

Your children will be 'tested' on their Teddy/Rocket words with the expectation that they will be able to read and spell all of these correctly (by the end of year 2) every time they use them. They will be given a small selection to learn at a time.

In school, if they do not spell these words correctly in their writing the first time, the expectation is that they proof-read and edit these words so they are spelt correctly. Please try to have the same expectations in any home learning.

Please practise the spellings in the exercise book provided.

There are many different ways to practise. Above all, try to make it fun and memorable. In school, your child will also learn further ways to practise their spellings and should be able to share these with you as the year progresses.

We will give you further ways to practise spellings each term.

Please also use Spelling Shed to support your child. Your child will have a log in for this site.

<https://www.spellingshed.com/en-gb/>

These are the most common vowel choices...but there are plenty of others which you may find on your spelling discovery!

Vowel Choices

oo look	oo boot	oo boat	igh night	ee feet	ai rain	oo look	oo u	ear clear	air fair	ur hurt	or for	oi coin	ow cow
oo u	oo ew ue u-e	oa ow o-e oe o	igh i-e ie i y	ee ea e ie ey	ai ay a-e	oo u	oo u	ear ear eer ere	air air are ear	ur ur er ir	or aw au ore	oi oy	ow ou

Glossary

Vowels: *a e i o u*

Consonants: *a c d e f g h j k l m n p q r s t v w x y z*

Prefixes: *Letters added to the beginning of a word that change its meaning*

e.g. (dis)appear.

Suffixes: *Letters added to the end of a root word that change its meaning*

e.g. accident(al).

Learning Spellings

at Home

Year 1/2

Summer Term

(You can use the Autumn and Spring term strategies as well!)



How to help your child with their spellings:

- Read the spelling strategy aloud with your child.
- Talk to your child about the spelling pattern before they start. If you aren't sure about the spelling pattern, ask your child's teacher.
- Join in with the session and make it fun.
- Draw your child's attention to the spelling or words in books and texts throughout the day as you encounter them. Spelling can be taught at any time!
- Adapt any of the resources and materials as you feel necessary to support your child's needs.



CHAWTON C.E. PRIMARY SCHOOL

'Love, Courage and Fellowship'

Sky Writer

Use a straight arm and two pointed fingers and write the word in the air.



Try this for words you find tricky.

Stretch the Word

Pretend that you are stretching the word. Say it slowly to help you hear every sound.

B e c a u s e

Try this for people, parents, pretty and clothes (Y2), here, there and were (Y1).

Colour Coding

Colour the same letter parents in

old, qold, cold (Y2)

come, some (Y1)

Try this for words with the same letter patterns.

Year 1 NC common exception words grouping by similarity

a I be he me we she no go so	by my the they said says come some love	pull full put push is his as has of	here were there where you your do to today	house our one once ask friend school was
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How to use:

- Read the spelling strategy card.
- Select a spelling or letter pattern—either from the Common Exception Words (Teddy/Rocket words) or a word you have been given to spell.
- Complete the strategy independently (your child will have practised this in school first) or with adult support.

Equipment needed:

- Paper (use the spelling book)
- Coloured pens or pencils
- Computer, but not essential
- Clock to use as a stopwatch—add an element of timing for extra challenge!
- A Ball

Year 2 NC common exception words grouping by similarity

door floor poor find kind mind behind old cold gold hild told	could should would great break stak child chic ren wild climb class grass pass	every everybody even plant path bath father Mr Mrs parents move prove improve	any many sure sugar water again money clothes busy people beautiful	eye after half Christmas who whole most only both
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