

Spelling Journal



Rush Green Primary School



Year 2 – Spring

Phonics Teacher: Mrs Marsano

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.

Spring I

Week beginning	Tricky Words	Spelling rule	Spellings
05.01.26	right, two, four	Adding the suffix -ed – changes verbs to the past tense. Root words ending in e	baked, smiled, loved, danced, saved, waved
12.01.26	goes, does	Adding the suffix -ed – changes verbs to the past tense. Words that end in a consonant followed by y.	married, carried, hurried, worried, replied, tidied
19.01.26	made, their	Adding the suffix -ed – changes verbs to the past tense. For most words that end in a vowel, followed by y	stayed, played, enjoyed, swayed, displayed, delayed
26.01.26	once, upon, always	Adding the suffix -ed. For one-syllable words that end in a consonant-vowel-consonant (except x), double the last letter and add -ed	stopped, hopped, clapped, missed, shopped, hugged
02.02.26	also, of, eight	Adding the suffix -ing to express the action of the verb.	swimming, hopping, planning, shopping, hugging, missing
09.02.26	love, cover, after	Adding the suffix -ing to express the action of the verb. If the root word ends in an e – drop the e and add -ing.	dancing, loving, hoping, racing, shaking, making

Spring 2

Week beginning	Tricky Words	Spelling rule	Spellings
23.02.26	every, mother, father	Forming singular nouns into plural nouns (more than one).	cities, babies, puppies, ladies, families, factories
02.03.26	people children	Plural - If the noun ends with a sh, ch, s, x, zz or ss sound, add es.	bushes, dishes, matches, gases, boxes, glasses
09.03.26	Wednesday Friday Saturday	Plural - If the noun ends with a sh, ch, s, x, zz or ss sound, add es.	torches, dresses, quizzes, foxes, buses, brushes
16.03.26	fifty forty seventy	Plural - For nouns ending with a vowel, followed by a y, just add s.	keys, boys, days, trays, toys, donkeys
23.03.26	beautiful lovely	Adding the prefix 'dis' meaning 'not' to root words	disagree, dislike, disown, distrust, disappear, dishonest

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.	Tricky words: right, two, four

Spelling Rules:	<p>Adding the suffix <u>-ed</u> – changes verbs to the past tense</p> <p>Rule – If the root word ends in an e, drop the e and add <u>-ed</u>. For example, hate – hated.</p>	
Example words	Learn	Practise
1	baked	
2	smiled	
3	loved	
4	danced	
5	saved	
6	waved	
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:



Write over the dotted letters and add the missing letters.

right

two

four

r _ _ _ t

t _ _

f _ _ _

_ _ _ ht

_ _ _ o







_ _ _ r

Finish these sentences by adding *right*, *two* or *four*.

He got all his sums _____.

Two plus two is _____.

The _____ boys are twins.

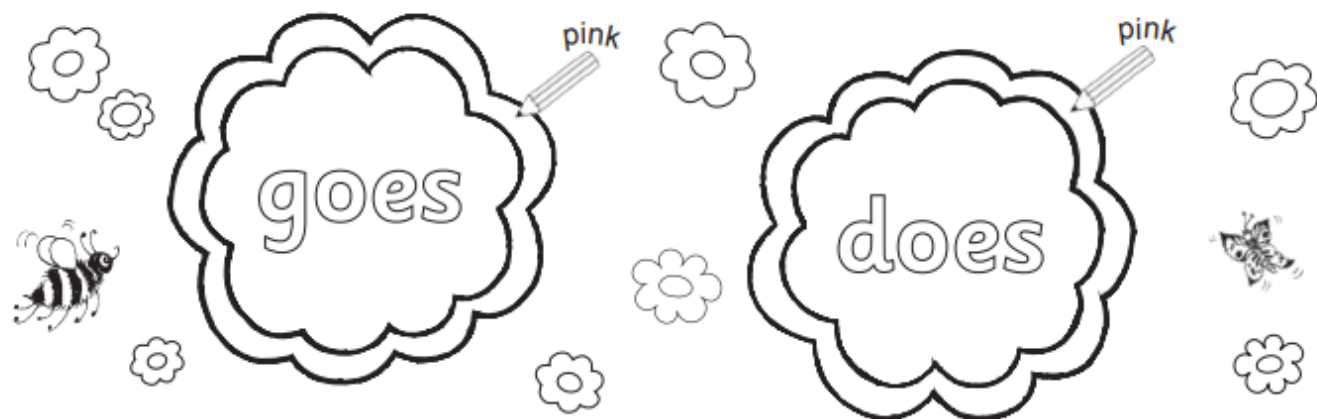
1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.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

Spelling Rules:	<p>Adding the suffix -ed – changes verbs to the past tense</p> <p>Rule – For words that end in a consonant followed by y, change the y to an i and add -ed. For example, marry -married.</p>	
Example words	Learn	Practise
1	married	
2	carried	
3	hurried	
4	worried	
5	replied	
6	tidied	
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:









Write over the dotted letters and add the missing letters.

goes g _ _ s _ o e _ g _ _ _
 does d _ _ s _ o e _ d _ _ _

Finish these sentences by adding either *goes* or *does*.

He _ _ _ _ _ to the park with his sister. 🌸

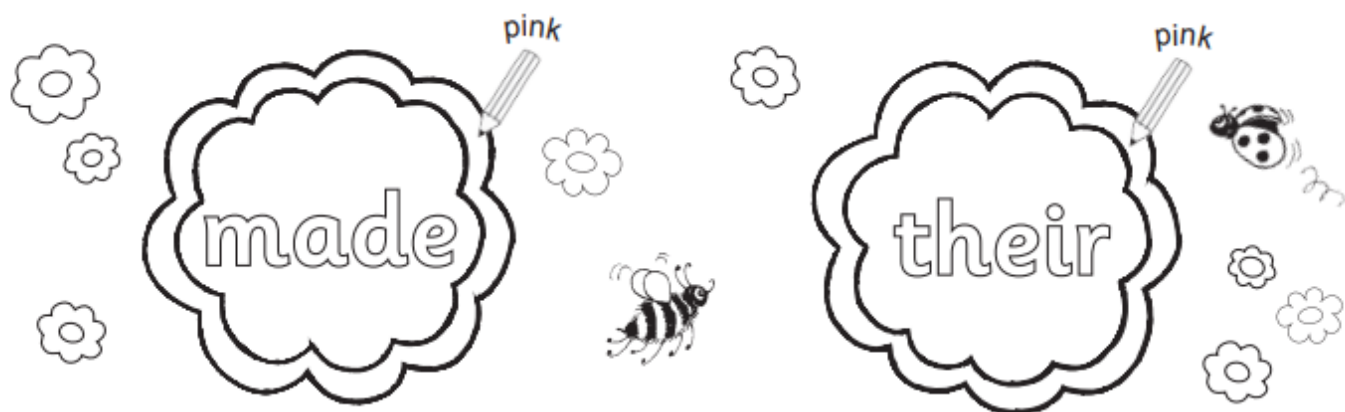
When _ _ _ _ _ the match start?

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.	Tricky words: made, their
Spelling Rules:	Adding the suffix <i>-ed</i> – changes verbs to the past tense Rule – For most words that end in a vowel, followed by y , add <i>-ed</i> without any changes. For example, play – played.
Example words	Learn Practise
1	stayed
2	played
3	enjoyed
4	swayed
5	displayed
6	delayed
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:



Write over the dotted letters and add the missing letters.







made m _ d _ _ a _ e m _ _ _
 their th _ _ r _ _ ei _ th _ _ _

Finish these sentences by adding either *made* or *their*.

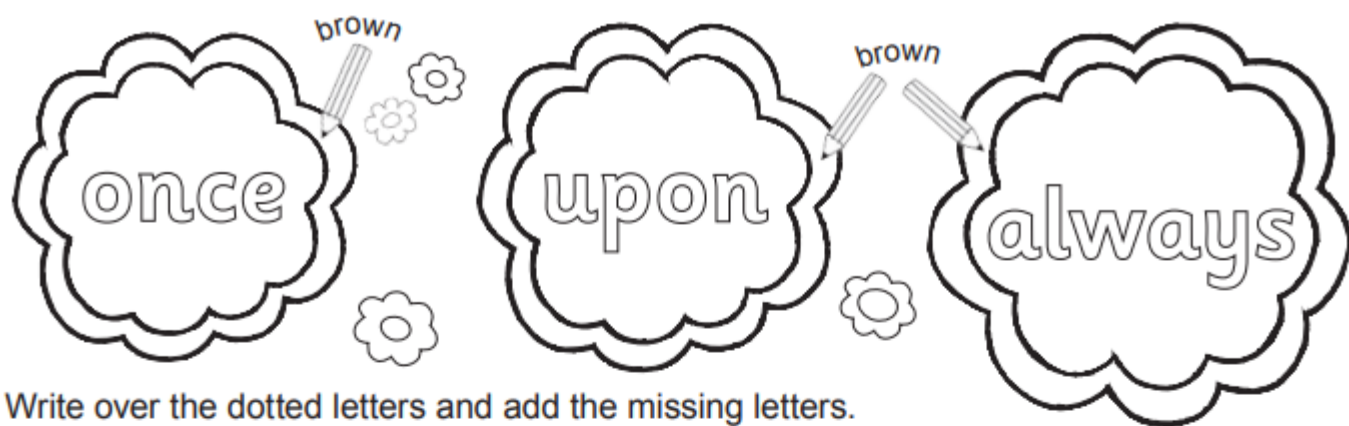
We _ _ _ _ _ some cakes yesterday.

They played with _ _ _ _ _ dog.



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.	Tricky words: once, upon, always
<div> <div>Spelling Rules:</div> <div> <p>Adding the suffix <i>-ed</i> – changes verbs to the past tense</p> <p>Rule – For one-syllable words that end in a consonant-vowel-consonant (except x), double the last letter and add <i>-ed</i>. For example, stop – stopped</p> </div> </div>	
Example words	<div>Learn</div> <div>Practise</div>
1	stopped
2	hopped
3	clapped
4	missed
5	shopped
6	hugged
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:









Write over the dotted letters and add the missing letters.

once upon always
 _ n _ _ _ on _ _ way _
 _ _ _ e _ p _ _ l _ _ _ s

Fill in the gaps by adding *once*, *upon* or *always* and then finish the story.

a time, there was a
 little house in a big wood. The wood was
 dark... _____



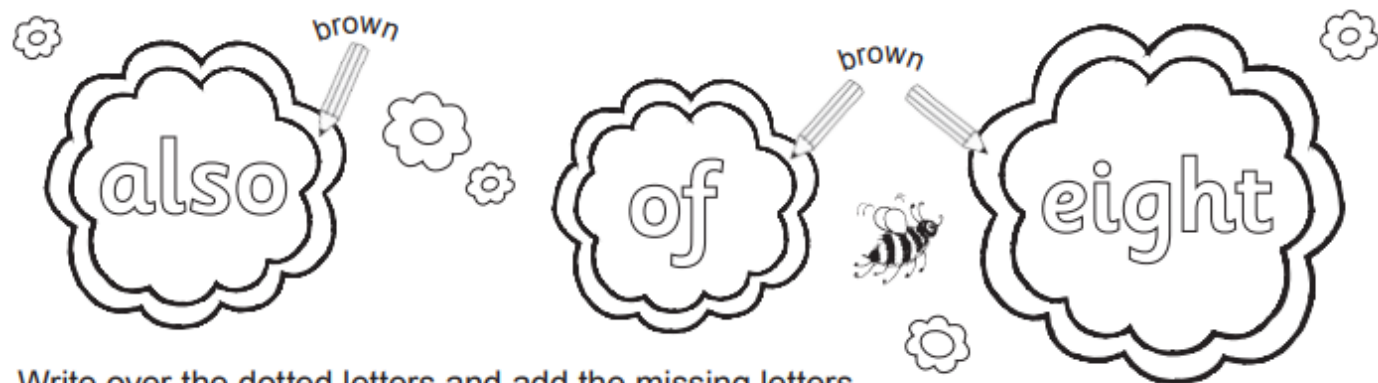
1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.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

Spelling Rules:	<p><i>Adding the suffix -ing to express the action of the verb</i></p> <p>Rule – If the root word is one syllable, has a short vowel sound and ends in a consonant, double the final consonant and then add -ing. For example, swim – swimming.</p>	
Example words	Learn	Practise
1	swimming	
2	hopping	
3	planning	
4	shopping	
5	hugging	
6	missing	
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:



Write over the dotted letters and add the missing letters.

also
 ____s____
 ____o____



of
 o____



eight
 _____t
 _i_h_







Finish these sentences by adding *also*, *of* or *eight*.

There are lots _____ sheep on the farm.

I _____ saw some cows in the barn.



I counted _____ chickens in the yard, too.

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.	Tricky words: love, cover, after

Spelling Rules:	Adding the suffix -ing to express the action of the verb Rule – If the root word ends in an e – drop the e and add -ing	
Example words	Learn	Practise
1	dancing	
2	loving	
3	hoping	
4	racing	
5	shaking	
6	making	
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:



Write over the dotted letters and add the missing letters.

love

l _ v _

l _ _ _



cover

c _ v _ _

_ _ v _ r



after

_ f _ er

a _ _ e _







Finish these sentences by adding *love*, *cover* or *after*.

I _____ to go swimming.

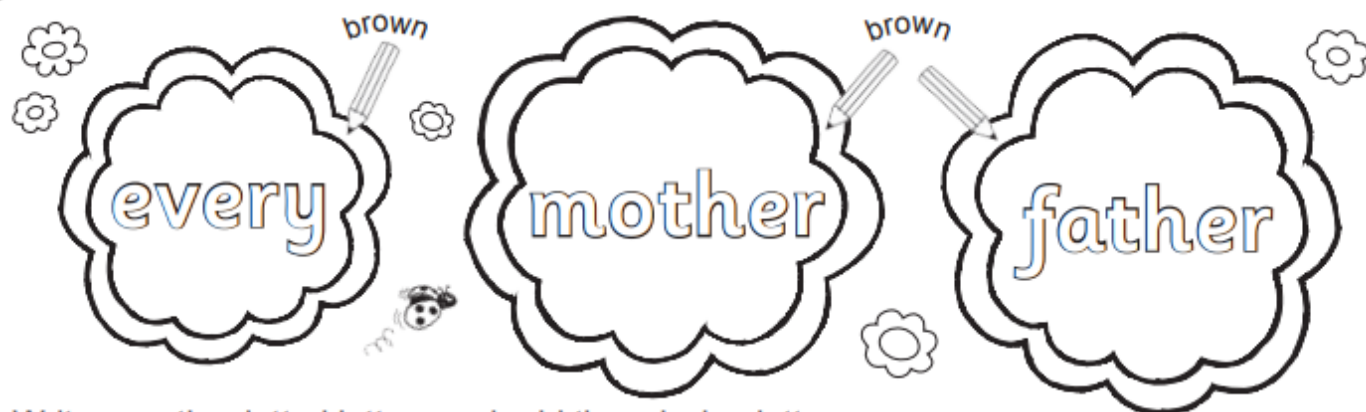
_____ lunch, we can play some games.

The _____ of the book was torn.



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.	Tricky words: every, mother, father
Spelling Rules:	Forming singular nouns into plural nouns (more than one) For nouns ending with a consonant followed by a y. For example, lady. Remove the y, swap it for an i and add es.
Example words	Learn Practise
1	cities
2	babies
3	puppies
4	ladies
5	families
6	factories
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:









Write over the dotted letters and add the missing letters.

every mother father
_v__y m_th__ f_th__
ev_____ m_____ f_____

Finish these sentences by adding *every*, *mother* or *father*.

My _____ and _____ are my parents.

I go dancing _____ week.







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.	Tricky words: People, Children

Spelling Rules:	Forming singular nouns into plural nouns (more than one) Rule – If the noun ends with a sh, ch, s, x, zz or ss sound, add es.	
Example words	Learn	Practise
1	bushes	
2	dishes	
3	matches	
4	gases	
5	boxes	
6	glasses	
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:

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.	Tricky words: Wednesday, Friday, Saturday
Spelling Rules:	Forming singular nouns into plural nouns (more than one) Rule Recap – If the noun ends with a sh, ch, s, x, zz or ss sound, add es.
Example words	Learn Practise
1	torches
2	dresses
3	quizzes
4	foxes
5	buses
6	brushes
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:

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.	Tricky words: fifty, forty, seventy

Spelling Rules:	Forming singular nouns into plural nouns (more than one) Rule - For nouns ending with a vowel, followed by a y, just add s.	
Example words	Learn	Practise
1	keys	
2	boys	
3	days	
4	trays	
5	toys	
6	donkeys	
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:

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.	Tricky words: beautiful, lovely

Spelling Rules:	Adding the prefix 'dis' meaning 'not' to root words Most prefixes are added to the beginning of root words without any changes in spelling.	
Example words	Learn	Practise
1	disagree	
2	dislike	
3	disown	
4	distrust	
5	disappear	
6	dishonest	
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:

W/b 05.01.26

SPELLING TEST

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

W/b 12.01.26

SPELLING TEST

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

W/b 19.01.26

SPELLING TEST

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

W/b 26.01.26

SPELLING TEST

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

W/b 02.02.26

SPELLING TEST

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

W/b 09.02.26

SPELLING TEST

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

W/b 23.02.26

SPELLING TEST

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

W/b 02.03.26

SPELLING TEST

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

W/b 09.03.26

SPELLING TEST

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

W/b 16.03.26

SPELLING TEST

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

W/b 23.03.26

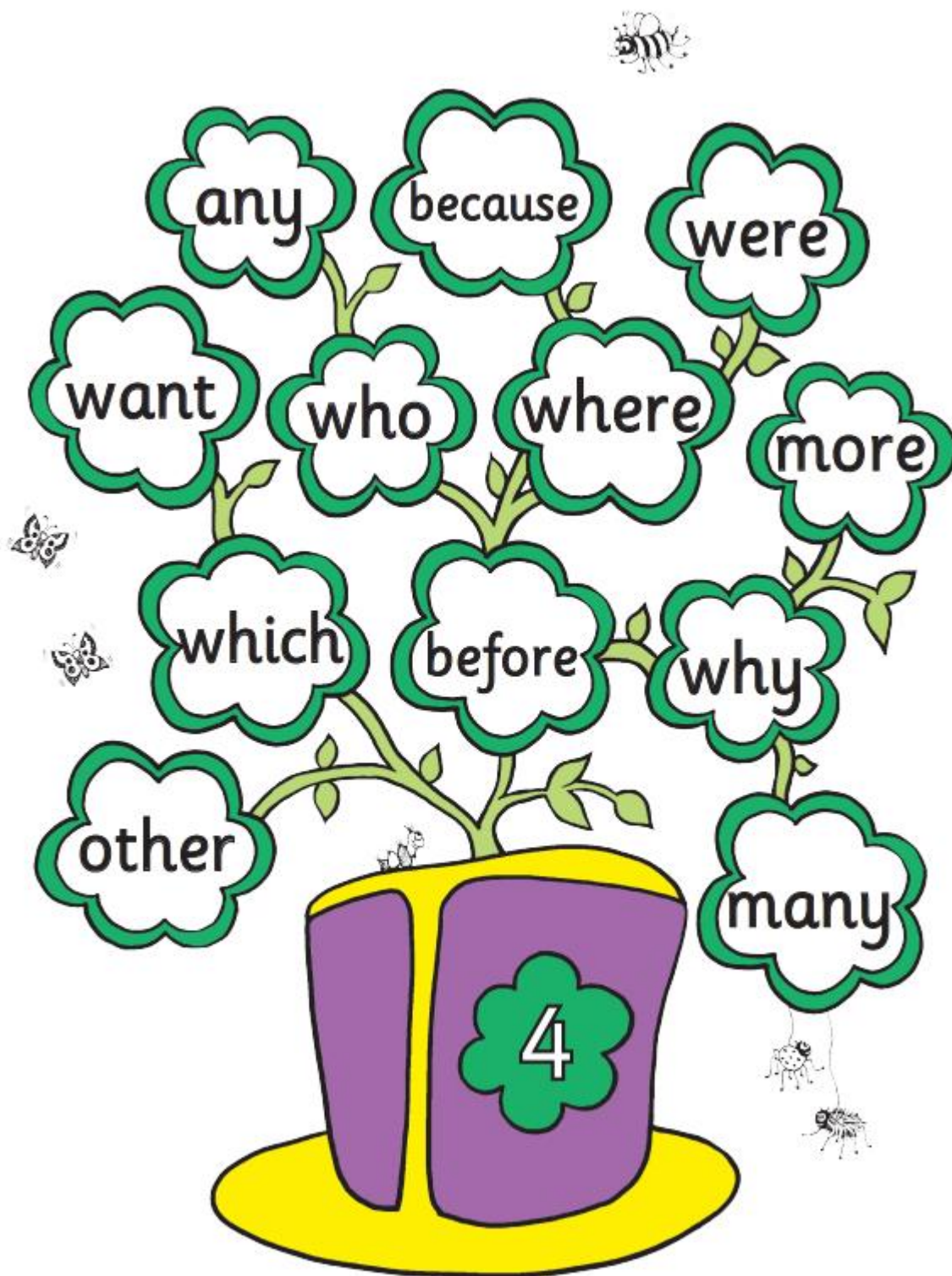
SPELLING TEST

1.	
2.	
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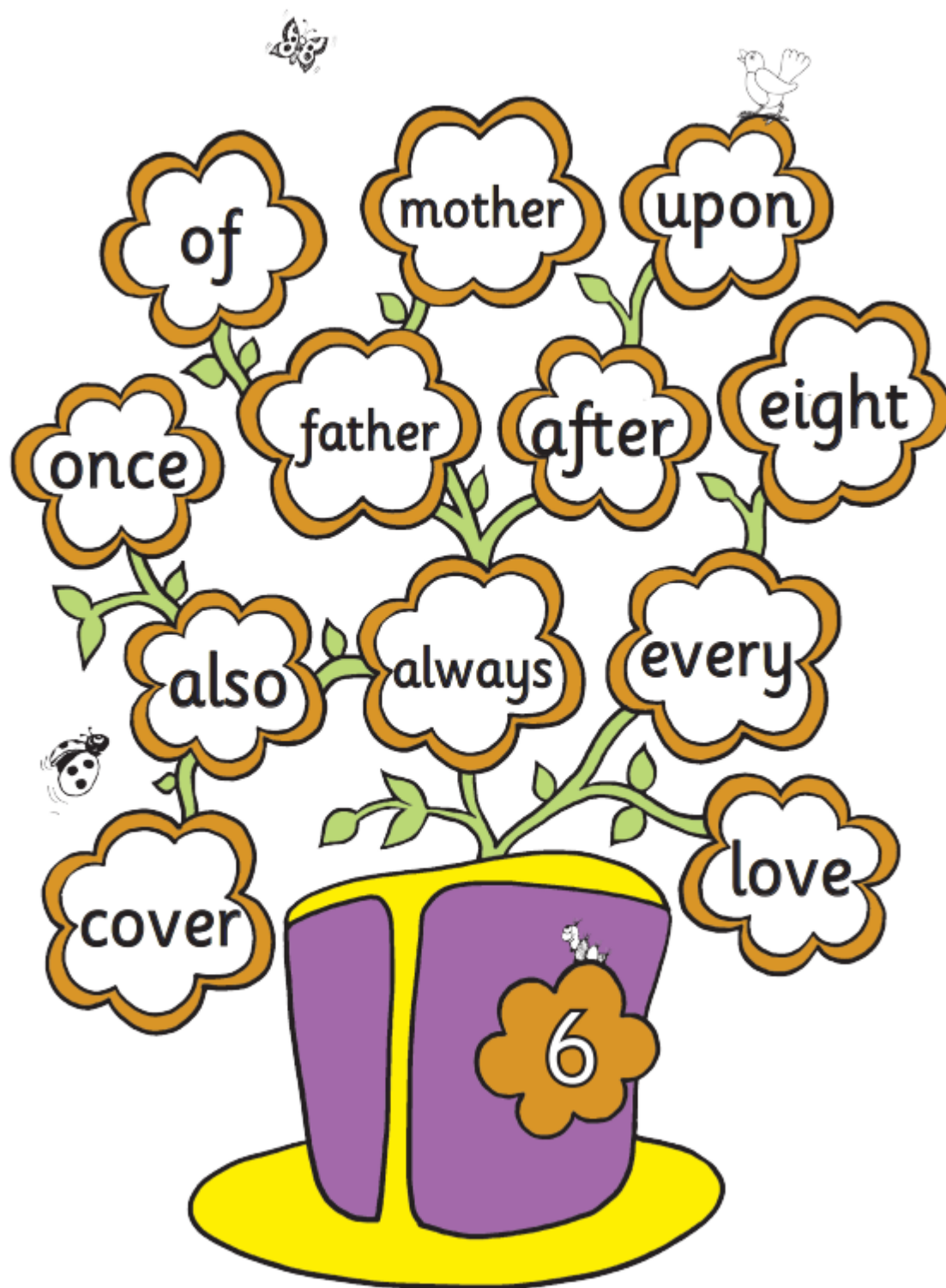












Zero Tolerance Words: Year 1

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


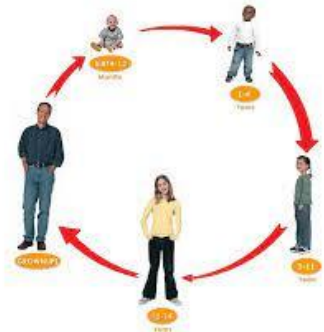

Your child must know how to spell the following words

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

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.






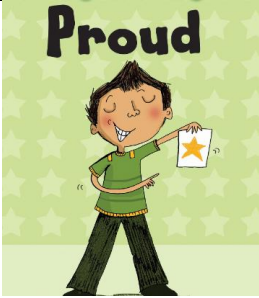
Science – Animals Including Humans		
Humans		A human is a member of the species Homo sapiens, which means 'wise man' in Latin.
change		<i>To change something is to make its form, nature, or content different from what it is currently or from what it would be if left alone.</i>
growth		Growth refers to 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		<i>Exercise is a way of keeping the body healthy through being active.</i>



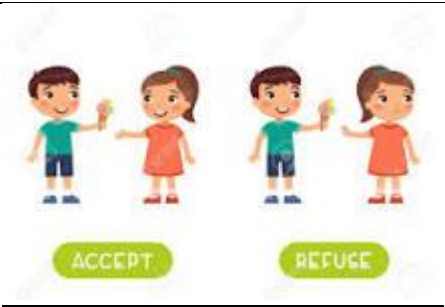
History – The Great Fire of London





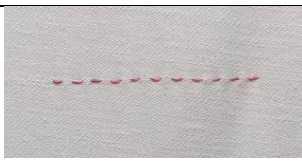


timeline		A <u>chronological</u> arrangement of events in the order of their occurrence.
fire		<i>Fire is a chemical reaction that releases light and heat.</i>
diary		A record of events, transactions, or observations kept daily or at frequent intervals.
eyewitness		Someone who gives a report on what he or she has seen.
impact		A significant or major effect.
effect		A change that results when something is done or happens.


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.
Proud		When you feel pleased and happy about something good you have done or someone you care about has done.

R.E – Forgiveness

Sorry		<p>Feeling sad or distressed through sympathy with someone else's misfortune or regretting something that you have done to someone.</p>
Forgiveness		<p>The action or process of forgiving or being forgiven.</p>
Apologise		<p>Express regret for something that one has done wrong.</p>
Accept		<p>Consent to receive or undertake (something offered) in this case, someone's apology.</p>

<u>Design Technology – Textiles</u>		
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.
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