

Spelling Journal



Rush Green Primary School



Year 2 – Spring 1

Miss Danilovic's Group

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!), **rejection**, **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**...

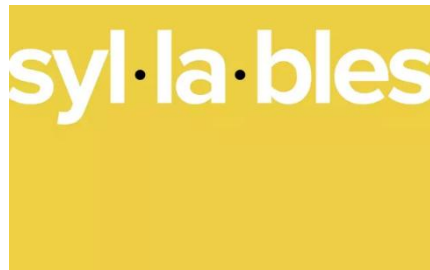
Strategy – Handwriting



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

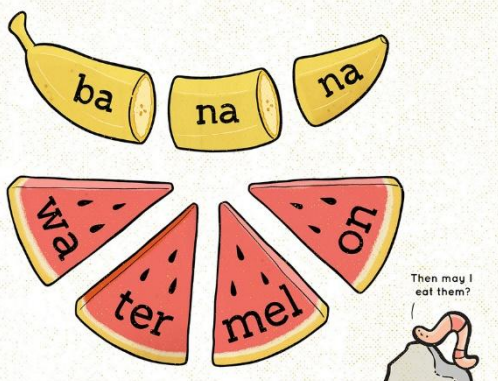








Strategy – Syllables and Phonemes



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.

Count the syllables.



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 05.01.26

Teacher	Miss Danilovic's Group
Spelling Rules:	<p>Adding the suffix 'ful' meaning 'full of' to form adjectives.</p> <p>Rule 1</p> <p>If the root word ends in a consonant, just add 'ful'</p>
Example words	<p>joy → joyful</p> <p>thank → thankful</p>
1	delightful
2	colourful
3	respectful
4	helpful
5	wishful
6	dreadful
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 05.01.26

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 12.01.26

Teacher	Miss Danilovic's Group
Spelling Rules:	<p>Adding the suffix 'ful' meaning 'full of' to form adjectives.</p> <p><u>Rule 2</u> If the root word ends in a consonant + y, then change the 'y' to an 'i' before adding the suffix - ful.</p>
Example words	<p>beauty → beautiful</p> <p>duty → dutiful</p>
1	beautiful
2	dutiful
3	plentiful
4	merciful
5	bountiful
6	pitiiful
Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.	
1.	
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Explain the spelling rule in your own words:	

Write 3 words that are exceptions to the rule;

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W/b 12.01.26

SPELLING TEST

1.	
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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 19.01.26

Teacher	Miss Danilovic's Group
Spelling Rules:	<p>Adding the suffix 'ness' changes an adjective to a noun.</p> <p>Rule 1</p> <p>If the root words ends with a 'y' then drop the 'y' for an 'i' and add 'ness'.</p>
Example words	<p>happy → happiness</p> <p>lovely → loveliness</p>
1	happiness
2	loveliness
3	tidiness
4	silliness
5	nastiness
6	loneliness
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 19.01.26

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 26.01.26

Teacher	Miss Danilovic's Group
Spelling Rules:	Adding the suffix 'ness' changes an adjective to a noun. <u>Rule 2</u> If the root words ends with a consonant then just add 'ness'.
Example words	fit → fitness great → greatness
1	fitness
2	greatness
3	kindness
4	childishness
5	carefulness
6	selfishness
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.	
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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 26.01.26

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 02.02.26

Teacher	Miss Danilovic's Group
Spelling Rules:	Homophones are words that have the same pronunciation but different meanings, origins or spelling.
Example words	be and bee bear and bare
1	knight and night
2	there, their and they're
3	see and sea
4	which and witch
5	here and hear
6	ate and eight
7	blue and blew
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 02.02.26

SPELLING TEST

1.	
2.	
3.	
4.	
5.	
6.	
7.	

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 09.02.26

Teacher	Miss Danilovic's Group
Spelling Rules:	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	do not – don't
1	would not -> wouldn't
2	should not -> shouldn't
3	do not -> don't
4	will not -> won't
5	cannot -> can't
6	could not -> couldn't
7	did not – didn'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.	
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 09.02.26

SPELLING TEST

1.	
2.	
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6.	
7.	

Spelling Rules

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

Vibrant Vocabulary





Good writers use the best words for the job! Never use a boring word just because you know how to spell it – **HAVE A GO** at using the best word. If you're not sure how to spell it – **DON'T PANIC!** Put a wiggly line underneath and look it up when you've finished writing.




Copy it below to use again another time.

[illegible]

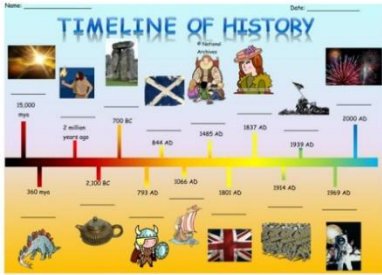


Topic Vocabulary for Spring

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 Spring 1 term.






Science – Animals Including Humans		
humans		A human is a member of the species <i>Homo sapiens</i> , which means 'wise man' in Latin.
change		To change something is to make its form, nature, or content different from what it is currently or from what it would be if left alone.
growth		Growth refers to the increase in mass and size of a body or organs.
young		Having lived or existed for only a short time.

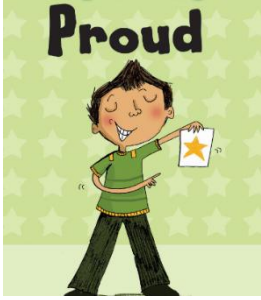
adult		A person who is fully grown or developed.
life cycle		A life cycle is a series of stages a living thing goes through during its life. All plants and animals go through life cycles.
exercise		Exercise is a way of keeping the body healthy through being active.




History – The Great Fire of London


timeline		A chronological arrangement of events in the order of their occurrence.
fire		Fire is a chemical reaction that releases light and heat.
diary		A record of events, transactions, or observations kept daily or at frequent intervals.








eyewitness		Someone who gives a report on what he or she has seen.
impact		A significant or major effect.

PSHE – Dreams and goals		
achievement		Something done successfully with effort, skill or courage.
persevere		Continue with a course of action even in the face of difficulty.
challenge		An interesting or difficult problem or task.
team work		Working well as a group in order to achieve a goal.
strengths		A person's positive traits or skills.
effect		A change that results when something is done or happens.

proud		When you feel pleased and happy about something good you have done or someone you care about has done.
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R.E – Forgiveness		
sorry		Feeling sad or distressed through sympathy with someone else's misfortune or regretting something that you have done to someone.
forgiveness		The action or process of forgiving or being forgiven.
apologise		Express regret for something that one has done wrong.
accept		Consent to receive or undertake (something offered) in this case, someone's apology.

Design Technology – Textiles		
t-shirt		A short-sleeved casual top, generally made of cotton, having the shape of a T when spread out flat.

fabric paint		Paint which is applied to fabric (such as garments, linens, or canvas) in order to create designs and patterns.
fabric		Cloth or other material produced by weaving or knitting fibres:
sewing		Sewing is the activity or occupation of making or mending clothes or other things using a needle and thread.
running stitch		A simple needlework stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping:
thread		A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.
needle		A very fine thin piece of metal or plastic with a point at one end and a hole or eye for thread at the other.
fabric glue		Fabric glue (also called fabric adhesive) is a glue that, to add accents and pieces without having to sew.

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