**Y2 Word Lists: Spring 2**

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| **Mild** | **Spicy** | **Hot** |
| Week 2 Tricky Words | | |
| Sure  After  Last  Past  Pass  Class  grass | Should  Would  Could  People  everybody  Plant  hour | Improve  Sugar  Beautiful  Pretty  Clothes  Everybody  Whole |
| Week 3 Adding the suffix y | | |
| Sunny  Funny  Bossy  Rainy  Hairy  curly | Stormy  Choosy  Sugary  Rainy  Smelly  Noisy | Scary  Cuddly  Wobbly  Smoky  Starry |
| Week 4 Adding er and est | | |
| Hotter  Hottest  Smaller  Smallest  Larger  Largest  Nicer  Nicest | Funnier  Funniest  Sillier  Silliest  Drier  Driest  Happier  happiest | Funny - funnier- funniest  Big bigger biggest  Kind - kinder - kindest  Scary - scarier - scariest  Brave - braver - bravest  Dark, darker, darkest  Bright, brighter, brightest  Light, lighter, lightest |
| Week 5 Homophones- words that sound the same | | |
| See  sea  Sun  Son  To  Two  too  be | There (place)  Their (belongs to them)  They’re (they are )  Where (place)  Wear (clothes)  Blue  Blew  Hear  here | there/their/they’re,  here/hear,  quite/quiet,  see/sea,  bare/bear,  one/won,  blue/blew,  night/knight |

**Topic words**

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| **hospital** | **Turkey** | **nurse** | **healthy** | **diet** |
| **exercise** | **history** | **growth** | **life cycle** | **Im[act** |

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.