

# Spelling Shed

Spelling Scheme of Work



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	

# Spelling Shed

Stage: 2

List: 1

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



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

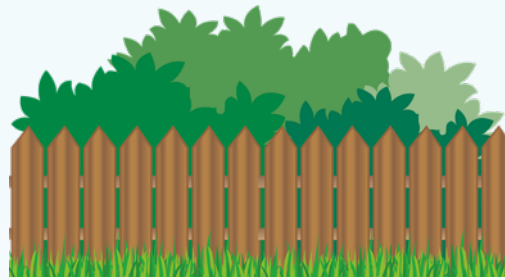
Introduction	The /j/ sound at the end of a word can be spelled using 'dge'. The rule is that this sound follows a short vowel sound,
Main Teaching Activity	<p>Show children the spelling list and say the words. Can they hear a sound that appears in each word? If they correctly spot the /j/ sound then 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!



What can you see? Write down what these images are:



\_ r \_ d \_ \_



h \_ d \_ e



j u d \_ \_



w \_ d \_ \_



l o \_ \_ \_



\_ a \_ \_ e



f r \_ \_ \_ \_

Answers:

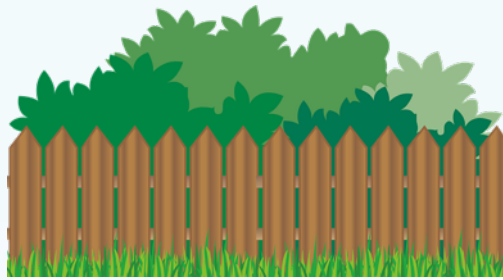


Spelling Shed

What can you see? Write down what these images are:



b r i d g e



h e d g e



j u d g e



w e d g e



l o d g e



b a d g e



f r i d g e





Stage: 2	The /j/ sound spelled -dge at the end of words.
List: 1	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
badge					
edge					
bridge					
dodge					
fudge					
ridge					
smudge					
judge					
wedge					
lodge					



Stage: 2

The /j/ sound spelt -dge at the end of words.

List: 1

Name:

Spellings

badge

edge

bridge

dodge

fudge

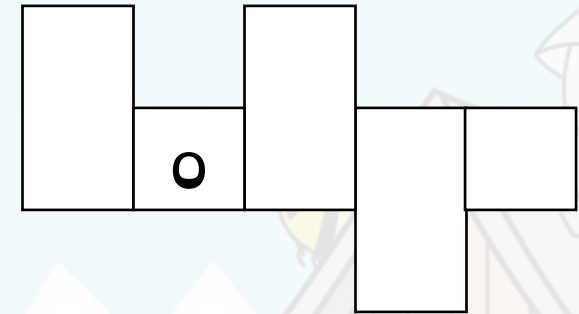
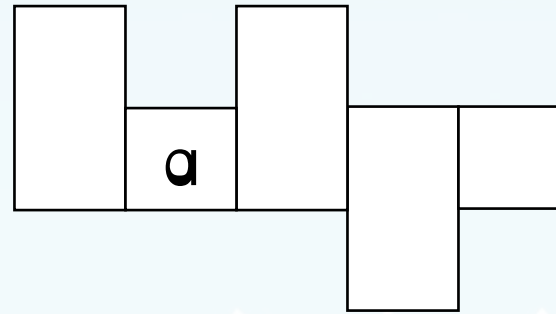
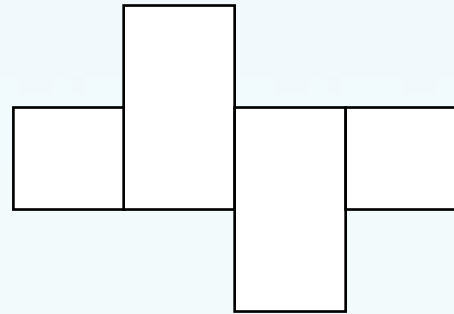
ridge

smudge

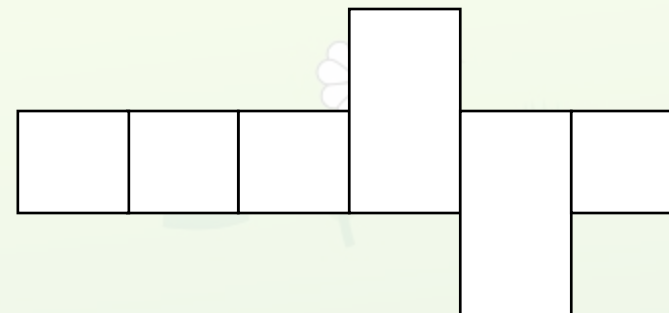
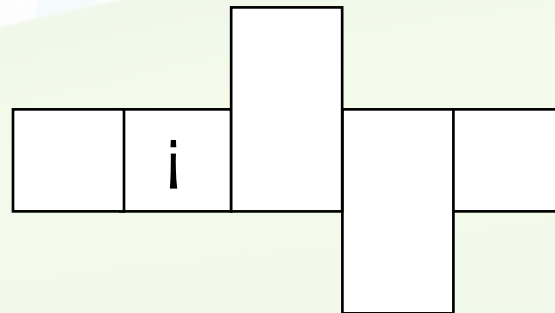
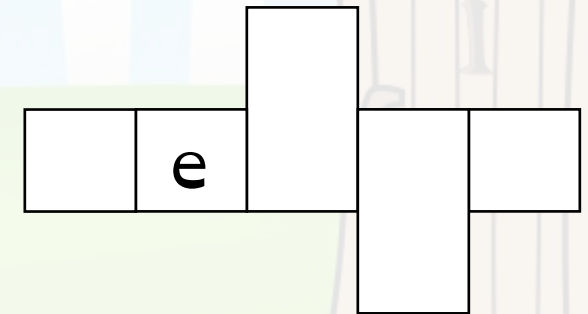
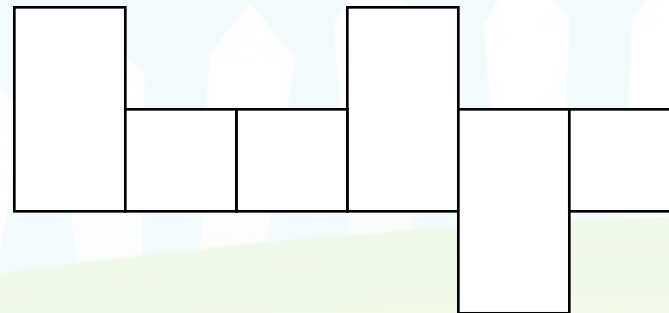
judge

wedge

lodge



Use your spellings to try and work out which words fit in the boxes.



Which words have been left out?



Stage: 2

The /j/ sound spelt -dge at the end of words.

List: 1

Answers:

## Spellings

badge

edge

bridge

dodge

fudge

ridge

smudge

judge

wedge

lodge

e d g e

b a d g e

d o d g e

Use your spellings to try and work out which words fit in the boxes.

b r i d g e

w e d g e

r i d g e

s m u d g e

Which words have been left out?



# Spelling Shed

Stage: 2

List: 2



The /j/ sound spelt -ge at the end of words. This spelling comes after all sounds other than the short vowels.



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 spelt -ge at the end of words.
List: 2	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
age					
huge					
change					
charge					
bulge					
village					
range					
orange					
hinge					
stage					



Stage: 2

The /j/ sound spelt -ge at the end of words.

List: 2

Name:

## Spellings

age

huge

change

charge

bulge

village

range

orange

hinge

stage

s	t	a	g	e	t	h	u	g	e
c	h	a	r	g	e	s	p	q	u
h	l	t	r	f	i	o	u	n	d
i	t	y	a	g	e	k	l	l	i
n	z	w	t	c	h	a	n	g	e
g	b	u	l	g	e	r	n	p	t
e	m	v	i	l	l	a	g	e	y
w	l	k	r	a	n	g	e	p	j
o	r	a	n	g	e	r	g	i	k

Can you find your spellings hidden in the word search?



Stage: 2

The /j/ sound spelt -ge at the end of words.

List: 2

Answers:

Spellings

age

huge

change

charge

bulge

village

range

orange

hinge

stage

s	t	a	g	e	t	h	u	g	e
c	h	a	r	g	e	s	p	q	u
h	l	t	r	f	i	o	u	n	d
i	t	y	a	g	e	k	l	l	i
n	z	w	t	c	h	a	n	g	e
g	b	u	l	g	e	r	n	p	t
e	m	v	i	l	l	a	g	e	y
w	l	k	r	a	n	g	e	p	j
o	r	a	n	g	e	r	g	i	k

Can you find your spellings hidden in the word search?



# Spelling Shed

Stage: 2

List: 3

The /j/ sound spelled with a g



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.



Look at the words below, which ones have a /j/ sound and which ones have a /g/ sound?

gem	fig	magic	giraffe	burger	gentle
religion	agree	king	energy	forgive	digit

Words with a  
/j/ sound

words with a  
/g/ sound

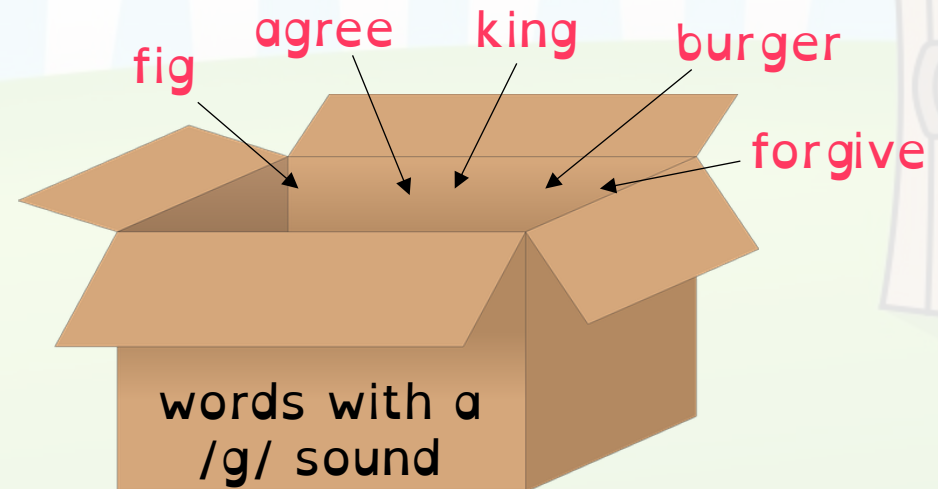
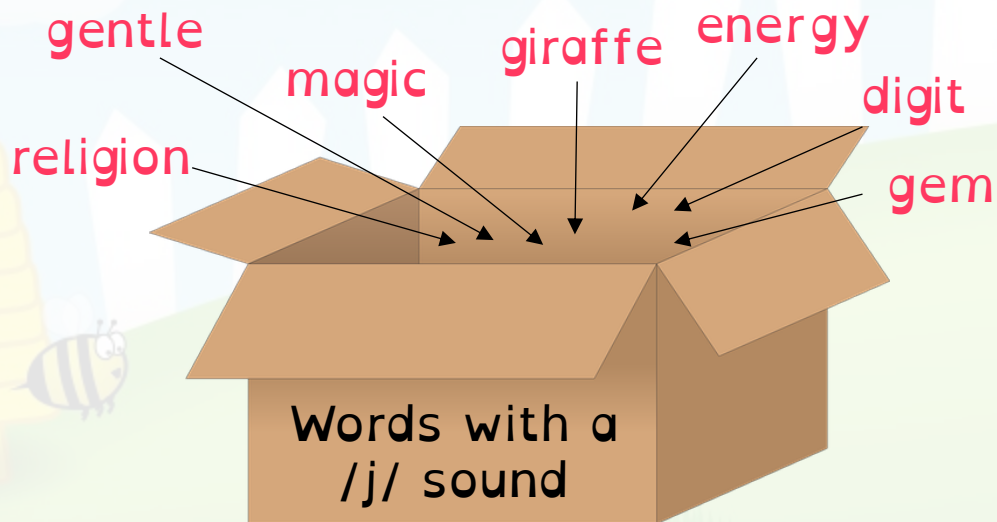
Answers:



Spelling Shed

Look at the words below, which ones have a /j/ sound and which ones have a /g/ sound?

gem	fig	magic	giraffe	burger	gentle
religion	agree	king	energy	forgive	digit





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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
gem					
gym					
giant					
magic					
giraffe					
energy					
digit					
engine					
religion					
gentle					



Stage: 2

The /j/ sound spelled with a g.

List: 3

Name:

Find and unscramble your spellings in the grids.

## Spellings

gem

gym

giant

magic

giraffe

energy

digit

engine

religion

gentle

i	d	i	t	g

m	e	g

e	n	g	e	i	n

n	a	i	t	g

m	y	g

y	n	e	r	e	g

e	r	i	g	f	a	f

r	e	l	n	i	g	o	i

m	g	a	c	i

e	e	n	g	l	t



Stage: 2

The /j/ sound spelled with a g.

List: 3

Answers:

Find and unscramble your spellings in the grids.

## Spellings

gem

gym

giant

magic

giraffe

energy

digit

engine

religion

gentle

i	d	i	t	g
d	i	g	i	t

m	e	g
g	e	m

e	n	g	e	i	n
e	n	g	i	n	e

n	a	i	t	g
g	i	a	n	t

m	y	g
g	y	m

y	n	e	r	e	g
e	n	e	r	g	y

e	r	i	g	f	a	f
g	i	r	a	f	f	e

r	e	l	n	i	g	o	i
r	e	l	i	g	i	o	n

m	g	a	c	i
m	a	g	i	c

e	e	n	g	l	t
g	e	n	t	l	e

# Spelling Shed

Stage: 2

List: 4

The /s/ sound spelt c before e, i and y





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

Spellings
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	<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	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 /s/ sound spelt c before e, i and y.

List: 4

Click to hide the spelling list!

Match the beginning sound to its ending.

ra
ic
c
ci
fan
l
spa
cir
cir
r

e
ell
ace
ce
cus
ice
ce
cle
cy
ty

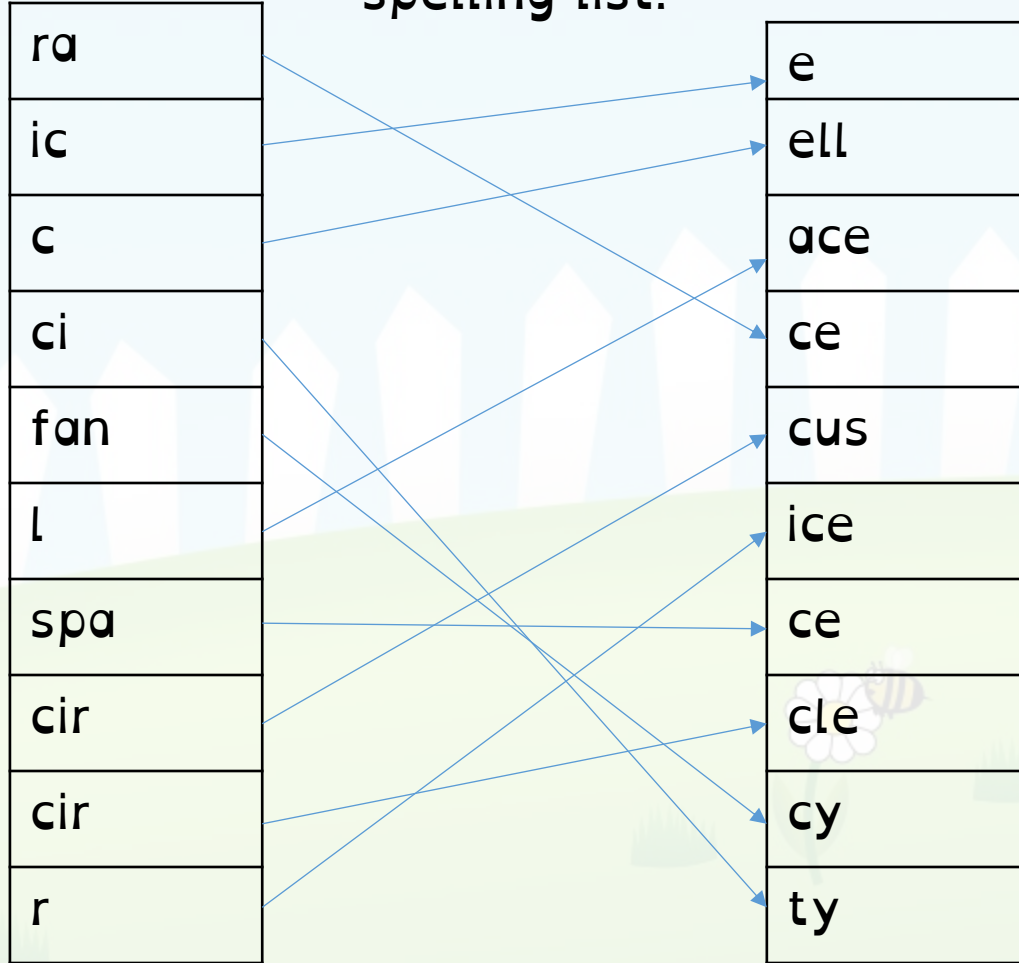


Stage: 2	The /s/ sound spelt c before e, i and y.
List: 4	

Answers:

Spellings
race
ice
cell
city
fancy
lace
space
circle
circus
rice

Click to hide the spelling list!



Match the beginning sound to its ending.



Stage: 2

Spelling rule: The /i/ sound spelled with a 'y.'

List: 4

Copy down five of the words in your spelling list and write a sentence containing it.

Your sentence

## Spellings

race

ice

cell

city

fancy

lace

space

circle

circus

rice

Your word



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
race					
ice					
cell					
city					
fancy					
lace					
space					
circle					
circus					
rice					



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

Can you match your spelling with the correct image?

Spellings
race
ice
cell
city
fancy
lace
space
circle
circus
rice

race      ice      cell      city      fancy      lace      space



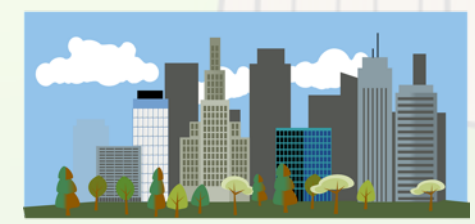
circle



circus



rice





Stage: 2

The /s/ sound spelt c before e, i and y.

List: 4

Answers:

Can you match your spelling with the correct image?

## Spellings

race

ice

cell

city

fancy

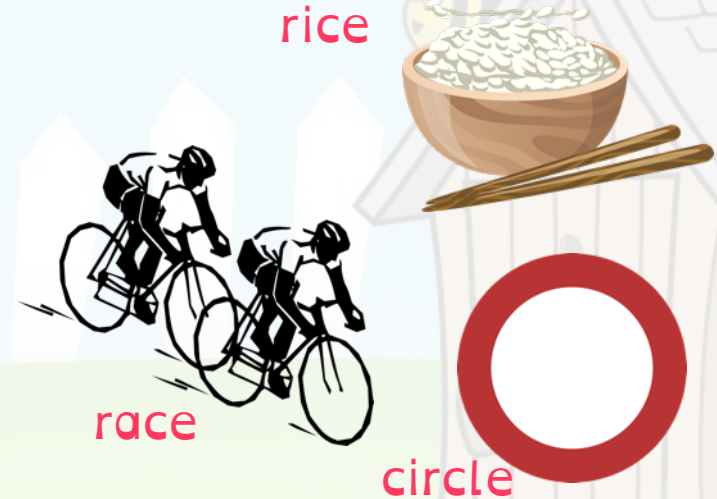
lace

space

circle

circus

rice



# Spelling Shed

Stage: 2

List: 5

The /n/ sound spelt kn and gn at the beginning of words.





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	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.  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.
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

The /n/ sound spelt kn and gn at the beginning of words.

List: 5

## Spellings

knock

know

knee

knit

knew

knight

gnome

kneel

gnat

gnaw

Write your spelling list on your white board and then write the definition for each word next to it.

What you do to a front door when you visit a friend.

A small bug that often bites.

I \_\_\_\_\_ the way to London.

What you do with wool to make a scarf.

The part of your leg that bends.

A person from stories who slays the dragon to rescue the princess.

You often get a garden ornament shaped like this.

I \_\_\_\_\_ he was telling the truth!

When you bend both your knees and sit on them.

To chew something, like a dog with a bone.



Stage: 2

The /n/ sound spelt kn and gn at the beginning of words.

List: 5

Answers:

## Spellings

knock

know

knee

knit

knew

knight

gnome

kneel

gnat

gnaw

Write your spelling list on your white board and then write the definition for each word next to it.

What you do to a front door when you visit a friend.

**knock**

A small bug that often bites.

**gnat**

I \_\_\_\_\_ the way to London.

**know**

What you do with wool to make a scarf.

**knit**

The part of your leg that bends.

**knee**

A person from stories who slays the dragon to rescue the princess.

**knight**

You often get a garden ornament shaped like this.

**gnome**

To chew something, like a dog with a bone.

**gnaw**

I \_\_\_\_\_ he was telling the truth!

**knew**

When you bend both your knees and sit on them.

**kneel**



Play a word version of noughts and crosses:

- Each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row.
- Winner has three in a row, all spelled correctly.
- Start again with new words.

<del>knock</del>	gnome	
	knock	
gnome		<del>knock</del>



Stage: 2

The /n/ sound spelt kn and gn at the beginning of words.

List: 5

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
knock					
know					
knee					
knit					
knew					
knight					
gnome					
kneel					
gnat					
gnaw					



Stage: 2

The /n/ sound spelt kn and gn at the beginning of words.

List: 5

Name:

Spellings

knock

know

knee

knit

knew

knight

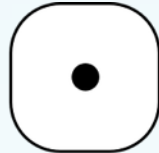
gnome

kneel

gnat

gnaw

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.



# Spelling Shed

Stage: 2

List: 6

Challenge Words

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

Challenge Words

List: 6

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
door					
floor					
poor					
because					
find					
kind					
mind					
behind					
child					
children					

Stage: 2

Challenge words

List: 6

Name:



Spelling Shed

Spellings

door

floor

poor

because

find

kind

mind

behind

child

children

Cover your spellings up. Can you work out the missing letters from each word?

d \_ \_ r

f l \_ \_ r

p \_ \_ r

b e c \_ \_ s \_

f \_ n d

k \_ n d

m \_ n d

b \_ h \_ n d

c h \_ l d

c h \_ l d r e n

Stage: 2

Challenge words

List: 6

Answers:



Spelling Shed

Spellings

door

floor

poor

because

find

kind

mind

behind

child

children

Cover your spellings up. Can you work out the missing letters from each word?

d o o r

f l o o r

p o o r

b e c a u s e

f i n d

k i n d

m i n d

b e h i n d

c h i l d

c h i l d r e n

# Spelling Shed

Stage: 2

List: 7

The /r/ sound spelled 'wr' at the beginning of words



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	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.
	Share new spellings and discuss misconceptions
Independent Activity	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.
	You can use the example on the slide below if they need some support getting started.
	Feedback and if time, draw a scrabble web on the board as a class.





Stage: 2

The /r/ sound spelled 'wr' at the beginning of words.

List: 7

Answers:

Cover your spellings for this task

## Spellings

write

written

wrong

wrap

wren

wrecked

wrapped

wriggle

wrestle

wrote

Evie has scored 2/10 in her spelling test.  
Can you help her to work out which spellings are wrong and write them correctly?



rite  
writen  
rong  
wrap  
wren  
recked  
wrappt  
wriggle  
restle  
rote

write

written

wrong

wrap

wren

wrecked

wrapped

wriggle

wrestle

wrote



Spellings
write
written
wrong
wrap
wren
wrecked
wrapped
wriggle
wrestle
wrote

w  
r  
w r a p p e d  
s  
w r i t e  
L  
e







w r i t t e n

r w r e n

a r

w r a p p e d

r r s

o o w r i t e

n t l

w r i g g l e

w r e c k e d





Stage: 2

The /r/ sound spelled 'wr' at the beginning of words.

List: 7

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
write					
written					
wrong					
wrap					
wren					
wrecked					
wrapped					
wriggle					
wrestle					
wrote					





Stage: 2

The /r/ sound spelled 'wr' at the beginning of words.

List: 7

Answers:

Spellings

write

written

wrong

wrap

wren

wrecked

wrapped

wriggle

wrestle

wrote

Use 'wr' to create the words from your spelling list. Can you think of any more?

wr +

ong

itten

en

ite

iggle

ap

ecked

apped

estle

ote

=

wrong

written

wren

write

wriggle

wrap

wrecked

wrapped

wrestle

wrote

# Spelling Shed

Stage: 2

List: 8

The /l/ or /ul/ sound spelled '-le' at the end of words



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

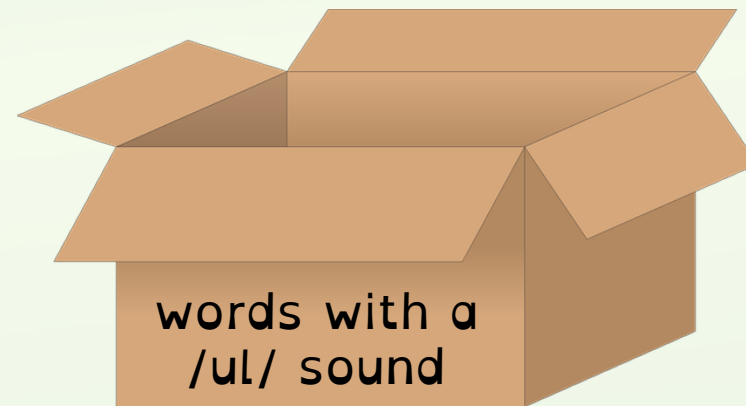
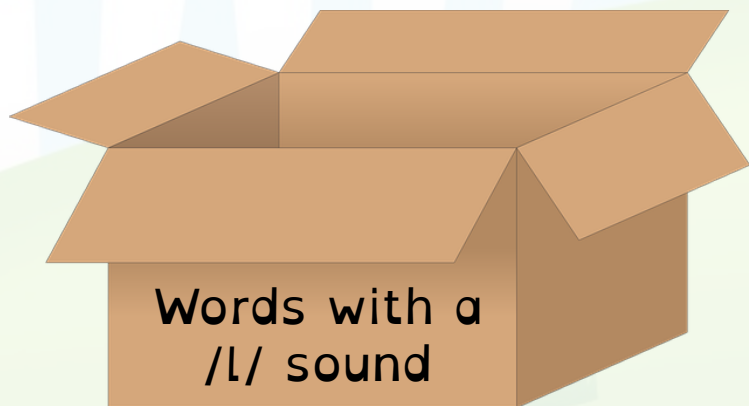
<b>Spellings</b>
table
apple
bottle
little
middle
bubble
cable
uncle
ankle
eagle

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.



Look at the words below, which ones have a /l/ sound and which ones have an /ul/ sound?

table	apple	bell	call	middle
cable	help	ankle	eagle	filling
bottle	curl	uncle	still	pills

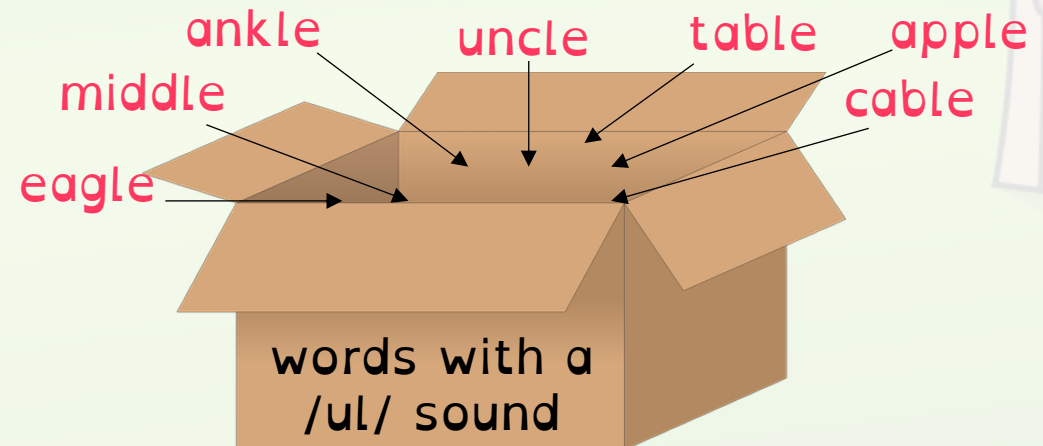
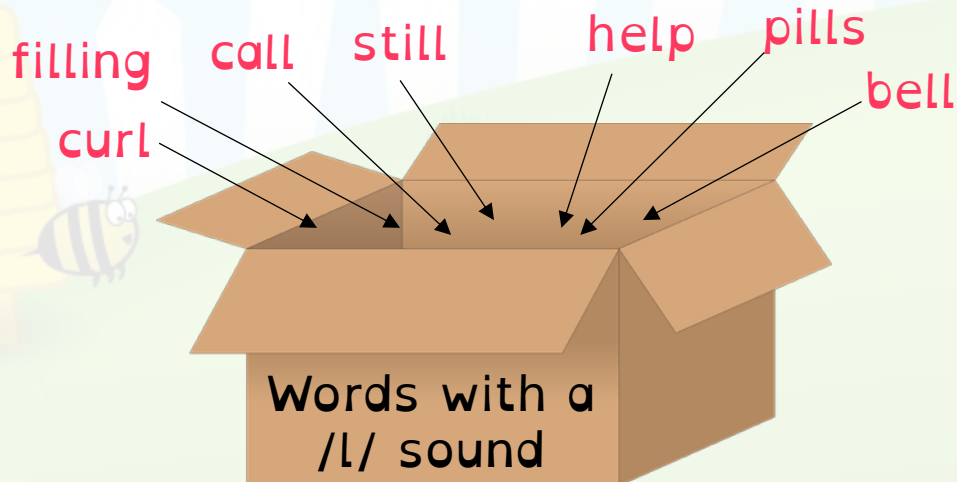




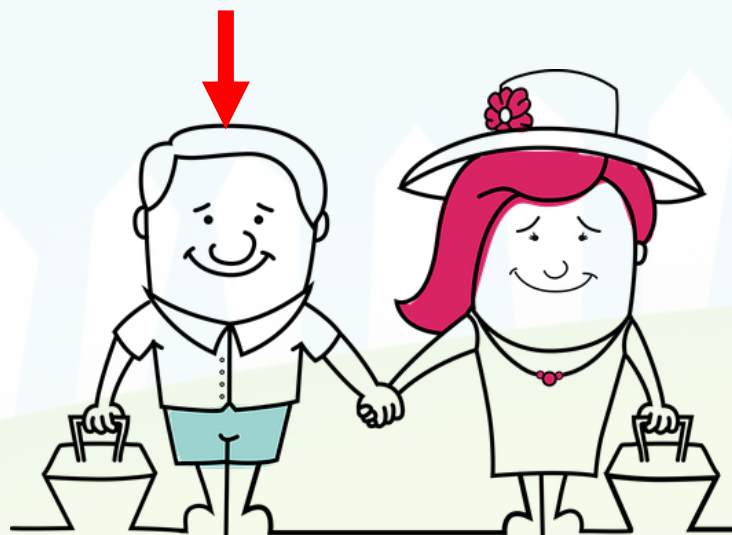
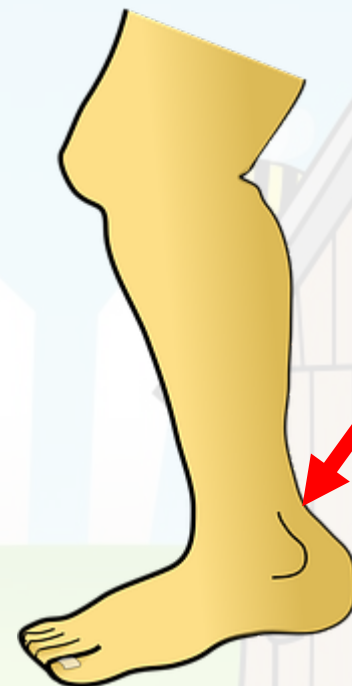
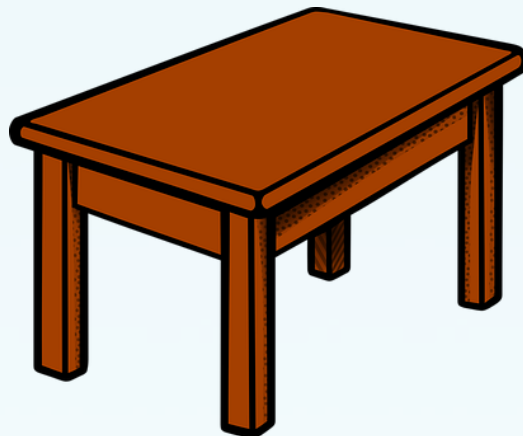
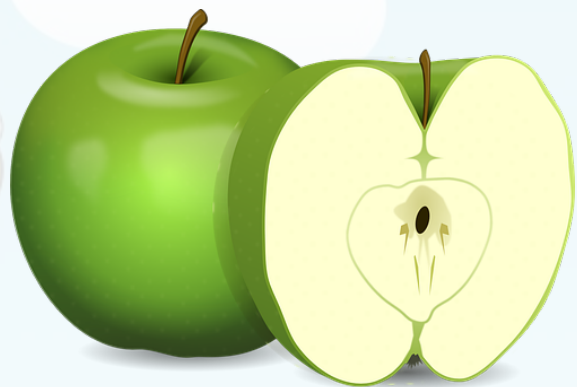
Look at the words below, which ones have a /l/ sound and which ones have an /ul/ sound?

Answers:

table	apple	bell	call	middle
cable	help	ankle	eagle	filling
bottle	curl	uncle	still	pills



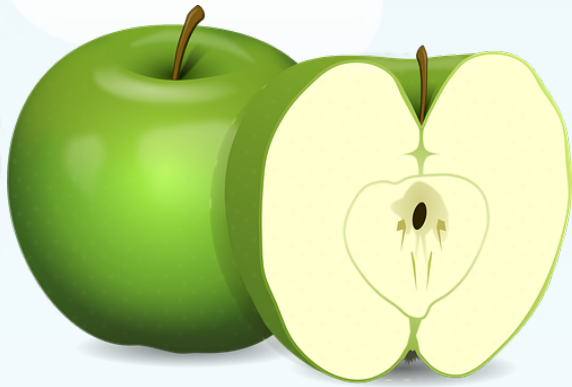




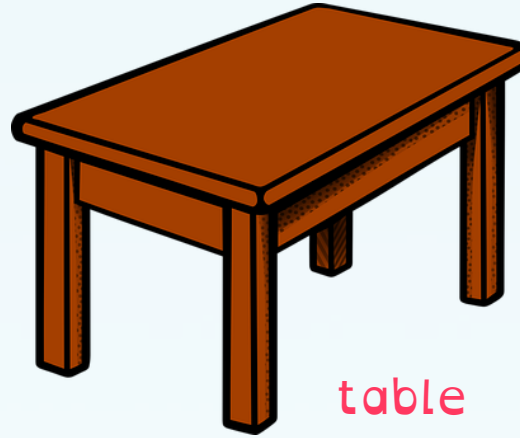
Aunt



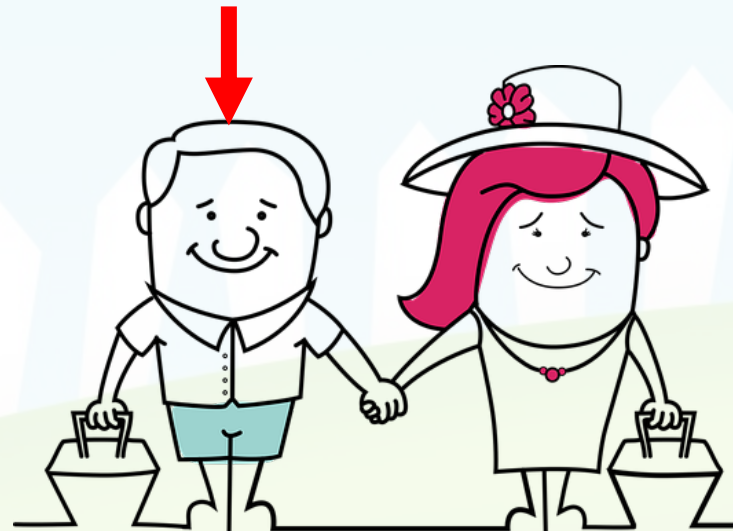
Answers:



apple

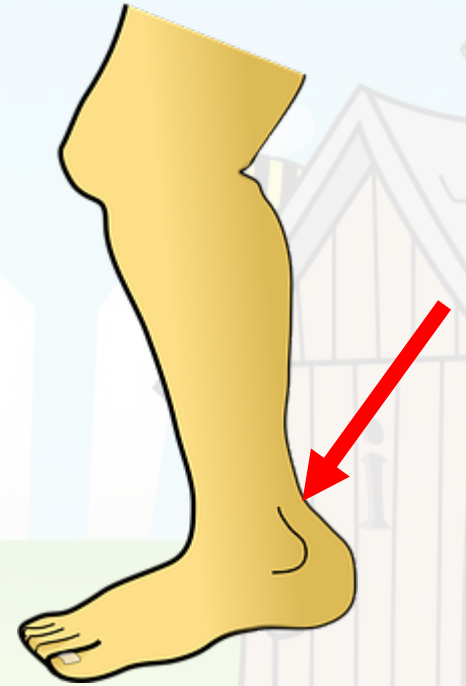


table



uncle

Aunt



ankle



bottle

eagle





Stage: 2

The // or /ul/ sound spelled '-le' at the end of words.

List: 8

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
table					
apple					
bottle					
little					
middle					
bubble					
cable					
uncle					
ankle					
eagle					



Stage: 2

The /l/ or /ul/ sound spelled '-le' at the end of words.

List: 8

Name: \_\_\_\_\_

## Spellings

table

apple

bottle

little

middle

bubble

cable

uncle

ankle

eagle

Write the correct spelling into each sentence.

The dinner hall had a \_\_\_\_\_ missing.

The pencil pot was in the \_\_\_\_\_ of the table.

The \_\_\_\_\_ mouse poked his nose out of the hole.

He tied up the boat with a big \_\_\_\_\_.

My \_\_\_\_\_ takes me fossil hunting.

I knocked over the \_\_\_\_\_ of \_\_\_\_\_ juice.

Yanis fell playing football and broke his \_\_\_\_\_.

My favourite bird is an \_\_\_\_\_.

I filled the water with \_\_\_\_\_ bath.



Stage: 2

The /l/ or /ul/ sound spelled '-le' at the end of words.

List: 8

Answers:

## Spellings

table

apple

bottle

little

middle

bubble

cable

uncle

ankle

eagle

Write the correct spelling into each sentence.

The dinner hall had a table missing.

The pencil pot was in the middle of the table.

The little mouse poked his nose out of the hole.

He tied up the boat with a big cable.

My uncle takes me fossil hunting.

I knocked over the bottle of apple juice.

Yanis fell playing football and broke his ankle.

My favourite bird is an eagle.

I filled the water with bubble bath.

# Spelling Shed

Stage: 2

List: 9

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



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	

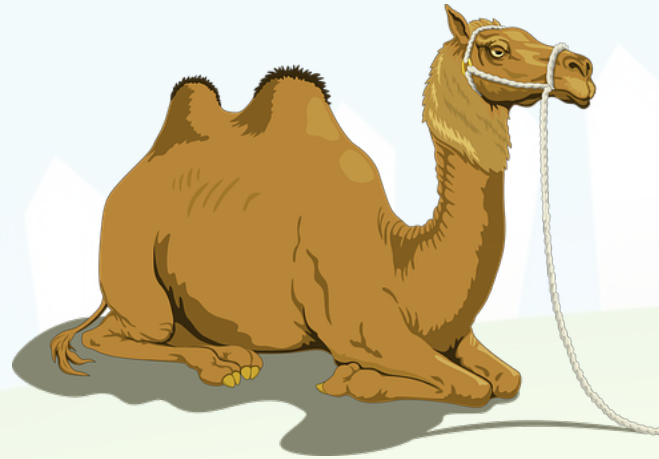
<b>Spellings</b>
camel
tunnel
squirrel
travel
towel
tinsel
hazel
vowel
angel
jewel

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	<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 'squirrel' and 'tunnel' in.</p>



Spelling Shed

Watch out, that \_\_\_\_\_ will spit at  
you!





Answer:

Watch out, that \_\_\_\_\_ will spit at  
you!



camel



She is as beautiful as an \_\_\_\_\_.



Answer:



Spelling Shed

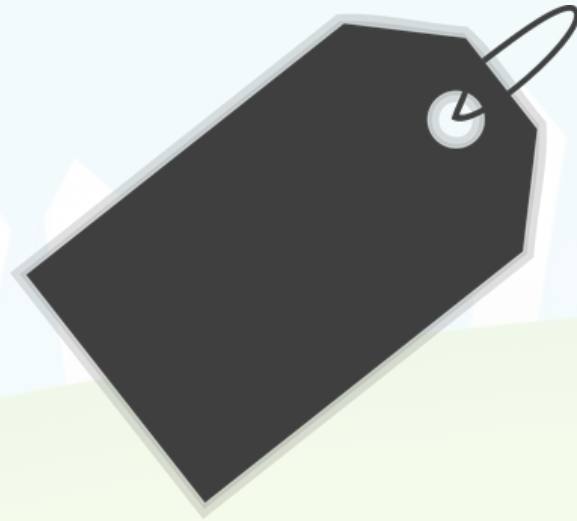
She is as beautiful as an \_\_\_\_\_.



angel



What does the \_\_\_\_\_ say on that  
dress?

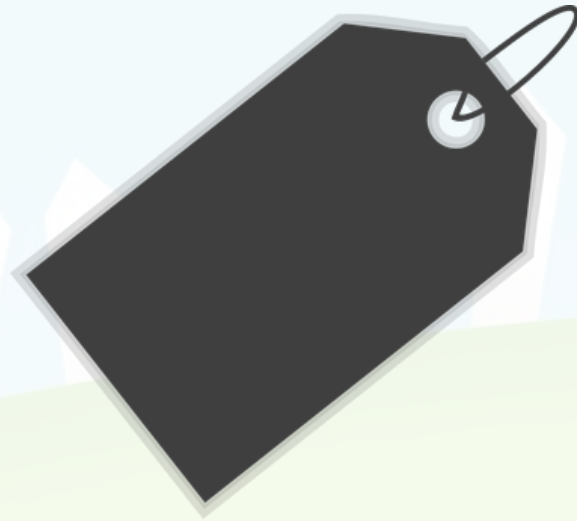


Answer:



Spelling Shed

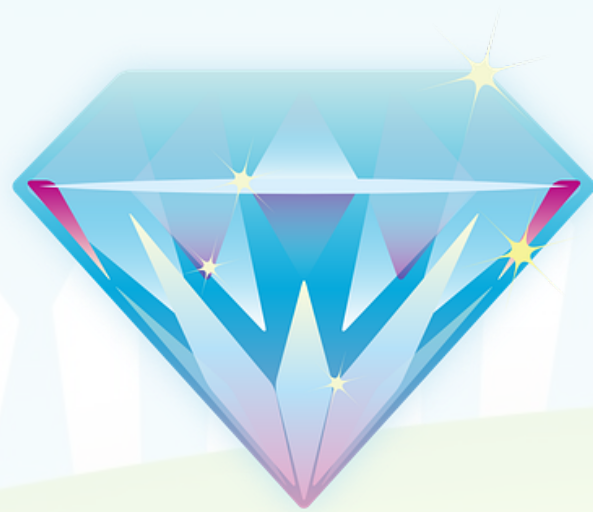
What does the \_\_\_\_\_ say on that  
dress?



Label

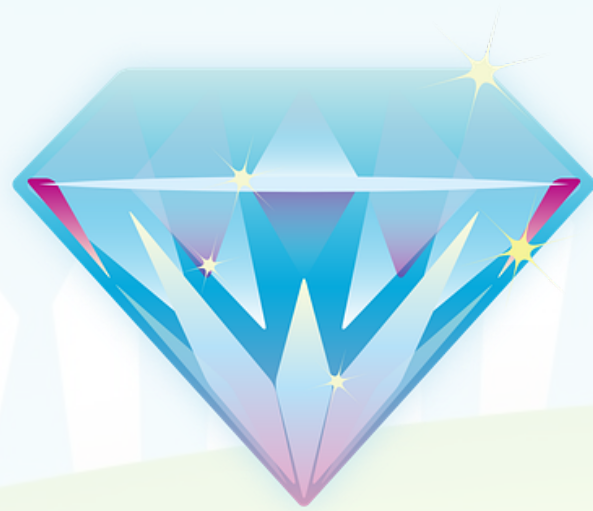


Look at that sparkling \_\_\_\_\_!



Answer:

Look at that sparkling \_\_\_\_\_!



jewel



You don't often see a red \_\_\_\_\_.





Answer:

You don't often see a red \_\_\_\_\_.



squirrel



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	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
camel					
tunnel					
squirrel					
travel					
towel					
tinsel					
hazel					
vowel					
angel					
jewel					



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	
Name: _____	

Spellings
camel
tunnel
squirrel
travel
towel
tinsel
hazel
vowel
angel
jewel

Ask someone to time you. Can you find your spellings hidden in the grid? How long did it take? Try it again and improve your speed!

towel	cable	table	vowel
little	tunnel	camel	fable
tinsel	middle	bubble	squirrel
uncle	hazel	travel	eagle
angel	jewel	ankle	bottle



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

Answers:

Spellings

camel

tunnel

squirrel

travel

towel

tinsel

hazel

vowel

angel

jewel

Ask someone to time you. Can you find your spellings hidden in the grid? How long did it take? Try it again and improve your speed!

towel

cable

table

vowel

little

tunnel

camel

fable

tinsel

middle

bubble

squirrel

uncle

hazel

travel

eagle

angel

jewel

ankle

bottle

# Spelling Shed

Stage: 2

List: 10

The /l/ or /ul/ sound spelled '-al' at the end of words



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

The // or /ul/ sound spelled '-al' at the end of words.

List: 10

Click to hide the spelling list!

Match the beginning sound to its ending.

med
pe
cap
hos
an
e
fi
pe
lo
mag

pital
cal
al
imal
dal
ical
ital
qual
tal
nal



Stage: 2

The // or /ul/ sound spelled '-al' at the end of words.

List: 10

Answers:

## Spellings

medal

petal

capital

hospital

animal

equal

final

pedal

local

magical

Click to hide the spelling list!

med  
pe  
cap  
hos  
an  
e  
fi  
pe  
lo  
mag

pital  
cal  
al  
imal  
dal  
ical  
ital  
qual  
tal  
nal

Match the beginning sound to its ending.





Stage: 2

The // or /ul/ sound spelled '-al' at the end of words.

List: 10

### Spellings

medal

petal

capital

hospital

animal

equal

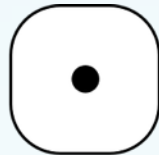
final

pedal

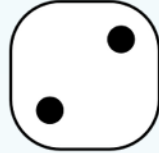
local

magical

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
medal					
petal					
capital					
hospital					
animal					
equal					
final					
pedal					
local					
magical					



Stage: 2

The // or /ul/ sound spelled '-al' at the end of words.

List: 10

Name:

## Spellings

medal

petal

capital

hospital

animal

equal

final

pedal

local

magical

												p
	l		c		l				m			
												t
	o		p		t		l		g			
									i			l
p	e		a	l		m				l		
			l						l			
						l						
	l											

Use your spellings, and the letters in the crossword, to work out the missing words.



Stage: 2

The // or /ul/ sound spelled '-al' at the end of words.

List: 10

Answers:

## Spellings

medal

petal

capital

hospital

animal

equal

final

pedal

local

magical

												p
	l	o	c	a	l			m				e
			a					a				t
h	o	s	p	i	t	a	l	g				a
			i			n		f	i	n	a	l
			t			i		c				
p	e	d	a	l		m	e	d	a	l		
	q		l			a		l				
	u					l						
	a											
	l											

Use your spellings, and the letters in the crossword, to work out the missing words.

# Spelling Shed

Stage: 2

List: 11

Words ending in '-il'



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>

Add 'il' to each of these starting sounds to create a real word

penc

foss

nostr

pup

Apr

gerb

lent

ev

anv

bas

+ il =

- pencil
- fossil
- nostril
- pupil
- April
- gerbil
- lentil
- evil
- anvil
- basil



Spelling Shed





Stage: 2

Words ending in '-il.'

List: 11

## Spellings

pencil

fossil

nostril

pupil

April

gerbil

lentil

evil

anvil

basil

Write your spelling list on your white board and then write the definition for each word next to it.

Something you write with.

The remains of a prehistoric plant or creature.

The month after March.

The opening of your nose.



A small pet.

The black hole in your eye.

A type of pulse that you can put in soup or daal.

A herb.

A very bad person could be called \_\_\_\_\_.





Stage: 2

Words ending in '-il'

List: 11

Answers:

## Spellings

pencil

fossil

nostril

pupil

April

gerbil

lentil

evil

anvil

basil

Write your spelling list on your white board and then write the definition for each word next to it.

Something you write with.

pencil

The remains of a prehistoric plant or creature.

fossil

The month after March.

April

The opening of your nose.

nostril



anvil

A small pet.

gerbil

The black hole in your eye.

pupil

A type of pulse that you can put in soup or daal.

lentil

A herb.

basil

A very bad person could be called evil.



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
pencil					
fossil					
nostril					
pupil					
April					
gerbil					
lentil					
evil					
anvil					
basil					

Stage: 2

Words ending in '-il'.

List: 11

Name:



**Spelling Shed**

**Spellings**

pencil

fossil

nostril

pupil

April

gerbil

lentil

evil

anvil

basil

Can you select 6 of your spellings to write into sentences?

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**



# Spelling Shed

Stage: 2

List: 12



**Challenge Words**



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

**Challenge Words**

List: 12

Name:



**Spelling Shed**

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
wild					
climb					
most					
only					
both					
old					
cold					
gold					
hold					
told					



Stage: 2

## Challenge Words

List: 12

Name: \_\_\_\_\_

### Spellings

wild

climb

most

only

both

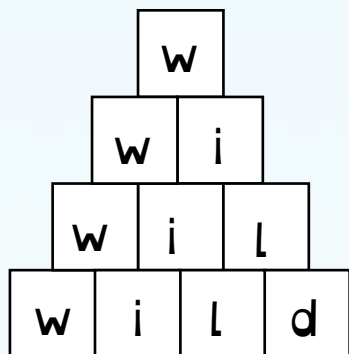
old

cold

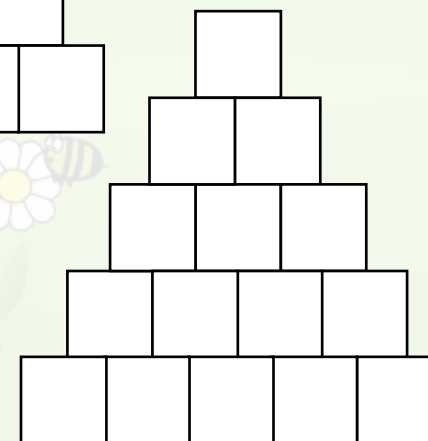
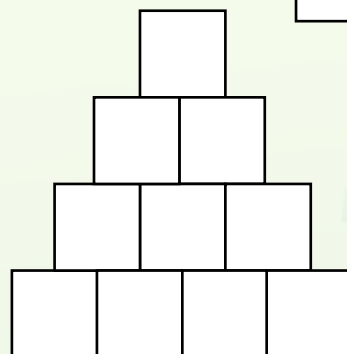
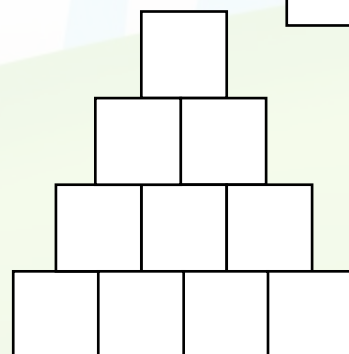
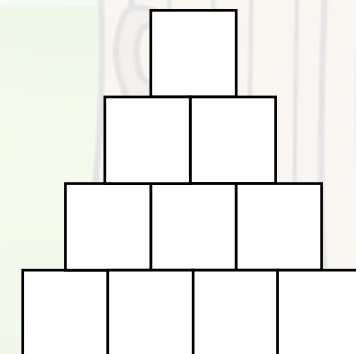
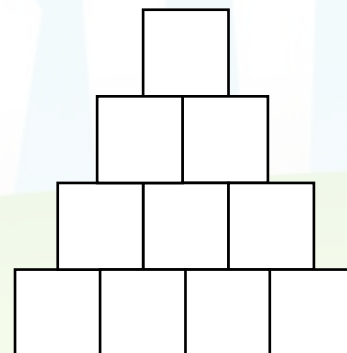
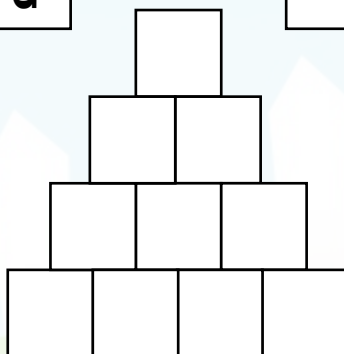
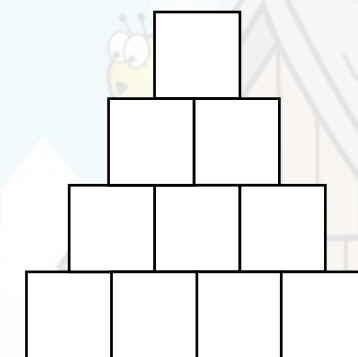
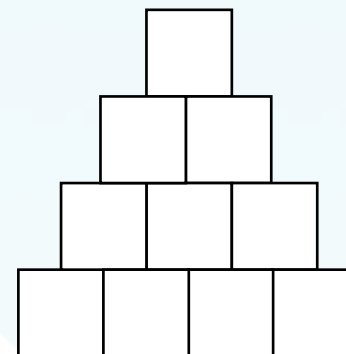
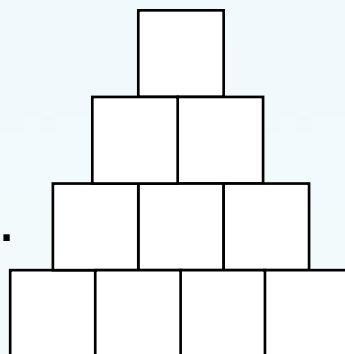
gold

hold

told



Have a go at building your spellings.





Stage: 2

Challenge Words

List: 12

Answers:

## Spellings

wild

climb

most

only

both

old

cold

gold

hold

told

Have a go at building your spellings.

w  
w i  
w i l  
w i l d

m  
m o  
m o s  
m o s t

o  
o n  
o n l  
o n l y

b  
b o  
b o t h

c  
c c  
c o l  
c o l d

h  
h o  
h o l  
h o l d

o  
o l  
o l d

g  
g o  
g o l  
g o l d

t  
t o  
t o l  
t o l d

c  
c l  
c l i  
c l i m  
c l i m b



# Spelling Shed

Stage: 2

List: 13

The long vowel 'i' spelled with a y at the end of words



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.

Add 'y' to each of these starting sounds to create a real word

cr

fl

dr

tr

repl

Jul

sh

sp

sk

wh

+ y =

cry

fly

dry

try

reply

July

shy

spy

sky

why



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
cry					
fly					
dry					
try					
reply					
July					
shy					
spy					
sky					
why					



Stage: 2

The long vowel 'i' spelled with a y at the end of words.

List: 13

Name:

Spellings

cry

fly

dry

try

reply

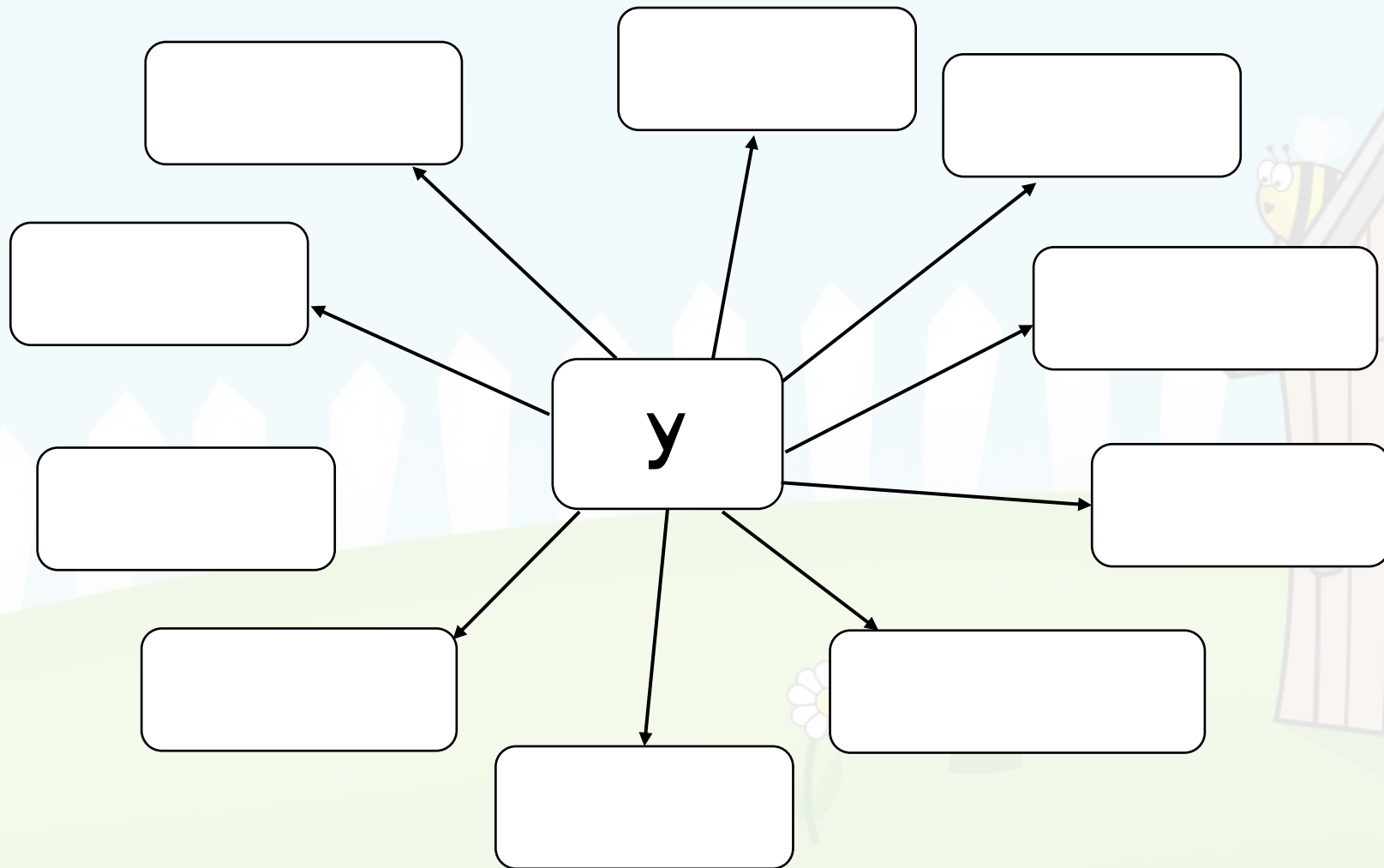
July

shy

spy

sky

why



Create your spelling words. Can you put them in a sentence?



Stage: 2

The long vowel 'i' spelled with a y at the end of words.

List: 13

Answers:

Spellings

cry

fly

dry

try

reply

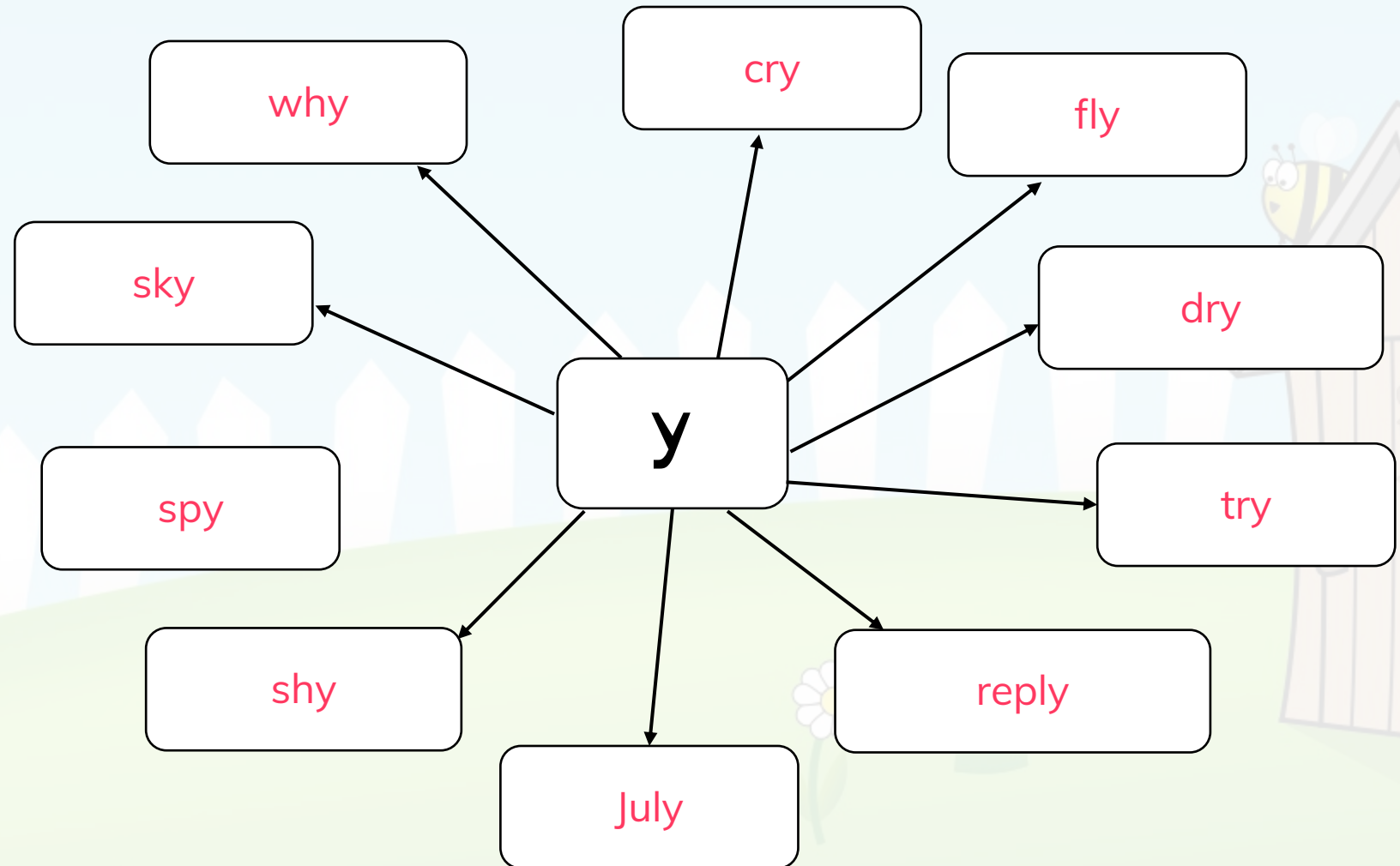
July

shy

spy

sky

why



Create your spelling words. Can you put them in a sentence?

# Spelling Shed

Stage: 2

List: 14

Adding '-es' to nouns and verbs ending in 'y'



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.





Add '-ies' to each of the root words to create your spelling list.

Look at the first one which has been done and follow the pattern:

fly - y = fl + ies = **flies**

try

reply

cry

copy

baby

carry

spy

supply

lorry

- y + ies =

Answers:

Add '-ies' to each of the root words to create your spelling list.



Look at the first one which has been done and follow the pattern:

fly - y = fl + ies = **flies**

try - y = tr + ies = **tries**

reply - y = repl + ies = **replies**

cry - y = cr + ies = **cries**

Copy - y = cop + ies = **copies**

Baby - y = bab + ies = **babies**

Carry - y = carr + ies = **carries**

Spy - y = sp + ies = **spies**

Supply - y = suppl + ies = **supplies**

Lorry - y = lorr + ies = **lorries**

- y + ies =





Print a set of cards for each small group

flies	tries	replies	cries	copies
babies	carries	spies	supplies	lorries



Stage: 2

Adding '-es' to nouns and verbs ending in 'y.'

List: 14

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
flies					
tries					
replies					
cries					
copies					
babies					
carries					
spies					
supplies					
lorries					



Stage: 2

Adding '-es' to nouns and verbs ending in 'y.'

List: 14

Name:

## Spellings

flies

tries

replies

cries

copies

babies

carries

spies

supplies

lorries

f e s

c r r

t i e s

l r r

c r i

b b i

c p

s i e

p p

Can you use your spellings to locate the missing letters?

r p



Stage: 2

Adding '-es' to nouns and verbs ending in 'y.'

List: 14

Answers:

## Spellings

flies

tries

replies

cries

copies

babies

carries

spies

supplies

lorries

f l i e s

c a r r i e s

t r i e s

l o r r i e s

c r i e s

b a b i e s

c o p i e s

s p i e s

s u p p l i e s

Can you use your spellings to locate the missing letters?

r e p l i e s

# Spelling Shed

Stage: 2

List: 15

Adding '-ed' to words ending in y. The y is changed to an i.



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>



What happens to the root word in order to add 'ed'?



Spelling Shed

copy
reply
spy
fry
apply
rely
identify
multiply
magnify
supply

copied
replied
spied
fried
applied
relied
identified
multiplied
magnified
supplied

- y + i and then + ed



Stage: 2

Adding '-ed' to words ending in y. The y is changed to an i.

List: 15

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
copied					
replied					
spied					
fried					
applied					
relied					
identified					
multiplied					
magnified					
supplied					



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

Spellings
copied
replied
spied
fried
applied
relied
identified
multiplied
magnified
supplied

★ p i e d	i d e n t ★ f i e d
c o p ★ e d	★ r i e d
★ a g n i f i e d	m u l t i p l ★ e d
a p ★ l i e d	r e p l i ★ d
r e ★ i e d	s u p p l i e ★

Read down the columns and use the missing letters, in order, to make a new 10 letter 'ied' word.

— — — — — — — — — —



Stage: 2

Adding '-ed' to words ending in y. The y is changed to an i.

List: 15

Answers:

Spellings

copied

replied

spied

fried

applied

relied

identified

multiplied

magnified

supplied

s p i e d

i d e n t i f i e d

c o p i e d

f r i e d

m a g n i f i e d

m u l t i p l i e d

a p p l i e d

r e p l i e d

r e l i e d

s u p p l i e d

Read down the columns and use the missing letters, in order, to make a new 10 letter 'ied' word.

s i m p l i f i e d

# Spelling Shed

Stage: 2

List: 16

Adding '-er' to words ending in y. The y is changed to an i.



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>



What happens to the root word in order to add 'er' or 'est'?

happy
happy
angry
angry
dry
dry
tidy
tidy
funny
funny

happier
happiest
angriest
angrier
drier
driest
tidier
tidiest
funnier
funniest

- y + i and then + ed
- y + i and then + est



Stage: 2

Adding '-er' or 'est' to words ending in y. The y is changed to an i.

List: 16

Copy down five of the words in your spelling list and write a sentence containing it.

Your sentence

**Spellings**

happier

happiest

angriest

angrier

drier

driest

tidier

tidiest

funnier

funniest

Your word





Stage: 2

Adding '-er' to words ending in y. The y is changed to an i.

List: 16

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
happier					
happiest					
angriest					
angrier					
drier					
driest					
tidier					
tidiest					
funnier					
funniest					



Stage: 2

Adding '-er' to words ending in y. The y is changed to an i.

List: 16

Name:

Spellings

happier

happiest

angriest

angrier

drier

driest

tidier

tidiest

funnier

funniest



Sort your spellings between the buckets. Can you add any of your own words?



Stage: 2

Adding '-er' to words ending in y. The y is changed to an i.

List: 16

Answers:

## Spellings

happier

happiest

angriest

angrier

drier

driest

tidier

tidiest

funnier

funniest



Sort your spellings between the buckets. Can you add any of your own words?

# Spelling Shed

Stage: 2

List: 17

Adding 'ing' to words ending in 'e' with a consonant before it.



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

Adding 'ing' to words ending in 'e' with a consonant before it.

List: 17

Name:



**Spelling Shed**

**Spellings**

hike

shine

surprise

joke

hope

smile

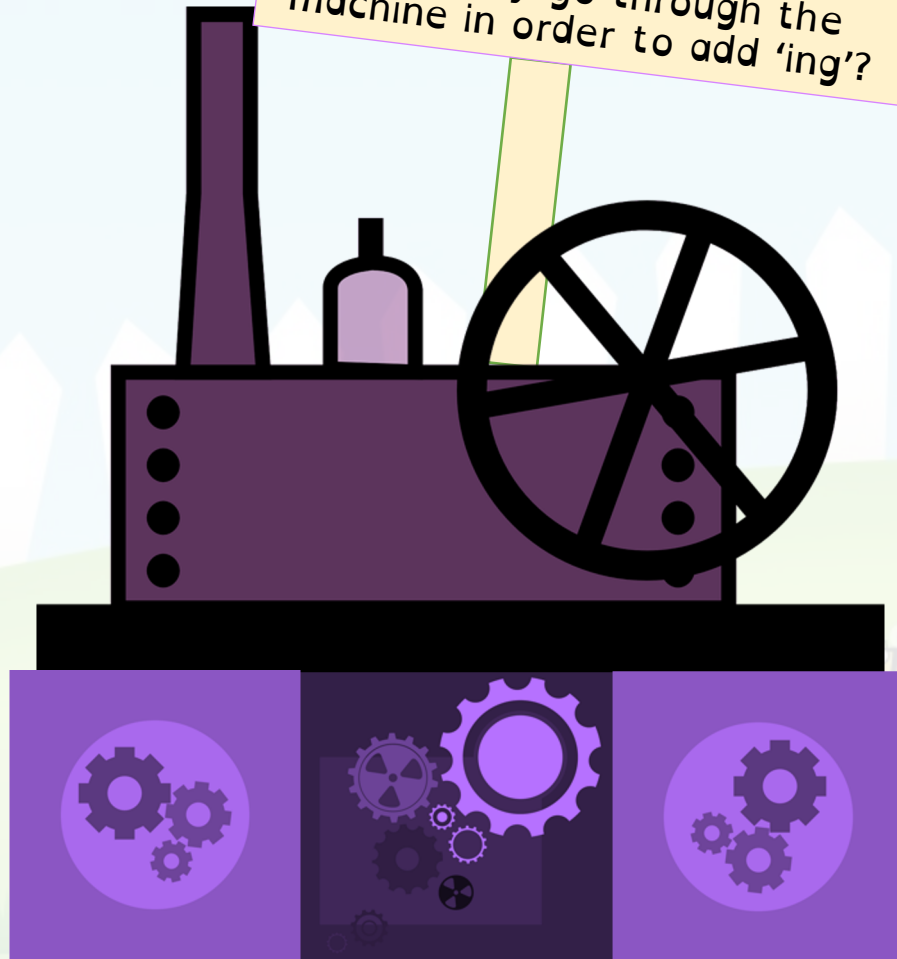
love

write

come

care

What happens to the words when they go through the machine in order to add 'ing'?



+ ing

hiking

smiling

caring



Stage: 2

Adding 'ing' to words ending in 'e' with a consonant before it.

List: 17

Answers:

## Spellings

hike

shine

surprise

joke

hope

smile

love

write

come

care

What happens to the words when they go through the machine in order to add 'ing'?

+ ing

hiking

shining

surprising

joking

hoping

smiling

loving

writing

coming

caring



Print the cards and draw them out of a hat for children to spell.

hiking	shine	surprising	joking	hoping
smile	loving	write	coming	caring
pile	staring	accusing	decide	excite





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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
hiking					
shining					
surprising					
joking					
hoping					
smiling					
loving					
writing					
coming					
caring					



Stage: 2

Adding 'ing' to words ending in 'e' with a consonant before it.

List: 17

Name:

## Spellings

hiking

shining

surprising

joking

hoping

smiling

loving

writing

coming

caring

## Root Word

hike

shine

surprise

joke

hope

smile

love

write

come

care

## New Word

hiking

Cover your spellings. Use the root word to create the new word using ing. Don't forget to be careful with the letter 'e'.



Stage: 2

Adding 'ing' to words ending in 'e' with a consonant before it.

List: 17

Answers:

## Spellings

hiking

shining

surprising

joking

hoping

smiling

loving

writing

coming

caring

## Root Word

hike

shine

surprise

joke

hope

smile

love

write

come

care

## New Word

hiking

shining

surprising

joking

hoping

smiling

loving

writing

coming

caring

Cover your spellings. Use the root word to create the new word using ing. Don't forget to be careful with the letter 'e'.



# Spelling Shed

Stage: 2

List: 18



**Challenge Words**

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	<b>Challenge Words</b>
List: 18	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
every					
everybody					
even					
great					
break					
steak					
pretty					
beautiful					
after					
fast					



Stage: 2	Challenge Words
List: 18	

Spellings
every
everybody
even
great
break
steak
pretty
beautiful
after
fast

Read through your spellings. Then cover them up. Circle the correct spelling in each row of the grid below.

evry	every	everey
everybody	evrybody	evereybody
evn	even	evven
great	grait	graet
braek	breke	break
steik	staek	steak
pritty	pretty	prety
beutiful	butiful	beautiful
afta	aftar	after
fast	faast	farst

Stage: 2

Challenge Words

List: 18

Answers:



Spelling Shed

Spellings

every

everybody

even

great

break

steak

pretty

beautiful

after

fast

Read through your spellings. Then cover them up.  
Circle the correct spelling in each row of the grid below.

evry	every	everey
everybody	evrybody	evereybody
evn	even	evven
great	grait	graet
braek	breke	break
steik	staek	steak
pritty	pretty	prety
beutiful	butiful	beautiful
afta	aftar	after
fast	faast	farst



# Spelling Shed

Stage: 2

List: 19

Adding 'er' to words ending in 'e' with a consonant before it.



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.



Ask the children to create three columns on their whiteboards and sort the words below according to their endings:

nicer	fastest	writer	largest	baked
looser	loved	happiest	safest	biker
hoped	nicest	safer	widest	happier



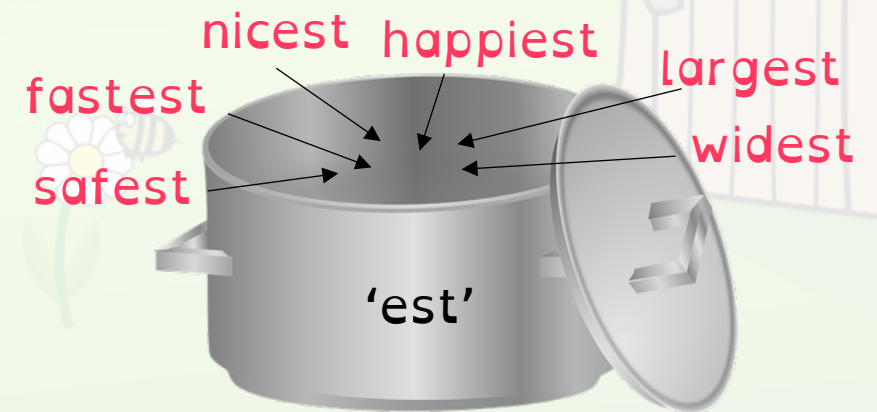
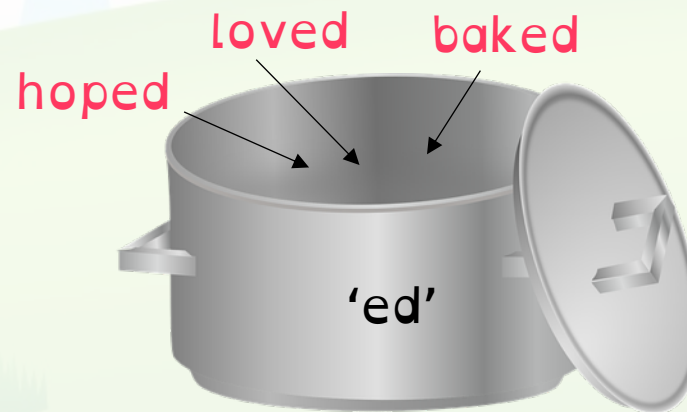
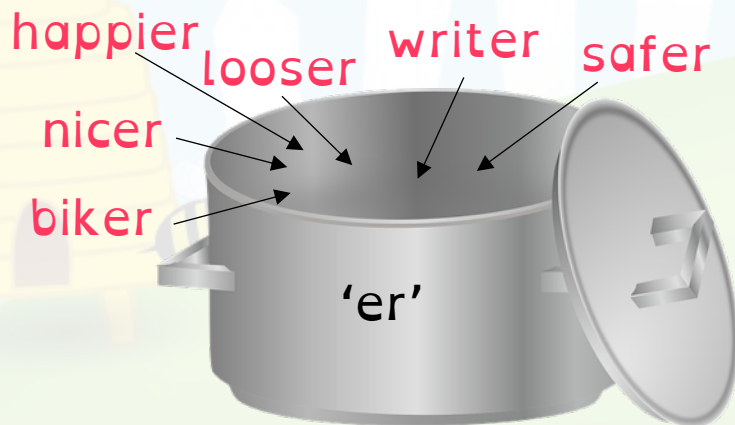
Answers:

Ask the children to create three columns on their whiteboards and sort the words below according to their endings:



Spelling Shed

nicer	fastest	writer	largest	baked
looser	loved	happiest	safest	biker
hoped	nicest	safer	widest	happier



# Word Tic Tac Toe



In pairs, each choose a word from the spelling list and try to write it correctly in a row of three. The winner gets three words in a line and then choose a new word and start again!

nicer	largest	
	largest	
	largest	nicer



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
nicer					
writer					
baker					
hoped					
loved					
largest					
closest					
looser					
safer					
simpler					



Stage: 2

Adding 'er' to words ending in 'e' with a consonant before it.

List: 19

Name:

Spellings

nicer

writer

baker

hoped

loved

largest

closest

looser

safer

simpler

er

Sort your spellings between the sticky notes. Can you add any of your own words?

ed

est

Remember...  
The root word should have an 'e' on the end, so be careful when adding your suffix.

**CHALLENGE**  
Can you find a root word which could be changed and added to all three sticky notes?



Stage: 2

Adding 'er' to words ending in 'e' with a consonant before it.

List: 19

Answers:

## Spellings

nicer

writer

baker

hoped

loved

largest

closest

looser

safer

simpler

## er

nicer simpler  
writer  
baker  
looser  
safer

Remember...  
The root word  
should have an 'e'  
on the end, so be  
careful when adding  
your suffix.

Sort your spellings  
between the sticky  
notes. Can you add any  
of your own words?

## est

largest  
closest

## ed

hoped  
loved

**CHALLENGE**  
Can you find a root  
word which could be  
changed and added  
to all three sticky  
notes?





# Spelling Shed

Stage: 2

List: 20

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



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



wrap

slip

slip

pat

+ ing

hum

sit

clap

drop

hop

run





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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
patting					
humming					
dropping					
running					
hopping					
clapping					
sitting					
flipping					
wrapping					
slipping					



Stage: 2

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

List: 20

Name:

## Spellings

patting

humming

dropping

running

hopping

clapping

sitting

flipping

wrapping

slipping

h	u	m	m	i	n	g	d	g	h	g	s
t	f	l	i	p	p	i	n	g	k	j	i
h	n	a	d	r	o	p	p	i	n	g	t
o	a	n	o	a	h	e	i	b	l	a	t
p	p	a	t	t	i	n	g	x	b	r	i
p	r	z	e	r	u	n	n	i	n	g	n
i	o	c	l	a	p	p	i	n	g	e	g
n	i	t	t	n	o	m	o	f	a	n	e
g	o	q	w	r	a	p	p	i	n	g	o
d	s	l	i	p	p	i	n	g	m	h	x

Can you find your spellings hidden in the word search?



Stage: 2

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

List: 20

Answers:

## Spellings

patting

humming

dropping

running

hopping

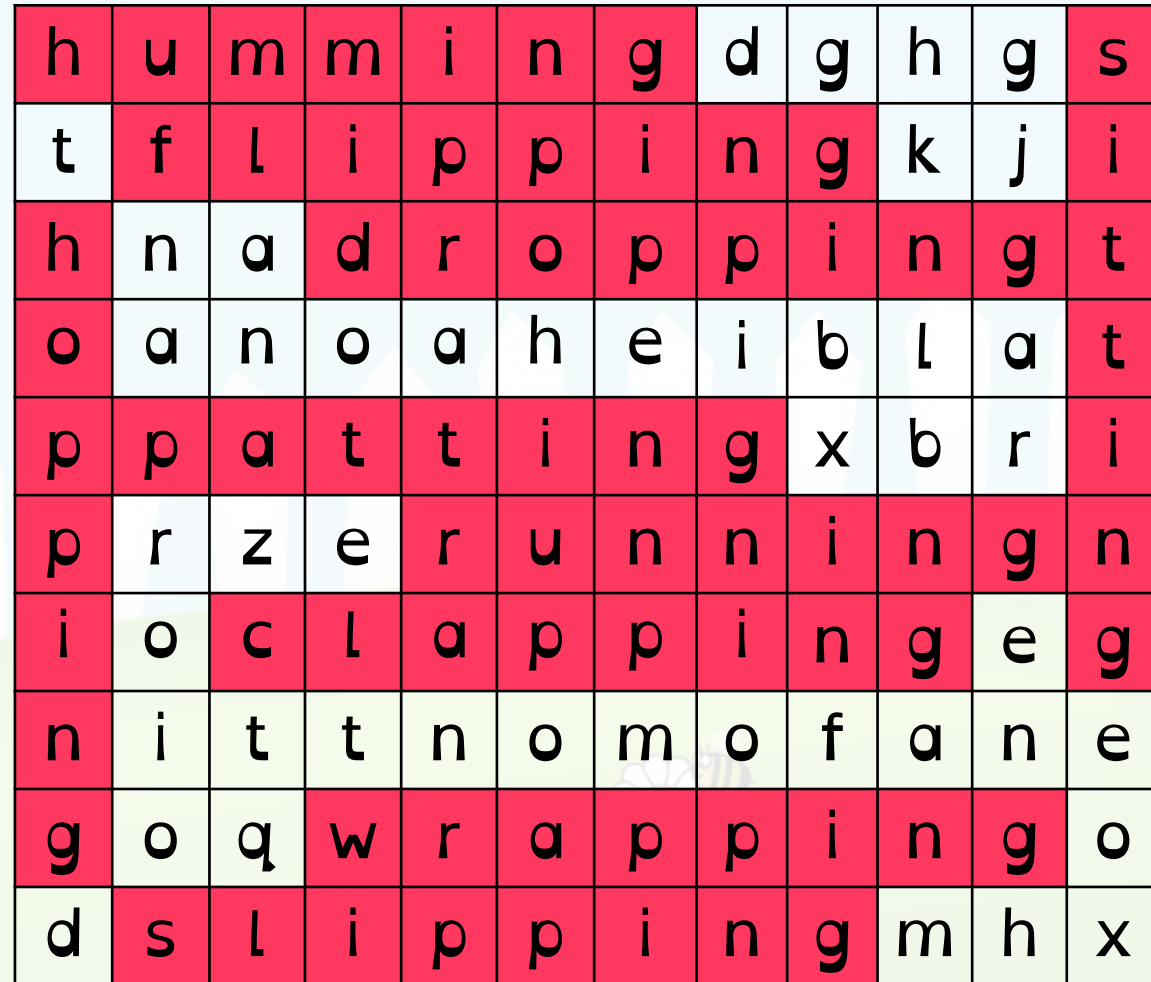
clapping

sitting

flipping

wrapping

slipping



Can you find your spellings hidden in the word search?

# Spelling Shed

Stage: 2

List: 21

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



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		





patted

hummed

dragged

dropped

drummed

- ed

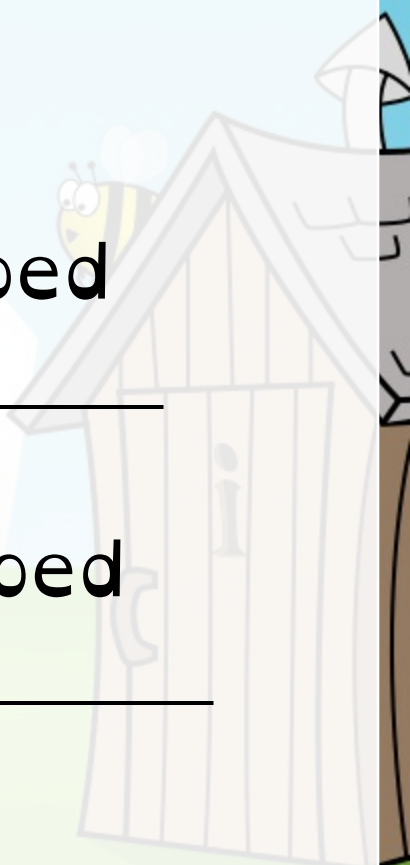
wrapped

clapped

napped

clipped

ripped





Stage: 2

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

List: 21

Name: \_\_\_\_\_

## Spellings

patted

hummed

dropped

clapped

clipped

wrapped

napped

ripped

drummed

dragged

Write the correct spelling into each sentence.

The boy \_\_\_\_\_ the horse on the neck.

The girl \_\_\_\_\_ her pencil on the floor.

The present was \_\_\_\_\_ in gold paper and had a bow.

All of the babies \_\_\_\_\_ in the nursery for an hour.

The tyre popped on my bike so I \_\_\_\_\_ it all the way home.



Stage: 2

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

List: 21

Answers:

## Spellings

patted

hummed

dropped

clapped

clipped

wrapped

napped

ripped

drummed

dragged

Write the correct spelling into each sentence.

The boy patted the horse on the neck.

The girl dropped her pencil on the floor.

The present was wrapped in gold paper and had a bow.

All of the babies napped in the nursery for an hour.

The tyre popped on my bike so I dragged it all the way home.



Stage: 2

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

List: 21

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
patted					
hummed					
dropped					
clapped					
clipped					
wrapped					
napped					
ripped					
drummed					
dragged					



Stage: 2

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

List: 21

Name: \_\_\_\_\_

Unscramble each block to find your hidden spelling words.

## Spellings

patted

hummed

dropped

clapped

clipped

wrapped

napped

ripped

drummed

dragged

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Stage: 2

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

List: 21

Answers:

Unscramble each block to find your hidden spelling words.

## Spellings

patted

hummed

dropped

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ripped	wrapped	dragged	drummed	napped																																							

# Spelling Shed

Stage: 2

List: 22

The /or/ sound spelled 'a' before ll and l.



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!



Circle the /or/ sound in each word

all	ball	walk	call	talk
always	fall	small	also	bald

Circle the /or/ sound in each word

all	ball	walk	call	talk
always	fall	small	also	bald



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
all					
ball					
call					
walk					
talk					
always					
fall					
small					
also					
bald					



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

Spellings
all
ball
call
walk
talk
always
fall
small
also
bald

Can you find your spellings hiding in the text below? Underline each word as you find it.

Yesterday, my family went to the beach. We all love the seaside, and we always build huge sandcastles. Dad unpacked the car and we got out our towels and the beach ball. As we got onto the sand, Dad said he wanted to go for a walk. I went with him. We had a look in the rock pools for crabs and small fish. He told me not to slip and fall on the rocks. Dad and I had a lovely talk about things which live in the sea. On our way back, we had to call in at the gift shop for more sun cream as Dad's bald head was very red! After lunch, we played in the sea and also collected shells.



Stage: 2

The /or/ sound spelled 'a' before ll and l.

List: 22

Answers:

### Spellings

all

ball

call

walk

talk

always

fall

small

also

bald

Can you find your spellings hiding in the text below? Underline each word as you find it.

Yesterday, my family went to the beach. We **all** love the seaside, and we **always** build huge sandcastles. Dad unpacked the car and we got out our towels and the beach **ball**. As we got onto the sand, Dad said he wanted to go for a **walk**. I went with him. We had a look in the rock pools for crabs and **small** fish. He told me not to slip and **fall** on the rocks. Dad and I had a lovely **talk** about things which live in the sea. On our way back, we had to **call** in at the gift shop for more sun cream as Dad's **bald** head was very red! After lunch, we played in the sea and **also** collected shells.

# Spelling Shed

Stage: 2

List: 23

The short vowel sound 'o'.



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>

Circle the /u/ sound in each word

other	mother	brother	nothing	cover
money	some	dozen	wonder	done



Answers:

Circle the /u/ sound in each word



Spelling Shed

other

mother

brother

nothing

cover

money

some

dozen

wonder

done



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
other					
mother					
brother					
nothing					
cover					
money					
some					
dozen					
wonder					
done					



Stage: 2

The short vowel sound 'o.'

List: 23

Name:

Spellings

other

mother

brother

nothing

cover

money

some

dozen

wonder

done

Can you select 6 of your spellings to write into sentences?

1.

2.

3.

4.

5.

6.



# Spelling Shed

Stage: 2

List: 24



**Challenge Words**

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

**Challenge Words**

List: 24

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
last					
past					
father					
class					
grass					
pass					
plant					
path					
bath					
hour					



Stage: 2

Challenge Words

List: 24

Name:

Spellings

last

past

father

class

grass

pass

plant

path

bath


hour

p a s 

p a  h

c l  s s

h o  r


f a t h e 

 a s t

b  t h

p  s s

p l a  t

g r a s 

Read down the columns and use the missing letters, in order, to make a new 10 letter word.

— — — — — — — — — —

Stage: 2

Challenge Words

List: 24

Answers:



Spelling Shed

Spellings

last

past

father

class

grass

pass

plant

path

bath

hour

p a s t

p a t h

c l a s s

h o u r

f a t h e r

l a s t

b a t h

p a s s

p l a n t

g r a s s

Read down the columns and use the missing letters, in order, to make a new 10 letter word.

t a r a n t u l a s



# Spelling Shed

Stage: 2

List: 25

The /ee/ sound spelled '-ey'.



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	The /ee/ sound spelled -ey. <b>Answers:</b>
List: 25	

Click to hide the spelling list!

Spellings
key
donkey
monkey
chimney
valley
trolley
journey
turkey
jockey
kidney

k
donk
monk
chim
vall
troll
journ
turk
jock
kidn

+ ey =

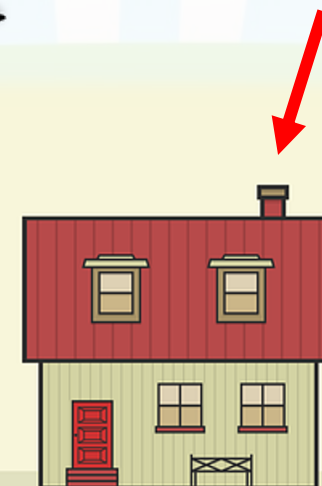
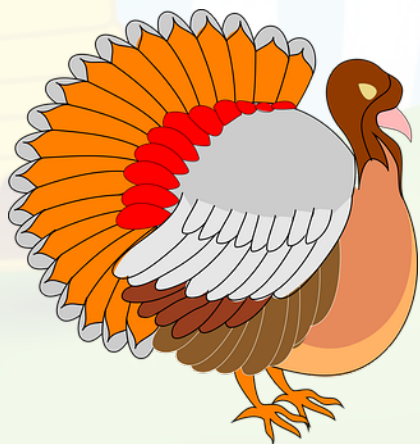
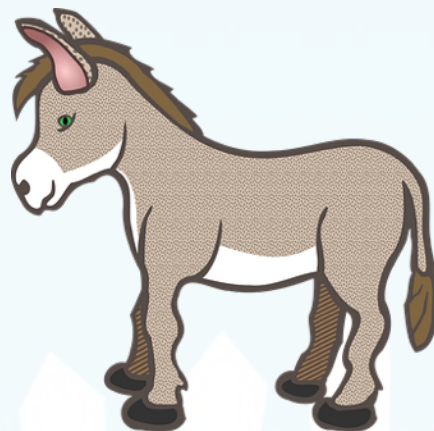
key
donkey
monkey
chimney
valley
trolley
journey
turkey
jockey
kidney

Match the beginning sound to its ending.

What can you see? Write down what these images are:



Spelling Shed



Answers:

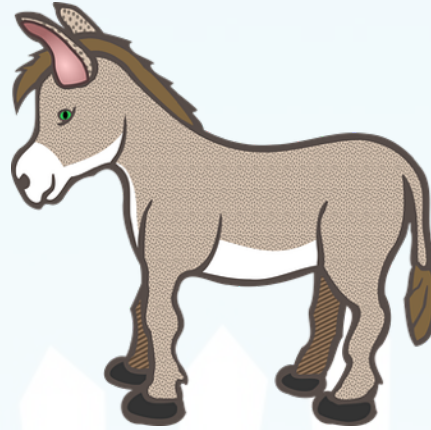
What can you see? Write down what these images are:



Spelling Shed



monkey



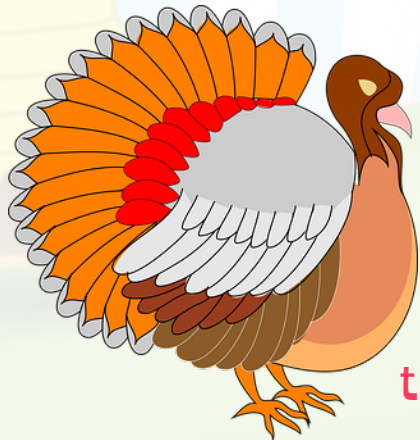
donkey



jockey



key



turkey



trolley



chimney



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
key					
donkey					
monkey					
chimney					
valley					
trolley					
journey					
turkey					
jockey					
kidney					



Stage: 2

The /ee/ sound spelled '-ey'.

List: 25

Name:

Spellings

key

donkey

monkey

chimney

valley

trolley

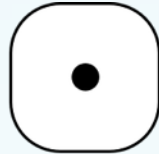
journey

turkey

jockey

kidney

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.



# Spelling Shed

Stage: 2

List: 26

Words with the spelling 'a', pronounced /o/, after w and qu.



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.



Spelling Shed

quantity  
w  
n  
d  
e  
r  
w  
a  
c  
h



Answers:



Spelling Shed

s w  
quantity

w asps

quad

u

quality

U

n

c

s

a

d

h

h

want

e

a

L

L





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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
want					
watch					
wander					
wand					
quality					
quad					
wasps					
squat					
quantity					
squash					



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

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

Ask someone to time you. Can you find your spellings hidden in the grid? How long did it take? Try it again and improve your speed!

quality	wards	warp	squad
water	want	walnut	wander
quad	quarrel	watch	quartz
quack	quantity	wand	squat
warden	squash	quarter	wasps



Stage: 2

Words with the spelling 'a', pronounced /o/, after w and qu.

List: 26

Answers:

## Spellings

want

watch

wander

wand

quality

quad

wasps

squat

quantity

squash

Ask someone to time you. Can you find your spellings hidden in the grid? How long did it take? Try it again and improve your speed!

quality

wards

warp

squad

water

want

walnut

wander

quad

quarrel

watch

quartz

squat

quantity

wand

squat

warden

squash

quarter

wasps

# Spelling Shed

Stage: 2

List: 27

The /er/ and /or/ sound spelled with 'or' or 'ar'.





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!



or makes an 'er' sound after the w - work  
ar makes an 'or' sound after the w - warn

word	war	worth	worm	warned	worst
warm	work	towards	warn	warmed	world



/er/ sound



/or/ sound

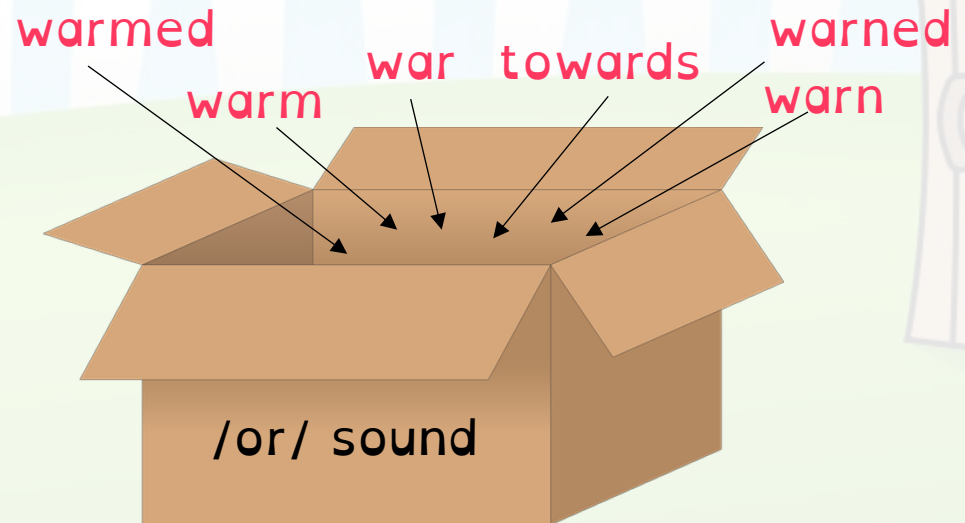
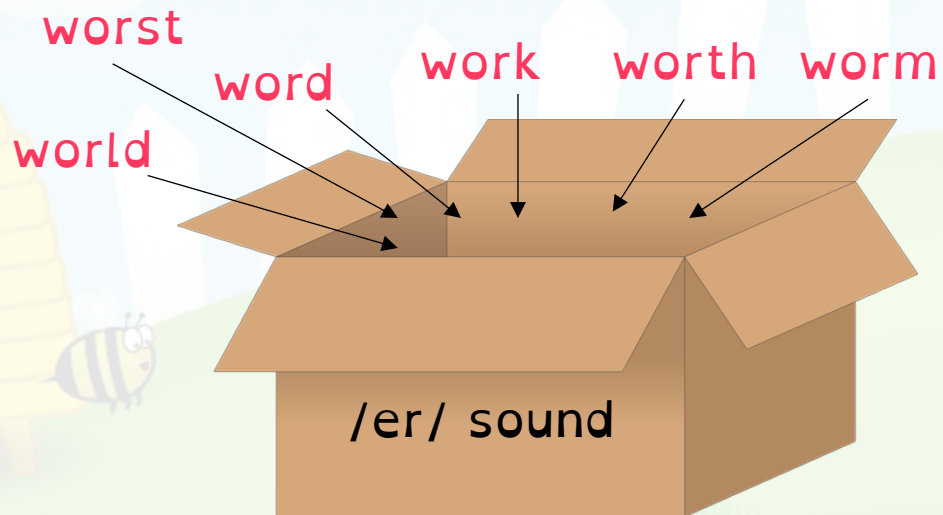
Answers:



Spelling Shed

or makes an 'er' sound after the w - work  
ar makes an 'or' sound after the w - warn

word	war	worth	worm	warned	worst
warm	work	towards	warn	warmed	world





Stage: 2	The /er/ and /or/ sound spelled with 'or' or 'ar'.
List: 27	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
word					
work					
worm					
world					
worth					
war					
warm					
towards					
warn					
warned					



Stage: 2

The /er/ and /or/ sound spelled with 'or' or 'ar'.

List: 27

Name:

Spellings

word

work

worm

world

worth

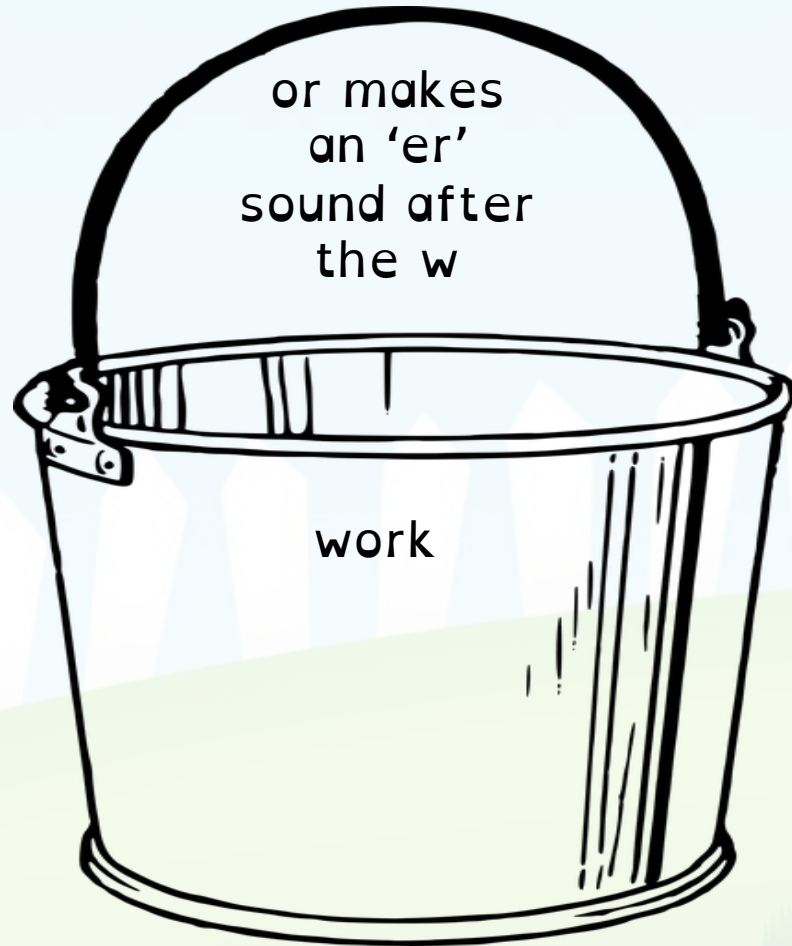
war

warm

towards

warn

warned



Sort your spellings between the buckets. Can you add any of your own words?



Stage: 2

The /er/ and /or/ sound spelled with 'or' or 'ar'.

List: 27

Answers:

Spellings

word

work

worm

world

worth

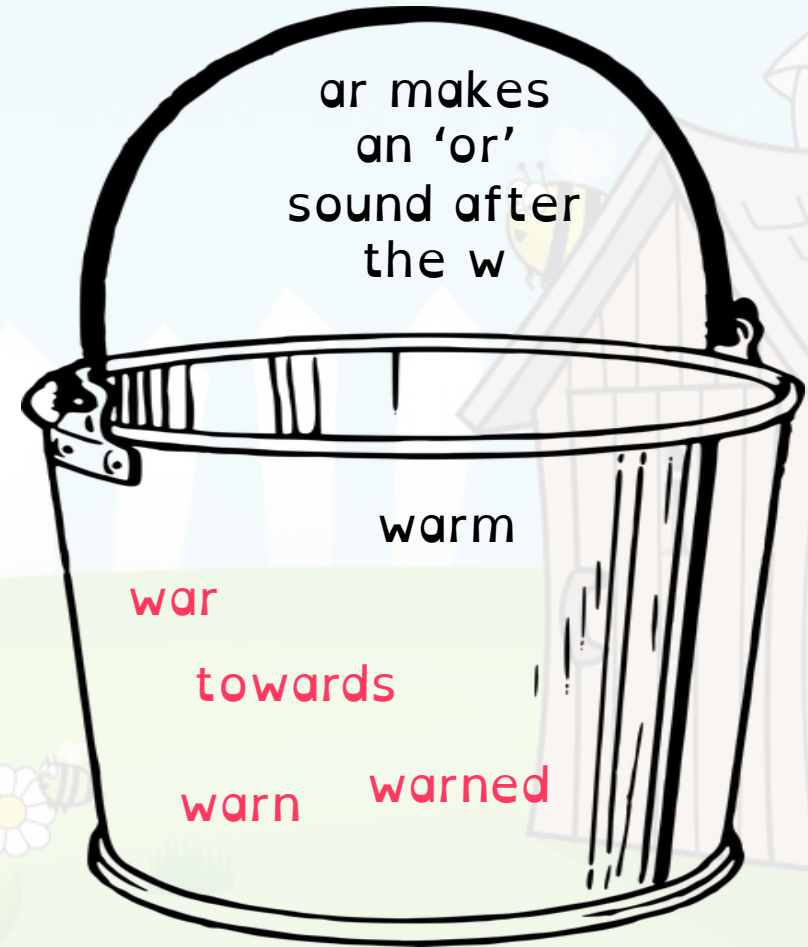
war

warm

towards

warn

warned



Sort your spellings between the buckets. Can you add any of your own words?

# Spelling Shed

Stage: 2

List: 28

The /zh/ sound spelled with a 's'.



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>



Highlight the /zh/  
sound in each word:

television

treasure

usual

measure

pleasure

decision

vision

Leisure

version

visual



Spelling Shed



Answers:

Highlight the /zh/  
sound in each word:

television

treasure

usual

measure

pleasure

decision

vision

leisure

version

visual



Spelling Shed





Stage: 2	Spelling rule - /zh/ sound spelled with a 's'
List: 28	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
television					
treasure					
usual					
measure					
pleasure					
decision					
vision					
leisure					
version					
visual					



Stage: 2	Spelling Rules:
List: 28	Name:

Spellings
television
treasure
usual
measure
pleasure
decision
vision
leisure
version
visual

Cover your spellings up. Can you work out the missing letters from each word?

t e l e v i _ _ o n	t r e a _ _ r e
u _ _ a l	m e a _ _ r e
p l e a _ _ r e	d e c i _ _ o n
l e i _ _ r e	v i _ _ o n
v i _ _ a l	v e r _ _ o n

Stage: 2

Spelling Rules:

List: 28

Answers:



Spelling Shed

Spellings

television

treasure

usual

measure

pleasure

decision

vision

leisure

version

visual

Cover your spellings up. Can you work out the missing letters from each word?

t e l e v i s i o n

t r e a s u r e

u s u a l

m e a s u r e

p l e a s u r e

d e c i s i o n

l e i s u r e

 v i s i o n

v i s u a l

v e r s i o n

# Spelling Shed

Stage: 2

List: 29

The suffixes '-ment' and '-ness'.



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

<b>Spellings</b>	<b>Introduction</b>	The suffixes '-ment' and '-ness' can usually be added straight on to the end of root words.
payment	<b>Main Teaching Activity</b>	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.  Share the words and any mistakes or misconceptions.
enjoyment		
agreement	<b>Independent Activity</b>	Give the children the definition sheet or ask them to copy down 5 words from the spelling list on to their whiteboards.  Using dictionaries or google, ask them to write definitions for 5 of the words.  Share definitions as a class.
achievement		
adjustment		
darkness		
rudeness		
sadness		
greatness		
kindness		

Add 'ment' OR 'ness' to each of the words below:



Spelling Shed

pay

enjoy

agree

achieve

adjust

dark

rude

sad

great

kind



+ ment  
or  
+ ness

payment

enjoyment

agreement

achievement

adjustment

darkness

rudeness

sadness

greatness

kindness





Stage: 2

The suffixes '-ment' and '-ness'.

List: 29

Copy down five of the words in your spelling list and write down what it means.  
Your definition

**Spellings**

payment

enjoyment

agreement

achievement

adjustment

darkness

rudeness

sadness

greatness

kindness

Your word



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
payment					
enjoyment					
agreement					
achievement					
adjustment					
darkness					
rudeness					
sadness					
greatness					
kindness					



Stage: 2

The suffixes '-ment' and '-ness'

List: 29

Name:

Spellings

payment

enjoyment

agreement

achievement

adjustment

darkness

rudeness

sadness

greatness

kindness

ment

ness

Sort your spellings between the sticky notes.  
Can you add any of your own words?



Stage: 2

The suffixes '-ment' and '-ness'

List: 29

Answers:

Spellings

payment

enjoyment

agreement

achievement

adjustment

darkness

rudeness

sadness

greatness

kindness

ment

payment

enjoyment

agreement

achievement

adjustment

ness

darkness

rudeness

sadness

greatness

kindness

Sort your spellings between the sticky notes.  
Can you add any of your own words?

# Spelling Shed

Stage: 2

List: 30

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



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		

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!

care	play	thank	help	spot	less
wonder	use	home	hope		ful



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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
careful					
playful					
thankful					
helpful					
wonderful					
useless					
careless					
homeless					
hopeless					
spotless					





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

Name:

### Spellings

careful (care)

playful (play)

thankful (thank)

helpful (help)

wonderful (wonder)

useless (use)

careless (care)

homeless (home)

hopeless (hope)

spotless (spot)

ful

both

less

care → careful  
care → careless

Sort the root words between the groups. Can you add any of your own words?



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

Answers:

### Spellings

careful (care)

playful (play)

thankful (thank)

helpful (help)

wonderful (wonder)

useless (use)

careless (care)

homeless (home)

hopeless (hope)

spotless (spot)

ful

play  
wonder

both

careful  
careless

thank  
help  
use  
hope  
spot

less

home

Sort the root words between the groups. Can you add any of your own words?

# Spelling Shed

Stage: 2

List: 31

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.



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.



The beach is over \_\_\_\_\_.

Which is the correct spelling?

their

there

Answers:

The beach is over \_ **there** \_.

Which is the correct spelling?

their

**there**



I can \_\_\_\_\_ the moon out of the window.

Which is the correct spelling?

sea

see



Answers:



I can see the moon out of the window.

Which is the correct spelling?

sea

see 





I \_\_\_\_\_ out all of the candles.

Which is the correct spelling?

blew

blue

Answers:

I **blew** \_\_\_\_\_ out all of the  
candles.

Which is the correct spelling?

**blew**

**blue**



It was much \_\_\_\_\_ cold to go  
swimming.

Which is the correct spelling?

too

two

Answers:

It was much too cold to go swimming.

Which is the correct spelling?

too

two



Stage: 2

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 31

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
there					
their					
here					
hear					
see					
sea					
too					
two					
blue					
blew					



Stage: 2

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 31

Name: \_\_\_\_\_

## Spellings

there

their

here

hear

see

sea

too

two

blue

blew

Write the correct spelling into each sentence.

\_\_\_\_\_ was not much time for breakfast.

The girls took off \_\_\_\_\_ coats.

I tried to \_\_\_\_\_ what he was saying.

Please stay \_\_\_\_\_ until you are asked to move.

I love the sound of the \_\_\_\_\_.

It was easy to \_\_\_\_\_ why he liked the film.

It was \_\_\_\_\_ windy and the kite snapped in \_\_\_\_\_.

My favourite colour is \_\_\_\_\_.

The dry leaves \_\_\_\_\_ around the garden.



Stage: 2

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 31

Answers:

## Spellings

there

their

here

hear

see

sea

too

two

blue

blew

Write the correct spelling into each sentence.

\_ **there** \_ was not much time for breakfast.

The girls took off \_ **their** \_ coats.

I tried to \_ **hear** \_ what he was saying.

Please stay \_ **here** \_ until you are asked to move.

I love the sound of the \_ **sea** \_.

It was easy to \_ **see** \_ why he liked the film.

It was \_ **too** \_ windy and the kite snapped in \_ **two** \_.

My favourite colour is \_ **blue** \_.

The dry leaves \_ **blew** \_ around the garden.




# Spelling Shed

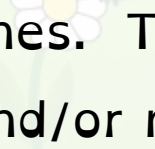


Stage: 2

List: 32



These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.







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>	<b>Introduction</b>	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.
quiet	<b>Main Teaching Activity</b>	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.
quite		
bare	<b>Independent Activity</b>	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.
bear		
sun		
son		
be		
bee		
night		
knight		



The library was very -----.

Which is the correct spelling?

quite

quiet

Answers:

The library was very **\_quiet\_**.

Which is the correct spelling?

quite

quiet



The brown \_\_\_\_\_ growled at the man.

Which is the correct spelling?

bear

bare

Answers:

The brown \_ **bear** \_ growled at the man.

Which is the correct spelling?

**bear**

bare



The \_\_\_\_\_ was so bright I needed sunglasses.

Which is the correct spelling?

son

sun

Answers:



The **\_ sun \_** was so bright I needed sunglasses.

Which is the correct spelling?

son

**sun**





The brave \_\_\_\_\_ rescued the princess.

Which is the correct spelling?

knight

night



Answers:



The brave **\_knight\_** rescued the princess.

Which is the correct spelling?

**knight**

night





Stage: 2

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 32

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
quiet					
quite					
bare					
bear					
sun					
son					
be					
bee					
night					
knight					



Stage: 2

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 32

Name: \_\_\_\_\_

## Spellings

quiet

quite

bare

bear

sun

son

be

bee

night

knight

Write the correct spelling into each sentence.

It suddenly went \_\_\_\_\_ and the whole playground stood still.

The pasta was \_\_\_\_\_ hot and I had to wait to eat it.

A polar \_\_\_\_\_ will mainly eat seals.

Her \_\_\_\_\_ legs were far too cold in the snow.

The \_\_\_\_\_ is a giant star.

His \_\_\_\_\_ asked him whether he could borrow the car.

The sound was coming from a rather large bumble \_\_\_\_\_.

He tried hard to \_\_\_\_\_ a good friend.

That \_\_\_\_\_, he saw the \_\_\_\_\_ leave the castle.



Stage: 2

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 32

Answers:

## Spellings

quiet

quite

bare

bear

sun

son

be

bee

night

knight

Write the correct spelling into each sentence.

It suddenly went \_ **quiet** \_ and the whole playground stood still.

The pasta was \_ **quite** \_ hot and I had to wait to eat it.

A polar \_ **bear** \_ will mainly eat seals.

Her \_ **bare** \_ legs were far too cold in the snow.

The \_ **sun** \_ is a giant star.

His \_ **son** \_ asked him whether he could borrow the car.

The sound was coming from a rather large bumble \_ **bee** \_.

He tried hard to \_ **be** \_ a good friend.

That \_ **night** \_, he saw the \_ **knight** \_ leave the castle.

# Spelling Shed

Stage: 2

List: 33

Words ending in '-tion'.



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	<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.
nation		
education		
action		
injection		
caption		
fraction		
competition		





Stage: 2

Words ending in '-tion.'

List: 33

Answers:

Cover your spellings for this task

Abi has scored 3/10 in her spelling test.  
Can you help her to work out which spellings are wrong and write them correctly?



staytion  
ficktion  
moshun  
nation  
educashun  
action  
injecton  
caption  
fracshun  
competishon

station

fiction

motion

nation

education

action

injection

caption

fraction

competition





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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
station					
fiction					
motion					
nation					
education					
action					
injection					
caption					
fraction					
competition					



Stage: 2

Words ending in '-tion.'

List: 33

Name:

Spellings

station

fiction

motion

nation

education

action

injection

caption

fraction

competition

Can you select 6 of your spellings to write into sentences?

1.

2.

3.

4.

5.

6.



# Spelling Shed

Stage: 2

List: 34



Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.



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.

Which letter(s) does the apostrophe replace?



Spelling Shed

can't
didn't
hasn't
couldn't
it's
wasn't
doesn't
mustn't
I'll
she'd

no (cannot)
o (did not)
o (has not)
o (could not)
i (it is)
o (was not)
o (does not)
o (must not)
wi (I will)
ha (she had)



Stage: 2

Contractions – the apostrophe shows where a letter or letters would be if the words were written in full .

List: 34

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
can't					
didn't					
hasn't					
couldn't					
it's					
wasn't					
doesn't					
mustn't					
I'll					
she'd					



Stage: 2

Contractions – the apostrophe shows where a letter or letters would be if the words were written in full .

List: 34

Name: \_\_\_\_\_

## Spellings

can't

didn't

hasn't

couldn't

it's

wasn't

doesn't

mustn't

I'll

she'd

## Can you write out the two words which have made the contraction?

can't

can

not

didn't

hasn't

couldn't

it's

wasn't

doesn't

mustn't

I'll

she'd



Stage: 2

Contractions – the apostrophe shows where a letter or letters would be if the words were written in full .

List: 34

Answers:

## Spellings

can't

didn't

hasn't

couldn't

it's

wasn't

doesn't

mustn't

I'll

she'd

## Can you write out the two words which have made the contraction?

can't

can

not

didn't

did

not

hasn't

has

not

couldn't

could

not

it's

it

is

wasn't

was

not

doesn't

does

not

mustn't

must

not

I'll

I

will

she'd

she

would



# Spelling Shed

Stage: 2

List: 35

**Possessive apostrophes (singular)**



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

Possessive apostrophes (singular)

List: 35

Name:



**Spelling Shed**

**Spellings**

Megan's

Ravi's

Cody's

Sophie's

Sam's

child's

boy's

man's

dog's

lady's

Can you select 6 of your spellings to write into sentences?

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**



Stage: 2	Possessive apostrophes (singular)
List: 35	Name: _____

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
Megan's					
Ravi's					
Cody's					
Sophie's					
Sam's					
child's					
boy's					
man's					
dog's					
lady's					



Stage: 2

Possessive apostrophes (singular)

List: 35

Name:

## Spellings

Megan's

Ravi's

Cody's

Sophie's

Sam's

child's

boy's

man's

dog's

lady's

Can you add the apostrophe in the right place? Make sure you cover up this week's words!

Megans

Ravis

Sophies

boys

Codys

Sams

childs

mans

dogs

ladys



Stage: 2

Possessive apostrophes (singular)

List: 35

ANSWERS

## Spellings

Megan's

Ravi's

Cody's

Sophie's

Sam's

child's

boy's

man's

dog's

lady's

Can you add the apostrophe in the right place? Make sure you cover up this week's words!

Megan's

Ravi's

Sophie's

boy's

Cody's

Sam's

child's

man's

dog's

lady's



# Spelling Shed

Stage: 2

List: 36



**Challenge Words**

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





Stage: 2

## Challenge Words

List: 36

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
whole					
any					
many					
clothes					
busy					
people					
water					
again					
half					
money					



Stage: 2

## Challenge Words

List: 36

Name:

### Spellings

whole

any

many

clothes

busy

people

water

again

half

money

Read through your spellings. Then cover them up.  
Circle the correct spelling in each row of the grid below.

whole	whol	holl
eny	any	anny
meny	meeny	many
clouths	clothes	clowthes
busy	buzzy	bizy
peepl	people	pepol
warter	wather	water
agen	aggen	again
half	harf	halvf
munny	money	muney

Stage: 2

Challenge Words

List: 36

Answers:



Spelling Shed

Spellings

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