

# Spelling Journal



Rush Green Primary School



Year 2 – Summer Term

Phonics Teacher: Miss Davies

Child's Name: \_\_\_\_\_

Dear Parents/Carers,

Please work with your child to help them become good spellers. Use their spelling journal to practise spellings that are set for them each week. Help them learn the spelling rule and apply it and talk about exceptions to each rule. Help your child with the tricky part of words and also discuss how word patterns, endings, etc., can help them remember how to spell certain words. Put each word into a sentence so they can see the word in context. This often makes it easier for a child to remember.

At Rush Green Primary School we have high expectations of learners at all times. Included in this journal is a list of 'Zero Tolerance' words that children are expected to spell correctly at all times in their work. Please practise these words with your child regularly too. Spelling rules and patterns have been taught on a weekly basis and are based on what children may be learning in class during phonic lessons, spelling lessons or words they may need to know for a particular topic. There may be additional spellings sent home should the need arise during the term.

The ability to spell confidently enables an individual to become a more effective and fluent writer. Learning to spell should not be just learning lists of words (although this is a necessary first phase in establishing later automatic use) but a means of applying strategies appropriately, and building on known facts. This spelling journal will help support your child in these aims.

Thank you for your continued support.

## Strategy - Roots

"To learn my word I can find the word root. I can see whether the root has been changed when the new letters are added, e.g. for a prefix, suffix, or a tense change", for example



## Strategy – Mnemonics

"To learn my word I can make up a sentence to help me remember it, or use sayings to help with tricky letters.

.” E.g. could – *o u lucky duck*;

people – *people eat orange peel like elephants*.

because – *big elephants can't always use small exits*

"It's *necessary* to have 1 collar and 2 sleeves."



### Strategy – Analogy



“To learn my word I can use words that I already know to help me.”

e.g. *could, would, should.*

**ght-** light, bright, tight, might, flight, fight, uptight, lighter, sightseeing...

**pl-** play, plan, plastic, plenty, plain, plonk...

**spr-** spring, sprung, spritz, sprat, spray, sprinkle...

Good spellers know letter patterns and use them to help recall spellings or guess the spelling. Knowing common letter patterns is a fantastic strategy to help you improve your spelling and to spell well.

### Strategy – Word Families

Learn word families that are linked by meaning and pattern. This is a very interesting strategy and can help spelling by helping you love words and taking in interest in them.



**ject-** (from Latin- throw) **re**ject (throw away!), **re**jection, projection, (to throw light on something), projectile, dejection, objection, adjective (to throw light on nouns!), injection

**rupt** (from Latin for broken) **rupture**, **interrupt**, **disruption**, eruption, bankrupt, corrupt, abrupt...

Strategy – Handwriting



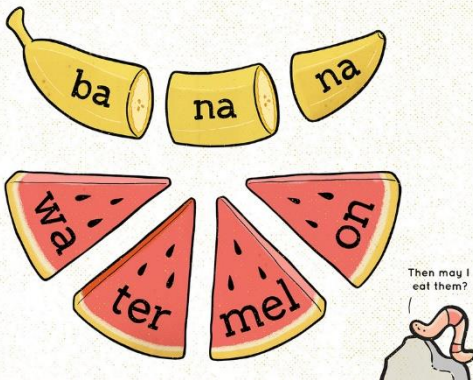
“To learn my word I can remember and practise the direction and movement of my pencil when I am writing it.”



# syl·la·bles

Use syllable breakdown “To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable.” E.g. Sep-tem-ber.

## Count the syllables.









# Summer Term

Week beginning	Tricky Words	Spelling rule	Example Words
Week 1 15.04.24	every, mother, father	Plurals - If the noun ends with a sh, ch, s, x, zz or ss sound, add es.	bushes, dishes, matches, gases, boxes, glasses, torches, dresses, quizzes, foxes, buses, brushes
Week 2 22.04.24	also, of, eight	Plurals - For nouns ending with a vowel, followed by a y, just add s.	keys, boys, days, trays, toys, donkeys
Week 3 29.04.24	once, upon, always	Adding the prefix 'un' meaning 'opposite'.	unhappy, unpack, unwell, uncertain, untidy, untrue
Week 4 Bank Holiday 06.05.24	made, their	Homophones – It is important to know the difference in meaning between homophones (words that sound the same but have a different meaning).	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Week 5 13.05.24	could, should, would	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's raining</i> ) or sometimes <i>it has</i> (e.g. <i>It's been raining</i> ), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll

Week 6 20.05.24	saw, put	Adding the suffix -er. When the root word ends in a short vowel sound followed by a consonant, double the consonant and add -er.	bigger, sadder, wetter, fatter, thinner
HALF TERM			
Week 1 03.06.24	because, want	Adding the suffix -er, drop the y, swap for an i and add er.	happier, dirtier, lonelier, angrier
Week 2 10.06.24	other, were	Adding the suffix -est (compare more than two things) – change the y to an i and add -est.	happiest, dirtiest, filthiest, loneliest
Week 3 17.06.24	more, before	Adding the suffix -est (compare more than two things) – short vowel sound, double the consonant and add -est.	biggest, saddest, thinnest, wettest, hottest
Week 4 24.06.24	any, many	The suffix 'ly' can be used to change adjectives into adverbs. Rule 1 Just add -ly to words ending in a consonant.	slowly, quickly, deeply, gladly, quietly, sadly
Week 5 01.07.24	there, here	The suffix 'ly' Rule 2	accidentally, occasionally, generally, helpfully, gratefully, carefully



		Add -ly to words ending in -l, Simply add -ly so word will end in 'lly'	
Week 6 08.07.24	could, should, would	The suffix 'ly'. Rule 3 Root words that end in an e. Keep the 'e' and add 'ly'.	lovely, bravely, lonely, closely, entirely, fortunately

<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: people, children</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: Turning singular nouns into plural nouns. If the noun ends with a ch, sh, s, x, zz or ss sound, add -es.</p>
<p>Example words</p>	
<p>1</p>	<p>bushes</p>
<p>2</p>	<p>foxes</p>
<p>3</p>	<p>glasses</p>
<p>4</p>	<p>torches</p>
<p>5</p>	<p>buses</p>
<p>6</p>	<p>quizzes</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
<p></p>	
<p></p>	
<p></p>	
<p></p>	

Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:







Include each of your own words in a sentence:

Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.

# W/b 15.04.24

## SPELLING TEST

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<p>2.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: also, of, eight</p>

<p>Miss Davies' Group</p>	<p>Spelling Rule: Turning singular nouns into plural nouns. For nouns ending with a vowel, followed by a y, just add s.</p>
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<p>Example words</p>	
<p>1</p>	<p>keys</p>
<p>2</p>	<p>boys</p>
<p>3</p>	<p>days</p>
<p>4</p>	<p>toys</p>
<p>5</p>	<p>donkeys</p>
<p>6</p>	<p>trays</p>

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Explain the spelling rule in your own words:

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Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:







Include each of your own words in a sentence:

Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.

# W/b 22.04.24

## SPELLING TEST

7.	
8.	
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<p>3.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: once, upon, always</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: Adding the prefix un- meaning 'opposite'</p>
<p>Example words</p>	
<p>1</p>	<p>unhappy</p>
<p>2</p>	<p>unpack</p>
<p>3</p>	<p>unwell</p>
<p>4</p>	<p>uncertain</p>
<p>5</p>	<p>untrue</p>
<p>6</p>	<p>untie</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
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# W/b 29.04.24

## SPELLING TEST

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<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: made, their</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: Homophones – It is important to know the difference in meaning between homophones (words that sound the same but have a different meaning).</p>
<p>Example words</p>	
<p>1</p>	<p>knight/night</p>
<p>2</p>	<p>their/there/they're</p>
<p>3</p>	<p>be/bee</p>
<p>4</p>	<p>sun/son</p>
<p>5</p>	<p>here/hear</p>
<p>6</p>	<p>won/one</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
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Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:







Include each of your own words in a sentence:

Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.

# W/b 06.05.24

## SPELLING TEST

1.	
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<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: could, should, would</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>
<p>Example words</p>	
<p>1</p>	<p>can't</p>
<p>2</p>	<p>didn't</p>
<p>3</p>	<p>wouldn't</p>
<p>4</p>	<p>shouldn't</p>
<p>5</p>	<p>could've</p>
<p>6</p>	<p>it's</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
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<p></p>	

Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:

Include each of your own words in a sentence:







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# W/b 13.05.24

## SPELLING TEST

1.	
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<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: saw, put</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: Adding the suffix -er. When the root word ends in a short vowel sound followed by a consonant, double the consonant and add -er.</p>
<p>Example words</p>	
<p>1</p>	<p>winner</p>
<p>2</p>	<p>thinner</p>
<p>3</p>	<p>wetter</p>
<p>4</p>	<p>fatter</p>
<p>5</p>	<p>flatter</p>
<p>6</p>	<p>bigger</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
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Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:







Include each of your own words in a sentence:

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# W/b 20.05.24

## SPELLING TEST

1.	
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<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: because, want</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: Adding the suffix -er, drop the y, swap for an i and add er.</p>
<p>Example words</p>	
<p>1</p>	<p>happier</p>
<p>2</p>	<p>dirtier</p>
<p>3</p>	<p>lonelier</p>
<p>4</p>	<p>angrier</p>
<p>5</p>	<p>lonelier</p>
<p>6</p>	<p>prettier</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
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Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:







Include each of your own words in a sentence:

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# W/b 03.06.24

## SPELLING TEST

1.	
2.	
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<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: other, were</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: Adding the suffix -est (compare more than two things) – change the y to an i and add -est.</p>
<p>Example words</p>	
<p>1</p>	<p>happiest</p>
<p>2</p>	<p>dirtyest</p>
<p>3</p>	<p>filthiest</p>
<p>4</p>	<p>muddiest</p>
<p>5</p>	<p>loneliest</p>
<p>6</p>	<p>prettiest</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
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Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:

Include each of your own words in a sentence:







Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.



# W/b 10.06.24

## SPELLING TEST

1.	
2.	
3.	
4.	
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6.	

<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p> 6. Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: more, before</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: Adding the suffix -est (compare more than two things) – short vowel sound, double the consonant and add -est.</p>
<p>Example words</p>	
<p>1</p>	<p>saddest</p>
<p>2</p>	<p>thinnest</p>
<p>3</p>	<p>biggest</p>
<p>4</p>	<p>wettest</p>
<p>5</p>	<p>hottest</p>
<p>6</p>	<p>thinnest</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
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Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:







Include each of your own words in a sentence:

Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.

W/b 17.06.24

SPELLING TEST

1.	
2.	
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<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: any, many</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: The suffix 'ly' can be used to change adjectives into adverbs. Rule 1 – Just add -ly to words that end in a consonant.</p>
<p>Example words</p>	
<p>1</p>	<p>slowly</p>
<p>2</p>	<p>quickly</p>
<p>3</p>	<p>deeply</p>
<p>4</p>	<p>sadly</p>
<p>5</p>	<p>gladly</p>
<p>6</p>	<p>quietly</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
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<p> </p>	
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Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:







Include each of your own words in a sentence:

Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.

W/b 24.06.24

SPELLING TEST

1.	
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<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: there, here</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: The suffix 'ly' Rule 2 -Add -ly to words ending in -l, Simply add -ly so word will end in 'lly'</p>
<p>Example words</p>	
<p>1</p>	<p>accidentally</p>
<p>2</p>	<p>occasionally</p>
<p>3</p>	<p>helpfully</p>
<p>4</p>	<p>carefully</p>
<p>5</p>	<p>generally</p>
<p>6</p>	<p>occasionally</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
<p></p>	
<p></p>	
<p></p>	



Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:







Include each of your own words in a sentence:

Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.

# W/b 01.07.24

## SPELLING TEST

1.	
2.	
3.	
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6.	

<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: could, should, would</p>
<p>Miss Davies' Group</p>	<p>Spelling Rule: The suffix 'ly' Rule 2 -Add -ly to words ending in -l, Simply add -ly so word will end in 'lly'</p>
<p>Example words</p>	
<p>1</p>	<p>accidentally</p>
<p>2</p>	<p>occasionally</p>
<p>3</p>	<p>helpfully</p>
<p>4</p>	<p>carefully</p>
<p>5</p>	<p>generally</p>
<p>6</p>	<p>occasionally</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
<p></p>	
<p></p>	
<p></p>	

Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:







Include each of your own words in a sentence:

Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.

# W/b 03.07.24

## SPELLING TEST

1.	
2.	
3.	
4.	
5.	
6.	

<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p>Tricky words: could, should, would</p>
<p>Miss Davies' Group</p>	<p>The suffix 'ly'. Rule 3 - Root words that end in an e. Keep the 'e' and add 'ly'.</p>
<p>Example words</p>	
<p>1</p>	<p>lonely</p>
<p>2</p>	<p>lovely</p>
<p>3</p>	<p>fortunately</p>
<p>4</p>	<p>entirely</p>
<p>5</p>	<p>bravely</p>
<p>6</p>	<p>closely</p>
<p>Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.</p>	
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	
<p>Explain the spelling rule in your own words:</p>	
<p></p>	
<p></p>	
<p></p>	

Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:

Include each of your own words in a sentence:

Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.

W/b 08.07.24

SPELLING TEST









1.	
2.	
3.	
4.	
5.	
6.	










## Topic Vocabulary for Summer Term

Here is a list of all the topic words you will come across in your lessons, along with a pictorial representation and their definition. You will come across these words over the course of the Summer term.

### PSHE – Relationships

family		A family is a group of two or more persons related by birth, marriage, or adoption who live together.
cooperate		Doing something together or working together with others towards a shared aim.
relationship		A connection or involvement between two or more people.
conflict		An active disagreement between people with different opinions or ideas.
appreciation		The feeling of being, and showing, you are grateful for something.
boundaries		Unofficial rules about what should not be done; limits that define acceptable behaviour.
secrets		Something that is kept or meant to be kept unknown or hidden to others.
trust		To believe that someone is good and honest and will not harm you, or that something is safe and reliable.

History – Local History






<p>past</p>		<p>Something that happened or was done in the past.</p>
<p>Neanderthals</p>		<p>A species of very early human that lived in Europe and parts of Asia from about 300,000 to 30,000 years ago.</p>
<p>Archaeologists</p>		<p>Someone who studies the buildings, graves tools and other objects of people who lived in the past.</p>
<p>Abbey</p>		<p>Abbeys provide a complex of buildings and land for religious activities, work, and housing of Christian monks and nuns.</p>
<p>Abbess</p>		<p>A woman who is the head of an <a href="#">abbey</a> of <a href="#">nuns</a>.</p>
<p>Saint</p>		<p>A saint is a person who is believed to be especially close to God.</p>
<p>Moat</p>		<p>The moat was a deep trench that was dug around the entire castle, outside of the castle walls.</p>
<p>Census</p>		<p>Census is a count of the people who live in a country.</p>
<p>Local</p>		<p><i>A particular place such as a neighbourhood or town.</i></p>

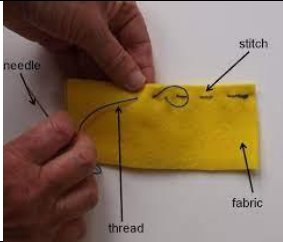





Market




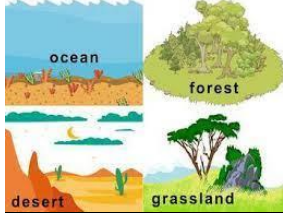

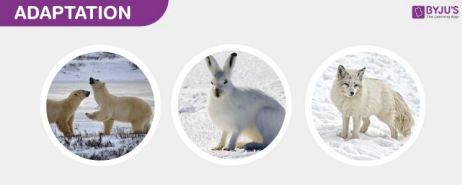
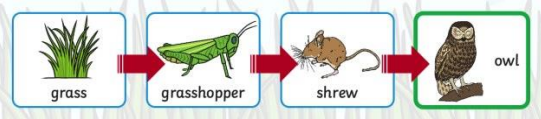
*A place where goods are sold.*

RE – Fasting




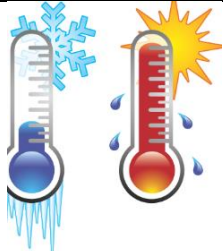
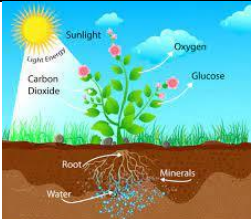


<p>fasting</p>		<p>Fasting is the abstaining from food or drink, particularly for a religious observance.</p>
<p>Lent</p>		<p>Lent is a Christian observance which takes place in Spring.</p>
<p>Ramadan</p>		<p>Ramadan is the ninth month of the Islamic calendar. It is observed by Muslims worldwide and includes fasting, prayer, reflection and community.</p>
<p>Eid Ul Fitr</p>		<p>A religious holiday celebrated by Muslims worldwide that marks the end of Ramadan.</p>
<p>Shrove Tuesday</p>		<p>Shrove Tuesday is a Christian festival celebrated in many countries across the globe. It falls on the Tuesday before the beginning of Lent.</p>
<p>Ash Wednesday</p>		<p>Ash Wednesday is a holy day of prayer and fasting in many Western Christian denominations. It is preceded by Shrove Tuesday and marks the first day of Lent.</p>

<p>joining</p>		<p>Become linked or connected to.</p>
<p>stapling</p>		<p>Attach or secure with a staple or staples.</p>
<p>sewing</p>		<p>Sewing is the craft of fastening or attaching objects using stitches made with a sewing needle and thread. Sewing is one of the oldest of the textile arts.</p>
<p>needle</p>		<p>A very fine slender piece of polished metal with a point at one end and a hole or eye for thread at the other, used in sewing.</p>
<p>thread</p>		<p>A long, thin <b>strand</b> of cotton, nylon, or other <b>fibres</b> used in sewing or weaving.</p>
<p>needle threader</p>		<p>A needle threader is a device for helping to put thread through the eye of a needle. Many kinds exist, though a common type combines a short length of fine wire bent into a diamond shape, with one corner held by a piece of tinplate or plastic.</p>

<p>fabric</p>		<p>Cloth or other material produced by weaving or knitting fibres.</p>
<p>template</p>		<p>A shaped piece of rigid material used as a pattern for processes such as cutting out, shaping, or drilling.</p>


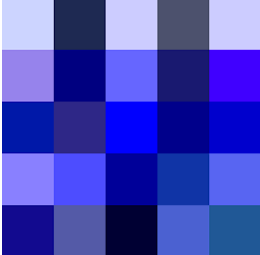



<p>living</p>		<p>Living things are things that are alive.</p>
<p>dead</p>		<p>No longer alive</p>
<p>alive</p>		<p>Having life and living</p>
<p>habitat</p>		<p>Habitats are places where animals and plants live.</p>
<p>micro-habitat</p>		<p>A microhabitat is a small area which differs somehow from the surrounding habitat.</p>
<p>adaptation</p>		<p>The process of changing so an animal or organism can become better suited to its surrounding environment.</p>
<p>dependency</p>		<p>All living things depend on one another- this means they need other living things to survive.</p>
<p>Food chain</p>		<p>A food chain is a sequence describing how different animals eat each other, showing the order in which living things depend on each other for food.</p>





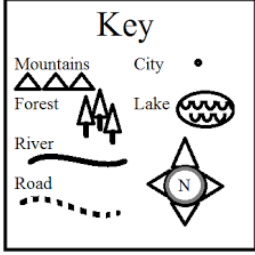
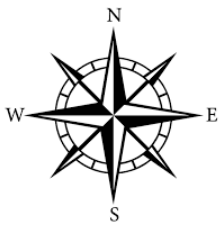



<p>bulb</p>		<p>A bulb is the part of some plants, mostly under the soil, that stores food while the plant is resting from growing.</p>
<p>sunlight</p>		<p>Light energy comes from the sun.</p>
<p>water</p>		<p>Water is a liquid that plants and animals need to survive.</p>
<p>temperature</p>		<p>Temperature is the measure of the warmth or coldness of an object or material.</p>
<p>nutrition</p>		<p>The study of how to be healthy.</p>
<p>germination</p>		<p>The growth of a seed into a young plant or seedling.</p>
<p>shoot</p>		<p>After the seed germinates, the shoot begins to appear above the soil.</p>
<p>seed dispersal</p>		<p>Seeds are spread or scattered which then enables new plants to grow.</p>



Art – Colour Creations








reality		The state of things as they actually exist
abstract		Relating to art that does not attempt to represent external reality, but rather seeks to achieve its effect using shapes, colours, and textures.
shade		A colour, especially with regard to how light or dark it is or as distinguished from one nearly like it.
collage		A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
primary / secondary colours		Primary colours include red, blue and yellow. Primary colours cannot be mixed from other colours. They are the source of all other colours. Secondary colours are mixed from two primary colours adjacent to each other on the colour wheel. The secondary colours are orange, green and violet.
concentric		Circles, arcs, or other shapes which share the same centre, the larger often completely surrounding the smaller.

<p>city</p>		<p>A city is a human settlement of a notable size. It can be defined as a permanent and densely settled place with administratively defined boundaries whose members work primarily on non-agricultural tasks.</p>
<p>symbol</p>		<p>A symbol is a mark, sign, or a word that indicates, signifies, or it is understood as representing an idea, object, or relationship.</p>
<p>village</p>		<p>A village is a clustered human settlement or community, larger than a hamlet but smaller than a town, with a population typically ranging from a few hundred to a few thousand.</p>
<p>Tropic of Cancer</p>		<p>The Tropic of Cancer, which is also referred to as the Northern Tropic, is the most northerly circle of latitude on Earth at which the Sun can be directly overhead.</p>
<p>key</p>		<p>A key is a list of symbols that appear on the map. For example, a church on the map may appear as a cross, a cross attached to a circle, a cross attached to a square. A church symbol with a square means that the church has a tower, while a circle means the church has a spire.</p>
<p>compass</p>		<p>A compass is a device that shows the cardinal directions used for navigation and geographic orientation. It commonly consists of a magnetized needle or other element, such as a compass card or compass rose, which can pivot to align itself with magnetic north.</p>
<p>town</p>		<p>A town is a human settlement. Towns are generally larger than villages and smaller than cities, though the criteria to distinguish between them vary considerably in different parts of the world.</p>

Tropic of Capricorn



The Tropic of Capricorn is the circle of latitude that contains the subsolar point at the December solstice.

<p>Creation</p>		<p>The universe or the creatures in it.</p>
<p>Adam</p>		<p>According to the Old Testament, Adam is the name of the first man who was created by God from dust.</p>
<p>Eve</p>		<p>According to the Old Testament, Eve is the name of the first woman who was created by God from a rib of Adam.</p>
<p>Garden of Eden</p>		<p>According to the Old Testament, the garden is where Adam and Eve, the first humans, lived in a state of perfection.</p>
<p>Paradise</p>		<p>A state or place of extreme beauty, delight or joy.</p>
<p>Lord Vishnu</p>		<p>The second member of the Hindu trinity. Known as 'The Preserver' and believed to have been incarnated in Krishna.</p>
<p>Lord Brahma</p>		<p>The principle member of the Hindu trinity, considered the creator of the universe.</p>

Soma



Hindu God of the moon.

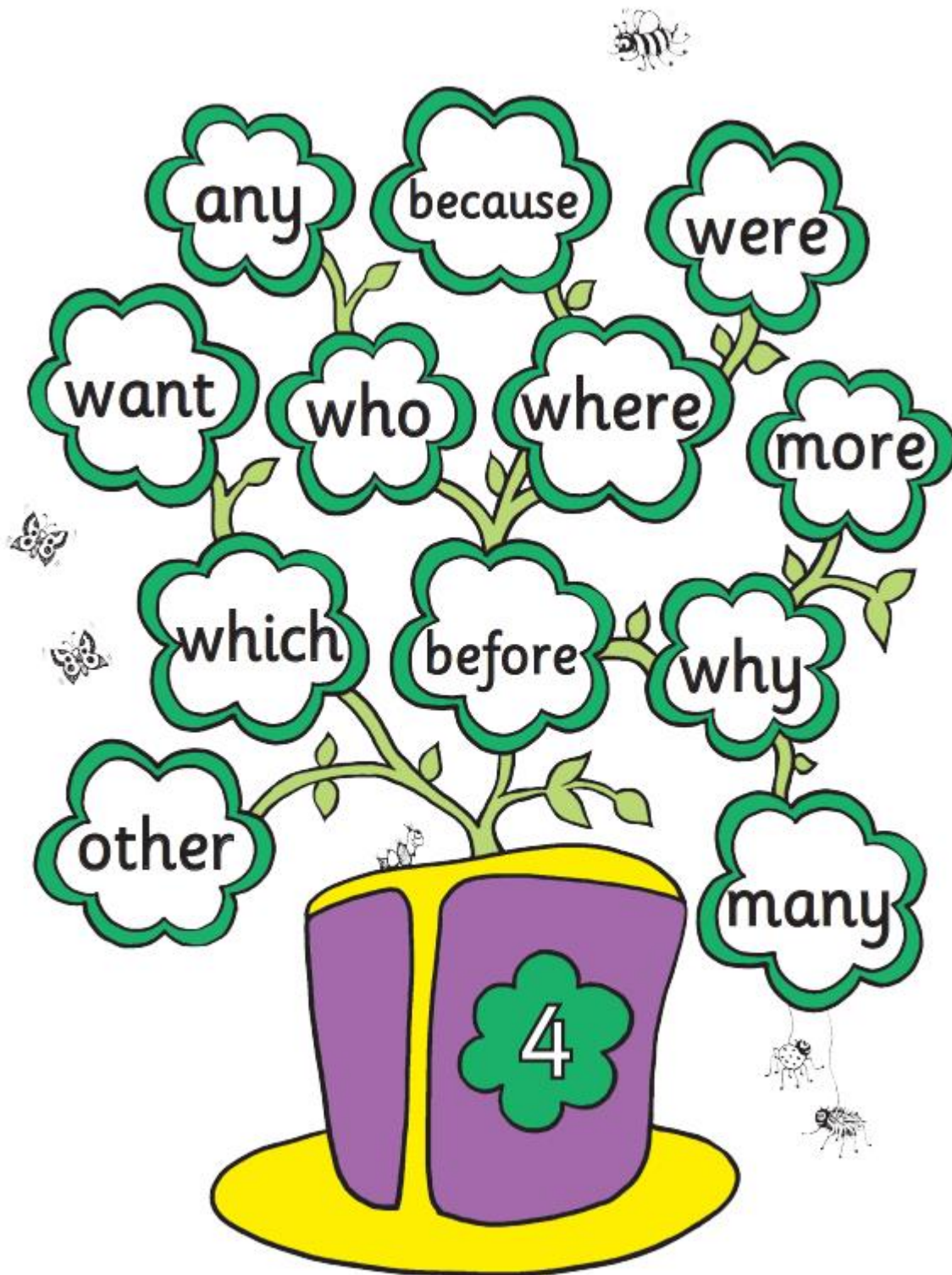
















# Zero Tolerance Words: Year 1

Your child must know how to spell the following words

all
come
you
want
what
they
are
out
here
once
some
there
asked
when
little

# Zero Tolerance Words: Year 2

Your child must know how to spell the following words

very
about
after
because
should
great
really
could
where
called
people
fast
poor
every
any

