

Year 2 Spelling Practice Autumn 2

From this term, Year 2 will be learning to spell in daily lessons as part of the Little Wandle Year 2 Spelling scheme. Little Wandle provide additional practice words and sentences linked to the weekly spelling patterns, stating '*Repeated practice of spelling helps children move their new learning into their long-term memory.*'

We are providing these extra practice materials for you to use at home with your child should you wish to. There will be **no weekly spelling tests** and children do not need to bring any work into school.

Elements included each week are:

RULES

- Guidance on when different written versions (graphemes) of a sound (phoneme) are used in words.
- There is not always a rule! Sometimes children just need to learn which grapheme to use through experience.
- Some words are 'Rule Breakers' – they do not follow the rules.

DECODABLE WORDS

- Show the words to your child and ask them to read them.
- Ask the child to draw sound buttons (dots for single letter sounds, dashes for multiple letter sounds) under each word – children are very used to doing this in their daily lessons at school.
- Cover the words and ask your child to orally segment the words (say the sounds in order) and then write them down, one at a time.
- Ask your child to check and correct their words if necessary.

DICTATION SENTENCES

- Read the sentence to your child and ask them to repeat it to you.
- Ask them to write the sentence down, thinking carefully about applying any sounds that have been worked on.
- Check and correct.

AUTUMN 2

WEEK 1

FOCUS SOUND(S): Use of double consonants in words.	RULE(S): <ul style="list-style-type: none">• Double the consonant to protect a <u>short vowel</u>.• Do not double the consonant after a <u>long vowel</u> or <u>consonant</u>.		
DECODABLE WORDS			
wrist	little	school	thumb
lorry	wheel	wiggle	thunder
DICTIONARY SENTENCES			
Make that raccoon wait! I can wiggle my thumb. The lorry has red wheels. You might see a chicken on the way to school.			

WEEK 2

FOCUS SOUND(S): -ff, -ll, -ss, -zz Adding the suffix -er.	RULE(S): <ul style="list-style-type: none">• The double letters <i>ff</i>, <i>ll</i>, <i>ss</i>, <i>zz</i> protect the <u>short vowel</u> in one-syllable words.• Double the final letter to protect the <u>short vowel</u> when you add -er.		
DECODABLE WORDS			
powder	huff	hotter	shimmer
supper	singer	freeze	fizz
DICTION SENTENCES			
The cross goat fell down the hill. Never go up a ladder in a rain shower. The farmer has a new toaster. The mixer will make a mess.			

WEEK 3

FOCUS SOUND(S): k/ck ch/tch	RULE(S): <ul style="list-style-type: none">• Use <i>-ck</i> at the end of a word after a short vowel.• Use <i>-k</i> after a long vowel or consonant.• RULE BREAKERS – <i>magic, electric, panic</i>• Use <i>-tch</i> at the end of word after a short vowel.• Use <i>-ch</i> after a long vowel or consonant.• RULE BREAKERS – <i>much, rich, such, which</i>		
DECODABLE WORDS			
which	quick	stretch	beach
cloak	magic	match	kitchen
DICTIONARY SENTENCES			
<p>We had a snack when the clock struck ten. Ducks ran on the pitch before the match. I need to fetch my thick socks. The bird might snatch your lunch.</p>			

WEEK 4

FOCUS SOUND(S): Adding the suffixes <i>-es</i> and <i>-ing</i> .	RULE(S): <ul style="list-style-type: none">• Add <i>-es</i> if the word ends /s/, /x/, /z/, /sh/, /ch/• Double the final letter to protect the <u>short vowel</u> when adding <i>-ing</i>.		
DECODABLE WORDS			
foxes	humming	wishes	fizzes
jumping	brushes	fixing	dropping
DICTIONARY SENTENCES			
<p>I was running and skipping in the playground.</p> <p>The soap fizzes as he washes the dishes.</p> <p>I am watching the jumping foxes.</p> <p>My sister likes humming to the rabbit.</p>			

WEEK 5

FOCUS SOUND(S): Adding the suffixes <i>-ed</i> and <i>-ing</i>	RULE(S): <ul style="list-style-type: none">• Swap the <i>y</i> for <i>i</i> when you add <i>-ed</i>.• RULE BREAKERS – When the word ends with <i>-ay</i>, <i>-ey</i>, <i>-oy</i> just add <i>-ed</i> (<i>played</i>, <i>stayed</i>, <i>annoyed</i>, <i>preyed</i>)• Drop the <i>e</i> before adding <i>-ing</i>.• RULE BREAKERS – When the word ends with an <i>/ee/</i> sound do not drop the <i>e</i> (<i>being</i>, <i>seeing</i>, <i>freeing</i>)
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DECODABLE WORDS

hiding	seeing	having	making
being	carried	played	tidied

DICTATION SENTENCES

The kitten kept hiding as it was scared.

I tried the dried mango.

The baking was taking ages.

We stayed outside and played in the rain.