

Y2 Word Lists: Summer 2

Mild 	Spicy  	Hot   
Week 2 Adding the prefix un, which means not		
un + well = Unwell un + pick = unpick un + do = undo un + able = unable un + tidy = untidy un + tie = untie	un + usual = unusual un + heard = unheard un + lucky = Unlucky un + happy = unhappy un + seen = Unseen un + kind = unkind	un + popular = unpopular un + trained = untrained un + explained = Unexplained un + fairly = unfairly un + done = undone un + locked = unlocked
Week 3 Adding the prefixes dis, which means not		
dis + like = dislike dis + abled = disabled dis + cover = discover dis + obey = disobey dis + honest = dishonest	dis + appoint = disappoint dis + trust = distrust dis + agree = disagree dis + obey = disobey dis + honest = dishonest dis + cover = discovery	dis + appointment = disappointment dis + honestly = dishonestly dis + obeyed = disobeyed dis + agreement = disagreement dis + trust = distrust dis + advantage = disadvantage
Week 4 Tricky consonants		
ph says f elephant alphabet dolphin th (stick tongue out to say this sound) think they through	2 consonants (ll, al, lk, lm) small always talk walking almost stalk Games to practise:	Wr wrong write /wrote / written wrist wrapper wrap wrinkle
Week 5 Soft c - <u>c makes an 's' sound when it's followed by e l y</u>		
race face pace ice space city	racing icing spaceship slice price dice	saucer cinema spacesuit circus mercy rice

Topic words

reign	memory	queen	commonwealth	seventy
service	United Kingdom	compass	countries	capital

Choose the set of words that best suits your child and the level of challenge they need. Throughout the term, you should help your child to practice writing these words so that they become familiar with them. The words, sounds and spelling patterns will also be practised in our spelling sessions and through regular short dictation activities.

Dictation will involve the children listening to a series of appropriate sentences and writing them down, using their spelling knowledge. They will be given plenty of time to complete the sentences and the focus of the task will be for the children to use the spelling rules and patterns learnt in a context.

Dictation activities will use words from the top of the list first, gradually working down the list during the term. Some words will be from the pattern rather than just the words on the list. There are a number of approaches you can take to support learning spellings and you should choose the one that best suits your child.

Top tips for learning spelling patterns and words

Look, cover, say, write, check – memorising words

Write the words in different colours, sizes and directions.

Make a Word search using the words on your list.

Spelling the words out loud

Turn it into a game: Make word cards to cut up and piece back together or use magnetic letters on the fridge.

Make a poster about the words with a common sound or letter string, e.g words with 'tch'.

Can you think of other words that fit this group

Make a dictionary of words and write your own definition for them.

Investigate a root word from your list e.g. words with 'help' in them: helpful, helping, unhelpful, and helped.

Write sentences using the given words.