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Year 2

Literacy at Home Phonics and Spelling





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These are the spelling requirements for year 2 from the National Curriculum, with some examples:

dge/ge	badge, edge, bridge, age, huge, change
c before e, i, y	race, ice, cell, city
kn, gn	knock, know, knee, gnat, gnaw
wr	write, wrong, wrap
le/el/al	table, apple, camel, tunnel, travel, towel, metal, pedal
y to i	cry – cries, fly – flies, try - tries
Suffixes (added to the end of words): -ing, -ed, -er, est, -ment, -ness, -ful, -ly, -tion.	talk – talking, talked, talker shop – shopping, shopped, shopper happy – happiest, nice – nicest enjoyment, merriment sadness, happiness, penniless careful, playful, plentiful station, fiction, section
-y, -ey wo/wa	shiny, runny, key, donkey, chimney want, watch, wander word, work, worm, worth

Year 2 pupils also work on words which sound the same (or nearly the same) but are spelt differently, e.g.

there/their/they're

here/hear

see/sea

bare/bear

one/won

sun/son

to/two/too



In their Phonics lessons, year 2 pupils will revise work from year 1 and will become increasingly accurate spellers:

- Developing knowledge of the spelling system
- Moving away from over- reliance on phonics
- Understanding the past tense and links to spelling
- Investigating prefixes and suffixes
- Learning the difficult bits in words

Some activities to try:

1. Investigate the past tense.

Discuss what the 'past tense' means using the words 'today' and 'yesterday.' E.g. Today I play in the garden, yesterday I played in the garden. Today I walk to school, yesterday I walked to school.

Use a book that your child enjoys and find some examples of the past tense where -ed is added. You might find that some of these words sound as though they end with just -d or even -id or -t, but your child can be reminded that these words tell us about something that happened yesterday, **so they end with -ed.**

Sounds like -d	Sounds like -id	Sounds like -t
talked	excited	stopped
		jumped
		hopped

Investigate any patterns/rules that emerge.



2. Read the poem below and rewrite it, changing the present tense to the past tense (from 'today' to 'yesterday')

It

It hops and wobbles

Over rocks and stones.

It whimpers and whispers

And softly moans.

In darkness it glows

Like the moon in the sky.

What is it, this form, this creature,

this mess?

I try and I try to look at its face.

I laugh and cry, I've got it!

Can you guess?

It's a poor alien from outer space!



3. Use these cards to play past tense dominoes.

laugh	pulled	pull	saved
smile	laughed	save	dropped
hop	looked	drop	hugged
look	smiled	hug	showed
jump	liked	show	married
like	hopped	marry	grabbed
plan	jumped	grab	touched
skip	planned	touch	spied
try	skipped	spy	wished
walk	tried	wish	washed
shop	walked	wash	stopped
help	shopped	stop	rushed
cook	helped	rush	fished
fry	cooked	fish	buzzed
buzz	called	call	fried



4. Play the ADD game to practise adding -ing:

Write these words onto some cards:

lick	splash	tape
get	hop	make
fetch	rush	fuss
hide	sit	run
tap	phone	bend
swim	skip	ride

Remember the three rules of what we have to do to the verb when adding -ing:

1. Nothing
2. Double the final consonant
3. Drop the e

Your child will need a pen, paper and a larger piece of paper with three columns labelled as above – nothing, double the final consonant, drop the e. S/he takes one card from the pile, decides which column the word belongs in and tries the word on his/her paper. S/he puts the word in the column they think is correct. Which column fills up first?

This is how the verbs look when *ing* is added:

licking	splashing	taping
getting	hopping	making
fetching	rushing	fussing
hiding	sitting	running
tapping	phoning	bending
swimming	skipping	riding



5. Use these words to play -ing dominoes:

stop	laughing	laugh	shouting
hop	stopping	shout	working
bend	hopping	work	playing
skip	bending	play	making
pay	skipping	make	singing
drink	paying	sing	drawing
find	drinking	draw	eating

cook	finding	eat	bringing
cry	cooking	bring	tearing
write	crying	tear	hoping
shop	writing	hope	fishing
cut	shopping	fish	texting
wish	cutting	text	phoning
add	wishing	phone	calling
take	adding	call	taking

6. Exploring suffixes: how many can you find? (-ing, -ed, -er, -est, -ful, -y)

help	kind	quick	happy
helping helped			



7. Some useful strategies for recalling spellings:

Strategies	Explanations
1. Syllables and phonemes	"To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable." e.g. <i>Sep-tem-ber, ba-by.</i>
2. Roots	"To learn my word I can find the word root. I can see whether the root has been changed when new letters are added, e.g. for a prefix, suffix or a tense change." e.g. <i>smiling</i> – root <i>smile</i> + <i>ing</i> ; <i>women</i> = <i>wo</i> + <i>men</i> ; <i>signal</i> = <i>sign</i> + <i>al</i> .
3. Analogy	"To learn my word I can use words that I already know to help me." e.g. <i>could</i> : <i>would, should</i> .
4. Handwriting	"To learn my word I can remember and practise the direction and movement of my pencil when I am writing it."
5. Mnemonics	"To learn my word I can make up a sentence to help me remember it." e.g. <i>could</i> - <i>O U Lucky Duck</i> ; <i>people</i> – <i>people eat orange peel like elephants</i> .

Some people find that 'Look, say, cover, write, check' helps them learn spellings too.

Practise some of the spellings from the National Curriculum list at the top of this unit, or some of the words you do not know from the 100 high frequency words below:



100 high-frequency words in order

- | | | | | |
|----------|-----------|------------|--------------|------------|
| 1. the | 21. that | 41. not | 61. look | 81. put |
| 2. and | 22. with | 42. then | 62. don't | 82. could |
| 3. a | 23. all | 43. were | 63. come | 83. house |
| 4. to | 24. we | 44. go | 64. will | 84. old |
| 5. said | 25. can | 45. little | 65. into | 85. too |
| 6. in | 26. are | 46. as | 66. back | 86. by |
| 7. he | 27. up | 47. no | 67. from | 87. day |
| 8. I | 28. had | 48. mum | 68. children | 88. made |
| 9. of | 29. my | 49. one | 69. him | 89. time |
| 10. it | 30. her | 50. them | 70. Mr | 90. I'm |
| 11. was | 31. what | 51. do | 71. get | 91. if |
| 12. you | 32. there | 52. me | 72. just | 92. help |
| 13. they | 33. out | 53. down | 73. now | 93. Mrs |
| 14. on | 34. this | 54. dad | 74. came | 94. called |
| 15. she | 35. have | 55. big | 75. oh | 95. here |
| 16. is | 36. went | 56. when | 76. about | 96. off |
| 17. for | 37. be | 57. it's | 77. got | 97. asked |
| 18. at | 38. like | 58. see | 78. their | 98. saw |
| 19. his | 39. some | 59. looked | 79. people | 99. make |
| 20. but | 40. so | 60. very | 80. your | 100. an |



8. Choose one of the activity cards below to investigate/ learn how to spell your personal list of words or your spelling list words.



Activity card 1

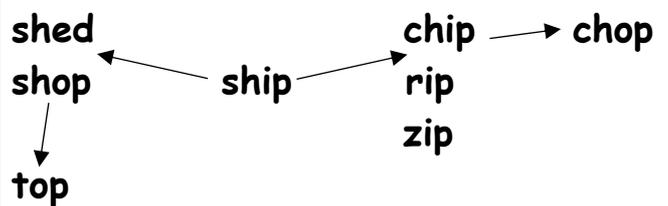
Create a crossword or a word search of the words you need to learn

b	e	c	a	u	s	e
i		a				
t		m				
e		e	n	d		



Activity card 2

Make a word web from one of your current words



Activity card 3

Play hangman with a partner using some of your words

_ a _ _ _
 b c



Activity card 4

Find a synonym (a word that has a similar meaning) for each of your words

wet: damp
big: huge



Activity card 5

Think of different sentences to put your words in

light: I turned on the light
because: I went to bed because I was tired



Activity card 6

Find a spelling rhyme for some of your words

bright: rhymes with light
book: rhymes with look



Activity card 7

Try and think of some mnemonics to help you to remember how to spell your words:

**because: big elephants can't always
use small exits**
could, would, should: O U lucky duck



Activity card 8

Work with a partner. Your partner writes down half of your word and you try to guess what comes next

B r i _ _ _



Activity card 9

Work out how many phonemes each of your current words have

cat: c-a-t = 3

light: l-igh-t=3



Activity card 10

Break your word into syllables

carpet: car_pet
because: be_ause