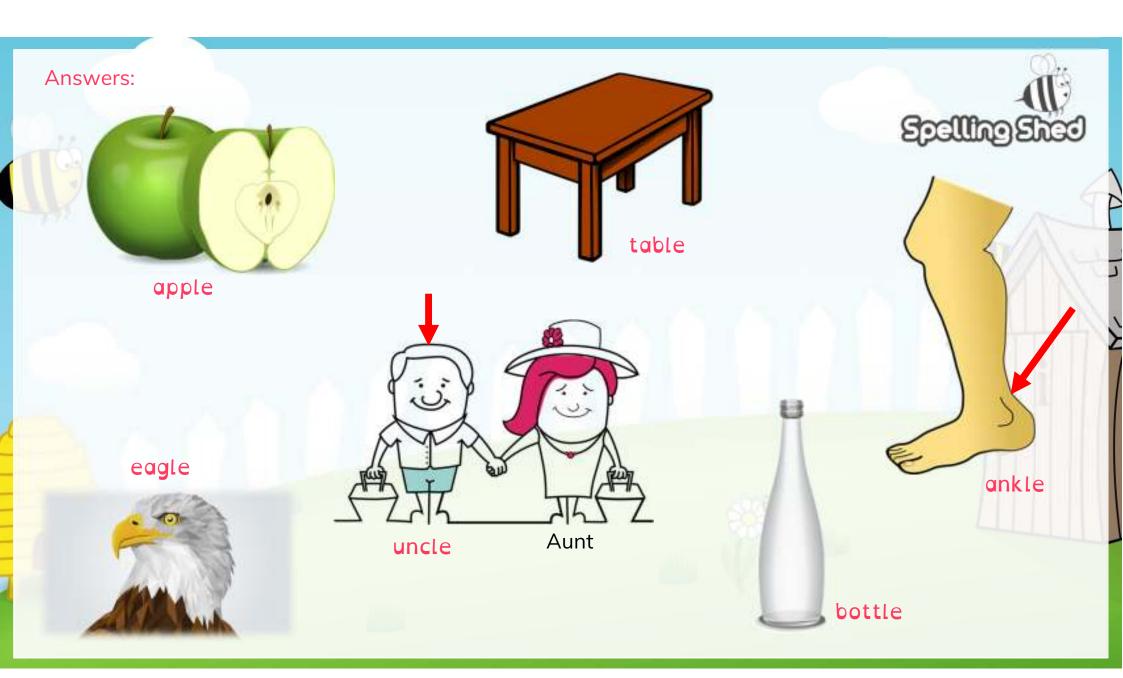


Look at the words below, which ones have a prime in /l/ sound and which ones have an /ul/ sound?

Answers:



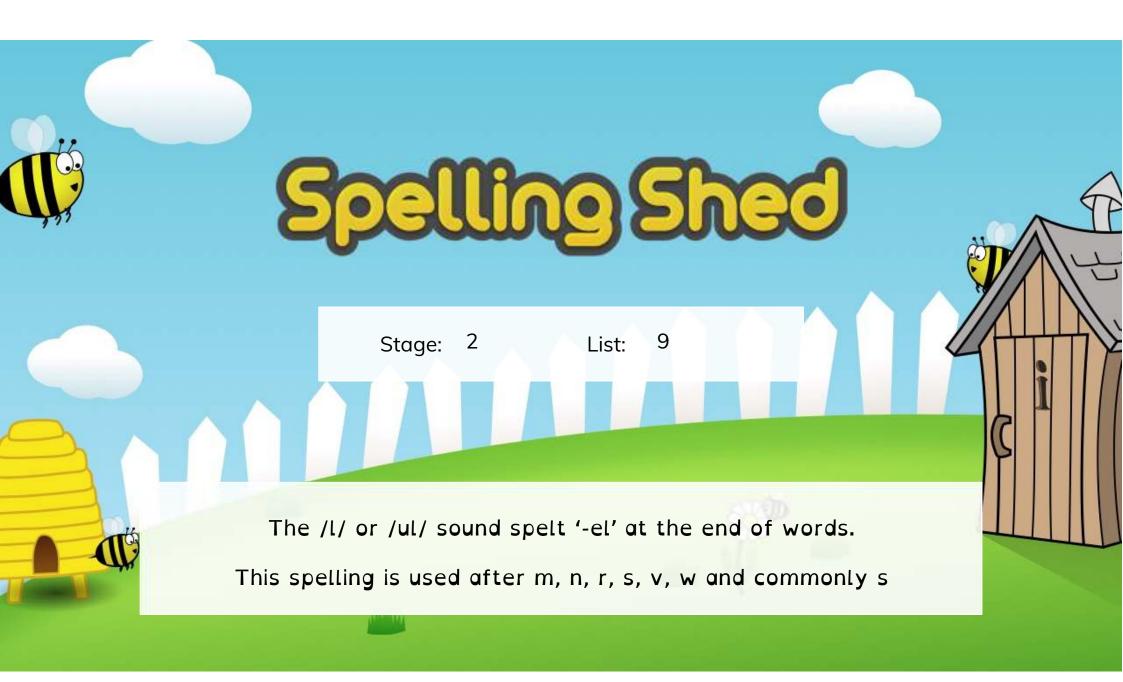




Stage: 2	The /l/ or /ul/ sound spelled '-le' at the end of words.					AL DE	
ist: 8	Name:					Solling	
9	•						
Spelling	S	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt	
table						ET A	
apple						Y// N	
bottle						111	
little		2.00					
middle						7	
bubble						6	
cable					STAD.		
uncle							
ankle							
eagle							

		<u>().</u>
Stage: 2	The /l/ or /ul/ sound	spelled '-le' at the end of words.
List: 8	Name:	Conte Confillage
C?		Write the correct spelling into each sentence.
Spellings	5	The dipper hall had a missing
table		The dinner hall had a missing.
apple		The pencil pot was in the of the table.
bottle		The mouse poked his nose out of the hole.
little		He tied up the boat with a big
middle		My takes me fossil hunting.
bubble		I knocked over the of juice.
cable		
uncle		Yanis fell playing football and broke his
ankle		My favourite bird is an
eagle		I filled the water with bath.

Stage: 2	Stage: 2 The /l/ or /ul/ sound spelled '-le' at the end of words.				
List: 8	Answers:	Conte Contino est			
0		Write the correct spelling into each sentence.			
Spelling	S	The dinner hall had a <u>table</u> missing.			
table					
apple		The pencil pot was in the _middle_ of the table.			
bottle		The _little_ mouse poked his nose out of the hole.			
little		He tied up the boat with a big <u>cable</u> .			
middle		My _uncle_ takes me fossil hunting.			
bubble		I knocked over the _bottle_ of _apple_ juice.			
cable		r knocked over the _bottle_ or _dppte_ Julee.			
uncle		Yanis fell playing football and broke his _ankle			
ankle		My favourite bird is an <u>eagle</u> .			
eagle		I filled the water with _bubble_ bath.			



Stage: 2The /l/ or /ul/ sound s commonly s.List: 9	pelt '-el' at the end	of words. This spelling is used after m, n, r, s, v, w and	
Spellings camel	Introduction	The /l/ or /ul/ sound spelt '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. Can the children think of any words they know of that end with 'el'?	
tunnel squirrel travel towel tinsel	Main Teaching Activity	Get the children to work in pairs to answer the quiz questions, remind them about spelling the answer correctly and using this week's spelling ending 'el'.	
hazel vowel angel jewel	Independent Activity	Ask children to write 3 sentences using words, appropriately, from the spelling list. To extend children you could ask them to also write a sentence with more than one of this week's words. E.g. a sentence with 'squirrel' and 'tunnel' in.	



# Watch out, that \_\_\_\_ will spit at you!



### camel



#### She is as beautiful as an



Spalling Shad



# say on that What does the dress?

## What does the \_\_\_\_\_ say on that dress?

## label





### Look at that sparkling



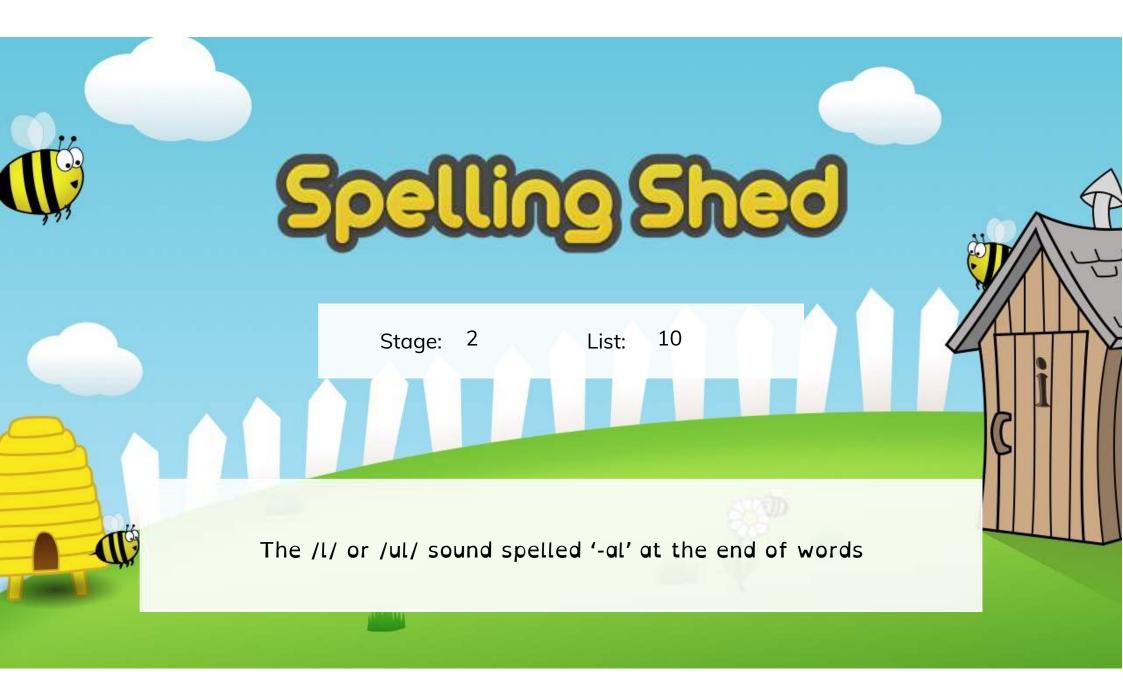




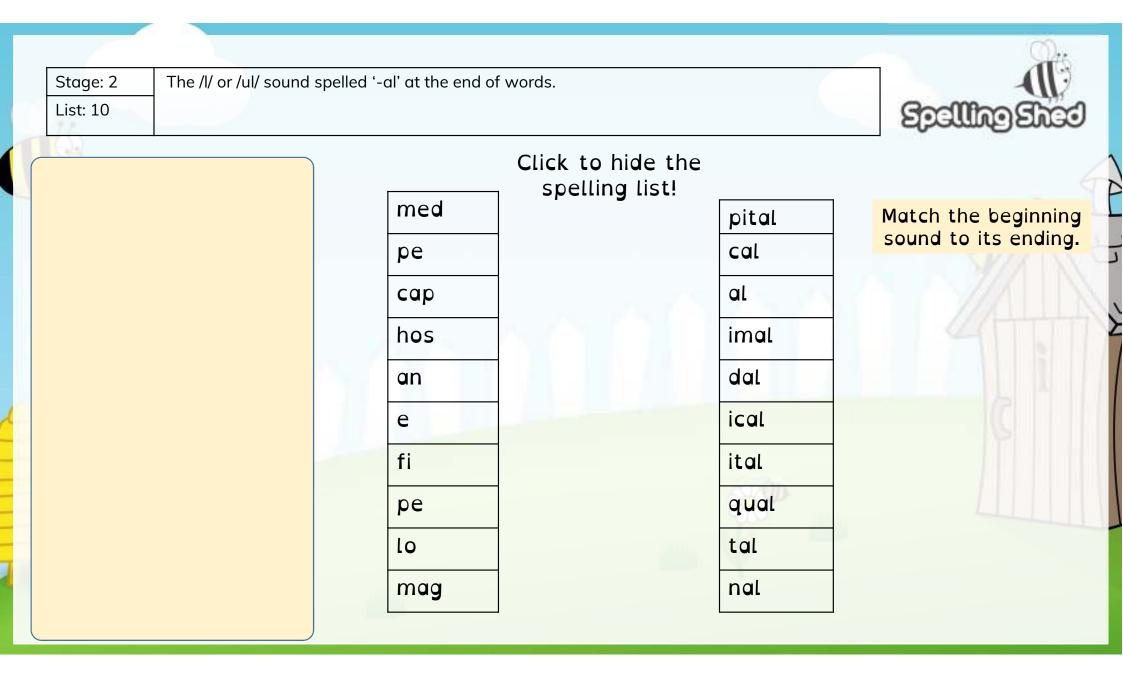
		or /ul/ sound spelt '-el' c nmonly s.	it the end of words. Th	nis spelling is used afte	er m, n, r, s, v, w	- C
List: 9	Name:					Spelling Shee
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
camel						
tunnel						S Y// N
squirrel				S. 65 (0)		111
travel		200 /				
towel						12
tinsel						5
nazel					STAD.	
vowel					20 <sup>5</sup>	
angel					V.	
jewel						

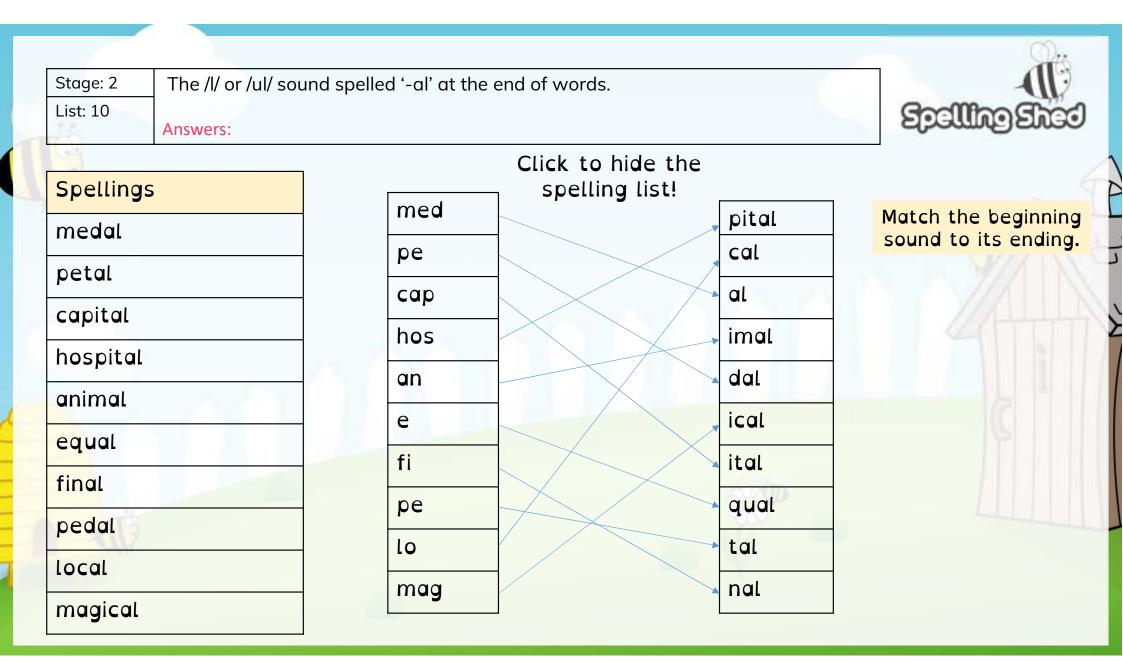
Stage: 2	The /l/ or /ul/ sour and commonly s.	und spelt '-el' at the end of wor s.	<sup>r</sup> ds. This spelling is used a	fter m, n, r, s, v, w	- C		
List: 9	Name:				Corte Guillage		
0.							
Spelling	S		ime you. Can you fin ke? Try it again and				
camel		towel	cable	table	vowel		
tunnel					1//		
squirrel		little	tunnel	camel	fable		
travel							
towel		tinsel	middle	bubble	squirrel		
tinsel					6		
hazel		uncle	hazel	travel	eagle		
vowel							
angel		angel	jewel	ankle	bottle		
jewel							

					3
Stage: 2	The /l/ or /ul/ sound and commonly s.	spelt '-el' at the end of word	ds. This spelling is used a	fter m, n, r, s, v, w	Ĩ
List: 9	Answers:				Conte Confillacte
0.					
Spelling	5			nd your spellings hid improve your spee	
camel		towel	cable	table	vowel
tunnel					VOWCI
squirrel		little	tunnel	camet	fable
travel					
towel	1.00	tinsel	middle	bubble	squirret
tinsel					
hazel		uncle	hazel	travel	eagle
vowel					
angel		angel	jewel	ankle	bottle
jewel					



Stage: 2 List: 10	The /l/ or /ul/ sound	spelled '-al' at the e	end of words.
Spellings medal		Introduction	Words with 'al' at the end are pronounced /l/ or /ul/. Can the children think of any words ending in 'al'.
petal capital hospital animal equal		Main Teaching Activity	Show children the power point slide with the mixed up beginnings and endings. Click the mouse to hide the spelling list and see if children can copy down the correct beginning and end to create the spelling list! Share the words created and discuss any errors or misconceptions.
final pedal local magical		Independent Activity	Use the power point slide to and a dice generator or a class set of dice to complete this activity. Children work in pairs or on their own to role the die for each word and record their answer, where required.





Stage: 2	The /l/ or /ul/ sour	id spelled '-al' at the end of words.
List: 10		Conte Confilleds
09		Roll a die or ask someone to pick a number from 1-6 for each spelling.
Spellings	5	
medal		] (•) Write your word in a full sentence.
petal		
capital		Write your word in capital letters.
hospital		Write your word three times.
animal		White your word timee times.
equal		Write your word in different colours.
final		
pedal		Write what your word means.
local		Spell the word out loud.
magical		

	ne /l/ or /ul/ sound spelled '- ame:	al' at the end of words.			Conte Confilore
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
medal					čn/A
petal					
capital					
hospital	272	SOL			
animal					72
equal					-16
final				STOD	
pedal				00°	
local				V	
magical					

Stage: 2 The List: 10 Nam	l/ or /ul/ sound spe e:	elled '	-al'a	it the	end c	of wor	ds.					Ç	Conte continees
Spellings												p	6
medal			L		C		L			m		+	Use your spellings, and
petal			0		p		t		L	g		t	the letters in
capital hospital										i		L	the crossword, to work out the missing words.
animal													
equal		q	e		a	L		m			L		
final					L					L			
pedal								L					
local													
magical			L										

														<b>0</b>
Stage: 2 The /l/ or /u	sound spelled	'-al' c	it the	end c	of wor	ds.								
List: 10 Answers:														Corte Cullicas
03														
Spellings													p	5
medal		L	0	C	a	L				m			e	Use your
petal				a						a			t	spellings, and the letters in
capital	h	0	S	p	i	t	a	L		g			a	the crossword,
hospital				i			n		f	i	n	a	L	to work out the missing words.
animal				t			i			С				
equal	q	e	d	a	L		m	e	d	a	L			5
final		q		L			a			L				
pedal		u					L							
local		a												
magical		L												



Stage: 2Words ending in '-il.List: 11	,	U) Conte confilicaça			
Spellings pencil	Introduction	Show the children the spelling list and ask if they can see a common feature of each word? (Ending in 'il')			
fossil nostril pupil April gerbil	Main Teaching Activity	Ask the children to create the spelling list by looking at the PowerPoint slide and adding 'il' to each starting sound. Get them to write the full words on to their whiteboards and compare with a partner. Share the words as a class and address any mistakes or misconceptions.			
lentil evil anvil basil	Independent Activity	Get the children to match up the words from their spelling lists with the correct definition. They can work in pairs or alone. You can get them to write the definitions on whiteboards or alternatively print out the slide and let them match by drawing lines. Share the answers.			

Add 'il' to each of these starting sounds to create a real word

penc	
foss	
nostr	
pup	- + if :
Apr	т п.
gerb	
lent	
ev	
anv	
bas	

•	pencil
	-

Socilling Shoo

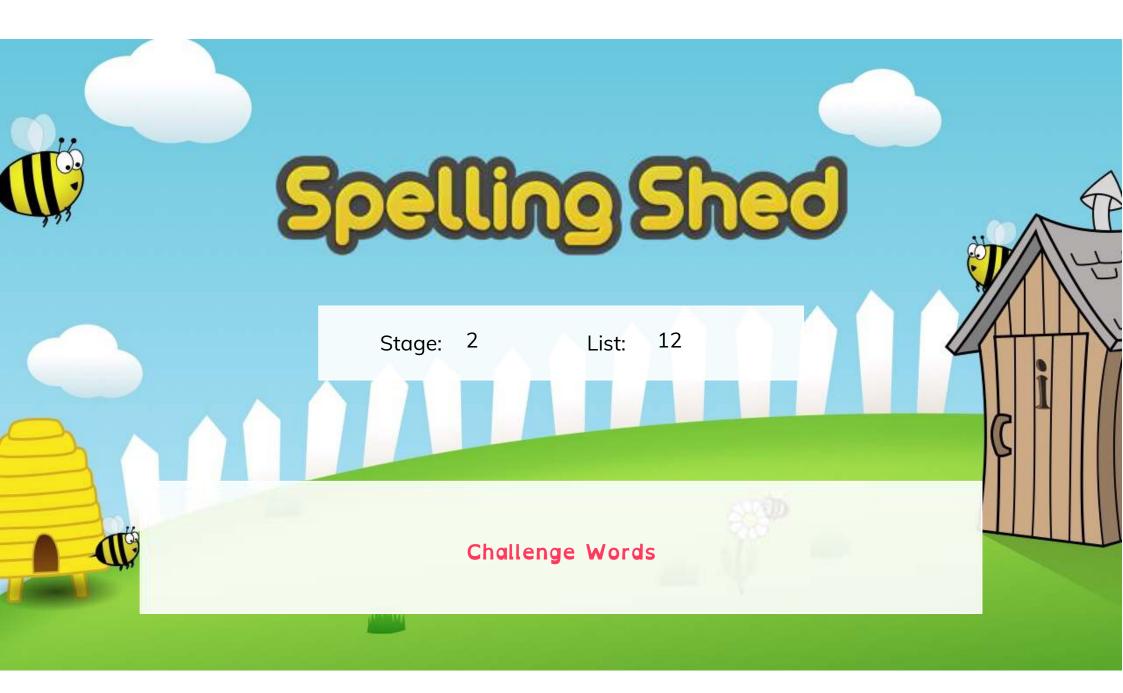
- fossil
- nostril
- pupil
- April
- gerbil
- lentil
- evil
- anvil
- basil

Stage: 2 Words ending List: 11	in '-il.'		Conte confiliere
Spellings		on your white board and th for each word next to it.	en write
pencil fossil	Something you write with.	The remains of a prehistoric plant or	The month after March.
nostril pupil	The opening of your nose.	of	
April gerbil	The black hole in		A small pet.
evil evil	your eye.	A very bad	A type of pulse that you can put in soup or
anvil basil	A herb.	person could be called	daal.

Stage: 2 List: 11	Words ending in '-il.'			GeofficeR
Spelling	S		on your white board and th n for each word next to it.	nen write
pencil fossil nostril		Something you write with. pencil	The remains of a prehistoric plant or creature.	The month after March. April
pupil April		The opening your nose nostril		A small pet. gerbil
gerbil lentil evil		The black hole in your eye.	anvil	A type of pulse that you can
anvil basil		A herb. basil	A very bad person could be called <u>evil</u> .	put in soup or daal. lentil

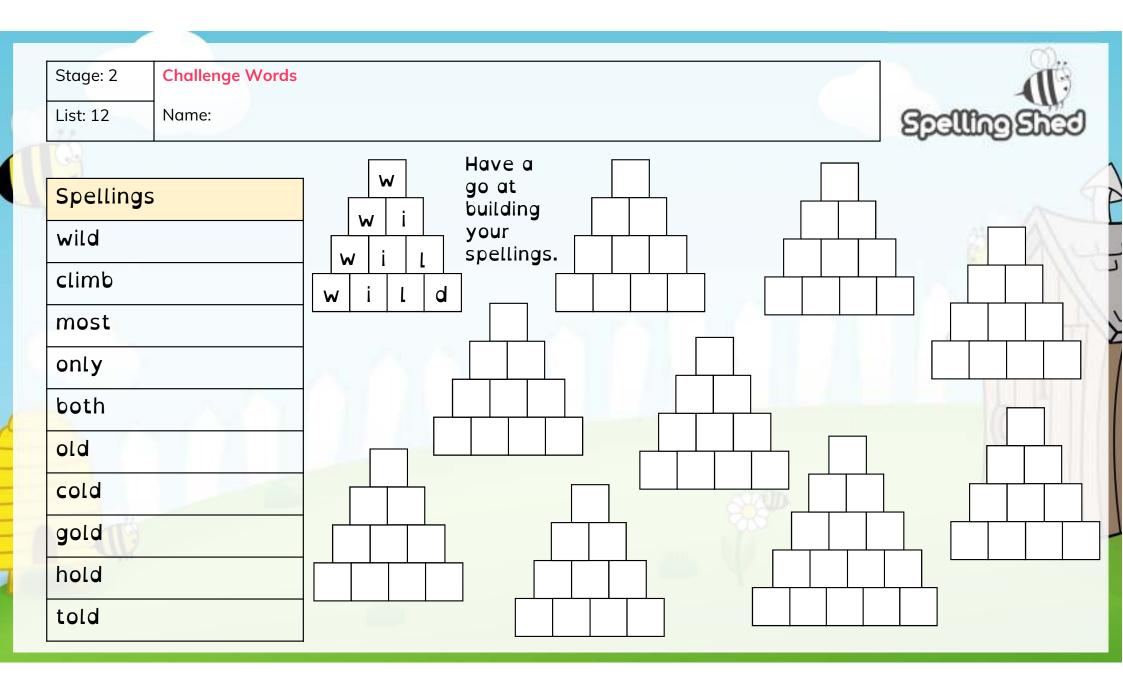
Stage: 2 Wo	ords ending in '-il'.				
List: 11 Na	me:				Corts Cullicas
0					
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
pencil					
fossil					
nostril			< (A) (A)	( ) ( ) ( )	
pupil		SCH CH			
April					12
gerbil					6
lentil				STOD -	
evil					
anvil				Y	
basil					

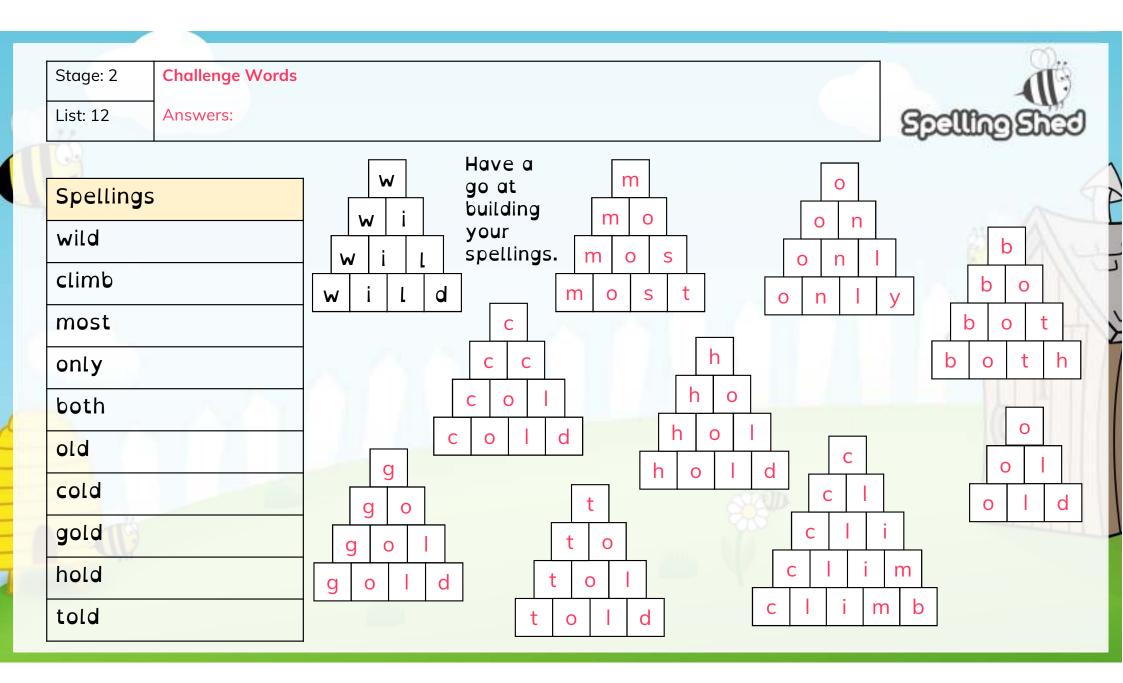
_			
	Stage: 2	Words ending in '-i	r.
	List: 11	Name:	Conte onillage
1	03		
	Spellings	;	Can you select 6 of your spellings to write into sentences?
	pencil		
	fossil		
	nostril		2.
	pupil		
	April	1.0	3.
	<mark>ger</mark> bil		4.
	lentil		5.
	evil		
	anvil		6.
	basil		

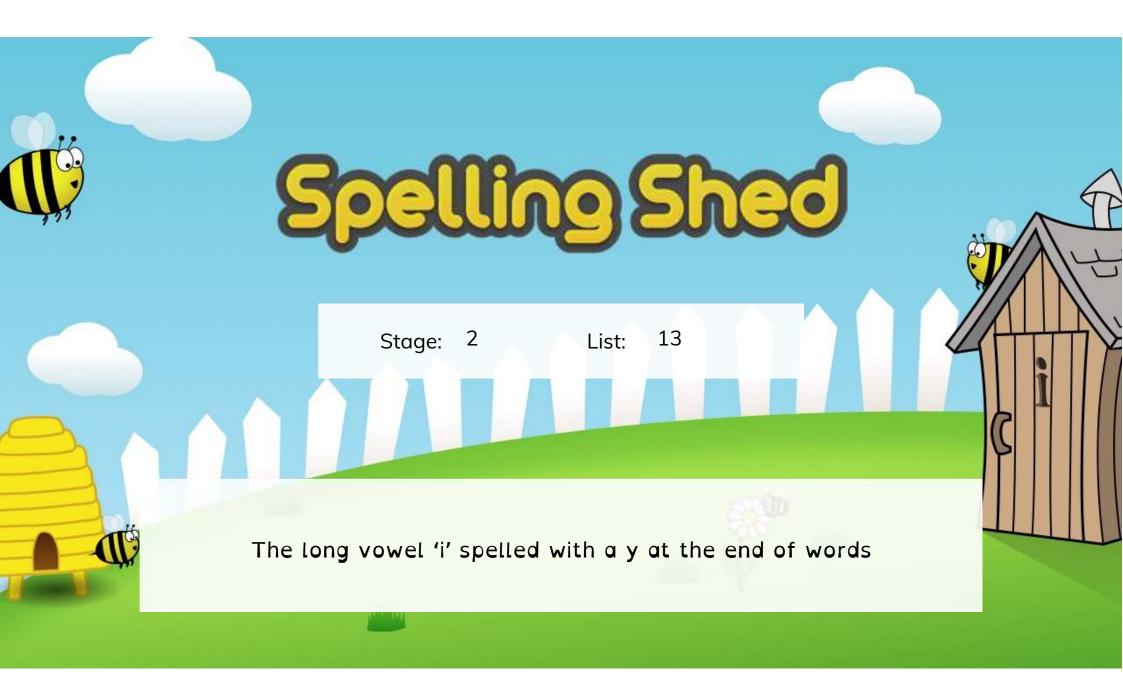


Stage: 2 Challenge Words	
List: 12	Cooling Charl
	Seril Colling Shed
	<u>Challenge week</u>
Spellings	
wild	Choose an activity from the challenge week pack.
climb	
most	
only	
both	
old	
cold	
gold	
hold	
told	

Stage: 2 Challer List: 12 Name:	nge Words				Spelling Shed
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
wild					
climb					A YEAR
most					
only	0.00				
both					12
old					- 15
cold				STOD	
gold				<b>a</b>	
hold					
told					





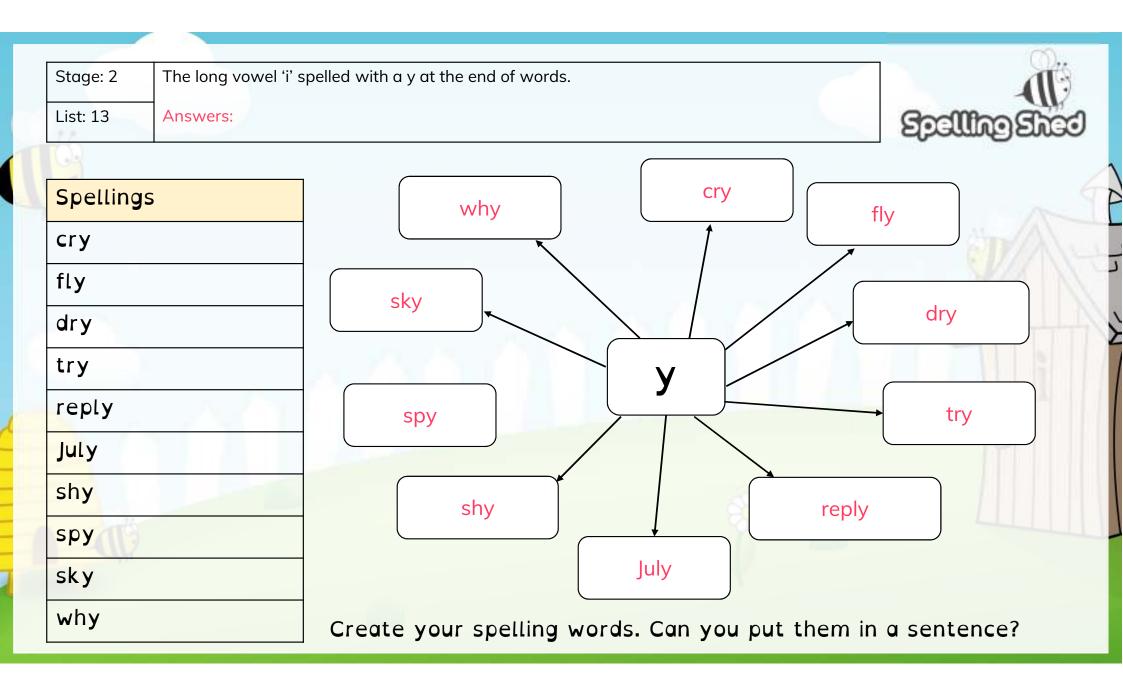


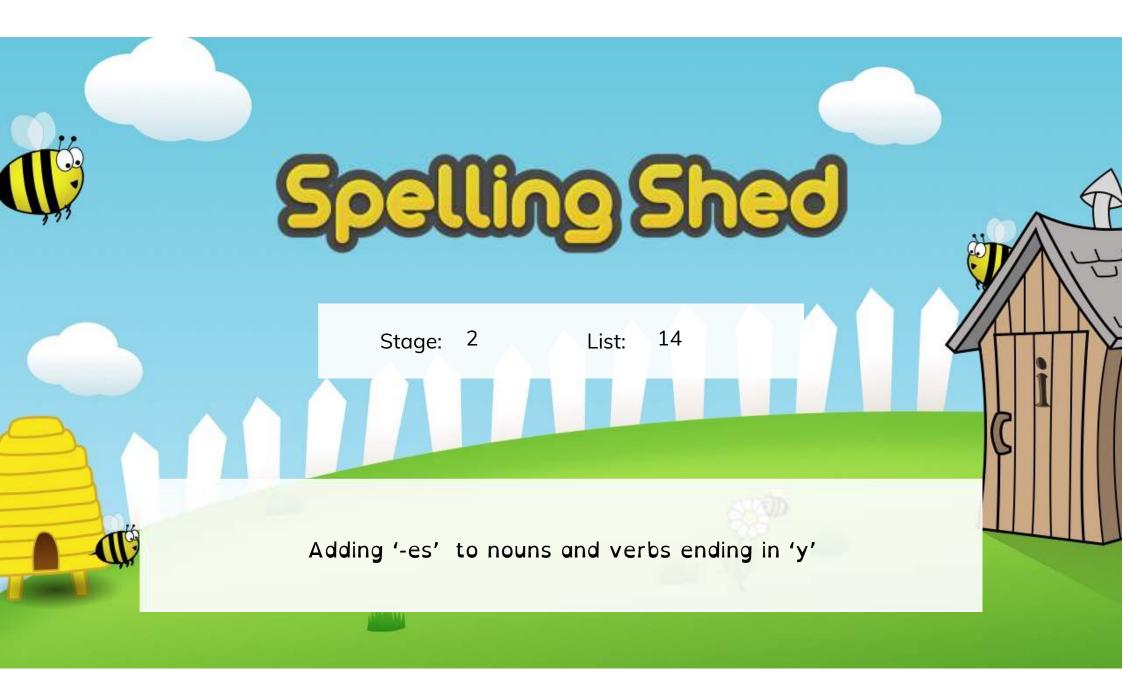
Stage: 2 The long vowel 'i' s List: 13	pelled with a y at th	e end of words.
Spellings	Introduction	Explain that today children will look at words with a similar sound at the end but that is not spelled as they might expect.
cry fly dry try reply July	Main Teaching Activity	Write these words on the board and ask pupils to read them, they can segment them if necessary: fly, dry, ply, July, reply, spy, whyAsk the children if they can hear a sound that appears in all of the words.Ask the children to use the PowerPoint to add 'y' to each word to create their spelling list (they can write them on a whiteboard).
shy spy sky why	Independent Activity	In small teams, one child chooses a word and then writes the first letter, they pass the board to the next person why writes the next letter and this carries on until the word is complete. If a mistake is made then they rub it all out and start again. Carry on until all words have been spelled as a team.

Add 'y' to each create a real w	n of these starting sounds vord	s to	U) Conte conllege
Cr		cry	
fl		fly	ED Au
dr		dry	
tr	$\pm v -$	try	2 The second sec
repl	· y —	reply	
Jul		July	G
sh		shy	
sp		spy	
sk		sky	
wh		why	

Stage: 2	The lor	ng vowel 'i' spelled with	n a y at the end of word	łs.		-M
.ist: 13	Name:					Stalling Sha
Spelling	S	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
cry						
fly						- YAN
dry				S 10 1		111
try		270				
reply						12
July						-6
shy 🛛					STAD.	
spy 👘						
sk y					V	
why						

		0
Stage: 2 The	ne long vowel 'i' spelled with a y at the end of words.	- CE
List: 13 Nar	ame:	Conte Confillence
Spellings		
cry		
fly		
dry		
try		
reply		
July		
shy		
spy		
sky		
why	Create your spelling words. Can you put them in a	sentence?





			Ŵ.,
	Stage: 2 Adding '-es' to nou	ins and verbs ending	g in 'y.'
	List: 14		Conte Culliage
		Introduction	Explain that when a word ends in 'y' and 'es' needs to be added,
	Spellings		there is a rule that always applies.
	flies		
	tries	Main Teaching	Write on the board: fly and flies
	replies	Activity	carry and carries
	cries		The 'y' is removed and 'ies' is added to complete the word.
	copies		Show children the PowerPoint and get them to follow the rule to
-	babies		create the spelling list words
-	carries	Independent Activity	Print a set of cards for each small group. Once child takes a card
(	spies		and tells the others what the word is. They write the word down and the child with the card acts as the teacher to check each
	supplies		spelling. The next child then becomes the teacher and this
	lorries		continues until all words have been spelled correctly.

Add '-ies' to each of the root words to create your spelling list.

Look at the first one which has been done and follow the pattern:

fly - y = fl + ies = flies	
try	
reply	
cry	
сору	- y + ies =
baby	C
<b>c</b> arry	
spy	
supply	
lorry	

## Answers:

Add '-ies' to each of the root words to create your spelling list.

Look at the first one which has been done and follow the pattern:

$$fly - y = fl + ies = flies$$

try - y = tr + ies = tries

reply -y = repl + ies = replies

cry - y = cr + ies = cries

Copy - y = cop + ies = copies

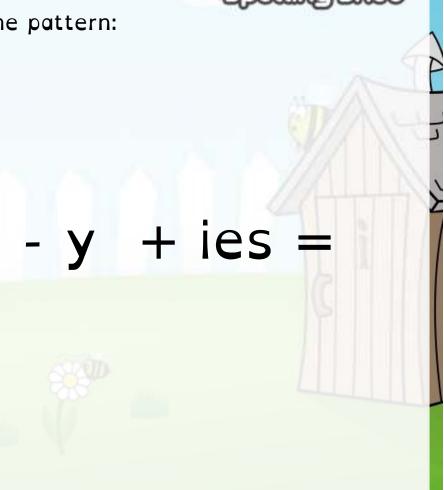
Baby - y = bab + ies = babies

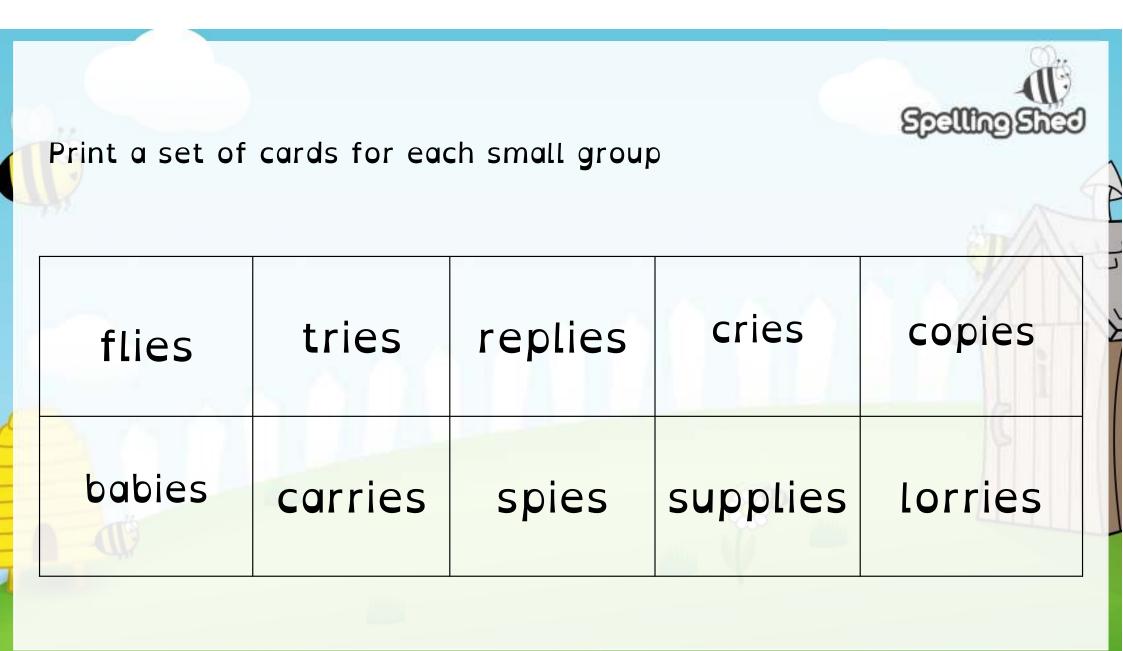
Carry – y = carr + ies = carries

Spy - y = sp + ies = spies

Supply -y =suppl +ies =supplies

Lorry - y = lorr + ies = lorries





Stage: 2	Adding	gʻ-es' to nouns and ve	rbs ending in 'y.'			A
List: 14	Name:					STE CALLECE
9						
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
flies						
tries						- YA
replies						11
cries		ono K	S. ( )			
copies	5					12
<mark>bab</mark> ies						- 6
<mark>carr</mark> ies					S CD	
<mark>spie</mark> s						
supplies					K	
lorries						

Stage: 2Adding '-es' to noList: 14Name:	uns and verbs er	nding in 'y.'	,					e	jellt	J)- Me	) 20
Spellings	f		e	S	C		r	r			A
flies	t						r	r	a)		
tries			e	S	L						
replies	c r	i		- r	Ь		b	i	1/		Ň
cries										1	
copies	C	q				9	5		i e		
babies										13	
carries		p	q			AND					
spies						20					
supplies	spellings	ou use 5 to loc	ate th	ne	r	4	<b>b</b>				٦ 🛛
lorries	missi	ng lett	ers?								

Stage: 2Adding '-es' to rList: 14Answers:	nouns and v	erbs end	ing in 'y.'	,						{	Epcil	) Logi	() 100	
Spellings	f	L	i	e	S		С	Q	r	r	i	e	S	A
flies tries	t	r	i	e	S		L	0	r	r	i	e	S	L
replies	C	r	i	e	S		b	a	l t	) i	e	S		ž
cries copies		0	p	i	e		s		S	p	i	e s	5	
babies												13		
carries spies	S	u	þ	þ	L				5					
supplies lorries	spe	llings	u use to loc g lett	ate th	ne	r		e	q	L	i	e s	5	

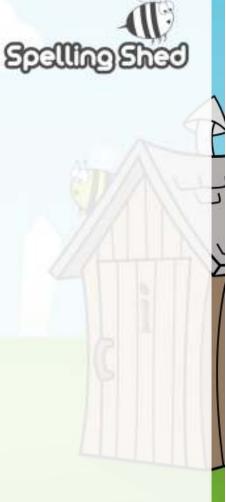


Stage: 2 Adding	'-ed' to words ending in y. The	y is changed to an i.
List: 15		Conte Confiliaçes
	Introduction	When adding 'ed' to the end of a word which ends in a y then the
Spellings		following rule is followed:
copied replied		root word - y and change to i and then + ed. copy - y and add i = copi then add ed = copied
	Main	Get the children to look at the list of root words and the spelling
spied	Teaching	list. Can they work out the rule for adding 'ed' to the root words
fried	Activity	that end in 'y'?
applied		Share their thoughts and explain the correct rule.
relied	Independent Activity	Stick a big piece of paper on the wall (one for each group). Call out a spelling list word and set a one minute timer. One member of the
identified	Activity	group runs and writes down the spelling on the paper, runs back
multiplied		to the group and hands over the pen to the next person, they runto the paper and write the word. This continues until the timer
magnified		runs out. 1 point for each correctly spelled word.
supplied		Start again with another spelling list word!

What happens to the root word in order to add 'ed'?

сору	
reply	
spy	
fry	
apply	500
rely	
identify	
multiply	
magnify	
supply	

copied
replied
spied
fried
applied
relied
identified
multiplied
magnified
supplied



-y + i and then + ed

tage: 2 Addin	g '-ed' to words ending	in y. The y is changed	to an i.		J.
.ist: 15 Name:					STE CALLEGE
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
copied					in A
replied					11
spied					11
fried	0.07				
applied	2011				
relied					- 15
iden tified				STAD.	
multiplied					444
magnified				V	
supplied					

Stage: 2       Adding '-ed' to words ending in y. The y is changed to an i.         List: 15       Name:						
Spellings		🔶 pied	ident 🔶 fied			
copied		c o p e d	ried			
replied						
spied		🗌 🔶 agnified	multipled			
fried		aphlied	replid			
applied						
relied		r en i e d	supplie 🔶			
<mark>iden</mark> tified		Read down the columns and use t	the missing letters, in order, to			
multiplied		make a new 10 letter 'ied' word.				
magnified	b					
supplied						

Stage: 2	Adding '-ed' to	Adding '-ed' to words ending in y. The y is changed to an i.					
List: 15	Answers:		Conte Culliage				
Spelling	S	spied	identified				
copied		copied	fried				
replied spied		magnified	multiplied				
fried		applied	replied				
applied	- A.A						
relied		relied	supplied				
iden tifie	ed	Read down the columns and u	se the missing letters, in order, to				
multipli	ed	make a new 10 letter 'ied' wo					
magnifie	ed	simp	<u>l i f i e d</u>				
supplied	k						



	Stage: 2 Adding '-er' to word	ls ending in y. The y	is changed to an i.		
	Spellings	Introduction	When adding 'er' or 'est' to the end of a word which ends in a y then the following rule is followed:		
	happier happiest angriest		root word - y and change to i and then + er or est copy - y and add i = copi then add er = copier happy – y and add i = happi then add est = happiest		
	angrier drier	Main Teaching Activity	Get the children to look at the list of root words and the spelling list. Can they work out the rule for adding 'er' and 'est' to the root words that end in 'y'? Remind them of the rule from last week's spellings.		
	driest tidier		Share their thoughts and explain the correct rule.		
(	tidiest funnier	Independent Activity	Get the children to choose 5 words and write a sentence containing the word. Share with a partner to check and improve.		
	funniest				

What happens to the root word in order to add 'er' or 'est?

happy	
happy	
angry	
angry	
dry	
dry	
tidy	
tidy	
funny	
funny	

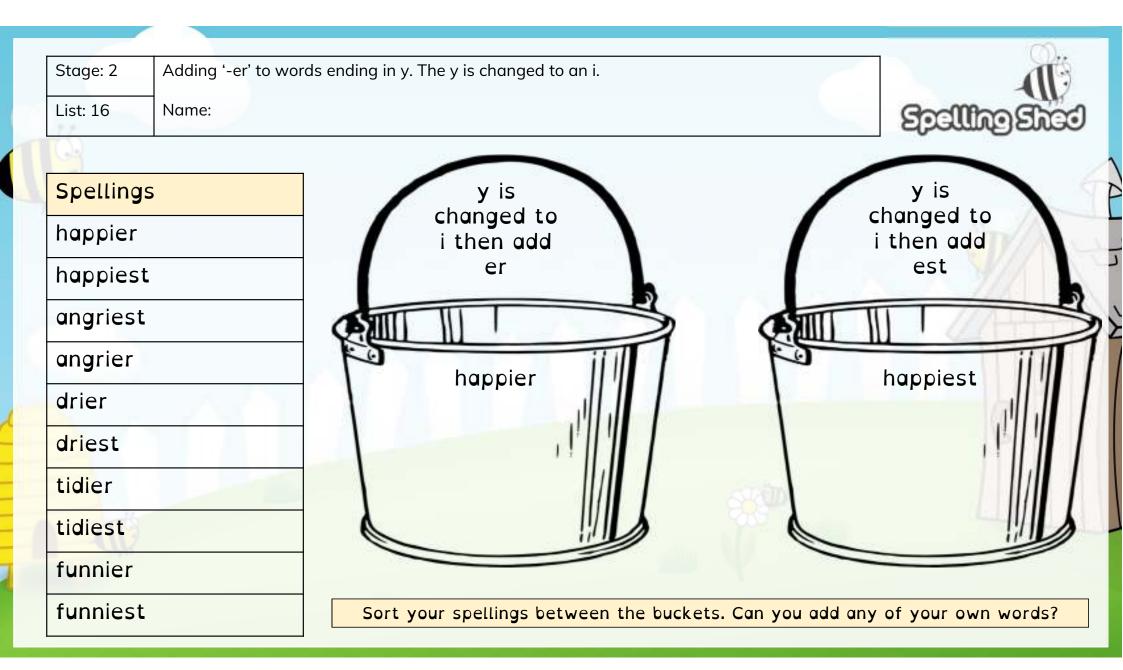
happier	
happiest	
angriest	
angrier	
drier	
driest	
tidier	
tidiest	
funnier	
funniest	

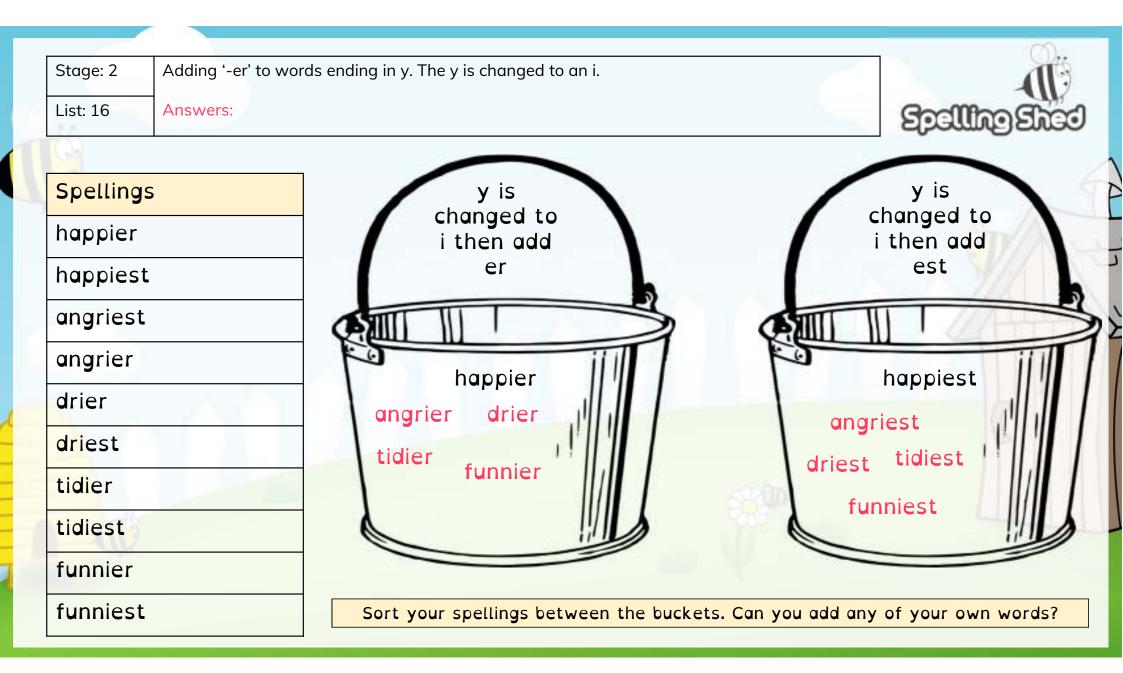


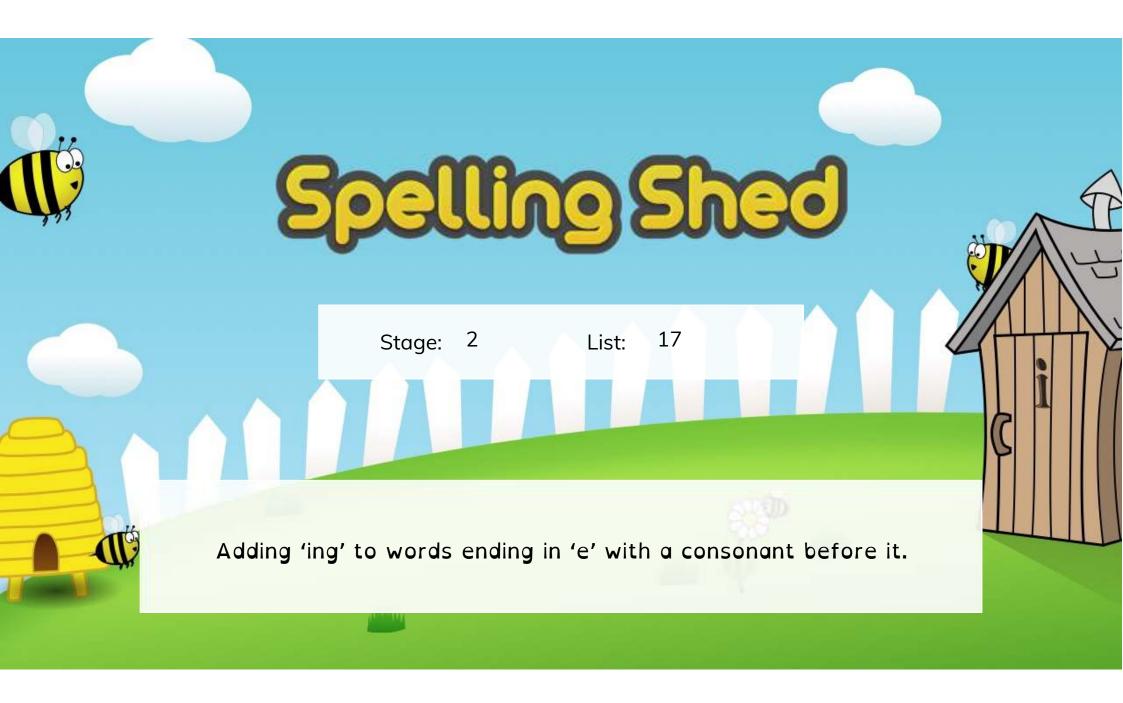
- y + i and then + ed
- y + i and then + est

Stage: 2 Adding '-er' or 'est' t List: 16	to words ending in y. The	e y is changed to an i.
Spellings	Your word	Copy down five of the words in your spelling list and write a sentence containing it. Your sentence
happier happiest		
angriest		
angrier drier		
driest		
tidier tidiest		
funnier		
funniest		

	Stage: 2 List: 16	Adding Name:	'-er' to words ending i	n y. The y is changed to	o an i.		
							Corte Guillage
	Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
	happier						
	happiest						
	angriest				S CAR		
	angrier		200				
	drier	1					
	driest						6
	tidier					A COL	
1	tidiest						
	funnier					Y	
	funniest						







		<b>M</b>					
Stage: 2 Adding 'ing' to wor List: 17							
Spellings hiking	Introduction	When adding 'ing' to words that end in 'e', the 'e' must be removed.					
shining surprising joking	Main Teaching Activity	Ask the children to be spelling rule detectives again and see if they can work out what happens to the root word in order to add 'ing'. Show the power point and ask them to see work out what happens when 'ing' is added (the 'e' is removed before adding 'ing')					
hoping <mark>sm</mark> iling		Get them to copy down the spelling list words by following the rule.					
Loving writing coming	Independent Activity	Put the word cards into a pot and take them out one at a time. Read out the word and ask the children to write it down. Some of the words are in their root word form, as an extension children can see if they can add 'ing' to the word when writing it down,					
caring							

Stage: 2Adding 'ing' to words ending in 'e' with a consonant before it.List: 17Name:	Conte confileree
Spellings hike	+ ing
hike shine	hiking
surprise joke	
hope 6 7 7 7	
smile love	smiling
write come	
care	caring

Stage: 2 Adding ' List: 17 Answer		Conte confilecte
Spellings	What happens to the words when they go through the machine in order to add 'ing'?	+ ing
hike	in order to add 'ing'?	hiking
shine		shining
surprise		surprising
joke		joking
hope		hoping
<mark>sm</mark> ile		smiling
love		loving
write		writing
come		coming
care		caring

Print the cards and draw them out of a hat for children to spell.

hiking	shine	surprising	joking	hoping
				4
smile	loving	write	coming	caring
				6
pile	staring	accusing	decide	excite



Stage: 2 Ac	lding 'ing' to words ending	y in 'e' with a consonant	before it.		A
_ist: 17 Na	me:				STE CALLOCE
9					
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
hiking					
shining					Y// N
surprising					11
joking					
hoping					12
<mark>sm</mark> iling					- 6
<mark>lovi</mark> ng				STOD	
writing					
coming				V	
caring					

Stage: 2	Adding 'ing' to v	words ending in 'e' with a cons	onant before it.		ED-
List: 17	Name:				Conte Confillaçe
09					
Spelling	S	Root Word	New Word		Cover your spellings. Use the root word to
hiking		hike	hiking		create the new word
shining		shine			<ul> <li>using ing. Don't</li> <li>forget to be careful</li> </ul>
surprisir	ng	surprise		0.0	with the letter 'e'.
joking		joke			
hoping	- A.A.	hope			2
smiling		smile			- 15:
loving		love		AND -	
writing		write		900 III	
coming		come		Y	
caring		care			

Ai

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Adding 'ing' to words ending in 'e' with a consonant before it.

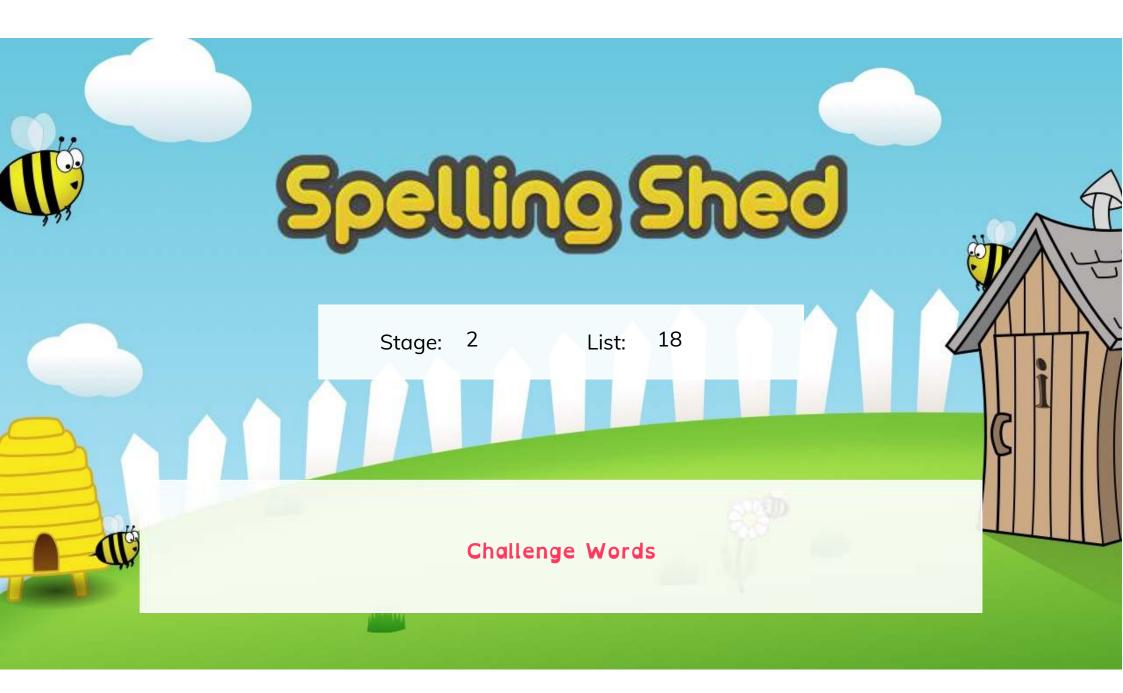
List: 17 Answers:

Spellings	Root Word	New Word
hiking	hike	hiking
shining	shine	shining
surprising	surprise	surprising
joking	joke	joking
hoping	hope	hoping
<mark>sm</mark> iling	smile	smiling
Loving	love	loving
writing	write	writing
coming	come	coming
caring	care	caring

Cover your spellings. Use the root word to create the new word using ing. Don't forget to be careful with the letter 'e'.

1

Corte Culloce

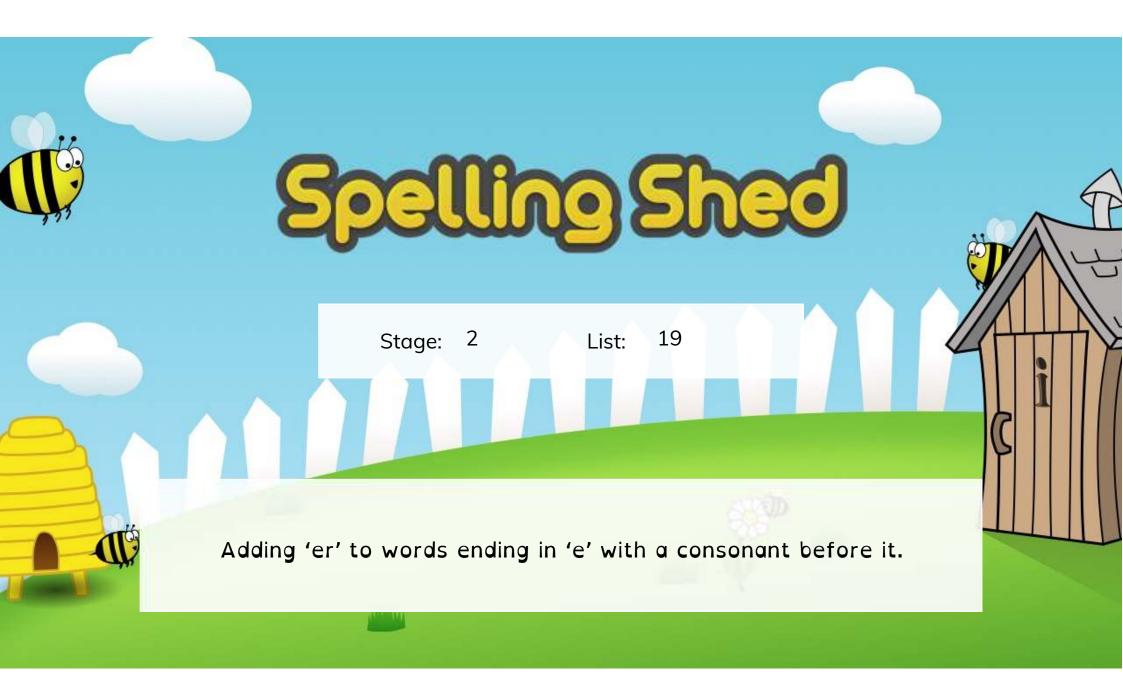


Stage: 2Challenge WordsList: 18	U DestBoallingB
Spellings	Challenge week
every	Choose an activity from the challenge week pack.
everybody	
even	
great	
break	
steak	
pretty	
beautiful	
after	
fast	

	ige Words				
List: 18 Name:					Corte Cullicae
Coollings	1st Attempt	and Attempt	Ord Attomat	4th Attampt	Eth Attomat
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
every					
everybody					
even					
great					
break					- P
steak					- 6
pretty					
beautiful					
after					
fast					

Stage: 2	Challenge Words			AL.			
List: 18	Name:			Streetling			
03							
Spelling	js	Read through your spellings. Then cover them up. Circle the correct spelling in each row of the grid below.					
every							
everybo	ody	evry	every	everey			
even		everybody	evrybody	evereybody			
great		evn	even	evven			
break	L	great	grait	graet			
steak		braek	breke	break			
		steik	staek	steak			
pretty		pritty	pretty	prety			
beautifu	JL	beutiful	butiful	beautiful			
after		afta	aftar	after			
fast		fast	faast	farst			

Stage: 2	Challenge Words			AL AL
List: 18	Answers:			Spelling She
Spelling	S		your spellings. Then a spelling in each row	
every				of the grid below.
everybo	ody	evry	every	everey
even		everybody	evrybody	evereybody
great		evn	even	evven
break		great	grait	graet
		braek	breke	break
steak		steik	staek	steak
pretty		pritty	pretty	prety
beautiful		beutiful	butiful	beautiful
after		afta	aftar	after
fast		fast	faast	farst



Stage: 2 Adding 'er' List: 19	to words ending in 'e' with	a consonant before it.
Spellings nicer	Introduction	When a word ends with a 'e' and there is a consonant before that 'e' then 'r' is added straight on the end to create the /er/ sound, 'd' is added to make the /ed/ sound and 'st' is added to create the /est/ sound.
writer baker hoped loved largest	Main Teaching Activity	Ask the children to sort the words on the power point slide in to groups depending on their ending. Can they add any more words to their groups that match the ending? Share the groups and new words.
closest looser safer simpler	Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.

Ask the children to create three columns on their whiteboards and sort the words below according to their endings:

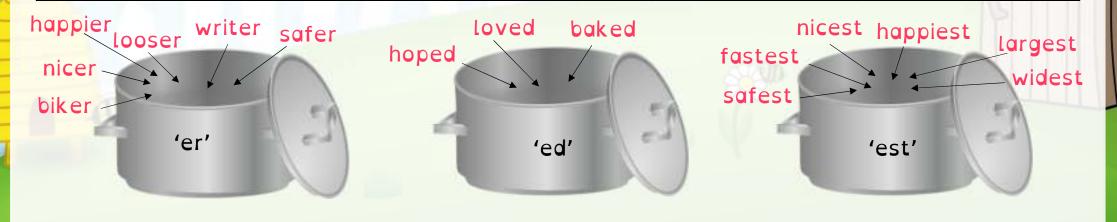
nicer	fastest	writer	largest	baked
looser	loved	happiest	safest	biker
hoped	nicest	safer	widest	happier



## Answers:

Ask the children to create three columns on their whiteboards and sort the words below according to their endings:

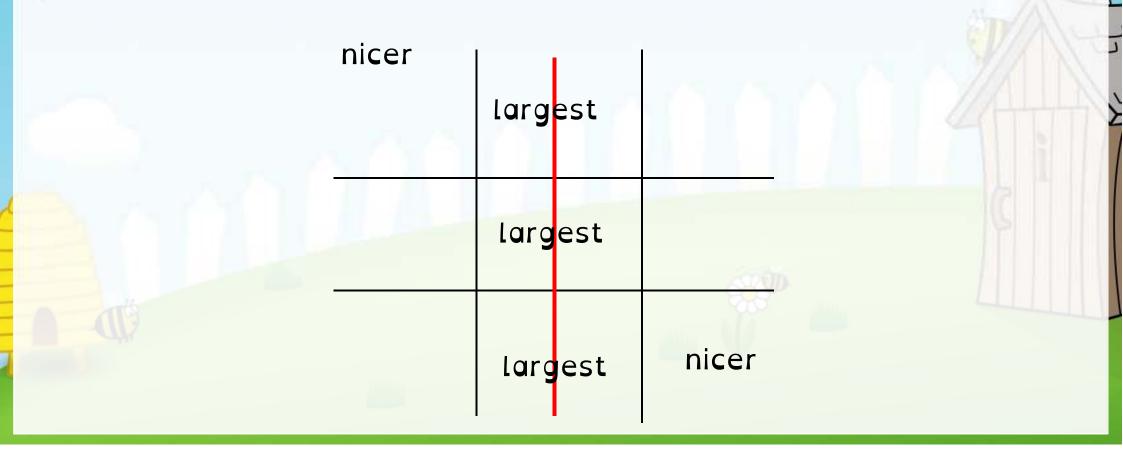
nicer	fastest	writer	largest	baked
looser	loved	happiest	safest	biker
hoped	nicest	safer	widest	happier







In pairs, each choose a word from the spelling list and try to write it correctly in a row of three. The winner gets three words in a line and then choose a new word and start again!

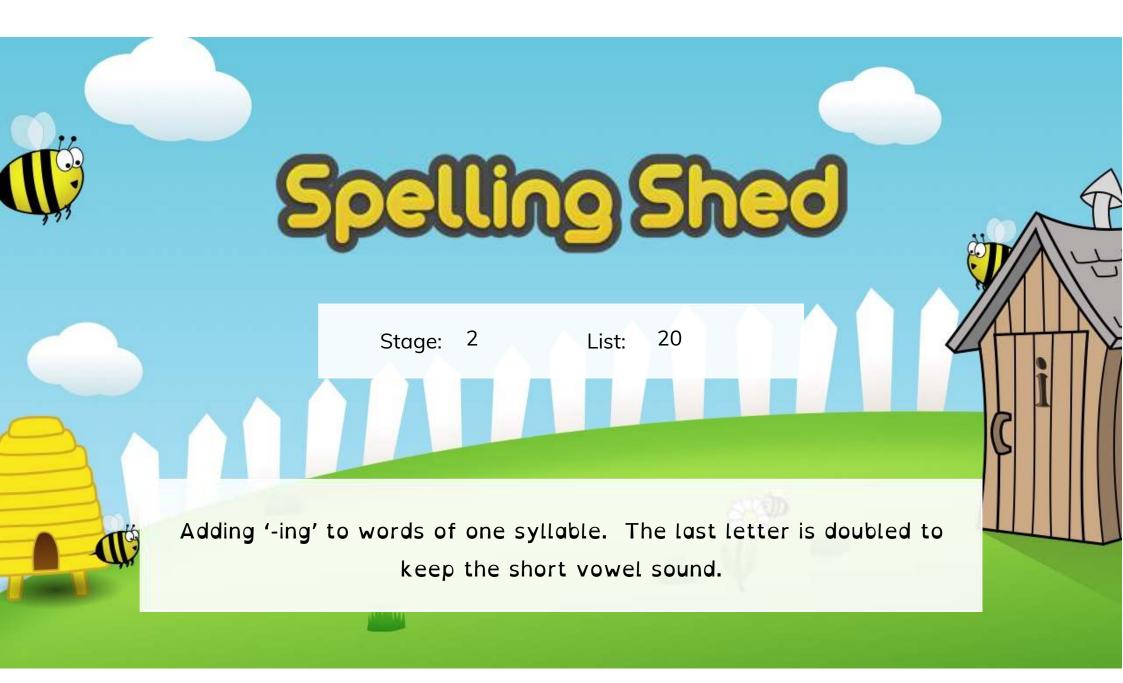


Spellings

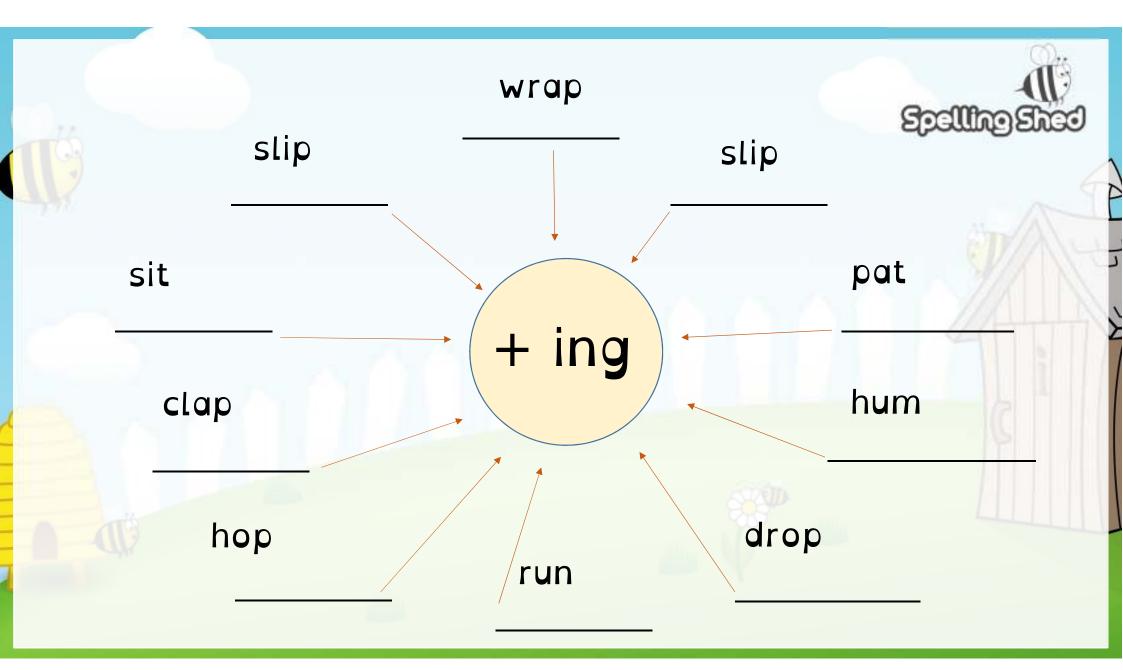
Stage: 2 Addii	ng 'er' to words ending		II.			
List: 19 Name	Name:					
0						
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt	
nicer					in A	
writer					- YA	
baker					111	
hoped	0.007	VAL				
loved						
<mark>lar</mark> gest					- 15	
<mark>clos</mark> est				STAD.		
looser						
safer				V		
simpler						

Stage: 2	Adding 'er' to word	ds ending in 'e' with a consonant b	efore it.	Ű <b>D</b> -
List: 19	Name:			Corte Cullicaes
0.				
Spelling	S	er 💆	Sort your spellings	ed 🧶
nicer			between the sticky notes. Can you add any	
writer			of your own words?	
baker				
hoped				
loved	- A.A.	-	est 🥑 🛛	
largest		Damarahar		CHALLENGE
<u>clos</u> est		Remember The root word		Can you find a root word which could be
looser		should have an 'e' on the end, so be		changed and added to all three sticky
safer		careful when adding your suffix.		notes?
simpler				

Stage: 2 List: 19	Adding 'er' to word	Confilment of the second of th		
Gralling				
Spelling nicer writer	S	<b>C</b> nicer simpler writer	Sort your spellings between the sticky notes. Can you add any	ed hoped loved
baker hoped		baker looser safer	of your own words?	LOVED
loved largest			est largest	
closest looser		Remember The root word should have an 'e' on the end, so be	closest	CHALLENGE Can you find a root word which could be changed and added
safer simpler		careful when adding your suffix.		to all three sticky notes?



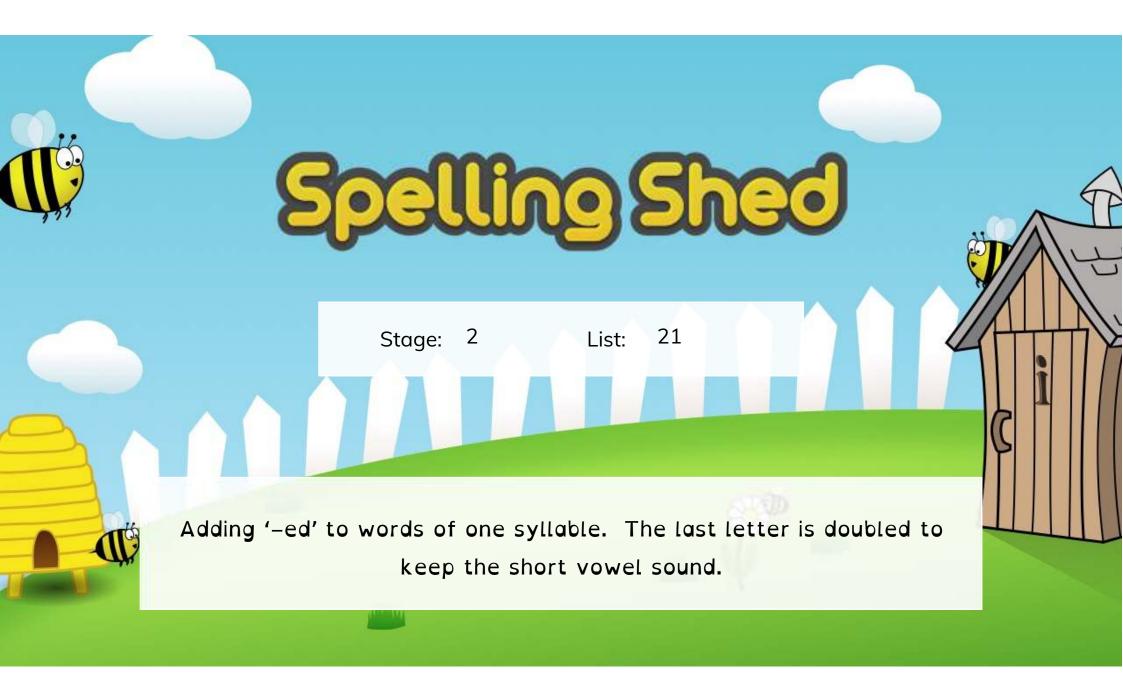
Stage: 2 Adding '-ing' to wo	rds of one syllable.	The last letter is doubled to keep the short vowel
List: 20		borte gailloge
Spellings	Introduction	When adding 'ing' to words of one syllable, the last letter is double to keep the short vowel sound.
patting		
humming	Main Teaching	Get the children to convert the root words in to 'ing' words by following the doubling rule.
dropping	Activity	
running		Share the new words.
hopping		
clapping		
sitting	Independent Activity	Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word.
flipping		For example:
wrapping		running – ring – in
slipping		slipping – ping – lips



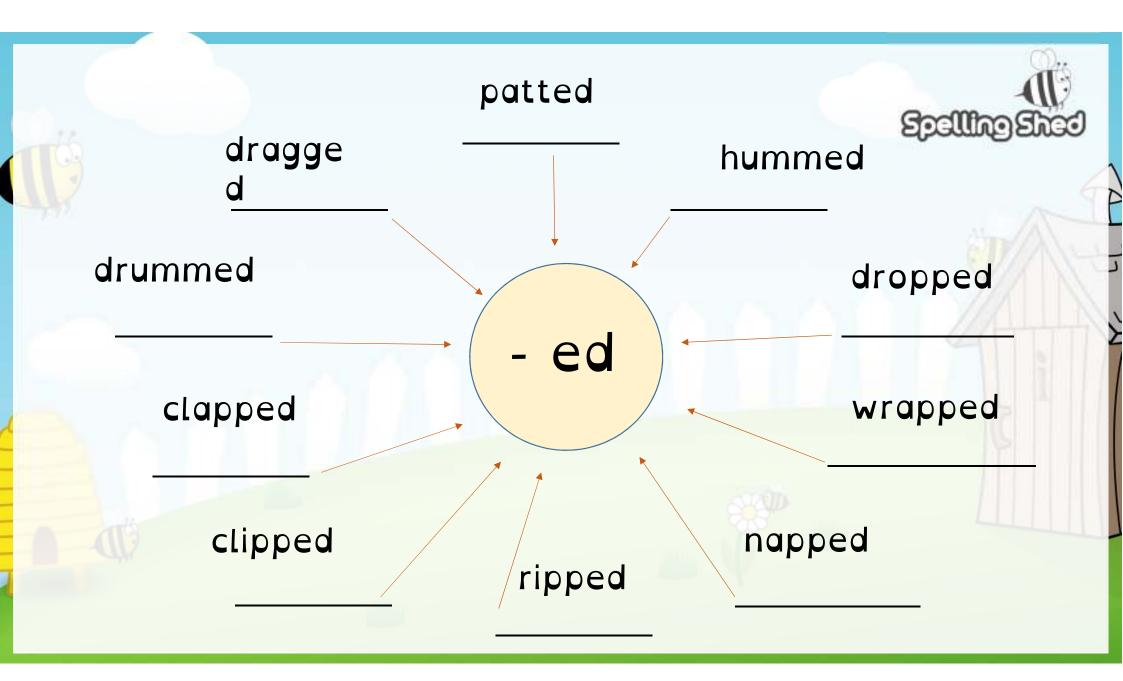
sound	ng '-ing' to words of one l.	e syllable. The last lette	r is doubled to keep the	e short vowel	J.
List: 20 Name	2:				Spalling Shar
<u>فان</u>		I	I .	1	
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
patting					
humming					
dropping				( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	111
running		SOLO			
hopping					
<mark>cla</mark> pping					- 15.
sitting				STOD -	
flipping					
wrapping				Y	
slipping					

Stage: 2	Adding '-ing' to we sound.	ords of one syllable. T	he las	st lette	er is d	ouble	d to k	eep th	ie sho	rt vov	vel				-A
List: 20	Name:												E	)))	Ingsh
0-		_													]
Spelling	S		h	u	m	m		n	g	d	g	h	g	S	
patting		-	t	f	L	i	p	p	i	n	g	<b>k</b>	j	i	and a
humming	g	-	h	n	a	d	r	0	q	p	i	n	g	t	4//
dropping	]	-	0	a	n	0	a	h	e	i	b	L	a	t	
running			p	p	a	t	t	i	n	g	X	b	r	i	
hopping	A. A.		p	r	z	е	r	u	n	n	i	n	g	n	
<mark>cla</mark> pping	1		i	0	С	L	a	p	q	i	n	g	e	g	5
sitting			n	i	t	t	n	0	m	0	f	a	n	e	
flipping			g	0	q	W	r	a	p	р	i	n	g	0	
wrappin	g		d	S	L	i	q	q	i	n	g	m	h	X	
slipping		Ca	. vo	u fir	nd v	our	spe	llind	ns hi	idde	n in	the		ord (	search?

Stage: 2 List: 20	Adding '-ing' to we sound.	ords of one syllable. T	he las	st lette	er is d	ouble	d to k	eep th	ie shoi	rt vov	vel		S	xI	III Sorte cont
Spellings		]	h	u	m	m	i	n	g	d	g	h	g	S	6
		-	t	f	L	i	q	q	i	n	g	k	i	i	A
patting			h	n	a	d	r	0	q	q	i	n	g	t	
humming			0	a	n	0	a	h	e	i	b		a	t	
dropping			q	p	a	t	t		n	g	×	b	r	i	ATT T
running			_	r	Z	e	r	u	n	n	·	n		n	
hopping			q i							••	1		g	n	50
<mark>cla</mark> pping				0	C	L	a	q	q		n	g	e	g	12
sitting			n	i	t	t	n	0	m	0	f	a	n	e	
flipping			g	0	q	W	r	a	q	p	i	n	g	0	
wrapping	l		d	S	L	i	q	q	i	n	g	m	h	X	
slipping		Car	י א ו	u fii	nd y	our	spe	Illing	gs hi	dde	n in	the	e wo	ord	search?



Stage: 2Adding '-ed'' to we sound.List: 21	ords of one syllable.	The last letter is doubled to keep the short vowel
Spellings patted	Introduction	When adding 'ed' to words of one syllable, the last letter is double to keep the short vowel sound.
hummed dropped clapped clipped wrapped	Main Teaching Activity	Ask the children to reverse the 'ed' process and return the words back to their root word. The need to remember that to make the word end in 'ed' they have to double the final letter so to remove 'ed' they must also remove the letter before the 'ed'.
napped ripped drummed dragged	Independent Activity	Children to choose the correct word from the spelling list to complete the sentence on the power point. Check with a partner and then feed back as a class.



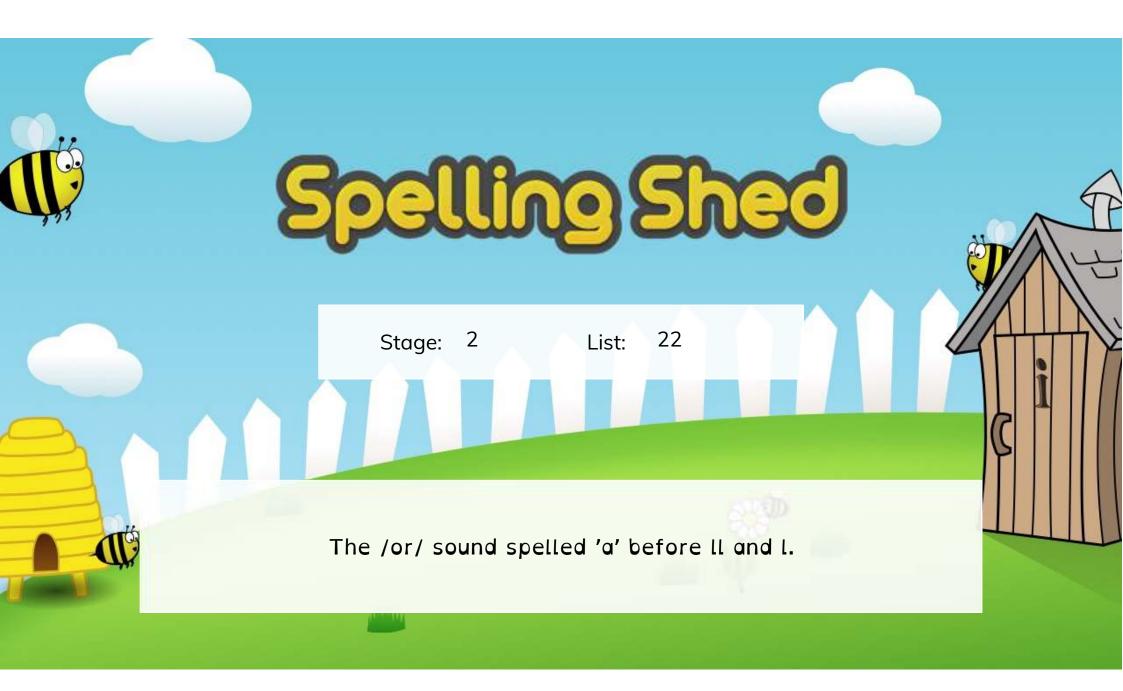
Stage: 2 List: 21	Adding '–ed'' to wo sound.	ords of one syllable. The last letter is doubled to keep the short vowel
16	Name:	Special Service
<u> </u>		
Spellings	5	Write the correct spelling into each sentence.
patted		STR ALL
hummed		The boy the horse on the neck.
dropped		
clapped		The girl her pencil on the floor.
clipped	- A.A.	The present was in gold paper and had a bow.
wrapped		The present was in gold paper and had a bow.
napped		All of the babies in the nursery for an hour.
ripped		
drummed	b	The tyre popped on my bike so I it all the way home.
dragged		

Stage: 2	Adding '–ed'' to we	ords of one syllable. The last letter is doubled to keep the short vowel
List: 21	Answers:	Conte Confiled B
69		
Spelling	S	Write the correct spelling into each sentence.
patted		
hummeo		The boy _patted_ the horse on the neck.
dropped		
clapped		The girl _dropped_ her pencil on the floor.
clipped	A.	The present was <u>wrapped</u> in gold paper and had a bow.
wrapped	k	
napped		All of the babies <u>_napped</u> in the nursery for an hour.
ripped		
drumme	d	The tyre popped on my bike so I _dragged_ it all the way home.
dragged		

Stage: 2 Addir sound	ng '–ed'' to words of one d.	syllable. The last letter	r is doubled to keep the	e short vowel	-Ali
List: 21 Name	2:				Socillog Sha
وال		1		1	
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
patted					än/A
hummed					Y// N
dropped			- 1 M M		111
clapped		S ( ) ( )			
clipped					12
wrapped					5
napped				STOD -	
ripped					
drummed				<u> </u>	
dragged					

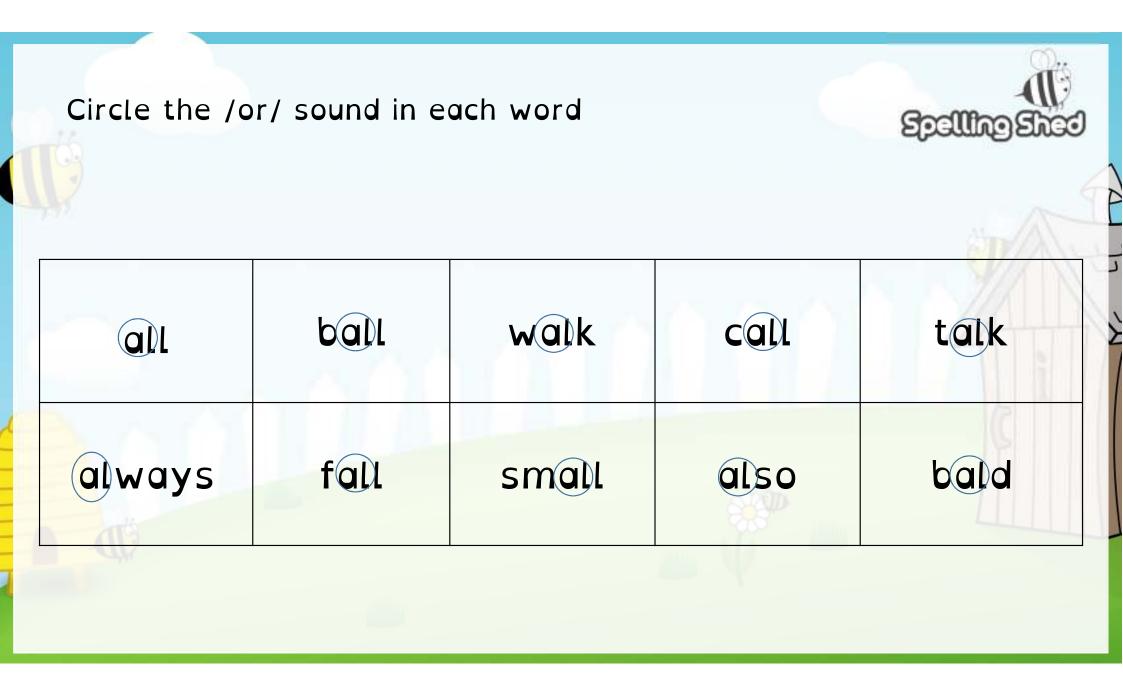
List: 21	dding '–ed'' to word ound.	ds of on	e sylla	ble. The	e last le	tter is	double	d to kee	ep the	short v	owel		50	ແມ່ນ	2 9 8	
	ame:	11	accr	amble		h hl		o fin	d	ur bi	ddon	cnol	ling	uard		
Spellings				amble					u yu			sper	ling		5.	
patted		e	u	m	q	t	t	p	r	0	d	q	L	e	p	L
hummed		d	h	m	d	e	a	p	d	e	q	С	i	p	С	a
dropped			••							d	e				d	
clapped		hu	mm	ned												
clipped	100 C														51.1	
wrapped		r	p	a	a	r	p	d	r	e		m	u	n	a	e
napped		e	d	i	W	e	p	g	g	a	d	m	r	p	p	d
ripped					d				d			e	d		-	
drummed									-	-						
dragged																

Stage: 2 Adding '-ed" to word sound. List: 21 Answers:	ds of one	e sylla	ble. Th	e last le	etter is	double	d to ke	ep the	short vo	owel		Sp	allin	) BQ	
	Ur	nscr	amble	e eac	h bl	ock t	o fin	d yo	ur hic	dden	spe	lling	word	ls.	
Spellings															-
patted	e	u	m	q	t	t	p	r	0	d	p	L	е	p	L
hummed	d	h	m	d	e	a	р	d	e	q	C	i	p	C	a
dropped									d	e				d	
clapped	hu	mm	ned	D	atte	ed	dr	opp	bed	cl	ipp	ed	cl	app	ed
clipped															
wrapped	r	р	q	a	r	q	d	r	e		m	u	n	a	e
napped	e	d	i	W	e	q	g	g	a	d	m	r	p	p	d
ripped				d				d			e	d		-	
drummed	ri	ppe	ed	wr	app	bed	dr	agg	ed	dr	umn	ned	n	qqc	ed
dragged	ľ	9. BA		1			1			1			1		



Stage: 2The /or/ sound spelleList: 22	ed 'a' before II and I	III Conte conlloge
Spellings all	Introduction	The sound /or/ can be spelled with an 'a' when the sound is before an 'l' or 'll'.
ball call walk talk always	Main Teaching Activity	<ul> <li>Put the PowerPoint slide up and ask the children to copy the words on to their whiteboard and then circle the /or/ sound in each word.</li> <li>Get them to come up and share their answers by circling the sound on the interactive whiteboard too.</li> <li>Discuss the spelling rule and any misconceptions,</li> </ul>
fall small also bald	Independent Activity	In small groups, draw two stick figures on two white boards. Each figure should have the same number of parts. The goal is to make the other group's stick man invisible before the other group does it to you. Give each group a word to spell. If they spell it correctly, erase one piece of the other group's stick figure. If they do not spell the word correctly, leave their stick figure unchanged. Then repeat. The first team with an invisible man loses!

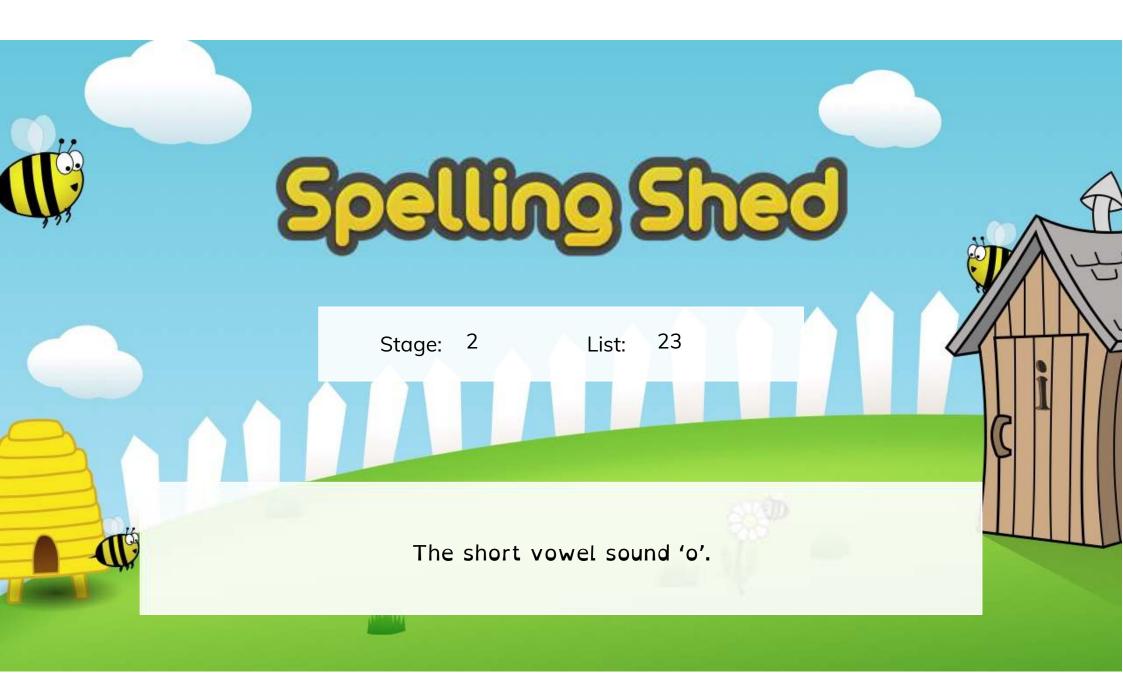
Circle the /or	r/ sound in e	each word		TE CALLECTE
all	ball	walk	call	talk
always	fall	small	also	bald



Stage: 2	The /or	/ sound spelled 'a' befo		A		
_ist: 22	Name:					Strailling Sha
			Ond All		ath an a	
Spelling	S	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
all						
ball						S Y// N
call						
walk						
talk	- JA					12
<mark>alw</mark> ays						6
fall					STOD .	
small						
also					Y	
bald						

Stage: 2	The /or/ sound sp Name:	elled 'a' before II and I.
List: 22		STE CALLECE
0		
Spelling	IS	Can you find your spellings hiding in the text below? Underline each word as you find it.
all		
ball		<ul> <li>Yesterday, my family went to the beach. We all love the seaside, and we always build huge sandcastles.</li> </ul>
call		Dad unpacked the car and we got out our towels and
walk		the beach ball. As we got onto the sand, Dad said he
talk	$\sim 10^{-1}$	<ul> <li>wanted to go for a walk. I went with him. We had a</li> <li>look in the rock pools for crabs and small fish. He</li> </ul>
<mark>alw</mark> ays		told me not to slip and fall on the rocks. Dad and I
fall		had a lovely talk about things which live in the sea.
small		<ul> <li>On our way back, we had to call in at the gift shop</li> <li>for more sun cream as Dad's bald head was very</li> </ul>
also		red! After lunch, we played in the sea and also
bald		collected shells.

Stage: 2	The /or/ sound s	spelled 'a' before II and I.
List: 22	Answers:	Conte conlloge
0		
Spelling	IS	Can you find your spellings hiding in the text below? Underline each word as you find it.
all		
ball		<ul> <li>Yesterday, my family went to the beach. We all love</li> <li>the seaside, and we always build huge sandcastles.</li> </ul>
call		Dad unpacked the car and we got out our towels and
walk		the beach ball. As we got onto the sand, Dad said he
talk	- A.A	<ul> <li>wanted to go for a walk. I went with him. We had a</li> <li>look in the rock pools for crabs and small fish. He</li> </ul>
<mark>alw</mark> ays		told me not to slip and fall on the rocks. Dad and I
fall		had a lovely talk about things which live in the sea.
small 🥤		<ul> <li>On our way back, we had to call in at the gift shop</li> <li>for more sun cream as Dad's bald head was very</li> </ul>
also		red! After lunch, we played in the sea and also
bald		collected shells.



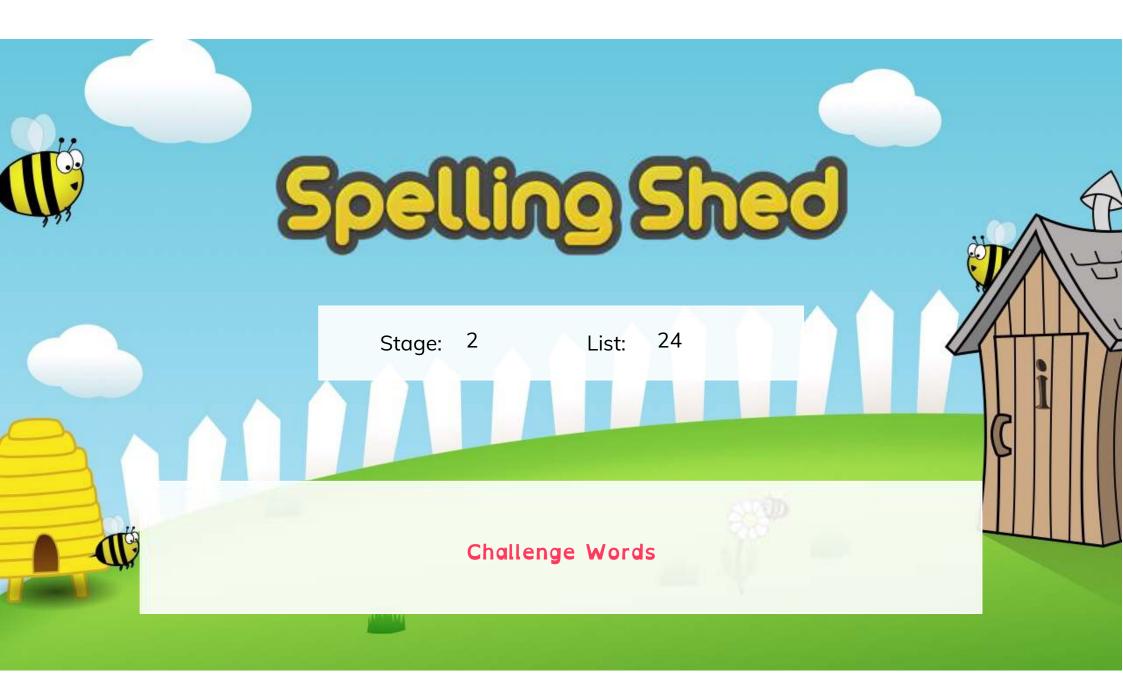
Stage: 2The short vowel souList: 23	und 'o.'	Conte contineers
Spellings other	Introduction	Explain to children that some words contain the sound /u/ which is spelled using an 'o'. Model a few words, mother, cover and see if the children can think of any other words.
mother brother nothing cover money	Main Teaching Activity	Show the children the word list for this week on the slide. Ask them to copy 5 of the words down on their white boards and circle or underline the /u/ sound. Share the findings and ask children to come and highlight the sound on the IWB. Check for misconceptions and address any confusion.
some dozen wonder done	Independent Activity	Now ask the children to sort the words alphabetically, they can work with a partner if they want. Share the lists that children have come up with.

Circle the /u	ı/ sound in ea	ch word		Conte Conflicte
other	mother	brother	nothing	cover
money	some	dozen	wonder	done

Answers: Circle the /u	/ sound in ea	ch word		Socillogs	9 A
other	mother	brother	nothing	cover	W. L
money	some	dozen	wonder	done	
	2 <sup>00</sup> 0				

Stage: 2	The sho	ort vowel sound 'o.'				AL)
List: 23	Name:					Southouthout
0						0
Spelling	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
other						
mother						
brother						111
nothing		200 8				
cover						12
money						6
some					STOD.	
dozen						
wonder					V	
done						

			D.,
Stage: 2	The short vowel so	ound 'o.'	19
List: 23	Name:	te calleqe	ico)
0			
Spellings		Can you select 6 of your spellings to write into sentences?	
other			14
mother		1.	11-
brother		2.	
nothing			
cover	$-\Delta \Delta$	3.	
money		4.	
some		5.	
dozen		<u>6.</u>	
wonder		<u> </u>	
done			

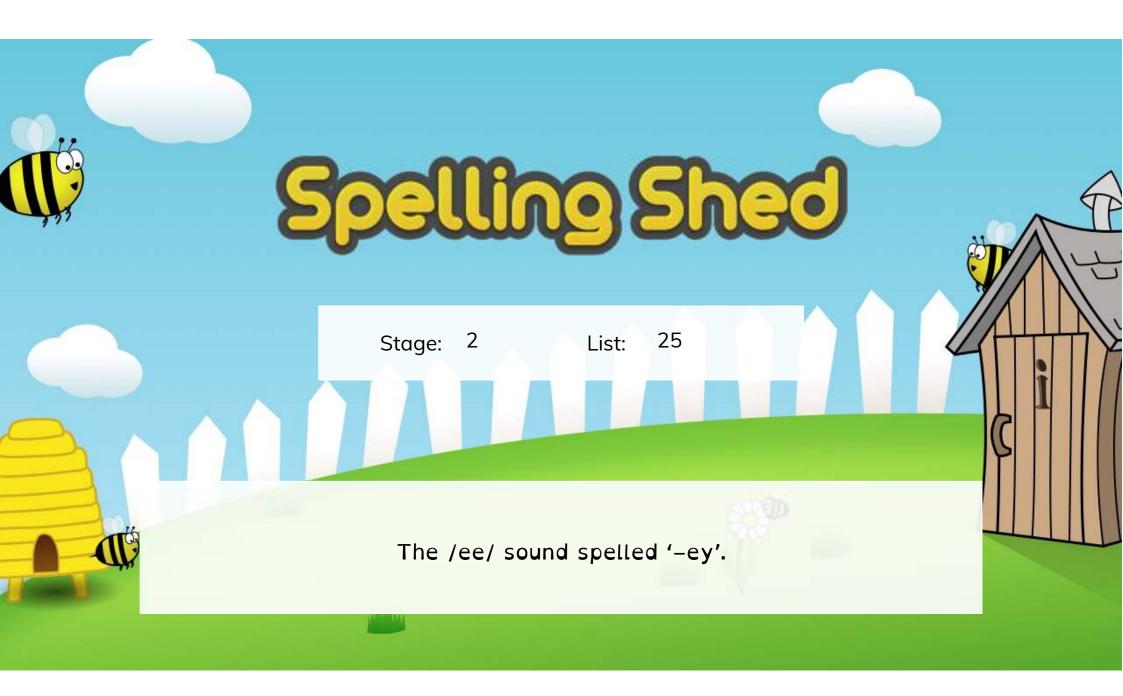


Stage: 2Challenge WordsList: 24	Conte contineers
Spellings	Challenge week
last	Choose an activity from the challenge week pack.
past	
father	
class	
grass	
pass	
plant	STOD -
path	
bath	
hour	

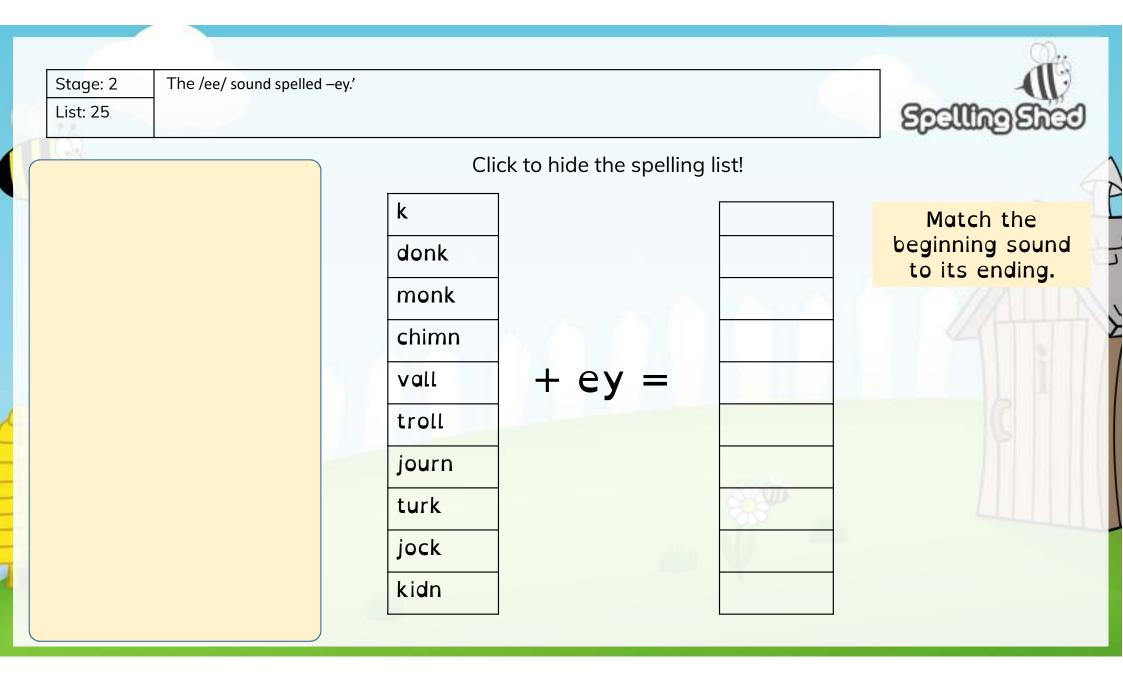
Stage: 2	Challen	ge Words				9. 
List: 24	Name:					Conte Culliage
0						
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
last						
past						
father				S ( )		
class		200 /				
grass	- 50					12
pass						- 6
plant					STOD -	
path						
bath					V	
hour						

Stage: 2 List: 24	Challenge Words Name:		Geolife	
6			ຮຸງວຽນທ	geneo
Spelling	S	p a s🔶	p a <del>ch</del> h	
last		c les s	h o <b>f</b> r	
past				
father		fathe 🔶	ast //	PHH-N
class		bet h	p s s	
grass	- A. A.			a n
pass		plat	g r a s🔶	
plant		Read down the columns	and use the missing letters, in ord	er, to
path		make a new 10 letter w	vord.	
bath				
hour				

Stage: 2	Challenge Words			3
List: 24	Answers:		de college	Ø
Spelling	IS	p a s <mark>t</mark>	path	4
last		class	h o u r	4
past				1
father		fathe	last	
class		bat h	pass	
grass pass		plant	grass	
plant				
path		make a new 10 letter word.	use the missing letters, in order, to	
bath		tara	<u>ntulas</u>	
hour				



			<u> </u>		
	Stage: 2 The /e	ee/ sound spelled '-ey' .			
	List: 25	5 Spalling Shed			
	<u>C</u>	Introduction	This week children will look at the sound /ee/ spelled using 'ey'. Can the children think of any words with 'ey' on the end that is pronounced /ee/?		
	Spellings				
	key				
	donkey	Main Teaching	Get the children to ad 'ey' to the end of each sound to create the words from their spelling list. Write them on to a whiteboard in a		
	monkey	Activity	speed spell.		
	chimney		Compare answers and discuss misconceptions or mistakes.		
	valley				
	trolley				
	journey	Independent Activity	Get the children to create funny sentences using the pictures, they can add numerous words to the sentences, e.g.		
	turkey		The monkey and the donkey stole the key and got away in the		
	jockey		trolley!		
	kidney		Share the sentences with the class.		



Stage: 2 The /ee/ sound spe	lled –ey.'		
List: 25 Answers:			Spalling Shad
	_ Click to hide	the spelling list!	
Spellings	- k	key	
кеу	donk	donkey	Match the beginning sound to its ending.
donkey	monk	monkey	
nonkey		chimney	
chimney			
valley			
rolley	troll	trolley	
ourney	journ	journey	
urkey	turk	turkey	
ockey	jock	jockey	
kidney	kidn	kidney	

## What can you see? Write down what these images are:





Corte Cullicos



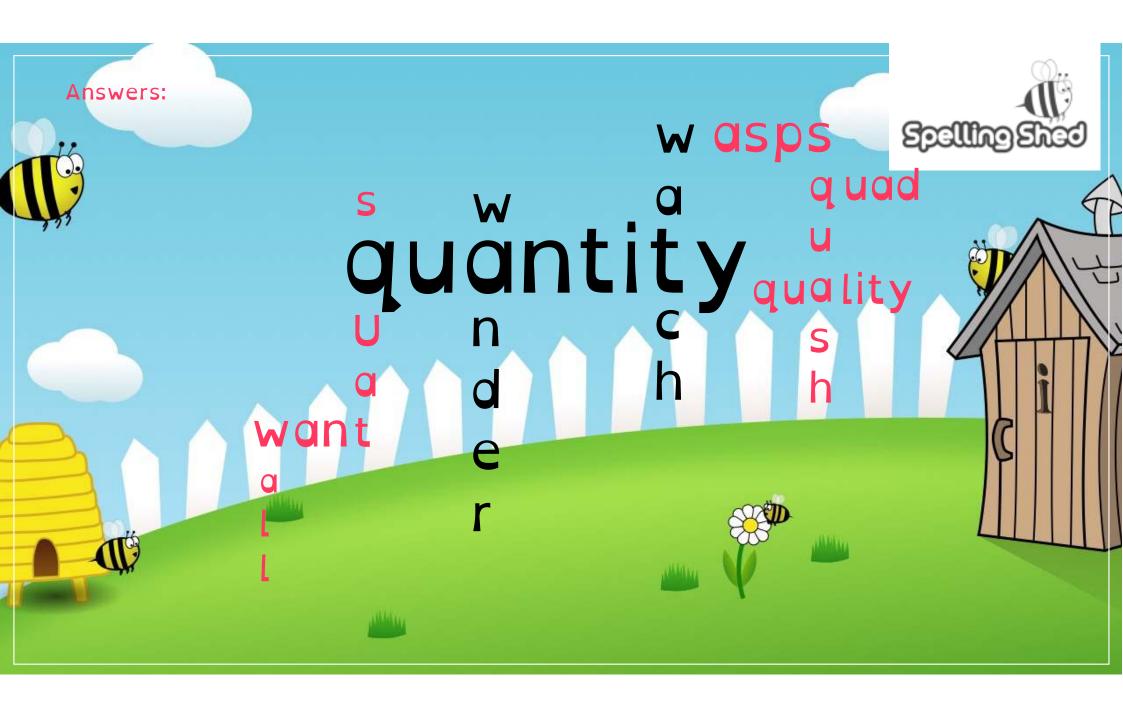
Stage: 2 The ,	ee/ sound spelled –ey.'				A
.ist: 25 Name	e:				Street Boullage
9					0
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
key					ÖD/A
donkey					- 111 N
monkey			< A C		11
chimney	2.00				
valley					12
trolley					5
journey				and the second s	
turkey					
jockey				V	
kidney					

Stage: 2	The /ee/ sound s	led '-ey'.	Ë)
List: 25	Name:	reconfileds	col Col
Cralling		Roll a die or ask someone to pick a number from 1-6 for each spellin	ng.
Spelling	5		
key		<ul> <li>Write your word in a full sentence.</li> </ul>	
donkey		$\sim$	
monkey	,	• Write your word in capital letters.	
chimney	/	Write your word three times.	
valley	- A. A.	• Write your word three times.	
trolley		Write your word in different colours.	
<mark>jour</mark> ney			
turkey		Write what your word means.	
jockey		Spell the word out loud.	
kidney			



Stage: 2Words with the spectrumList: 26	lling 'a', pronounced	d /o/, after w and qu.
Spellings want	Introduction	Ask the children to listen to the word list and see if they can hear a similar sound in each word /o/. Ask them if they know how the sound is spelled in these words?
watch wander wand quality quad	Main Teaching Activity	Do a speed spell, say a word from the spelling list and get the children to quickly write it on their whiteboard and hold it up. Continue until all of the words have been spelled. Make a note of words which children find tricky.
wasps squat quantity squash	Independent Activity	Get the children to write down the word 'quantity' on their white boards and then see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support starting this if required.

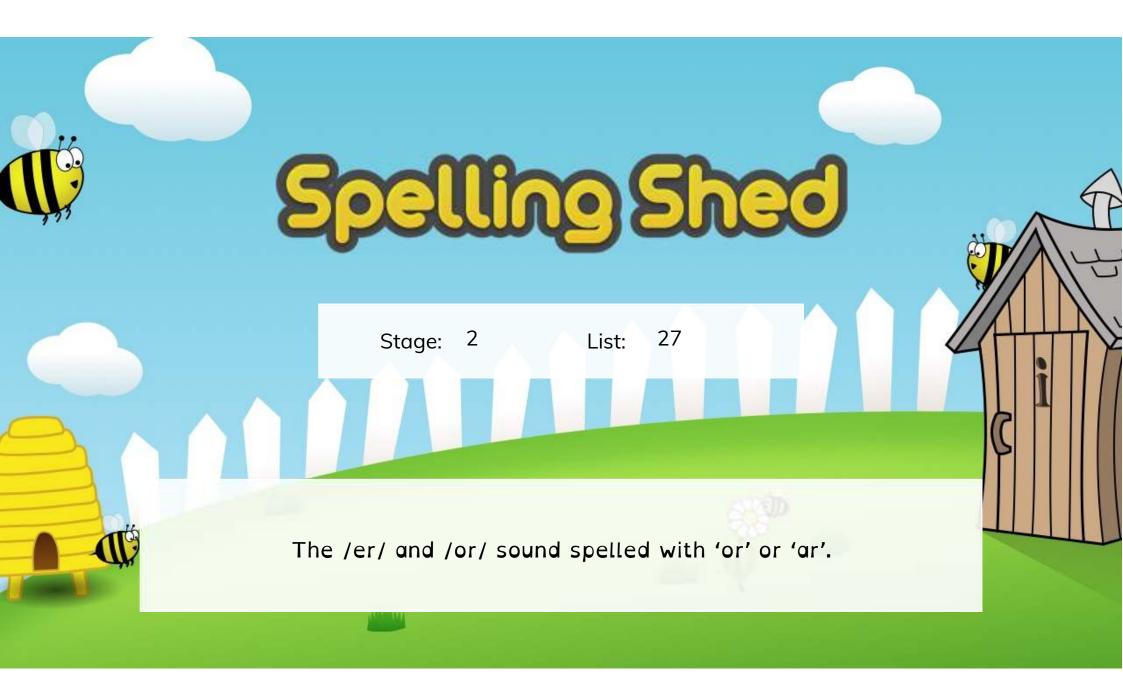




Stage: 2	Words	with the spelling 'a', pro	onounced /o/, after w a	and qu.		and the second se
List: 26	Name:					Conte conflicee
03						-00
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
want						ET AL
watch						
wander						
wand		220 6				
quality						12
quad						6
wasps					STOD	
squat						
quantity					Y	
squash						

Stage: 2	Words with the s	spelling 'a', pronounced /o/, af	ter w and qu.		A
List: 26	Name:				Conteonilloce
(CP					•
Spelling	S			nd your spellings hic I improve your spee	
want		quality	wards	warp	squad
watch					
wander		water	want	walnut	wander
wand					
quality		quad	quarrel	watch	quartz
quad					- 6
wasps		quack	quantity	wand	squat
squat					
quantity	1	warden	squash	quarter	wasps
squash					_

Stage: 2	_	spelling 'a', pronounced /o/, af	fter w and qu.		-A	
List: 26	Answers:				Corte Collecte	
0						
Spellings	5			ind your spellings hid d improve your spee		
want		_ quality	wards	warp	squad	
watch		quarrey				
wander		water	want	walnut	wander	
wand						
quality		quad	quarrel	watch	quartz	
quad			4		4	
wasps		squat	quantity	wand	squat	
squat						
quantity	,	warden	squash	quarter	wasps	
squash				•		

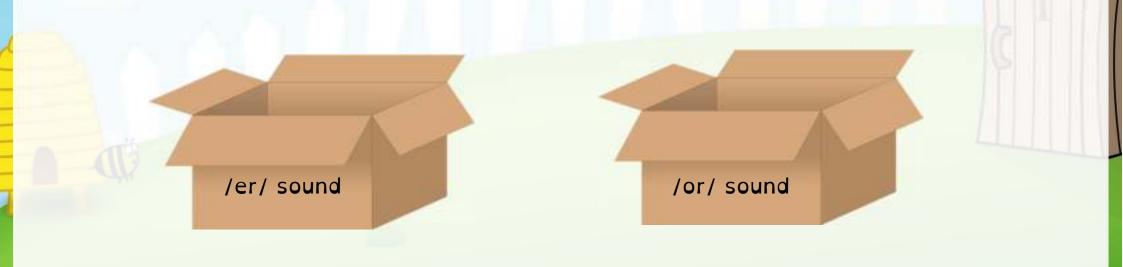


	Stage: 2 The /er/ and /or/ sou	unds spelled with or	or ar.				
	List: 27		Conte Culliage				
	Spellings	Introduction	'or' makes an 'er' sound after the w - work 'ar' makes an 'or' sound after the w - warn				
	word work	Main	Ask the children to say the words and listen to the sounds. Split the words on the power point slide in to two categories, those with and				
	worm	Teaching Activity	/er/ sound and those with an /or/ sound. Discuss any other similar spellings that children bring up.				
	world worth		Share the lists and discuss and misconceptions.				
	war warm	Independent Activity	Stick a big piece of paper on the wall (one for each group). Call out a spelling list word and set a one minute timer. One member of the group runs and writes down the spelling on the paper, runs back to				
(	towards warn		the group and hands over the pen to the next person, they run to the paper and write the word. This continues until the timer runs out. 1 point for each correctly spelled word.				
	warned		Start again with another spelling list word!				

or makes an 'er' sound after the w - work ar makes an 'or' sound after the w - warn

word	war	worth	worm	warned	worst
warm	work	towards	warn	warmed	world

Spalling Shad



## Answers:

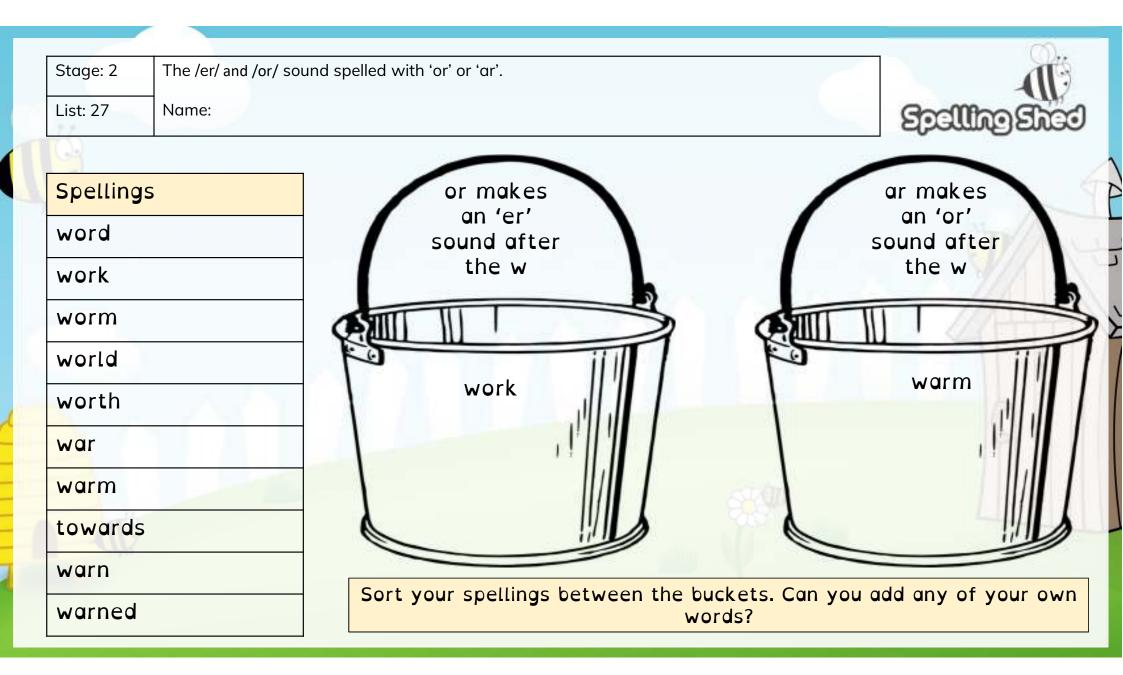
or makes an 'er' sound after the w - work ar makes an 'or' sound after the w - warn

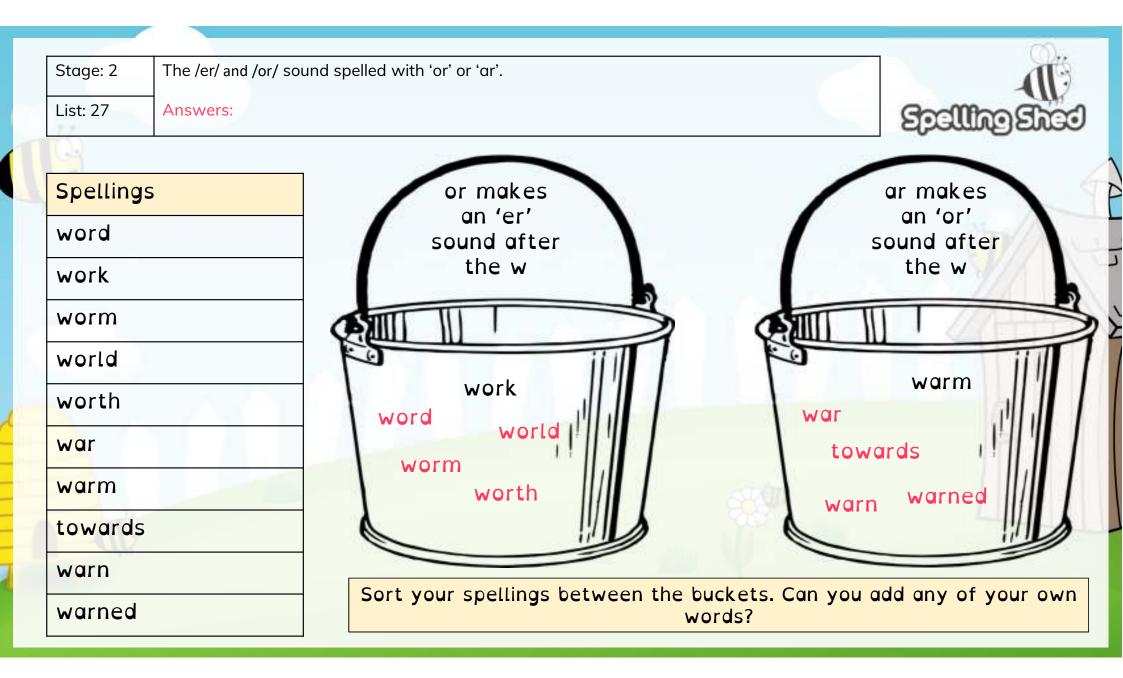
word	war	worth	worm	warned	worst
warm	work	towards	warn	warmed	world

Spallings



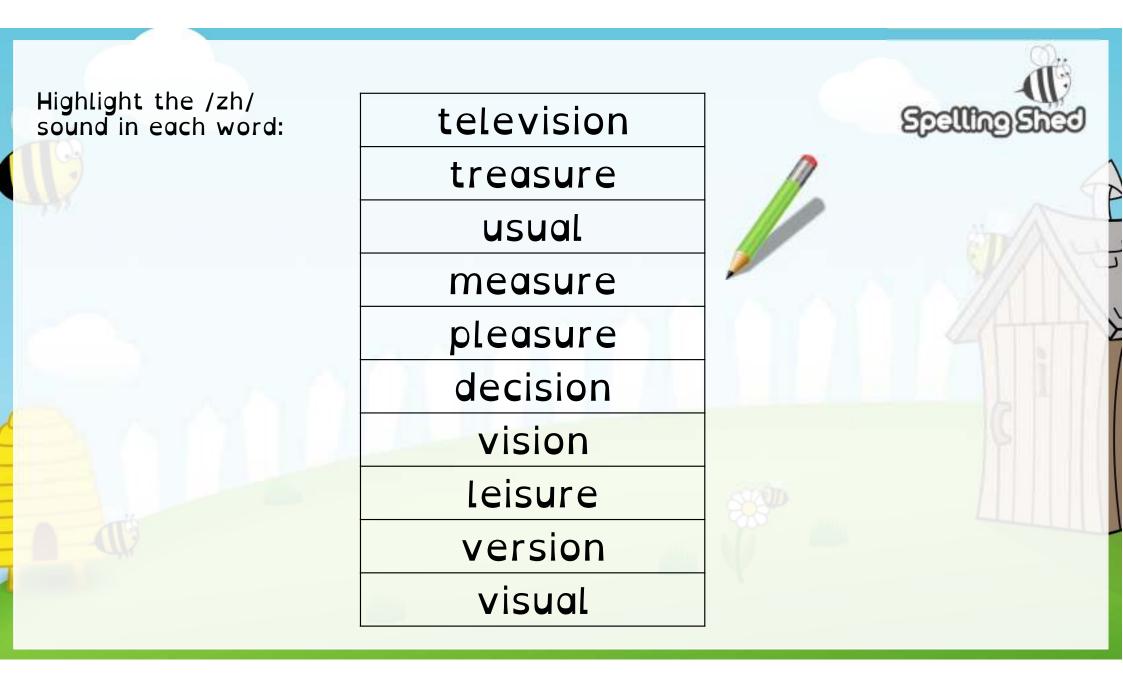
Stage: 2	The /er/	and /or/ sound spelled	with 'or' or 'ar'.			۲ <b>۳</b> -
List: 27	Name:					Spalling Sha
Spelling	C	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
Spelling	5	1º Attempt	2 <sup>nd</sup> Attempt	J. Attempt	4. Attempt	5. Attempt
word						ED/A
work						1/1
worm						11
world		200				
worth	- 70					12
war						- 6
<mark>war</mark> m					STOP	
<mark>tow</mark> ards						
warn					Y	
warned						

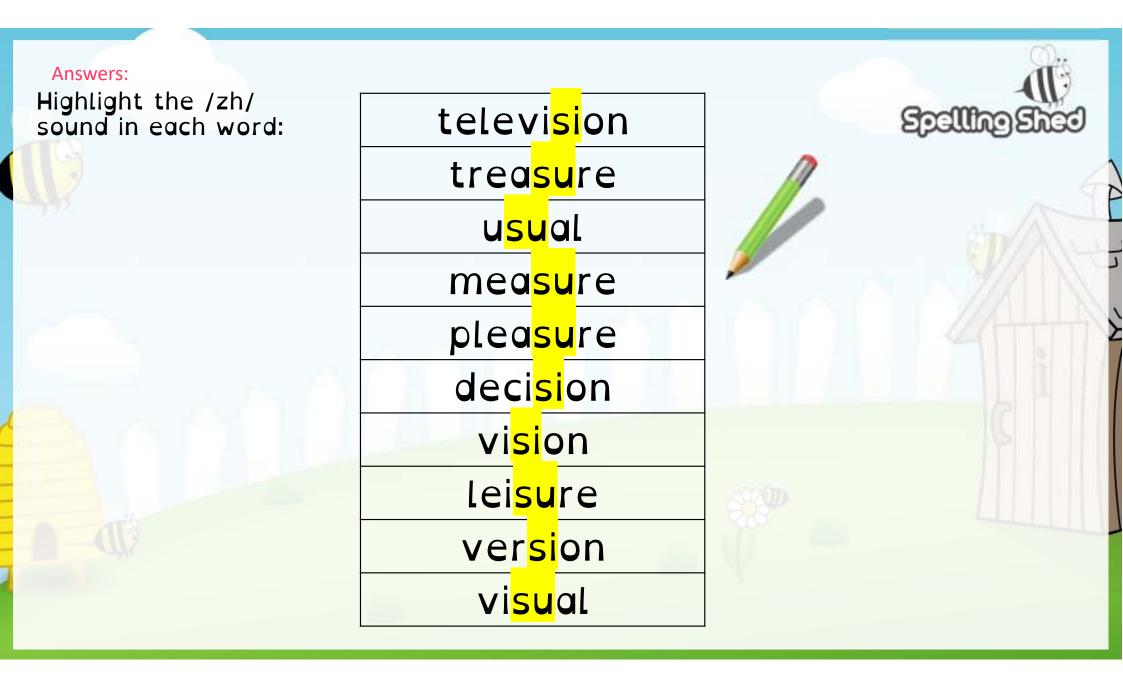






Stage: 2 Th List: 28	ne /zh/ sound spelled with a 's'.	Conte conflicere
Spellings television	Introduction	Explain that some words have a /zh/ sound which is spelled with an 's'. Demonstrate the /zh/ sound (like "juh") and ask the children if they can think of any words with this sound.
treasure usual measure pleasure decision	Main Teaching Activity	Put the list of words on the board and ask the children to highlight the /zh/ sound in each word.Note that it is always where the 's' is and explain that the 's' is making this sound.Children can copy the words down and highlight the sound if they need more practice.
vision Leisure version visual	Independent Activity	Ask children to write 3 sentences using words, appropriately, from the spelling list. To extend children you could ask them to also write a sentence with more than one of this week's words. E.g. a sentence with 'treasure' and 'decision' in.

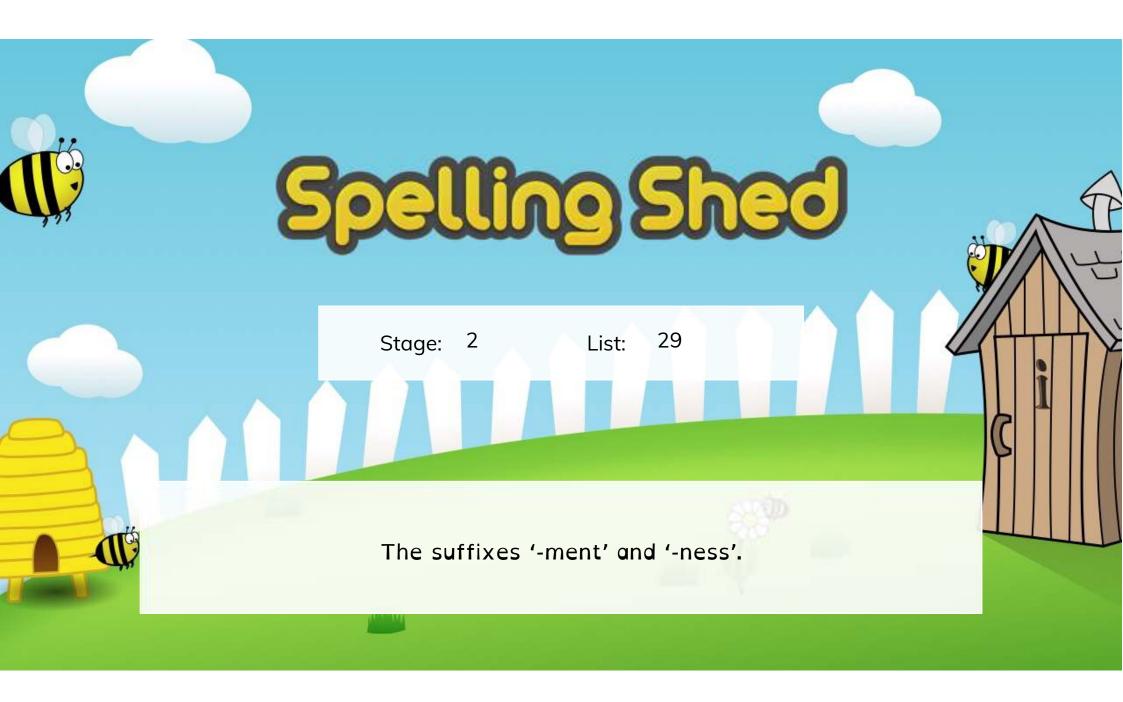




Stage: 2	Spelling	g rule - /zh/ sound spell		-M		
ist: 28-	Name:					STE Collicit
9						
Spelling	S	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
televisio	on					ön/A
treasure	2					- 111 N
usual				< - NO		11
measure	2					
pleasure	2					2
decision						-15
visi <mark>o</mark> n					STOD	A
leisure					· · · · ·	
version						
visual						

Stage: 2	Spelling Rules:		e a la l
List: 28	Name:		Conte Confillage
0			
Spelling	S	Cover your spellings up. Can you	work out the missing letters
televisio	on	from each word?	
treasure	2	televion	trea_re
usual			
measure	2	u_al	mea_re
pleasure	•		
decision		plea_re	decion
vision			
leisure		lei_re	vion
version		vi al	ver on
visual			veron

Stage: 2	Spelling Rules:		and a second sec
List: 28	Answers:		Conte Confillage
0			
Spelling	S	Cover your spellings up. Can you	work out the missing letters
televisio	on	from each word?	
treasure	2	televi <mark>s</mark> ion	trea <u>s</u> ure
usual			
measure	2	u <u>s</u> ual	mea <u>s</u> ure
pleasure	2		
decision		plea <u>s</u> ure	deci <u>s</u> ion
vision			
leisure		lei <u>s</u> ure	vi <u>s</u> ion
version		vi <u>s</u> ual	version
visual			



Stage: 2The suffixes '-ment'List: 29	and '-ness.	Contracts Contineers		
Spellings	Introduction	The suffixes '-ment' and '-ness can usually be added straight on to the end of root words.		
payment enjoyment agreement achievement	Main Teaching Activity	Ask the children to look at the power point slide and decide which suffix needs to be added to each root word. Ask them to create the 10 words on their whiteboard.		
adjustment darkness		Share the words and any mistakes or misconceptions.		
rudeness sadness greatness	Independent Activity	Give the children the definition sheet or ask them to copy down 5 words from the spelling list on to their whiteboards. Using dictionaries or google, ask them to write definitions for 5 of the words.		
kindness		Share definitions as a class.		

## Add 'ment' OR 'ness' to each of the words below:

nav



navment

		payment
enjoy		enjoyment
agree		agreement
achieve	+ ment	achievement
adjust	or	adjustment
dark	+ ness	darkness
rude		rudeness
sad		sadness
great		greatness
kind		kindness

		0	
Stage: 2 The suffixes '-men	t' and '-ness'.		9
List: 29		de calleçe	30
		Copy down five of the words in your spelling list and write	
Spellings	Your word	down what it means. Your definition	
payment			
enjoyment			
agreement			
achievement			
adjustment			
darkness			
rudeness			
sadness			
greatness			
kindness			

tage: 2 The su	ffixes '-ment' and '-nes	ss'			J.
ist: 29 Name:					STE GAILLOGE
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
payment					in/A
enjoyment					- Y//
agreement					111
achievement	5				
adjustment					
darkness					- 15
rudeness				STAD.	
sadness					
greatness					
kindness		1			

			<b>M.</b> .
Stage: 2 The suffixes '-ment	and '-ness'		ALC:
List: 29 Name:			Conte Confillede
Spellings	ment	ness	
payment			-
enjoyment			
agreement			
achievement			
adjustment			
darkness			
rudeness		10 A	
sadness			
greatness			
kindness	Sort your sp Can you	ellings between the sticky add any of your own wor	y notes. ds?

List: 29 Answers:	nent' and '-ness'	South College
Spellings payment enjoyment agreement achievement adjustment	ment payment enjoyment agreement achievement adjustment	ness darkness rudeness sadness greatness kindness
darkness rudeness sadness greatness kindness	Sort your spe	ellings between the sticky notes. add any of your own words?

Spelling Shed Stage: 2 30 List: The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.

Stage: 2	The suffixes '-ful' a onto most root wor		starts with a consonant letter. It is added straight			
List: 30			Conte Calllage			
		Introduction	The suffixes '-ful' and '-less' If a suffix starts with a consonant letter.			
Spelling	S		It is added straight onto most root words.			
careful						
playful		Main	Print a set of cards for each small group – how many words can they make by adding 'less' and/or 'ful'. Some words can have both suffixes!			
thankful		Teaching Activity	Discuss the differences adding ful or less to the same root word makes			
helpful		. A A	to its meaning,			
wonderf	ul		E.g. useless and useful			
useless		Independent				
careless	careless		Ask pupils to use the words they created in the previous activity to write some sentences. Remind them about the importance of correct			
homeles	S		punctuation. In pairs, check spellings and share ideas.			
hopeless	S		Share sentences with the class.			
spotless	5					

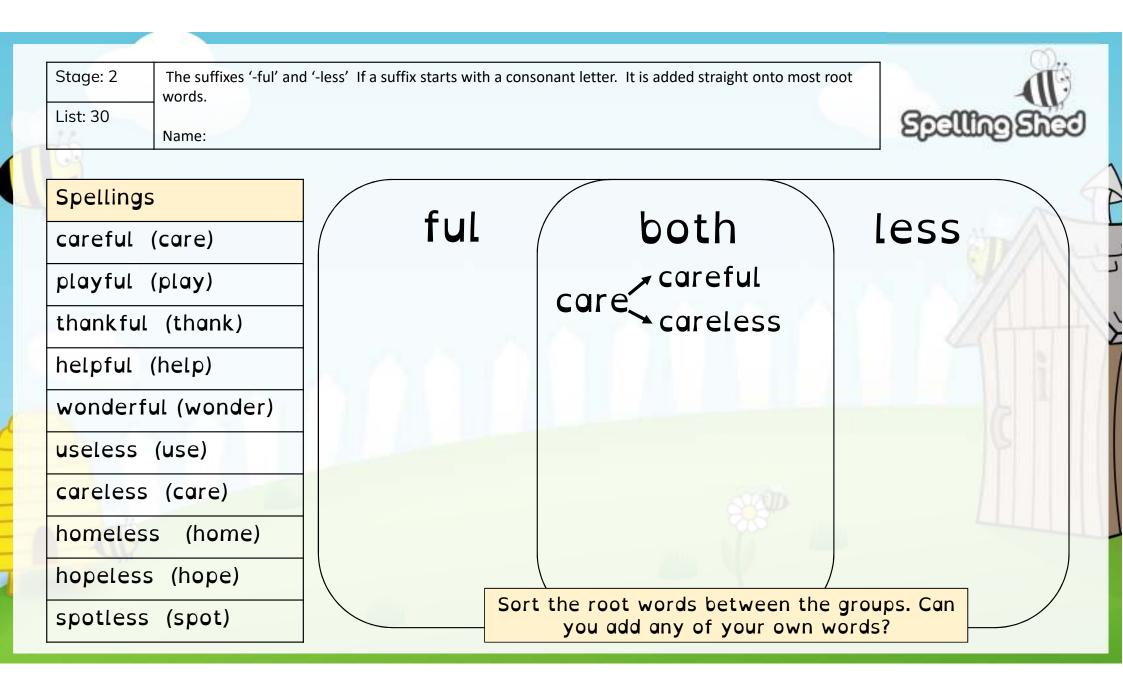
Print a set of cards for each small group – how many words can they make by adding 'less' and/or 'ful'.

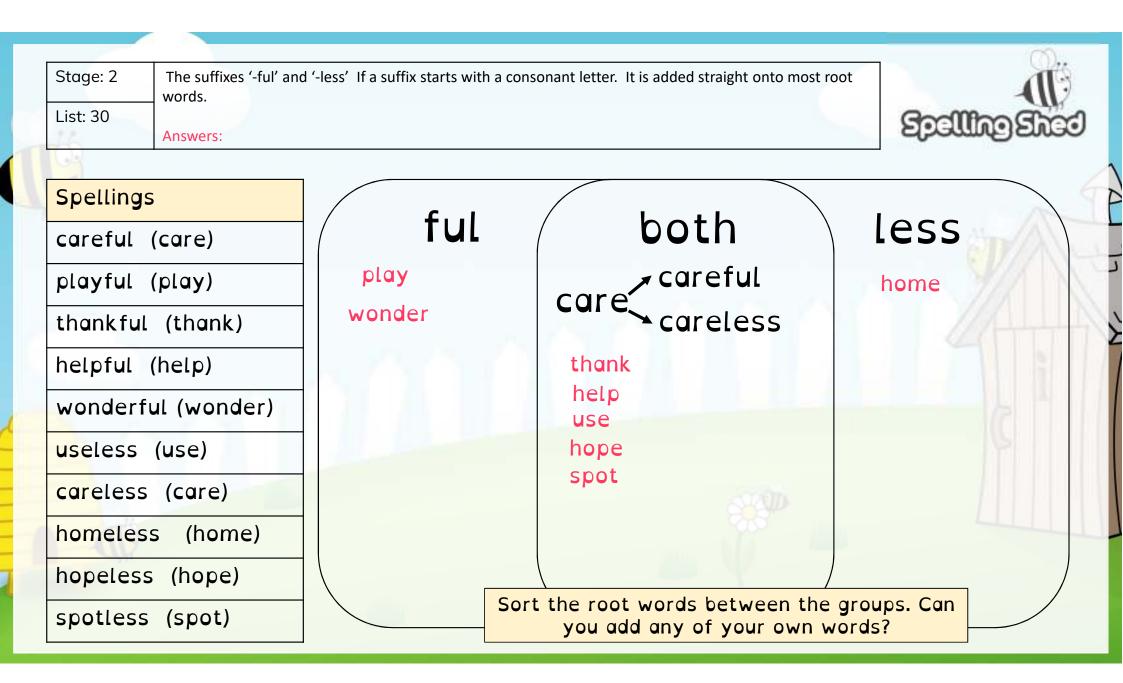
Some words can have both suffixes!

care	play	thank	help	spot	less	K, L
wonder	use	home	hope		ful	

Southors

onto r	uffixes '-ful' and '-less' nost root words.	If a suffix starts with a	consonant letter. It is	added straight	J.
List: 30 Name	:				Spelling She
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
careful					
playful					Y// N
thank ful					111
helpful		5000			
wonderful					
<mark>use</mark> less					6
<mark>car</mark> eless				STAD	
homeless					
hopeless				Y	
spotless					





Spelling Shed

Stage: 2 List: 31

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

				(Martine Construction)			
	Stage: 2		These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.				
	List: 31			Conte Calllage			
	0		Introduction	Ask the children what the word homophone means. Can they think of			
4	Spellings	\$		any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near			
	there			homophones have slightly different pronunciations			
	their		Main Teaching	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.			
	here		Activity				
	hear		- AA	After each example ask the children to share their responses and discuss any errors or misconceptions.			
-	see			Teacher can choose to reveal the two spellings before or after the pupil attempts.			
	sea						
	too		Independent Activity	Play word bingo – get each child to draw a noughts and crosses board to create 6 boxes on their white board. Ask them to write down 6 of			
1	two			the words on the PowerPoint.			
	blue			Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check			
	blew			they have the correct spelling) and cross it off. First to find all 6 wins.			

#### The beach is over

### Which is the correct spelling? their there

Boulling



#### The beach is over \_ there \_.

### Which is the correct spelling?

there

their



### I can \_\_\_\_\_ the moon out of the window.

#### Which is the correct spelling?

sea

see



# I can <u>see</u> the moon out of the window.

#### Which is the correct spelling?

sea

see



#### out all of the candles.

### Which is the correct spelling? blew blue



## I \_blew \_\_\_\_ out all of the candles.

### Which is the correct spelling?

blue

blew

Answers:



# It was much \_\_\_\_\_ cold to go swimming.

#### Which is the correct spelling?

two

too



# It was much <u>too</u> cold to go swimming.

#### Which is the correct spelling?

two

too

Stage: 2		words are homophones at spellings and/or mea	ronunciation but	- TE		
List: 31	Name:		5			Spalling Share
Coolling		1st Attempt	and Attempt	Ord Attompt	Ath Attompt	Eth Attempt
Spelling	>	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
there						and a
their						
here				<		111
hear		2007				
see	<u>مر</u>					2
sea						6
too						
two						
blue					V	
blew						

		Ore .
Stage: 2	These words are h different spellings	omophones or near homophones. They have the same pronunciation but and/or meanings.
List: 31	Name:	Certe Culliage
0.0		Write the correct spelling into each sentence.
Spellings	S	was not much time for breakfast.
there		
their		The girls took off coats.
here		I tried to what he was saying.
hear		Please stay until you are asked to move.
see	- A A	I love the sound of the
sea		It was easy to why he liked the film.
too		
two		It was windy and the kite snapped in
blue		My favourite colour is
blew		The dry leaves around the garden.

Stage: 2	These words are h different spellings	nomophones or near homophones. They have the same pronunciation but and/or meanings.	- AU
List: 31	Answers:		Conte Confilicaçe
09		Write the correct spelling into each sentence.	
Spelling	JS	there was not much time for breakfast	
there		there was not much time for breakfast.	
their		The girls took off <u>their</u> coats.	
here		I tried to _ hear_ what he was saying.	
hear		Please stay _ here_ until you are asked to move.	
see	- A.A	I love the sound of the <u>sea</u> .	
sea		It was easy to <u>see</u> why he liked the film.	
too			
two		It was _ too_ windy and the kite snapped in _two_	
blue		My favourite colour is <u>blue</u> .	
blew		The dry leaves _ blew_ around the garden.	

Spelling Shed

Stage: 2 List: 32

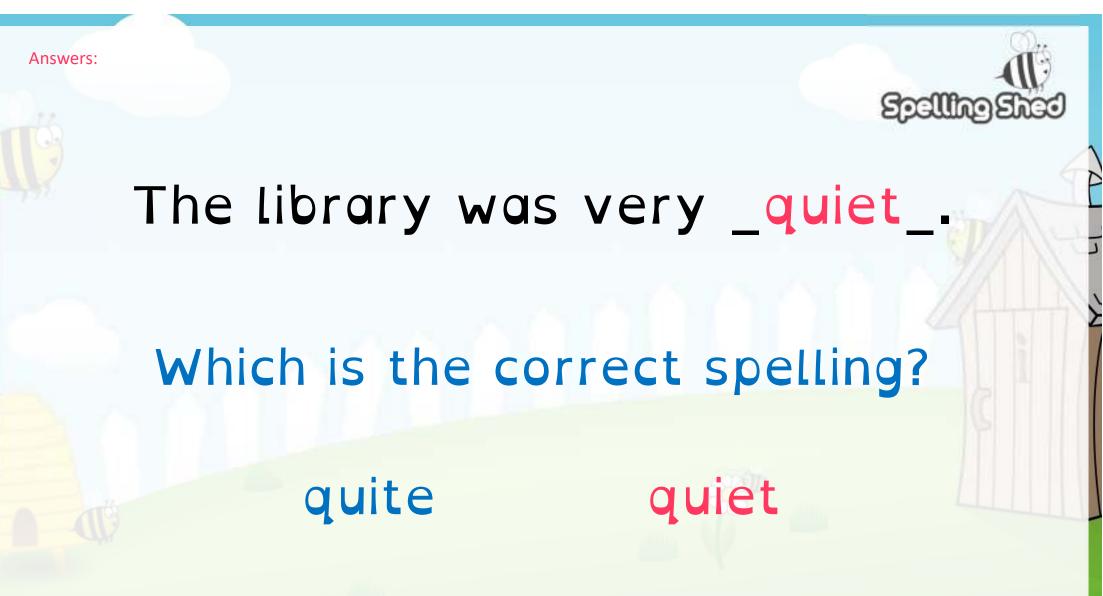
These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

Stage: 2 List: 32	different spellings o	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.					
Spellin quiet	igs	Introduction	Can the children remember what a homophone is? Can they think of any examples from last week? Define them as words which have the same pronunciation but different meanings and/or spellings. Remind them that near homophones have slightly different pronunciations.				
quite bare bear sun son		Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap. After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.				
be bee night knight		Independent Activity	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. The flew to all of the flowers. The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.				

#### The library was very

### Which is the correct spelling? quite quiet

Bodling



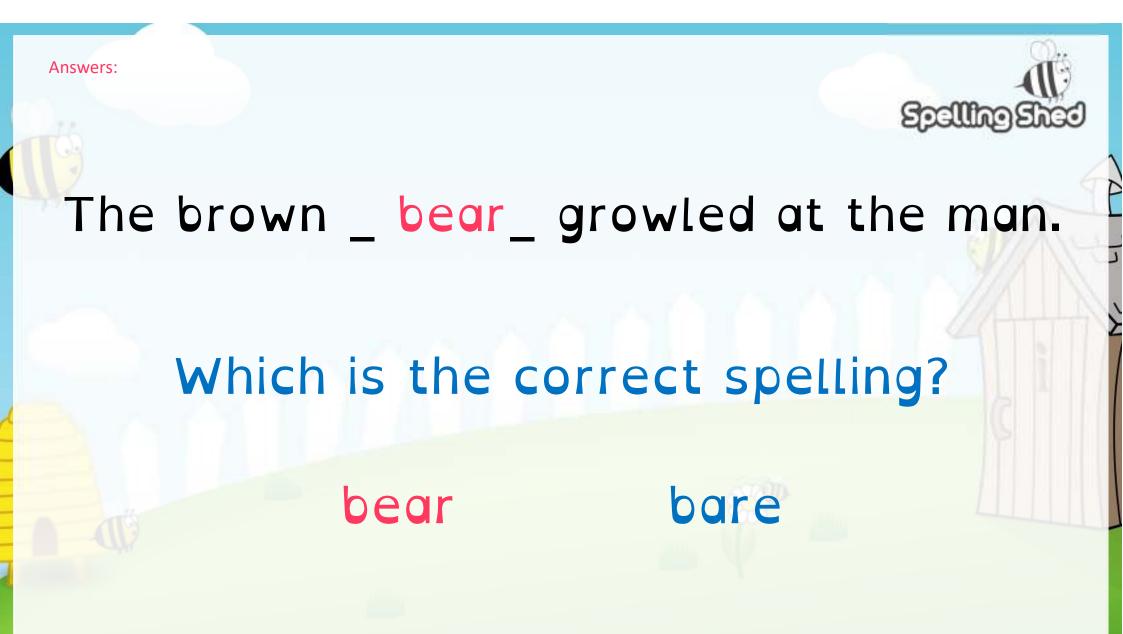
### The brown \_\_\_\_\_ growled at the man.

Spalling Sh

# Which is the correct spelling?

bare

bear





### The \_\_\_\_\_ was so bright I needed sunglasses.

#### Which is the correct spelling?

sun

son



# The <u>sun</u> was so bright I needed sunglasses.

#### Which is the correct spelling?

sun

son



# The brave \_\_\_\_\_ rescued the princess.

### Which is the correct spelling? knight night



# The brave <u>knight</u> rescued the princess.

### Which is the correct spelling? knight night

Stage: 2		words are homophones nt spellings and/or med	s or near homophones. Inings.	They have the same p	pronunciation but	AL.
List: 32	Name:		<u> </u>			Spalling Shar
Spelling	S	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
quiet						
quite						Y// N
bare						111
bear						
sun						
son						12
be					STOD.	
bee 🦷						
night					Y	
knight						

Stage: 2	These words are h different spellings	omophones or near homophones. They have the same pronunciation but and/or meanings.	Ű.		
List: 32	Name:		Conte Confillage		
0.0		Write the correct spelling into each sentence.	_		
Spellings		It suddenly went and the whole pl	avaround stood still		
quiet					
quite		The pasta was hot and I had to wait to eat it.			
bare		A polar will mainly eat seals.			
bear		Her legs were far too cold in the snow.			
sun		The is a giant star.			
son		Uic acked him whether he could	horrow, the car		
be		His asked him whether he could	borrow the cor.		
bee		The sound was coming from a rather large bum	ble		
night		He tried hard to a good friend.			
knight		That, he saw the	leave the castle.		

Stage: 2	These words are h different spellings	omophones or near homophones. They have the same pronunciation but and/or meanings.		
List: 32	Answers:	Conte Coulling Show		
0.		Write the correct spelling into each sentence.		
Spelling	js	It suddenly went _ quiet_ and the whole playground stood still.		
quiet				
quite		The pasta was _ quite_ hot and I had to wait to eat it.		
bare		A polar _ bear_ will mainly eat seals.		
bear		Her _ bare_ legs were far too cold in the snow.		
sun	. A.A.	The _ sun_ is a giant star.		
son		His son asked him whether he could borrow the car.		
be				
bee		The sound was coming from a rather large bumble _ bee		
night		He tried hard to _be_ a good friend.		
knight		That <u>night</u> , he saw the <u>knight</u> leave the castle.		



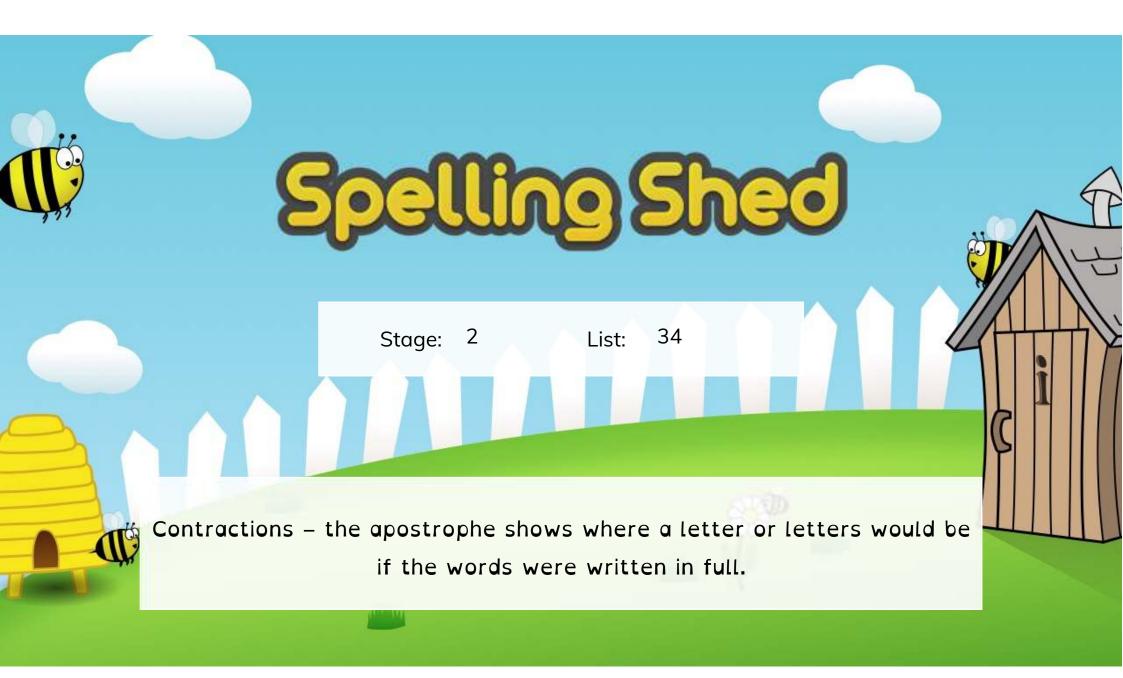
Stage: 2 Words ending in ' List: 33	-tion'.	Conte online as
Spellings station	Introduction	Sometimes it is clear to spot the root word in words ending with 'tion', but other times there is no clear root.
fiction motion nation education action	Main Teaching Activity	Ask pupils to clap and count the syllables in potion: 'po' / 'tion'. Ask them to spell the first syllable. 'tion' is a tricky spelling, one that is not spelt as it sounds. Does anyone know how it is spelled? Write 'tion' on the board, ask the children to clap out the sounds (t.i.o.n), rub a letter away and get them to repeat until all of the letters have gone. Can they still spell 'tion'?
injection caption fraction competition	Independent Activity	Show them the spelling test on the power point and tell them that Abi got 3 out of 10. Can they help spot the mistakes? They can work in pairs. Remind children that the /shun/ sound is spelled 'tion' in these words.

Stage: 2	Words ending in '-tion.'			-ME
List: 33				Conte Collicade
Cover your s	pellings for this task	Abi has sc Can you help her to work	ored 3/10 in her spell out which spellings ar correctly?	
		staytion ficktion moshun nation educashun action injecton caption fracshun competishon		

Stage: 2	Words ending in '-tion.'		A	3
.ist: 33	Answers:		AB CAILLEGE	ž
Cover your s	spellings for this task		ored 3/10 in her spelling test. Out which spellings are wrong and write t	the
			correctly? station	T
		staytion	fiction	
		ficktion	motion	
		moshun nation	nation	
		educashun	education	
		action	action	
		injecton caption	injection	
		fracshun	caption	
		competishon	fraction	
			competition	

Stage: 2 Words	s ending in '-tion.'				AL.
List: 33 Name	:				Spalling Sha
0					
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
station					
fiction					
motion					111
nation					
education					
action					- Q.
injection				STOD .	
caption				200 M	4444
fraction				V	
competition					

	The second se
Stage: 2 Words ending in	'-tion.'
List: 33 Name:	Conte onillage
0.9	
Spellings	Can you select 6 of your spellings to write into sentences?
station	
fiction	
motion	2.
nation	
education	3.
action	4.
injection	5.
caption	6.
fraction	<u>២.</u>
competition	

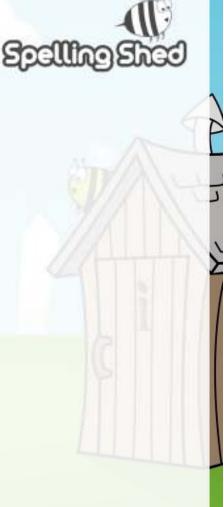


Stage: 2Contractive written inList: 34		where a letter or letters would be if the words were
Spellings can't	Introduction	Words with an apostrophe in are sometimes two words joined together. Can the children think of any words with an apostrophe that are two words joined?
didn't hasn't couldn't it's	Main Teaching Activity	Put the spellings up on the board and ask the children to write them down. Next to each word, ask the children to write the letter(s) that the apostrophe is there instead of. E.g. can't - ' = no it's - ' = i
wasn't doesn't mustn't l'll she'd	Independent Activity	Share their responses and discuss any misconceptions.Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.

Which letter(s) does the apostrophe replace?



no (cannot)
o (did not)
o (has not)
o (could not)
i (it is)
o (was not)
o (does not)
o (must not)
wi (I will)
ha (she had)



Stage: 2	Contrac written i		e shows where a letter	or letters would be if t	he words were	-A
List: 34	Name:					Street Collings
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
can't						
didn't						y//
hasn't				S r S D		11
couldn't		200				
it's	1					P *
wasn't						0
<mark>doe</mark> sn't					STOP .	
<mark>mus</mark> tn't						
l'll						
she'd						

Stage: 2	Contractions – written in full .	the apostrophe shows where	a letter or letters would be if the	e words were	- OF
List: 34	Name:			Spall	wind
0.					
Spelling	js	Can you write	out the two words whi	ich have made the contro	action?
can't		can't	can	not	
didn't		didn't			
hasn't		hasn't			7
couldn't	t I	couldn't			
it's	- A.A	it's			12.
<mark>wa</mark> sn't		wasn't			15
<mark>doe</mark> sn't		doesn't			
<mark>mustn't</mark>		mustn't			
l'll		I'LL			
she'd		she'd			

Stage: 2	Contractions – the written in full .	e apostrophe shows where c	a letter or letters would be if the words v	vere
List: 34	Answers:			STE GAILLEGE
0				
Spelling	IS	Can you write	out the two words which have	e made the contraction?
can't		can't	can	not
didn't		didn't	did	not
hasn't		hasn't	has	not
couldn't	1	couldn't	could	not
it's	- A.A.	it's	it	is
<mark>wa</mark> sn't		wasn't	was	not
<mark>doe</mark> sn't		doesn't	does	not
<mark>mus</mark> tn't		mustn't	must	not
I'll		I'LL		will
she'd		she'd	she	would

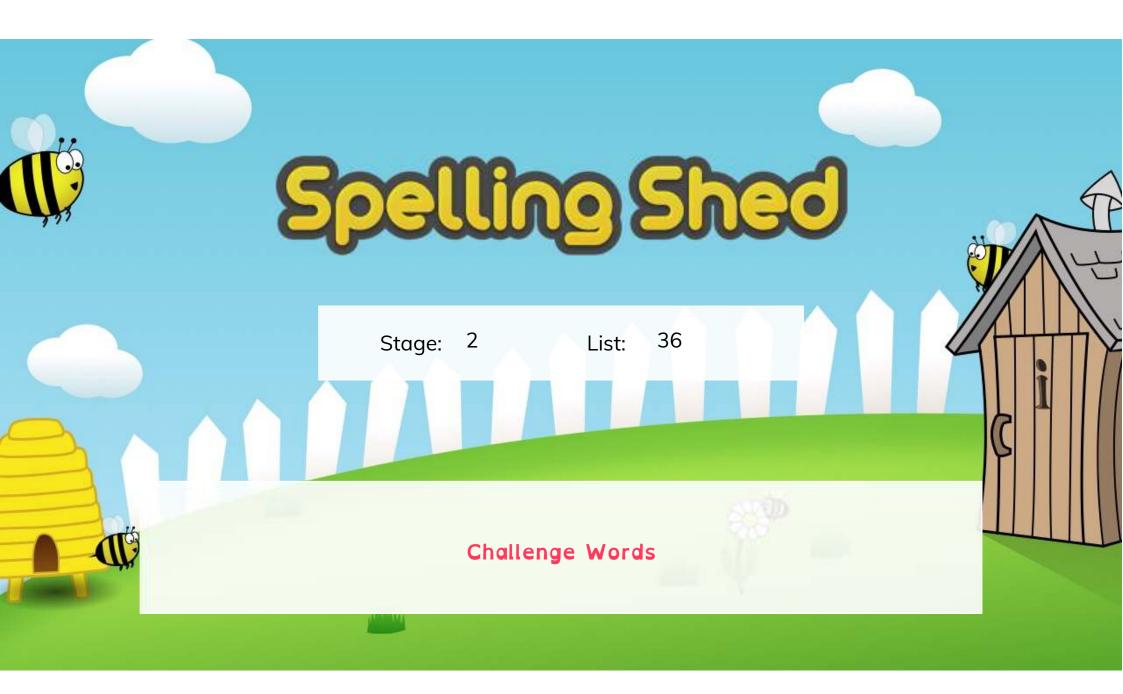


Stage: 2 Possessive apost List: 35	trophes (singular)	U DestBealleqB
Spellings	Introduction	An apostrophe and a letter 's' is added to show possession.
Megan's Ravi's	Main Teaching Activity	Ask the children to write their name on their whiteboard. Model how to add an apostrophe and 's' to show ownership. I.e. "Miss Smith" becomes "Miss Smith's". Then model adding a possession
Cody's Sophie's		(shoes, nose, pencil etc), e.g. "Miss Smith's shoes". Ask the children to add a possession to their name. Higher ability could create a whole sentence.
Sam's	Independent	Children to choose six of the spelling words and write into sentences.
boy's	Activity	Common nouns will need a determiner.
man's dog's		
lady's		

_			
	Stage: 2	Possessive apostro	ophes (singular)
	List: 35	Name:	Conte online a
	0		
	Spellings	;	Can you select 6 of your spellings to write into sentences?
	Megan's		
	Ravi's		
	Cody's		2.
	Sophie's		
	Sam's	- A-A-1	3.
	child's		4.
	boy's		5.
1	man's		
	dog's		6.
	lady's		

Stage: 2	Possess	sive apostrophes (singu	ular)			ALE A
List: 35	Name:					Spalling Share
9					-	
Spelling	S	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
Megan's						
Ravi's						A YII N
Cody's						11
Sophie's			YA YA			
Sam's	50					12
<mark>chi</mark> ld's						- 6.
boy's					STOD	
man's						
dog's					V	
lady's						

					00
Stage: 2	Possessive apostr	ophes (singular)			ALC: N
List: 35	Name:				Corte College
0					
Spelling	S	Can you add the ap this week's words!	postrophe in the	right place? Make	sure you cover up
Megan's					ED ALL
Ravi's					
Cody's		Megans	Ravis	Sophies	boys
Sophie's					
Sam's	- A.A.	Codys	Sams	childs	mans
child's					
boy's					
man's			dogs	ladies	
dog's					
lady's					



Stage: 2Challenge WordsList: 36	Este college
Spellings	Challenge week
whole	Choose an activity from the challenge week pack.
any	
many	
clothes	
busy	
people	
water	STOD.
again	
half	
money	

					<b>.</b>
Stage: 2 Challe	nge Words				ALC:
List: 36 Name:					Conte Confillede
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
whole					ET AL
any					
many					
clothes					
busy					12
people					5.
water				STOD .	
again					
half					
money					

Stage: 2	Challenge Words			A
_ist: 36	Name:			Spalling
9				
Spelling	IS		your spellings. Then consistent spelling in each row o	
whole			spetting in each row o	
any		whole	whol	holl
many		eny	any	anny
clothes		meny	meeny	many
busy		clouths	clothes	clowthes
		busy	buzzy	bizy
people		peepl	people	pepol
water		warter	wather	water
again		agen	aggen	again
half		half	harf	halvf
money		munny	money	muney

Stage: 2	Challenge Words			AL.
List: 36	Answers:			Spalling Sha
Spelling	S		your spellings. Then co	
whole			spelling in each row o	T the grid below.
any		whole	whol	holl
many		eny	any	anny
clothes		meny	meeny	many
busy		clouths	clothes	clowthes
people		busy	buzzy	bizy
_		peepl	people	pepol
water		warter	wather	water
again		agen	aggen	again
half		half	harf	halvf
money		munny	money	muney