

Spelling Journal



Rush Green Primary School



Year 2 – Summer

Miss McGuickin

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**, pro**jection**, (to throw light on something), pro**jectile**, de**jection**, ob**jection**, ad**jective** (to throw light on nouns!), in**jection**

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

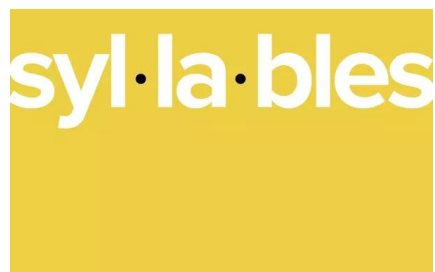
Strategy – Handwriting



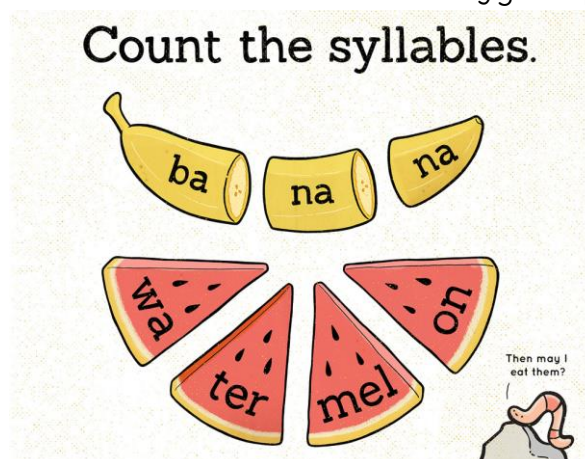
“To learn my word I can remember and practise the direction and movement of my pencil when I am writing it.”









Strategy – Syllables and Phonemes



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.

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 15/04/24

Teacher	Miss Mc Guickin
Spelling Rules:	Contractions Contractions are short words made by putting two words together. Letters are omitted and replaced by an apostrophe. The apostrophe shows where the letters would be if the words were written in full.
Example words	
1	would not -wouldn't
2	should not - shouldn't
3	I will - I'll
4	will not - won't
5	they are - they're
6	could not -couldn't

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:

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

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

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 22.04.24

Teacher	Miss Mc Quickin
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Spelling Rules:	Homophones Homophones are groups of words which sound the same when you say them but have different spellings and meanings.
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Example words	
1	be- bee
2	hear- here
3	there- their
4	they're- there
5	sea- see
6	been- bean

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:

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

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

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 29.04.24

Teacher	Miss Mc Quickin
Spelling Rules:	Suffixes – ed, er and est When the root word ends in a –y that has a consonant before it, the y is changed to i before –ed, –er and –est are added.
Example words	
1	copied
2	copier
3	happier
4	happiest
5	cried
6	replied
1.	
2.	
3.	
4.	
5.	
6.	
Explain the spelling rule in your own words:	
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 29.04.24

SPELLING TEST

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

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 06.05.24

Teacher	Miss Mc Quickin
Spelling Rules:	Adding the suffixes -ing, -ed, -er, -est and -y When adding the suffixes -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, the -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added.
Example words	
1	hiking
2	hike
3	hiker
4	nicer
5	nicest
6	shine
7	shining

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:

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.	
2.	
3.	
4.	
5.	
6.	

2.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 13.05.24

Teacher	Miss Mc Quickin
Spelling Rules:	Adding the suffixes -ing, -ed, -er, -est and -y When adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, the last consonant letter of the root word is doubled.
Example words	
1	patting
2	patted
3	humming
4	hummed
5	saddest
6	runner
7	runny

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.
- 7.

Explain the spelling rule in your own words:

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 13.05.24

SPELLING TEST

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

3.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 20.05.24

Teacher	Miss Mc Quickin
Spelling Rules:	The suffixes -ment, -ness, -ful, -less and -ly 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.
Example words	
1	en joyment
2	sadness
3	careful
4	playful
5	badly
6	hopeless

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:

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 20.05.24

SPELLING TEST

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

2.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 03/06/24

Teacher	Miss Mc Guickin
Spelling Rules:	Contractions A contraction is a word made by shortening and combining two words. Letters are omitted and replaced by an apostrophe. The apostrophe shows where the letters would be if the words were written in full.
Example words	
1	He will – he'll
2	She will – she'll
3	I would – I'd
4	will not – won't
5	they are – they're
6	I have – I've

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:

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 03/06/24

SPELLING TEST

7.	
8.	
9.	
10.	
11.	
12.	

2.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 10/06/24

Teacher	Miss Mc Guickin
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Spelling Rules:	Homophones Homophones are groups of words which sound the same when you say them but have different spellings and meanings.
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Example words	
1	they're their there
2	buy by
3	flower flour
4	deer dear
5	whole hole
6	know no

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:

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

7.	
8.	
9.	
10.	
11.	
12.	

<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>W/b 17/06/24</p>

Teacher	Miss Mc Quickin
Spelling Rules:	This week please practise the following common exception words with your child. This means that they can not be sounded out – they are tricky!
Example words	
1.	water
2.	people
3.	beautiful
4.	who
5.	after
6.	only
7.	again
1.	
2.	
3.	
4.	
5.	
6.	
Explain the spelling rule in your own words:	

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

7.	
8.	
9.	
10.	
11.	
12.	

4.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 24/06/24

Teacher	Miss Mc Quicken
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Spelling Rules:	<p>The suffix 'ly' can be used to change adjectives into adverbs</p> <p>Rule 1 Just add -ly to words ending in a consonant.</p> <p>Rule 2 Add -ly to words ending in -l, Simply add -ly so word will end in 'lly'</p>
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Example words	<p>slow + ly → slowly</p> <p>quick + ly → quickly</p>	<p>accidental + ly =</p> <p>accidentally</p>
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1	generally
2	quickly
3	gratefully
4	kindly
5	finally
6	eventually

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:

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

7.	
8.	
9.	
10.	
11.	
12.	

5.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 01/07/24

Teacher	Miss Mc Guickin
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Spelling Rules:	<p>The suffix 'ly' can be used to change adjectives into adverbs</p> <p>Rule 3 Verbs that end in an e. Keep the 'e' and add 'ly'.</p> <p>Rule 4 Words ending with patterns (-ble, -ple, -tle, -gle, -dle, -kle). Change the 'e' to 'y'</p>
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Example words	Love + ly = lovely	Crumble + ly = crumbly
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1	lonely
2	rarely
3	bearably
4	giggly
5	wriggly
6	bravely
7	Bristly

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.
- 7.

Explain the spelling rule in your own words:

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 01/07/24

SPELLING TEST

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

6.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 08/07/24

Teacher	Miss Mc Quickin
Spelling Rules:	Adding the suffixes -ing, -ed, -er, -est and -y When adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, the last consonant letter of the root word is doubled.
Example words	
1	fuller
2	hopping
3	regretted
4	tipping
5	maddest
6	winner

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:

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.	

3.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	W/b 15.07.24

Teacher	Miss Mc Guickin
Spelling Rules:	The /n/ sound spelt kn and (less often) gn at the beginning of words
Example words	
1	knock
2	know
3	knee
4	gnat
5	gnaw
6	gnome

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:

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 15.07.24

SPELLING TEST

<u>1.</u>	
<u>2.</u>	
<u>3.</u>	
<u>4.</u>	
<u>5.</u>	
<u>6.</u>	

Spelling Rules

The Rule:	Examples:
The Rule:	Examples:
The Rule:	Examples:

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

Zero Tolerance Words: Year 3

Your child must know how to spell the following words

suddenly

different

where

believe

know

caught

while

enough

could

favourite

children

use

friends

birthday

important

