

Homework Spelling Activities

Year 2

Below you will find the words your child will be learning in each term if they are in year 2 and have finished the Read Write Inc phonics programme. In addition to the activities your child has been set on spelling shed for their weekly homework, you may also wish to use the attached spelling activities as an alternative way to support your child's spelling application.

Year 2 Autumn 1

Week 1 The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words	Week 2 The sounds /r/ spelt 'wr' at the beginning of words	Week 3 The sound /s/ spelt 'c' before e, i and y	Week 4 The sound /j/ spelt with '-dge' and '-ge' at the end of words	Week 5 The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u	Week 6 Common Exception Words
knock	write	race	badge	gem	door*
know	written	ice	edge	giant	floor*
knee	wrote	cell	bridge	magic	again*
knitting	wrong	city	dodge	giraffe	wild*
knife	wrap	fancy	fudge	energy	children*
gnat	wrist	face	age	jacket	climb*
gnaw	wreck	space	huge	jar	parents*
gnash	wrestle	bicycle	change	jog	most*
gnome	wiggle	circle	charge	join	only*
gnarled	wren	spicy	village	adjust	both*

Year 2 Autumn 2

Week 1 The sound /l/ spelt with '-le' at the end of words	Week 2 The sound /l/ spelt with '-el' at the end of words	Week 3 The sound /l/ spelt with '-il' and '-al' at the end of words	Week 4 The sound /igh/ spelt with '-y' at the end of words	Week 5 Adding -ies to nouns and verbs ending in -y	Week 6 Common Exception Words
table	camel	pencil	cry	flies	find*
apple	tunnel	fossil	fly	tries	mind*
bottle	squirrel	nostril	dry	replies	behind*
little	travel	pupil	try	copies	old*
middle	towel	metal	reply	babies	cold*
able	tinsel	pedal	sly	carries	gold*
wobble	bagel	capital	shy	cries	hold*
multiple	hazel	hospital	terrify	dries	told*
dazzle	vowel	animal	sky	marries	every*
riddle	jewel	oval	multiply	families	everybody*

Year 2 Spring 1

Week 1 Adding –ed, –er and –est to a word ending in –y with a consonant before it	Week 2 Adding –ing to a word ending in –y with a consonant before it	Week 3 Adding –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	Week 4 Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant after a single vowel	Week 5 The sound /or/ spelt 'a' before l or ll	Week 6 Common Exception Words
copier	copying	hiking	patting	all	fast*
copied	crying	hiked	patted	ball	last*
happier	replying	hiker	humming	call	father*
happiest	marrying	nicer	hummed	walk	class*
cried	carrying	nicest	dropping	talk	grass*
replied	flying	shiny	dropped	always	pass*
tried	trying	being	sadder	small	plant*
dried	drying	shining	saddest	wall	path*
driest	skiing	scary	runner	fall	bath*
funnier	taxiing	scaring	runny	altogether	people*

Year 2 Spring 2

Week 1 The sound /u/ spelt with 'o'	Week 2 The sound /ee/ spelt with '-ey'	Week 3 The /o/ sound spelt with 'a' after w and qu	Week 4 The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w	Week 5 The sound /zh/ spelt 's'	Week 6 Common Exception Words
other	key	want	word	television	even*
mother	donkey	watch	work	treasure	break*
brother	monkey	wander	worm	usual	steak*
nothing	chimney	quantity	world	division	great*
Monday	valley	squash	worth	vision	move*
money*	trolley	quality	worst	pleasure	prove*
cover	turkey	squabble	war	measure	improve*
honey	hockey	squad	warm	occasion	sure*
discover	parsley	quad	towards	usually	sugar*
wonder	journey	quarrel	ward	leisure	eye*

Year 2 Summer 1

Week 1 The suffixes -ment, -ness and -ful	Week 2 The suffixes -less and -ly	Week 3 Words ending in -tion	Week 4 Contractions	Week 5 The possessive apostrophe	Week 6 Common Exception Words
enjoyment	badly	station	can't	Megan's	any*
sadness	hopeless	fiction	didn't	Ravi's	many*
careful	penniless	motion	hasn't	the girl's	clothes*
playful	happily	national	could*n't	the *child's	water*
plainness	lovely	section	it's	the man's	pretty*
argument	joyless	addition	would*n't	the woman's	Christmas*
merriment	slowly	subtraction	should*n't	the school's	beautiful*
happiness	quickly	potion	wasn't	a dog's	busy*
plentiful	careless	option	Mr*	a teacher's	poor*
cheerful	fearless	introduction	Mrs*	Gus'	kind*

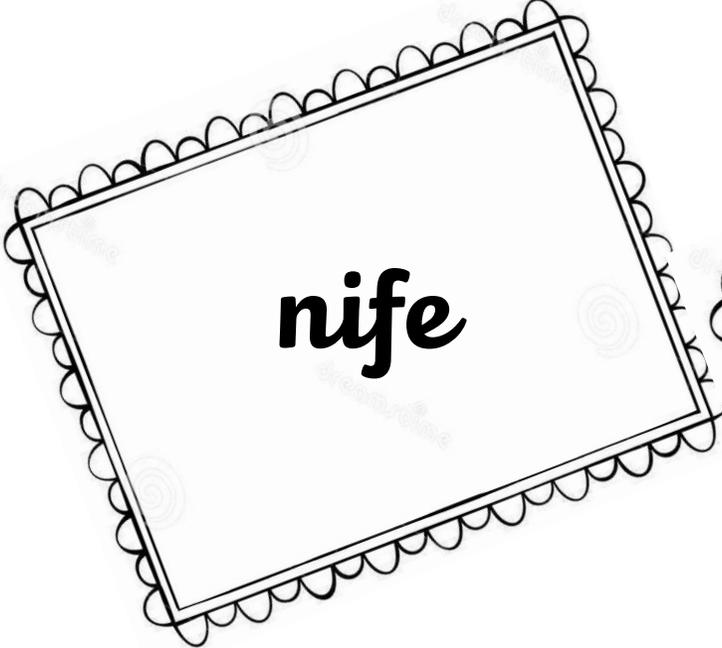
Year 2 Summer 2

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sadness	hopeless	fiction	didn't	Ravi's	many*
careful	penniless	motion	hasn't	the girl's	clothes*
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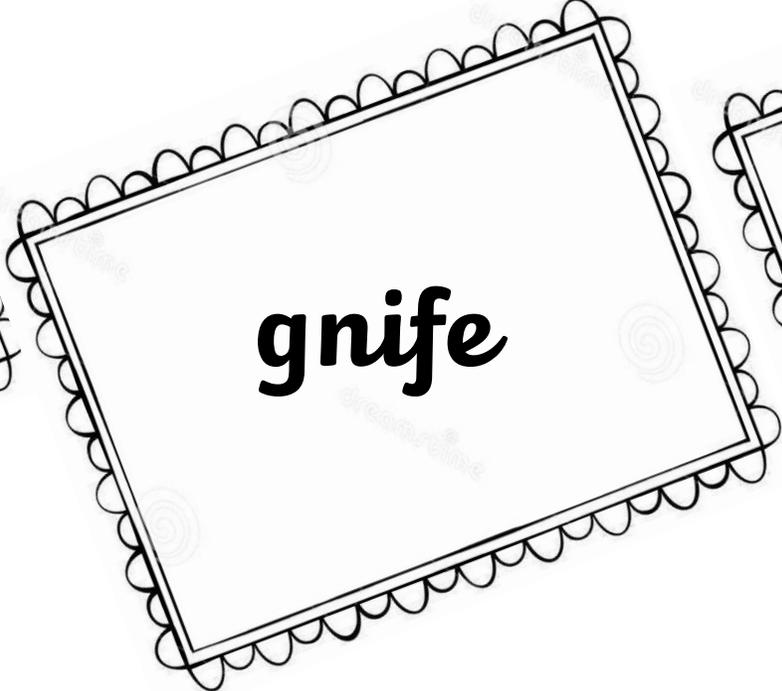
Find the correct spelling

Give your child three ways to spell a word; two incorrect spellings and one correct spelling. Challenge your child to identify the correct spelling.

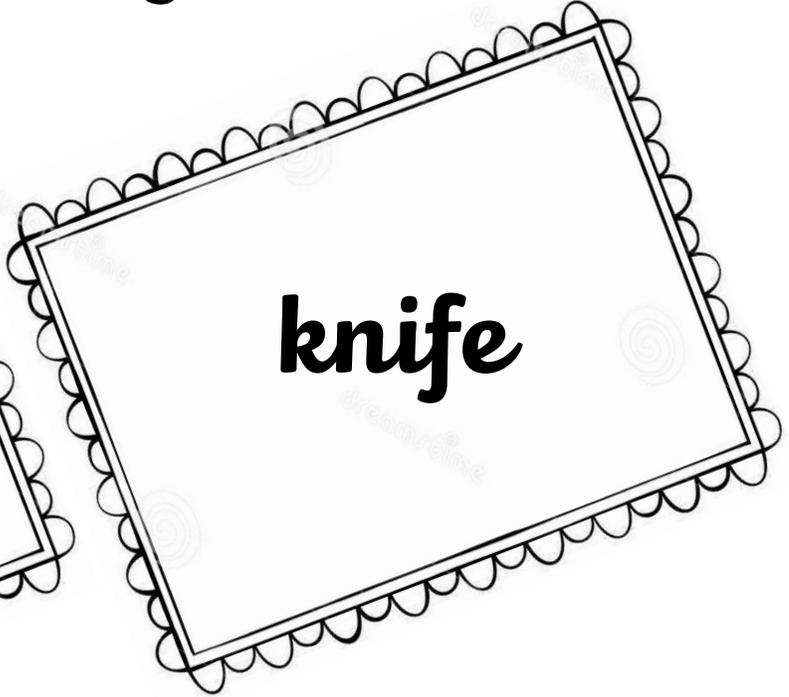
Example:



nife



gnife



knife

Highlight and sort

Give your child a selection of words. Challenge them to sort them by the sound or spelling rule the words and highlight them

Example:

kn	gn	n

Pyramid Power

Challenge your child to write their spellings in a pyramid like the example shown below.

Example:



Sound buttons

Challenge your child to write the words and add the dots and dashes to the words to show the phonics sounds in each word.

Example:

kn ee

kn o t

• •

Rainbow sounds

Challenge your child to write their spellings using different colours to show each of the sounds/spelling rules in the words.

Example:

knee

know

knot

Shrinking words

Challenge your child to write their spellings and encourage them to write each word repeatedly but losing a letter each time they write out the word.

Example:

knife

nife

ife

fe

e



Alphabet Ordering

Choose a selection of spellings from the list. Challenge your child to order them alphabetically.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

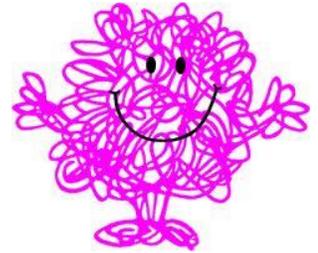
Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Scrambled Words

Choose a selection of words and write them for your child scrambled up. Challenge your child to reorder the letters correctly to create a whole word.

Example:



wokn



tnok



eekn

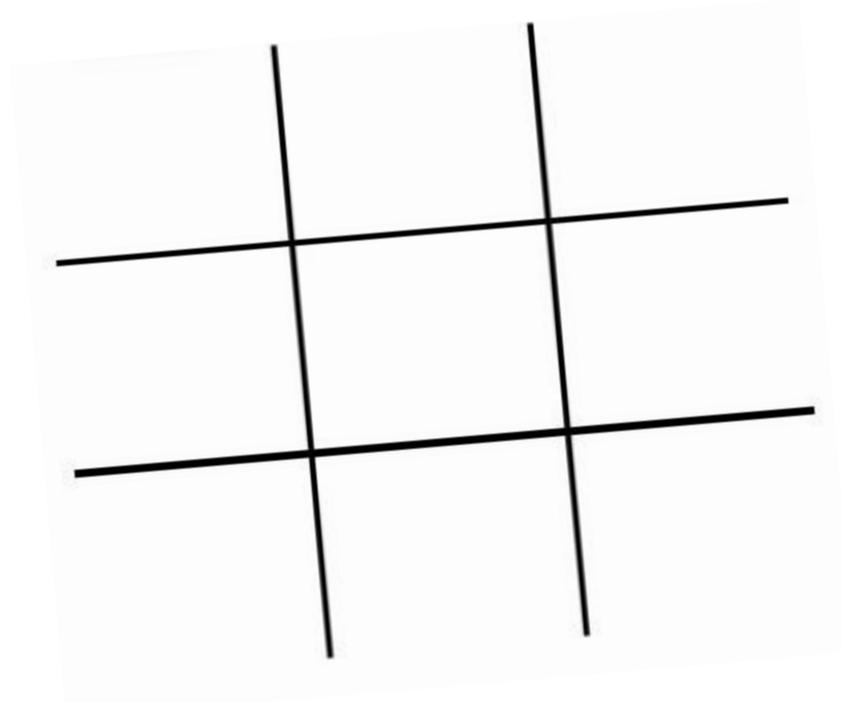
Quick Write

Choose a word from the spelling list. Challenge your child to see how many times can you write this word?



Tic Tac Toe

Using words from the spelling list, play tic tac toe with your child using two different coloured pens or pencils. The player wins when they have been able to write three words in a row.



Dictation Test

Using words from the spelling list, read your child some sentences and challenge them to write the correct spelling down.

Example:

You would say to your child...

“The word is knock. There was aat the door.”