

## Year Two – Spelling and Phonics – Home Learning Miss Mole and Miss Hutchins’ Phonics.

These 6 weeks we look at recapping and consolidating.

Please remember there are resources on Twinkl and Espresso for these spelling rules.

Week	Focus	Activities.	Words with this sounds in
<b>Week 1</b>	<p><b>Focus Sound:</b> The /or/ spelt as /a/  <b>Focus Tricky Words:</b> after, again, any</p>	<p><b>Spelling rule →</b> The /or/ spelt as /a/ before l and ll            Explain that when we hear an /or/ sound followed by a l or ll it tends to be spelt with an /a/ on its own. Give examples for children to hear and see.</p> <ul style="list-style-type: none"> <li>• Dictate simple sentences, children to write down and check the /or/ sound words. Example: <i>Your sad story had us all in tears.</i></li> <li>• Rainbow writing of learnt words</li> </ul>	<p>Ball, call, fall, wall, talk, walk, always, all, tall, mall</p>
<b>Week 2</b>	<p><b>Focus Sound:</b> The –e at the end of the root word is dropped before –ing, -ed -er  <b>Focus Tricky Words:</b> bath, beautiful, because</p>	<p><b>Spelling rule →</b> If you add a vowel suffix to a word ending in /e/ you drop the e as you no longer need it.</p> <ul style="list-style-type: none"> <li>• Choose a root word eg ‘hike’. Can you add a suffix correctly? Hike + ed = hiked, Hike + ing = hiking</li> <li>• Write sentences including words you have practiced.</li> <li>• Play a game: pick a root word and choose a suffix. Does it work? Can you correct it?</li> <li>• Are there any exceptions to the rule? (if the suffix begins with a consonant eg ‘less’ hope + less = hopeless</li> </ul>	<p>Hiking, hiked, nicer, nicest, shiny, iced, icing, coming, icing, making, baking, biked,</p>

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<p><b>Week 3</b></p>	<p><b>Focus punctuation:</b> The possessive apostrophe  <b>Focus Tricky Words:</b>          Behind, child, children, class</p>	<p><b>Punctuation rule</b>→ An apostrophe can be used to show that one thing belongs to or is connected to something. This is called a possessive apostrophe          eg: The cat’s tail was fluffy.          Charles’ cat was naughty          Charles is a singular noun that ends in an "s", so you need to add an apostrophe to show that the cat belongs to Charles.</p> <ul style="list-style-type: none"> <li>• Walk around your house and name items that belong to different members of your family. Can you write it as a sentence? Eg Ben’s green bag, Marley’s spotty collar, Tobias’ laptop.</li> </ul>	<p>Megan’s, the girl’s, the child’s the man’s</p>
<p><b>Week 4</b></p>	<p><b>Focus Sound:</b> The short /u/ sound spelt with a /o/  <b>Focus Tricky Words:</b>          Every, eye, fast, father</p>	<p><b>Spelling rule</b>→ In some words the short /u/ sound is spelt using a /o/. This often happens before /v/, /n/ or /th/. Use this to help spot a pattern.</p> <ul style="list-style-type: none"> <li>• Look at lots of words this rule applies to. Can you find a pattern to help you remember?</li> <li>• Write words that follow the pattern down. Colour in the /o/. Where does it appear in the word?</li> </ul>	<p>Mother, other, brother, nothing, Monday, love, glove, come, honey, money</p>
<p><b>Week 5</b></p>	<p><b>Focus punctuation:</b> Contraction words  <b>Focus Tricky Words:</b>          Improve, kind, last, many</p>	<p><b>Spelling rule</b>→ Apostrophe shows where a letter or letters would be if the words were written in full. When you remove a letter, you replace it with an apostrophe.</p>	<p>I’ll, can’t haven’t          didn’t couldn’t          wouldn’t shouldn’t</p>

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		<p>E.g: Can + not = Can’t, would + not = wouldn’t, You + will = you’ll</p> <ul style="list-style-type: none"> <li>• Show examples like above for children to put into their contraction form.</li> <li>• Write a silly sentence. How many contraction words can you include?</li> <li>• Show contraction words written wrongly. Can you correct it?</li> </ul>	<p>it’s you’re you’ll, he’ll doesn’t</p>
<b>Week 6</b>	<p><b>Focus Sound:</b> The /n/ sound spelt kn  <b>Focus Tricky Words:</b>          Parents, prove, pretty, move</p>	<p><b>Spelling rule</b>→ Sometimes the /n/ sounds is spelt /kn/. We have to learn which words this applies to and lock it into our brains. Look at the example words</p> <ul style="list-style-type: none"> <li>• Underline the /kn/ sound. Notice where it appears in the word. Use this to help you remember the pattern.</li> <li>• How many words can you think of beginning with the /n/ sound? Write them down. How many are actually spelt using /kn/.</li> </ul>	<p>Knit, knob, knock, knowledge, knee, knapsack, knuckle, know, knew</p>