

Spring 1 Spellings- Mrs Dracup/Fiona's group

WB:16.1.17	WB:23.1.17	WB: 30.1.17	WB: 6.2.17	Words to practise (ed ending) February half term ed as id	Other words to practise (ed ending) all the time! ed/as t
More le	ge	irregular	dge		
staple	age	great	edge	ended	honked
triple	cage	steak	hedge	handed	blinked
purple	page	break	sledge	landed	looked
apple	rage	once	badge	folded	thanked
castle	stage	none	dodge	flooded	stuffed
whistle	huge	done	fudge	wanted	washed
vehicle	large	most	judge	started	pushed
puzzle	orange	only	bridge	pointed	fixed
muzzle	hinge	gone	fridge	lifted	jumped

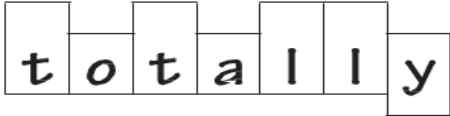
Add your own word to fit in with the pattern!!


Here are the spellings that your child will be expected to learn this half term, in addition to our class phonics sessions. LD: Please make sure you know the meanings of the words! – Maybe draw pictures to help you learn the homophones and write them out in sentences to help show the meanings. PARENTS: Please make sure they get plenty of practise in time for the quiz on Fridays. **P.T.O. for some spelling strategies and games you can play, the common exception words and THE PHASE 5 SOUNDS which we will be revising in class!** Thank you! Miss Mount.

Year 2 Common Exception Words

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

Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
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Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 
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Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.  You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.
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Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
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Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
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Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i> . f _ _ _ ld
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Dicey Spellings

Here are a few ideas to help you remember your spellings at home:

You will need 1 dice.

First choose a word to spell, then throw the dice. The number you get decides which of the tasks you do.

1. write word with eyes shut
2. write word with opposite hand
3. spell word aloud backwards
4. write word in bubble writing
5. write each letter in different colour
6. write the word in the air or on a partner's back. (or make up your own task)

Pyramid words	This method of learning words forces you to think of each letter separately. <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
Other strategies	Other methods can include: <ul style="list-style-type: none"> • Rainbow writing. Using <u>coloured</u> pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

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My Phase 5 sound mat