



# Spelling List

## Year 2

This booklet provides the Year 1 and 2 spelling lists for parents and carers.

Learn; Love; Pray

## Top Tips

Frequently, there will be one part of a word that trips up your child each time. Look at the word together and highlight the part that they find particularly tricky. For example:

**N**ight **S**eparate **W**as **R**eceive **W**eird

**W**hat **T**wo **F**riend **S**aid **C**heap

Or there may be two parts that need attention, for instance;

**A**ccommodate **A**ddress **N**ecessary

Once you've done the highlighting together, get them to write out the word again without looking. This time they'll be more focused on getting that tricky bit right, and will be able to remember how it looks.

If one or two parts of a particular word just don't seem to 'sink in' by simply highlighting them, try to think of other ways to help them stick. For example:

- With weird, people often get the i and e confused. Help by saying **we** are **weird**, so your child remembers that **we** is the first part of the word.
- For the double s in dessert: desserts are both **sweet** and **sugary**.
- For a word with two 'tricky' parts, like necessary, think **Cats Eat Salty Sardines** to remember the c and the double s (see 'Make it an acronym' below).

Try breaking down polysyllabic words to make each **syllable** easier to remember. Even young children may be doing this at school – they might call syllables 'beats'. Help them decipher how many 'beats' or syllables there are in a word by clapping the word together, one clap per syllable.

So, for **two-syllable** words...

Danger Dan / ger Windmill Wind / mill Option Op / tion

And for **three-syllable** words...

Relation Re / la / tion Beautiful Beau / ti / ful

<b>Syllable 1</b>	<b>Syllable 2</b>	<b>Syllable 3</b>
Re	la	tion

Another classic technique is known as **Look, Cover, Write and Check**.

So, they **look** at the word...

**Cover** the word...

**Write** the word...

And finally **check** it.

It's a well-researched memory trick: if you can conjure up a visual image, what you're trying to remember (in this case spellings!) may come more readily.

For example, 'rainbow sounds' can help a child visualise a word with each sound being the next colour in the rainbow sequence – **ROYGBIV**

e.g. **cat**      **shop**      **cheaper**      **pale**

Another trick is to visualise the word as part of an image/picture. If your child is learning 'bank' but writing 'banc', help them remember it's a 'kicking K' by saying, "I kicked my legs into the bank". If they're writing 'cat' as 'kat' remind them it's a 'curly c' by saying, "The cat likes to curl up and go to sleep". Encourage your child to invent their own ways of remembering words; if they have thought up the image themselves, it will be a more powerful tool.

To remember **double s**, really stress and extend the sound: fussssssss.

To remember **double z**, again stress and extend it: buzzzzzzzzz.

Same for **double e**: seeeeeeeeem.

To remember **ea** instead of **ee**, pronounce it as two separate sounds: cre – a –m.

Sometimes, visualising a difficult word in a different way can suddenly make it stick. Create a phrase from each letter of a word and turn it into an acrostic, which can be easier to remember than the word itself. Try these, or have your child make up their own!

**Because:**

**B**ig

**E**lephants

**C**an

**A**lways

**U**nderstand

**S**mall

**E**lephants

**Ocean: Only Cats' Eyes Are Narrow**

**Rhythm: Rhythm Helps Your Two Hips Move**

**Necessary: Never Eat Chips Eat Salad Sandwiches And Raspberry Yoghurt**

# New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	