

Spelling Journal



Rush Green Primary School



Year 2 – Autumn 1

Mrs Aaron and Mrs Watts' 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 understand small elephants*

necessary – “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**,^[SEP] **projection**, (to throw light on something), **projectile**, **dejection**, **objection**, **adjective** (to throw light on nouns!), **injection**

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

Strategy – Handwriting

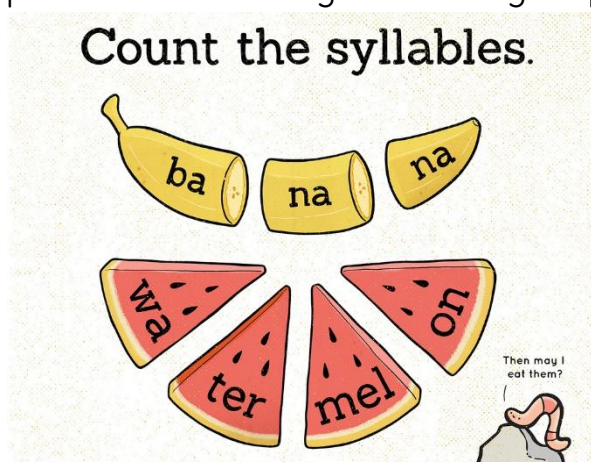


“To learn my word I can remember and practise the direction and movement of my pencil when I am writing it.”



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.



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 07.09.26

SPELLING TEST

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

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 14.09.26

SPELLING TEST

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

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 21.09.26

SPELLING TEST

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

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 28.09.26

SPELLING TEST

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

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 05.10.26

SPELLING TEST

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

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 12.10.26

SPELLING TEST

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

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 19.10.26

SPELLING TEST

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

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]

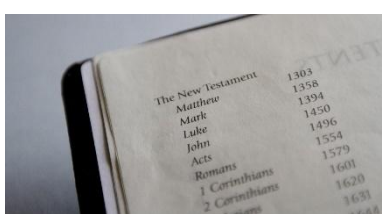
Topic Vocabulary

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

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.

Autumn | Religious Education – Jesus and Stories

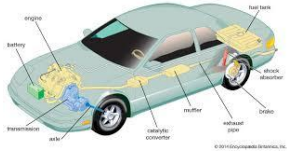
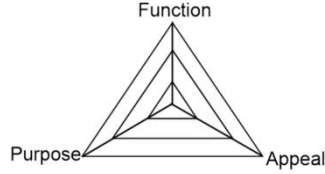
Bible		The Christian scriptures, consisting of the Old and New Testaments.
Gospel		The teaching or revelation of God found in the New Testament section of the Bible. There are 4 gospels (literally means good news) written by 4 people about Jesus' life on earth.
parable		A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.
sacred		Connected with God or dedicated to a religious purpose.

apostle		An important early Christian teacher or pioneering missionary.
disciples		A personal follower of Christ during his life, especially one of the twelve Apostles.
samaritan		A charitable or helpful person.
prodigal		Someone who has acted badly but returns to the scene of their wrongdoing.

History – Florence Nightingale		
Crimea		A peninsula and autonomous region in Ukraine between the Black Sea and the Sea of Azov.
Nurse		A person trained to care for the sick or in-firm, especially in a hospital.
Civil Rights		The rights of citizens to political and social freedom and equality.

Herbal Medicines		The medicinal use of plants to treat disease and enhance general health and wellbeing.
Lamp		A lamp was used in Scutari during the Crimean War. It is understood to have been carried by Florence on her nightly rounds of the wards. A lamp is a device for giving light.
Significant		A sufficiently great or important to be worthy of attention; noteworthy.

Design Technology – Vehicles

vehicle		A thing used for transporting people or goods, especially on land, such as a car, lorry, or cart.
axle		A rod or spindle (either fixed or rotating) passing through the centre of a wheel or group of wheels.
Axle holder		The component through which an axle fits and rotates.
design		To draw or plan something for a certain goal or purpose.
evaluate		To study carefully and judge against design criteria which requires a combination of objective information and subjective opinion.
chassis		The frame or base on which a vehicle is built.
body		The external shell of a vehicle.
mechanism		A system of parts working together in a machine; a piece of machinery

Autumn 1 - PE

dribble		An act of taking the ball forward with repeated slight touches or bounces.
attack		When a team is looking to keep possession of the ball, move the ball forward into an attacking position and create chances to score a goal or points.
defender		A player whose task it is to protect their team by stopping opponents from scoring goals or points.
accurate		Being accurate means that you will deliver your shot flawlessly, and usually with grace or fluidity
possession		The state of having, owning, or controlling something.
team		A group of individuals who play sports (sports player), usually team sports, on the same team.

Autumn 1 - French

bleu		blue
rouge		red
vert		green
orange		orange
grand		big
petit		small
Je m'appelle		My name is...
J'ai		I have...
J'habite à		I live...
bon jour		Hello
J'aime		I like...
J'adore		I love...
les yeux		eyes

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