

# Spelling Shed

Spelling Scheme of Work



Stage 2



Welcome to The Spelling Shed Year 2 scheme of work.



Spelling Shed

What is included?

- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
  - One 20 – 30 minute lesson plan.
  - Resources to aid the delivery of the lesson.
  - One spelling practice sheet.
  - One homework sheet.

# Spelling lists – Stage 2

1. The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.
2. The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'
3. The /j/ sound spelled with a g.
4. The /s/ sound spelled c before e, i and y.
5. The /n/ sound spelled kn and gn at the beginning of words.
6. Challenge Words
7. The /r/ sound spelled 'wr' at the beginning of words.
8. The /l/ or /ul/ sound spelled '-le' at the end of words.
9. The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
10. The /l/ or /ul/ sound spelled '-al' at the end of words.
11. Words ending in '-il.'
12. Challenge Words
13. The long vowel 'i' spelled with a y at the end of words.
14. Adding '-es' to nouns and verbs ending in 'y.'
15. Adding '-ed' to words ending in y. The y is changed to an i.
16. Adding '-er' to words ending in y. The y is changed to an i.
17. Adding 'ing' to words ending in 'e' with a consonant before it.
18. Challenge Words
19. Adding 'er' to words ending in 'e' with a consonant before it.
20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
21. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
22. The 'or' sound spelled 'a' before ll and ll
23. The short vowel sound 'o.'
24. Challenge Words
25. The /ee/ sound spelled '-ey'
26. Words with the spelling 'a' after w and qu.
27. The /er/ and /or/ sound spelled with or or ar.
28. The /z/ sound spelled s.
29. The suffixes '-ment' and '-ness'
30. The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
33. Words ending in '-tion.'
34. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.
35. The possessive apostrophe (singular)
36. Challenge Words



## Stage 2 – Common Exception Words.

These words can be used to supplement the weekly lists. Some words are pronounced differently with different accents to edit as required. Some are also included in weekly lists. We recommend that these words be practised through the year alongside spelling pattern words.

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



Stage: 2	The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds
List: 1	

<b>Spellings</b>
badge
edge
bridge
dodge
fudge
ridge
smudge
judge
wedge
lodge

Introduction	The /j/ sound at the end of a word can be spelled using 'dge'. The rule is that this sound follows a short vowel sound,
Main Teaching Activity	<p>Show children the spelling list and say the words. Can they hear a sound that appears in each word? If they correctly spot the /j/ sound then ask them to speak with a partner for 20 seconds and then write down, on a whiteboard, the letters that they think are creating the sound /j/. Share the answers and discuss the spelling rule.</p> <p>In pairs, can they think of any other words that end with the 'dge' spelling?</p>
Independent Activity	Look at the images, can children work out what they are and how to spell them? Remember that each image will have the spelling rule ending!



Stage: 2	The /j/ sound spelt –ge at the end of words. This spelling comes after all sounds other than the short vowels.
List: 2	

<b>Spellings</b>
age
huge
change
charge
bulge
village
range
orange
hinge
stage

Introduction	Words that end with a /j/ sound that is spelling 'ge' have a sound that is not a short vowel.
Main Teaching Activity	<p>Ask children to listen to the words and spot the sound that is the same in each.</p> <p>Use the power point slide to show the spelling list. Ask children to copy the words on their whiteboards and circle the sound that comes before the /j/ sound.</p> <p>Feedback and discuss how this spelling occurs only in words without a short vowel sound.</p>
Independent Activity	<p>Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:</p> <p>charge – rage – hag orange – range – ran</p>



Stage: 2	The /j/ sound spelled with a g.
List: 3	

<b>Spellings</b>
gem
gym
giant
magic
giraffe
energy
digit
engine
religion
gentle

Introduction	Sometimes words can be spelled using a 'g' to make a /j/ sound.
Main Teaching Activity	<p>Get the children to look at the power point. Ask them, in pairs, to sort the words in to words with a /j/ sound and words with a /g/ sound.</p> <p>They can create two lists on their whiteboards.</p> <p>Share the lists of words and address any misconceptions</p>
Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.



Stage: 2	The /s/ sound spelt c before e, i and y.
List: 4	

<b>Spellings</b>
race
ice
cell
city
fancy
lace
space
circle
circus
rice

Introduction	Words that have an /s/ sound spelled with a 'c', have an 'e', 'i' or 'y' after the /s/ sound.
Main Teaching Activity	Show children the power point slide with the mixed up beginnings and endings. Click the mouse to hide the spelling list and see if children can copy down the correct beginning and end to create the spelling list!  Share the words created and discuss any errors or misconceptions.
Independent Activity	Ask the children to copy down 5 of their spellings and write a simple sentence using the word. If they want to stretch themselves then they can try and use two, or more, of the words in a sentence.



Stage: 2	The /n/ sound spelt kn and gn at the beginning of words.
List: 5	

<b>Spellings</b>
knock
know
knee
knit
knew
knight
gnome
kneel
gnat
gnaw

Introduction	Some words can have a /n/ sound at the beginning but are actually spelled with a 'kn' or a 'gn'. Children need to learn these spellings as there are no rules as to which spelling might be used.
Main Teaching Activity	<p>Show children the word list and the definitions, get them to come up to the board and match up the correct word to its definition. If any are unknown then get children to look words up in a dictionary.</p> <p>Ask the children to identify the sound that all of the words have in common (/n/) and the two ways it can be spelled here.</p>
Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see PowerPoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.

Stage: 2

Challenge Words

List: 6



Spelling Shed

Challenge week

Choose an activity from the challenge week pack.

Spellings

door

floor

poor

because

find

kind

mind

behind

child

children



Stage: 2	The /r/ sound spelled 'wr' at the beginning of words.
List: 7	

<b>Spellings</b>
write
written
wrong
wrap
wren
wrecked
wrapped
wriggle
wrestle
wrote

Introduction	Some words have a silent 'w' at the start creating a /r/ sound,
Main Teaching Activity	<p>Ask the children to look at Evie's spelling test on the power point slide. She forgot about the silent 'w' in many of her words. Get the children to work in pairs to see if they can correct her mistakes.</p> <p>Share new spellings and discuss misconceptions</p>
Independent Activity	<p>Get children to write the word 'wrapped' across their mini white board. Set a 7 minute timer and see who can add as many of the spelling list words in to a scrabble web as possible.</p> <p>You can use the example on the slide below if they need some support getting started.</p> <p>Feedback and if time, draw a scrabble web on the board as a class.</p>



Stage: 2	The // or /ul/ sound spelled '-le' at the end of words.
List: 8	

<b>Spellings</b>
table
apple
bottle
little
middle
bubble
cable
uncle
ankle
eagle

Introduction	Words ending in 'le' are usually pronounced /ul/ following a consonant. Can the children think of any words that end in 'le'? This is the most common spelling of this sound at the end of words.
Main Teaching Activity	Get the children to say the words and copy them down on to their whiteboard. Which words have an /ul/ sound and which have a // sound? Compare the difference between the grapheme 'le' and the // sound when it is in different positions in a word.
Independent Activity	Get the children to look at the images and write the spelling for each word, remind children that this week's spellings have the 'le' ending.  Share the spellings as a class.



Stage: 2	The // or /ul/ sound spelt '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
List: 9	

<b>Spellings</b>
camel
tunnel
squirrel
travel
towel
tinsel
hazel
vowel
angel
jewel

Introduction	The // or /ul/ sound spelt '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. Can the children think of any words they know of that end with 'el'?
Main Teaching Activity	Get the children to work in pairs to answer the quiz questions, remind them about spelling the answer correctly and using this week's spelling ending 'el'.
Independent Activity	Ask children to write 3 sentences using words, appropriately, from the spelling list.  To extend children you could ask them to also write a sentence with more than one of this week's words. E.g. a sentence with 'squirrel' and 'tunnel' in.



Stage: 2	The // or /ul/ sound spelled '-al' at the end of words.
List: 10	

<b>Spellings</b>
medal
petal
capital
hospital
animal
equal
final
pedal
local
magical

Introduction	Words with 'al' at the end are pronounced // or /ul/. Can the children think of any words ending in 'al'.
Main Teaching Activity	<p>Show children the power point slide with the mixed up beginnings and endings. Click the mouse to hide the spelling list and see if children can copy down the correct beginning and end to create the spelling list!</p> <p>Share the words created and discuss any errors or misconceptions.</p>
Independent Activity	Use the power point slide to and a dice generator or a class set of dice to complete this activity. Children work in pairs or on their own to role the die for each word and record their answer, where required.



Stage: 2	Words ending in '-il.'
List: 11	

<b>Spellings</b>
pencil
fossil
nostril
pupil
April
gerbil
lentil
evil
anvil
basil

Introduction	Show the children the spelling list and ask if they can see a common feature of each word? (Ending in 'il')
Main Teaching Activity	<p>Ask the children to create the spelling list by looking at the PowerPoint slide and adding 'il' to each starting sound. Get them to write the full words on to their whiteboards and compare with a partner.</p> <p>Share the words as a class and address any mistakes or misconceptions.</p>
Independent Activity	<p>Get the children to match up the words from their spelling lists with the correct definition. They can work in pairs or alone. You can get them to write the definitions on whiteboards or alternatively print out the slide and let them match by drawing lines.</p> <p>Share the answers.</p>

Stage: 2

Challenge Words

List: 12



Spelling Shed

Challenge week

Choose an activity from the challenge week pack.

Spellings

wild

climb

most

only

both

old

cold

gold

hold

told



Stage: 2	The long vowel 'i' spelled with a y at the end of words.
List: 13	

<b>Spellings</b>
cry
fly
dry
try
reply
July
shy
spy
sky
why

Introduction	Explain that today children will look at words with a similar sound at the end but that is not spelled as they might expect.
Main Teaching Activity	<p>Write these words on the board and ask pupils to read them, they can segment them if necessary: fly, dry, ply, July, reply, spy, why</p> <p>Ask the children if they can hear a sound that appears in all of the words.</p> <p>Ask the children to use the PowerPoint to add 'y' to each word to create their spelling list (they can write them on a whiteboard).</p>
Independent Activity	In small teams, one child chooses a word and then writes the first letter, they pass the board to the next person why writes the next letter and this carries on until the word is complete. If a mistake is made then they rub it all out and start again. Carry on until all words have been spelled as a team.



Stage: 2	Adding '-es' to nouns and verbs ending in 'y.'
List: 14	

<b>Spellings</b>
flies
tries
replies
cries
copies
babies
carries
spies
supplies
lorries

Introduction	Explain that when a word ends in 'y' and 'es' needs to be added, there is a rule that always applies.
Main Teaching Activity	<p>Write on the board: fly and flies carry and carries</p> <p>The 'y' is removed and 'ies' is added to complete the word.</p> <p>Show children the PowerPoint and get them to follow the rule to create the spelling list words</p>
Independent Activity	Print a set of cards for each small group. Once child takes a card and tells the others what the word is. They write the word down and the child with the card acts as the teacher to check each spelling. The next child then becomes the teacher and this continues until all words have been spelled correctly.



Stage: 2	Adding '-ed' to words ending in y. The y is changed to an i.
List: 15	

<b>Spellings</b>
copied
replied
spied
fried
applied
relied
identified
multiplied
magnified
supplied

Introduction	<p>When adding 'ed' to the end of a word which ends in a y then the following rule is followed:</p> <p>root word - y and change to i and then + ed. copy - y and add i = copi then add ed = copied</p>
Main Teaching Activity	<p>Get the children to look at the list of root words and the spelling list. Can they work out the rule for adding 'ed' to the root words that end in 'y'?</p> <p>Share their thoughts and explain the correct rule.</p>
Independent Activity	<p>Stick a big piece of paper on the wall (one for each group). Call out a spelling list word and set a one minute timer. One member of the group runs and writes down the spelling on the paper, runs back to the group and hands over the pen to the next person, they run to the paper and write the word. This continues until the timer runs out. 1 point for each correctly spelled word.</p> <p>Start again with another spelling list word!</p>



Stage: 2	Adding '-er' to words ending in y. The y is changed to an i.
List: 16	

<b>Spellings</b>
happier
happiest
angriest
angrier
drier
driest
tidier
tidiest
funnier
funniest

Introduction	<p>When adding 'er' or 'est' to the end of a word which ends in a y then the following rule is followed:</p> <p>root word - y and change to i and then + er or est copy - y and add i = copi then add er = copier happy - y and add i = happi then add est = happiest</p>
Main Teaching Activity	<p>Get the children to look at the list of root words and the spelling list. Can they work out the rule for adding 'er' and 'est' to the root words that end in 'y'? Remind them of the rule from last week's spellings.</p> <p>Share their thoughts and explain the correct rule.</p>
Independent Activity	<p>Get the children to choose 5 words and write a sentence containing the word. Share with a partner to check and improve.</p>



Stage: 2	Adding 'ing' to words ending in 'e' with a consonant before it.
List: 17	

<b>Spellings</b>
hiking
shining
surprising
joking
hoping
smiling
loving
writing
coming
caring

Introduction	When adding 'ing' to words that end in 'e', the 'e' must be removed.
Main Teaching Activity	<p>Ask the children to be spelling rule detectives again and see if they can work out what happens to the root word in order to add 'ing' .</p> <p>Show the power point and ask them to see work out what happens when 'ing' is added (the 'e' is removed before adding 'ing')</p> <p>Get them to copy down the spelling list words by following the rule.</p>
Independent Activity	Put the word cards into a pot and take them out one at a time. Read out the word and ask the children to write it down. Some of the words are in their root word form, as an extension children can see if they can add 'ing' to the word when writing it down,

Stage: 2

Challenge Words

List: 18



Spelling Shed

Challenge week

Choose an activity from the challenge week pack.

Spellings

every

everybody

even

great

break

steak

pretty

beautiful

after

fast



Stage: 2	Adding 'er' to words ending in 'e' with a consonant before it.
List: 19	

<b>Spellings</b>
nicer
writer
baker
hoped
loved
largest
closest
looser
safer
simpler

Introduction	When a word ends with a 'e' and there is a consonant before that 'e' then 'r' is added straight on the end to create the /er/ sound, 'd' is added to make the /ed/ sound and 'st' is added to create the /est/ sound.
Main Teaching Activity	Ask the children to sort the words on the power point slide in to groups depending on their ending. Can they add any more words to their groups that match the ending?  Share the groups and new words.
Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.



Stage: 2	Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
List: 20	

<b>Spellings</b>
patting
humming
dropping
running
hopping
clapping
sitting
flipping
wrapping
slipping

Introduction	When adding 'ing' to words of one syllable, the last letter is double to keep the short vowel sound.
Main Teaching Activity	Get the children to convert the root words in to 'ing' words by following the doubling rule.  Share the new words.
Independent Activity	Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:  running – ring – in slipping – ping – lips



Stage: 2	Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
List: 21	

<b>Spellings</b>	<b>Introduction</b>	When adding 'ed' to words of one syllable, the last letter is double to keep the short vowel sound.
patted	<b>Main Teaching Activity</b>	Ask the children to reverse the 'ed' process and return the words back to their root word. The need to remember that to make the word end in 'ed' they have to double the final letter so to remove 'ed' they must also remove the letter before the 'ed'.
hummed		
dropped	<b>Independent Activity</b>	Children to choose the correct word from the spelling list to complete the sentence on the power point.  Check with a partner and then feed back as a class.
clapped		
clipped		
wrapped		
napped		
ripped		
drummed		
dragged		



Stage: 2	The /or/ sound spelled 'a' before ll and l.
List: 22	

<b>Spellings</b>
all
ball
call
walk
talk
always
fall
small
also
bald

Introduction	The sound /or/ can be spelled with an 'a' when the sound is before an 'l' or 'll'.
Main Teaching Activity	<p>Put the PowerPoint slide up and ask the children to copy the words on to their whiteboard and then circle the /or/ sound in each word.</p> <p>Get them to come up and share their answers by circling the sound on the interactive whiteboard too.</p> <p>Discuss the spelling rule and any misconceptions,</p>
Independent Activity	In small groups, draw two stick figures on two white boards. Each figure should have the same number of parts. The goal is to make the other group's stick man invisible before the other group does it to you. Give each group a word to spell. If they spell it correctly, erase one piece of the other group's stick figure. If they do not spell the word correctly, leave their stick figure unchanged. Then repeat. The first team with an invisible man loses!



Stage: 2	The short vowel sound 'o.'
List: 23	

<b>Spellings</b>
other
mother
brother
nothing
cover
money
some
dozen
wonder
done

Introduction	Explain to children that some words contain the sound /u/ which is spelled using an 'o'. Model a few words, mother, cover and see if the children can think of any other words.
Main Teaching Activity	<p>Show the children the word list for this week on the slide. Ask them to copy 5 of the words down on their white boards and circle or underline the /u/ sound.</p> <p>Share the findings and ask children to come and highlight the sound on the IWB. Check for misconceptions and address any confusion.</p>
Independent Activity	<p>Now ask the children to sort the words alphabetically, they can work with a partner if they want.</p> <p>Share the lists that children have come up with.</p>

Stage: 2

Challenge Words

List: 24



Spelling Shed

Challenge week

Choose an activity from the challenge week pack.

Spellings

last

past

father

class

grass

pass

plant

path

bath

hour



Stage: 2	The /ee/ sound spelled '-ey' .
List: 25	

<b>Spellings</b>
key
donkey
monkey
chimney
valley
trolley
journey
turkey
jockey
kidney

Introduction	This week children will look at the sound /ee/ spelled using 'ey'. Can the children think of any words with 'ey' on the end that is pronounced /ee/?
Main Teaching Activity	Get the children to add 'ey' to the end of each sound to create the words from their spelling list. Write them on to a whiteboard in a speed spell.  Compare answers and discuss misconceptions or mistakes.
Independent Activity	Get the children to create funny sentences using the pictures, they can add numerous words to the sentences, e.g.  The monkey and the donkey stole the key and got away in the trolley!  Share the sentences with the class.



Stage: 2	Words with the spelling 'a', pronounced /o/, after w and qu.
List: 26	

<b>Spellings</b>
want
watch
wander
wand
quality
quad
wasps
squat
quantity
squash

Introduction	Ask the children to listen to the word list and see if they can hear a similar sound in each word /o/. Ask them if they know how the sound is spelled in these words?
Main Teaching Activity	Do a speed spell, say a word from the spelling list and get the children to quickly write it on their whiteboard and hold it up.  Continue until all of the words have been spelled.  Make a note of words which children find tricky.
Independent Activity	Get the children to write down the word 'quantity' on their white boards and then see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support starting this if required.



Stage: 2	The /er/ and /or/ sounds spelled with or or ar.
List: 27	

<b>Spellings</b>
word
work
worm
world
worth
war
warm
towards
warn
warned

Introduction	'or' makes an 'er' sound after the w - work 'ar' makes an 'or' sound after the w - warn
Main Teaching Activity	Ask the children to say the words and listen to the sounds. Split the words on the power point slide in to two categories, those with and /er/ sound and those with an /or/ sound. Discuss any other similar spellings that children bring up.  Share the lists and discuss and misconceptions.
Independent Activity	Stick a big piece of paper on the wall (one for each group). Call out a spelling list word and set a one minute timer. One member of the group runs and writes down the spelling on the paper, runs back to the group and hands over the pen to the next person, they run to the paper and write the word. This continues until the timer runs out. 1 point for each correctly spelled word.  Start again with another spelling list word!



Stage: 2	The /zh/ sound spelled with a 's'.
List: 28	

<b>Spellings</b>
television
treasure
usual
measure
pleasure
decision
vision
leisure
version
visual

Introduction	Explain that some words have a /zh/ sound which is spelled with an 's'. Demonstrate the /zh/ sound (like "juh") and ask the children if they can think of any words with this sound.
Main Teaching Activity	<p>Put the list of words on the board and ask the children to highlight the /zh/ sound in each word.</p> <p>Note that it is always where the 's' is and explain that the 's' is making this sound.</p> <p>Children can copy the words down and highlight the sound if they need more practice.</p>
Independent Activity	<p>Ask children to write 3 sentences using words, appropriately, from the spelling list.</p> <p>To extend children you could ask them to also write a sentence with more than one of this week's words. E.g. a sentence with 'treasure' and 'decision' in.</p>



Stage: 2	The suffixes '-ment' and '-ness.'
List: 29	

<b>Spellings</b>
payment
enjoyment
agreement
achievement
adjustment
darkness
rudeness
sadness
greatness
kindness

Introduction	The suffixes '-ment' and '-ness' can usually be added straight on to the end of root words.
Main Teaching Activity	<p>Ask the children to look at the power point slide and decide which suffix needs to be added to each root word. Ask them to create the 10 words on their whiteboard.</p> <p>Share the words and any mistakes or misconceptions.</p>
Independent Activity	<p>Give the children the definition sheet or ask them to copy down 5 words from the spelling list on to their whiteboards.</p> <p>Using dictionaries or google, ask them to write definitions for 5 of the words.</p> <p>Share definitions as a class.</p>



Stage: 2	The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
List: 30	

<b>Spellings</b>	Introduction	The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
careful	Main Teaching Activity	Print a set of cards for each small group – how many words can they make by adding 'less' and/or 'ful'. Some words can have both suffixes! Discuss the differences adding ful or less to the same root word makes to its meaning,  E.g. useless and useful
playful		
thankful	Independent Activity	Ask pupils to use the words they created in the previous activity to write some sentences. Remind them about the importance of correct punctuation. In pairs, check spellings and share ideas.  Share sentences with the class.
helpful		
wonderful		
useless		
careless		
homeless		
hopeless		
spotless		



Stage: 2	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 31	

<b>Spellings</b>
there
their
here
hear
see
sea
too
two
blue
blew

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations
Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.  After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
Independent Activity	Play word bingo – get each child to draw a noughts and crosses board to create 6 boxes on their white board. Ask them to write down 6 of the words on the PowerPoint.  Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.



Stage: 2	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 32	

<b>Spellings</b>
quiet
quite
bare
bear
sun
son
be
bee
night
knight

Introduction	Can the children remember what a homophone is? Can they think of any examples from last week? Define them as words which have the same pronunciation but different meanings and/or spellings. Remind them that near homophones have slightly different pronunciations.
Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.  After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
Independent Activity	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. The _____ flew to all of the flowers.  The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.



Stage: 2	Words ending in '-tion'.
List: 33	

<b>Spellings</b>	<b>Introduction</b>	Sometimes it is clear to spot the root word in words ending with 'tion', but other times there is no clear root.
station	<b>Main Teaching Activity</b>	Ask pupils to clap and count the syllables in potion: 'po' / 'tion'. Ask them to spell the first syllable. 'tion' is a tricky spelling, one that is not spelt as it sounds. Does anyone know how it is spelled?  Write 'tion' on the board, ask the children to clap out the sounds (t.i.o.n), rub a letter away and get them to repeat until all of the letters have gone. Can they still spell 'tion'?
fiction		
motion		
nation		
education		
action		
injection	<b>Independent Activity</b>	Show them the spelling test on the power point and tell them that Abi got 3 out of 10. Can they help spot the mistakes? They can work in pairs.  Remind children that the /shun/ sound is spelled 'tion' in these words.
caption		
fraction		
competition		



Stage: 2	Contractions – the apostrophe shows where a letter or letters would be if the words were written in full .
List: 34	

<b>Spellings</b>
can't
didn't
hasn't
couldn't
it's
wasn't
doesn't
mustn't
I'll
she'd

Introduction	Words with an apostrophe in are sometimes two words joined together. Can the children think of any words with an apostrophe that are two words joined?
Main Teaching Activity	Put the spellings up on the board and ask the children to write them down. Next to each word, ask the children to write the letter(s) that the apostrophe is there instead of. E.g. can't – ' = no it's – ' = i  Share their responses and discuss any misconceptions.
Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.



Stage: 2	Possessive apostrophes (singular)
List: 35	

<b>Spellings</b>
Megan's
Ravi's
Cody's
Sophie's
Sam's
child's
boy's
man's
dog's
lady's

Introduction	An apostrophe and a letter 's' is added to show possession.
Main Teaching Activity	Ask the children to write their name on their whiteboard. Model how to add an apostrophe and 's' to show ownership. I.e. "Miss Smith" becomes "Miss Smith's". Then model adding a possession (shoes, nose, pencil etc), e.g. "Miss Smith's shoes". Ask the children to add a possession to their name. Higher ability could create a whole sentence.
Independent Activity	Children to choose six of the spelling words and write into sentences. Common nouns will need a determiner.

Stage: 2

**Challenge Words**

List: 36



**Spelling Shed**

Challenge week

Choose an activity from the challenge week pack.

**Spellings**

whole

any

many

clothes

busy

people

water

again

half

money