

Dear Parents/Carers and Children,

To support the children’s learning of spellings at home, there is a particular spelling pattern to focus on each week. However, at the beginning of each term, the children will do an entry assessment which consists of 20 words. These words will involve Year 2 common exception words (key words) and a variety of Year 2 spelling patterns. These 20 words will be broken down into two sets of 10 which will be learnt over Week 2 and Week 3. The children will then do the same spelling test as an exit assessment in the last week of term to review their progress.

Following the Phonics Screening Check at the end of the Autumn Term, the children will continue to have daily spelling lessons. These will be focused on the weekly spelling pattern (Monday and Tuesday), using phonics to edit their writing to ensure that phonemes are represented with the correct graphemes (Wednesday) and common exception words (Thursday and Friday). Therefore the home learning weekly spelling pattern will be taught in school with the first lesson being every Monday. Additional investigation and practise of the spelling pattern at home has proven to be hugely beneficial. We have included information on each spelling pattern which will need to be discussed with your child to aim for an embedded understanding of the spelling pattern, rather than short-term memorisation of the spelling words. There are suggestions of different ways of practising spellings on the last page.

Spellings will be tested weekly on a Friday. Each week the children will record their score and note words that they need to relearn in their homework book. For this reason, **please make sure homework books are in school on a Friday**. Please do talk to your child about spelling and whether they matched the goal you had set with them at home.

**In addition to learning specific spelling patterns, common exception words (key words) are assessed and can be learnt at home. Please see the list below.**

Thank you so much for all of your support.

## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

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

**Term 3: Weekly assessment dates**

Week 1 WC: 3/1/22	Entry assessment
Week 2 WC: 10/1/22	<b>Assessment Words Set 1</b> watch, sea, last, little, poor, child, prove, break, sure, wrong
Week 3 WC: 17/1/22	<b>Assessment Words Set 2</b> dry, city, clothes, whole, know, pedal, nicest, patted, monkey, bridge
Week 4 WC: 24/1/22	<b>Spelling words where /j/ is spelt dge, ge, g and j</b> <b>Information on the spelling pattern:</b> The grapheme used to represent /j/ is always <b>j</b> before <b>a, o, u</b> . The grapheme used to represent /j/ is often <b>g</b> before <b>e, i, o</b> . When a word ends in /j/, the grapheme is never <b>g</b> and rarely <b>j</b> . Graphemes used to represent /j/ at the end of words are <b>-ge</b> and <b>-dge</b> : At the end of the word the /j/ sound is spelt <b>-dge</b> after a short vowel sound. All other sounds, whether or consonants, is spelt <b>-ge</b> .  <b>Spelling words:</b> <b>j:</b> jacket <b>g:</b> giant, magic, gentle <b>dge:</b> badge, edge <b>ge:</b> change, large, village, strange  <b>Challenge:</b> knowledge, language, damage, porridge, suggest, geography  <b>Links to support spelling practise</b> <b>Spelling Frame (Rule 1-3) word lists and free games e.g. segment cards and practise/ test:</b> <a href="https://spellingframe.co.uk/spelling-rule/78/1-The-sound-spelt-as-ge-and-dge-at-the-end-of-words">https://spellingframe.co.uk/spelling-rule/78/1-The-sound-spelt-as-ge-and-dge-at-the-end-of-words</a> <a href="https://spellingframe.co.uk/spelling-rule/79/2-The-sound-spelt-as-ge-and-dge-at-the-end-of-word">https://spellingframe.co.uk/spelling-rule/79/2-The-sound-spelt-as-ge-and-dge-at-the-end-of-word</a> <a href="https://spellingframe.co.uk/spelling-rule/80/3-The-sound-spelt-as-ge-and-dge-at-the-end-of-words">https://spellingframe.co.uk/spelling-rule/80/3-The-sound-spelt-as-ge-and-dge-at-the-end-of-words</a> <b>Spellzone includes word lists, sentences and activities (some of which printable):</b> <a href="https://www.spellzone.com/word_lists/list-544004.htm">https://www.spellzone.com/word_lists/list-544004.htm</a>
Week 5 WC: 31/1/22	<b>Adding the suffix -ful or -less (no change to root word)</b> <b>Information on the spelling pattern:</b> If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Common exceptions to this are: root words ending in consonant <b>y</b> . In this case the <b>y</b> is changed to an <b>i</b> before the suffix is added. For example, <b>beauty – beautiful</b> .  The suffix <b>-ful</b> can be added to nouns to form adjectives. The suffix means ‘full of’. For example: <ul style="list-style-type: none"><li>➤ The <b>pain</b> was unbearable. (noun)</li><li>➤ The cut on his knee was very <b>painful</b>. (adjective)</li></ul> The suffix <b>-less</b> can be added to nouns to form adjectives. The suffix means ‘not having’ or ‘free from’. For example: <ul style="list-style-type: none"><li>➤ My <b>home</b> is in Bristol. (noun)</li><li>➤ The <b>homeless</b> man sat on the park bench. (adjective)</li></ul> <b>Spelling words:</b> thought/ thoughtful, help/ helpful, play/ playful, wish/ wishful, use/ useful sleep/ sleepless, care/ careless, fear/ fearless, heart/ heartless, speech/ speechless  <b>Challenge:</b> <b>Change the y to an i:</b> beauty/ beautiful, plenty/ plentiful, penny/ penniless, pity/ pitiless  <b>Links to support spelling practise</b> <b>Spelling Frame (Rule 24) word lists and free games e.g. segment cards and practise/ test:</b> <a href="https://spellingframe.co.uk/spelling-rule/101/24-The-suffixes%E2%80%93ment%E2%80%93ness%E2%80%93ful%E2%80%93less-and%E2%80%93ly">https://spellingframe.co.uk/spelling-rule/101/24-The-suffixes%E2%80%93ment%E2%80%93ness%E2%80%93ful%E2%80%93less-and%E2%80%93ly</a> <b>Spellzone includes word lists, sentences and activities (some of which printable):</b> <a href="https://www.spellzone.com/word_lists/list-4614.htm">https://www.spellzone.com/word_lists/list-4614.htm</a>

<p>Week 6 WC: 7/2/22</p>	<p><b>Adding the suffix –ment or –ness (no change to root word)</b>  <b>Information on the spelling pattern:</b>          If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Common exceptions to this are: root words ending in consonant <b>y</b>. In this case the <b>y</b> is changed to an <b>i</b> before the suffix is added. For example, <b>happy – happiness</b>.</p> <p>The suffix <b>–ment</b> expresses the means or result of the action of the verb. The suffix <b>–ment</b> can be added to a verb to form a noun. For example:</p> <ul style="list-style-type: none"> <li>➤ Stan and Martha <b>move</b> in time to the music. (verb)</li> <li>➤ Kate thought she saw a <b>movement</b> in the bushes. (noun)</li> </ul> <p>The suffix <b>–ness</b> means the state or instance of something. The suffix <b>–ness</b> can be added to adjectives to form a nouns. For example:</p> <ul style="list-style-type: none"> <li>➤ It was a <b>dark</b> night. (adjective)</li> <li>➤ As the storm clouds rumbled, <b>darkness</b> covered the earth. (noun)</li> </ul> <p><b>Spelling words:</b>          enjoy/ enjoyment, pay/ payment, move/ movement, excite/ excitement, amaze/ amazement          sad/ sadness, kind/ kindness, weak/ weakness, tired/ tiredness, dark/ darkness</p> <p><b>Challenge:</b>  <b>Change the y to an i:</b> tidy/ tidiness, friendly/ friendliness  <b>Words without an obvious root:</b> experiment, environment</p> <p><b>Links to support spelling practise</b>  <b>Spelling Frame (Rule 24) word lists and free games e.g. segment cards and practise/ test:</b>  <a href="https://spellingframe.co.uk/spelling-rule/101/24-The-suffixes%E2%80%93ment%E2%80%93ness%E2%80%93ful%E2%80%93less-and%E2%80%93ly">https://spellingframe.co.uk/spelling-rule/101/24-The-suffixes%E2%80%93ment%E2%80%93ness%E2%80%93ful%E2%80%93less-and%E2%80%93ly</a>  <b>Spellzone includes word lists, sentences and activities (some of which printable):</b>  <a href="https://www.spellzone.com/word_lists/list-4614.htm">https://www.spellzone.com/word_lists/list-4614.htm</a></p>
<p>Week 7 WC: 14/2/22</p>	<p>Exit assessment</p>

## Helping Your Child Learn to Spell

### **Segment it!**

Speak like a robot to say the separate sounds in a word. For example, to spell the word clear, say each sound in turn.../c/, /l/, /ear/. Write down the representation of each of these sounds.

### **Spelling Rules!**

In school, your child will investigate certain spelling principles. It is important that your child understands the principle and can apply it to any word. To help them, they may be asked to consolidate their learning at home. As a parent you will be given clear guidance about the principle.

### **Approaches to support learning spellings visually:**

Sometimes it is not possible to spell a word by segmenting it. Instead, your child will need to learn it by sight using some of the following strategies to help:

### **What is the difficult bit?**

Talk with your child about the tricky bit of the word where the letters do not correspond to the sounds the children know (e.g. in different the difficult bit is the e in the middle because you can't hear it.)

### **Which looks right?**

Write a word 3 times, once spelled correctly and twice with an incorrect spelling. For example: becus, because, becuz. Ask you child to point out the one that looks right.

### **Sparkler Writing**

Ask your child to close their eyes and imagine that they are writing a word with a sparkler as you spell the word out loud.

### **Speed - write**

Give your child 30 seconds to write a word down as many times as they can.

### **Words in words**

Talk with your child about words that they can see within a word. For example, "Can you see the in they?"

### **Build it up**

Write a word letter by letter:

t  
t h  
t h e  
t h e r  
t h e r

### **Display:**

On the wall next to where you eat, in the bathroom, up the stairs are all good places to display words.

### **Decorate/illustrate a word**

Write a word for your child in 'bubble' writing. Use colouring pens, pencils, glitter etc. Talk to your child about the word and its spelling.

was

### **Say it as it sounds**

The funny pronunciation can help us remember how to spell a word. For example, say **Wed-nes-day** rather than **Wednesday**.

### **Mnemonics**

There are a few sight words where a mnemonic may help:

**said:** Sally-Anne Is Delightful

**could:** C Oh U Lovely Duck!

**because:** Big Elephants Can Always Understand Small Elephants

### **Look, Cover, Write, Check**

Ask your child to look at the word. Then, cover it so they can not see it. Your child should then write it down. Finally, uncover the word and compare your child's spelling with the correct spelling, talking about any differences.