

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



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

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

List: 1

Spellings

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

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.

In pairs, can they think of any other words that end with the 'dge' spelling?

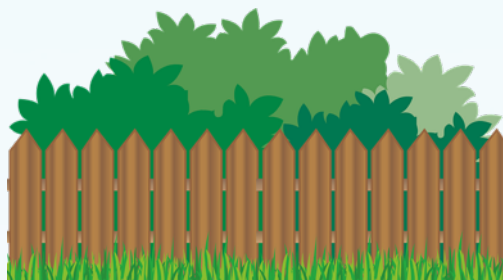
Independent Activity

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:

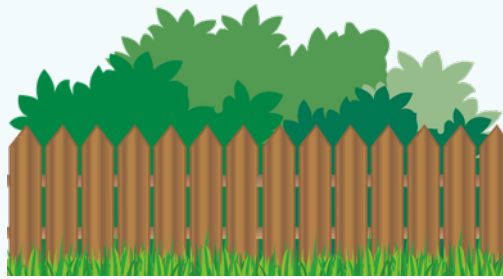


Spelling Shed

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	
Name:	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
badge			
edge			
bridge			
dodge			
fudge			
ridge			
smudge			
judge			
wedge			
lodge			



Spelling Shed

Stage: 2

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

List: 1

Name:

Spellings

badge

edge

bridge

dodge

fudge

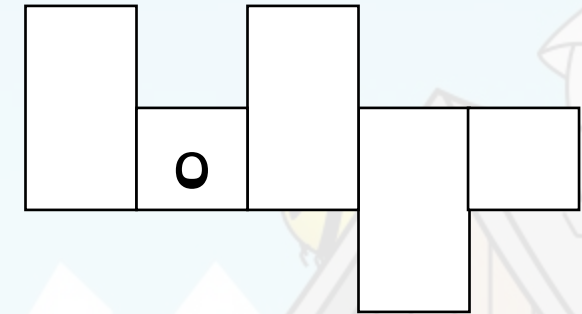
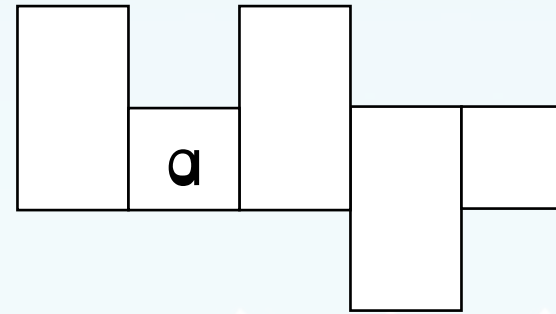
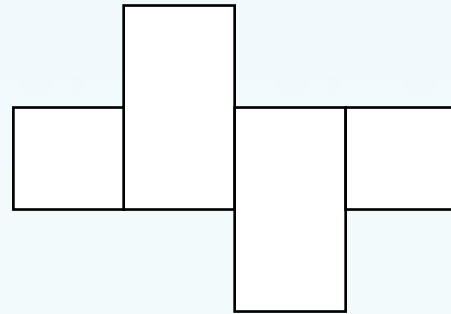
ridge

smudge

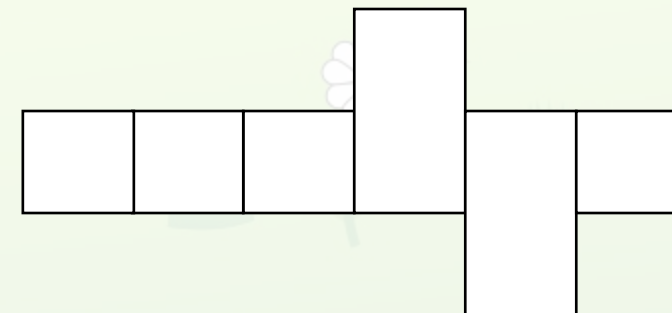
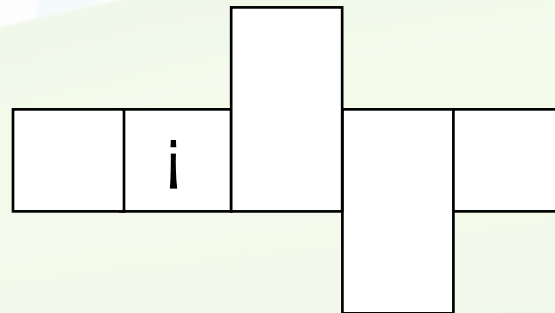
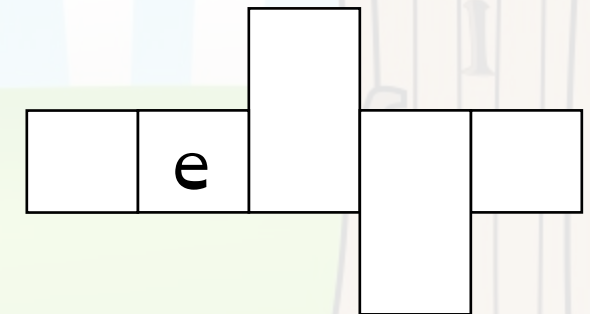
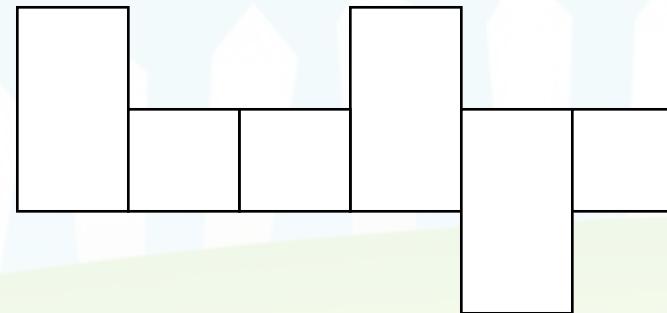
judge

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:



Spelling Shed

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

Spellings

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

Ask children to listen to the words and spot the sound that is the same in each.

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.

Feedback and discuss how this spelling occurs only in words without a short vowel sound.

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:

charge – rage – hag
orange – range – ran



Stage: 2

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

List: 2

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd 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?



Spelling Shed

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

Spellings

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

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.

They can create two lists on their whiteboards.

Share the lists of words and address 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.



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

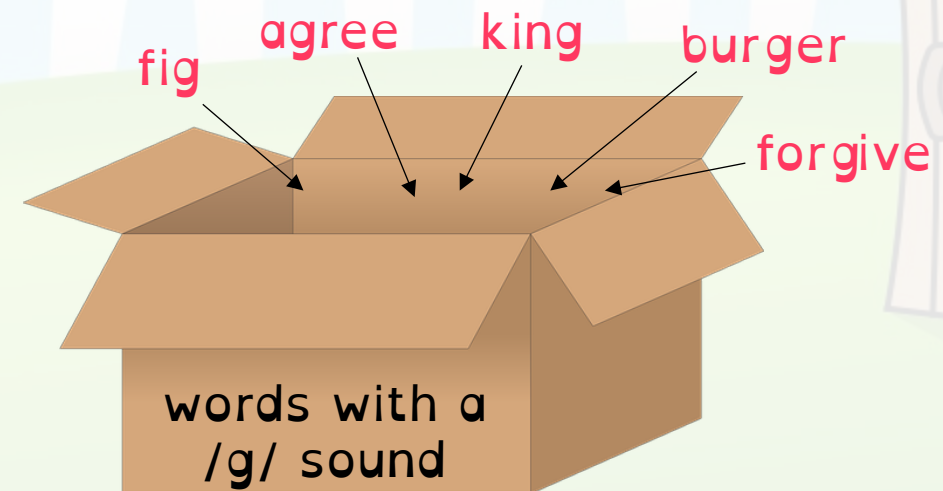
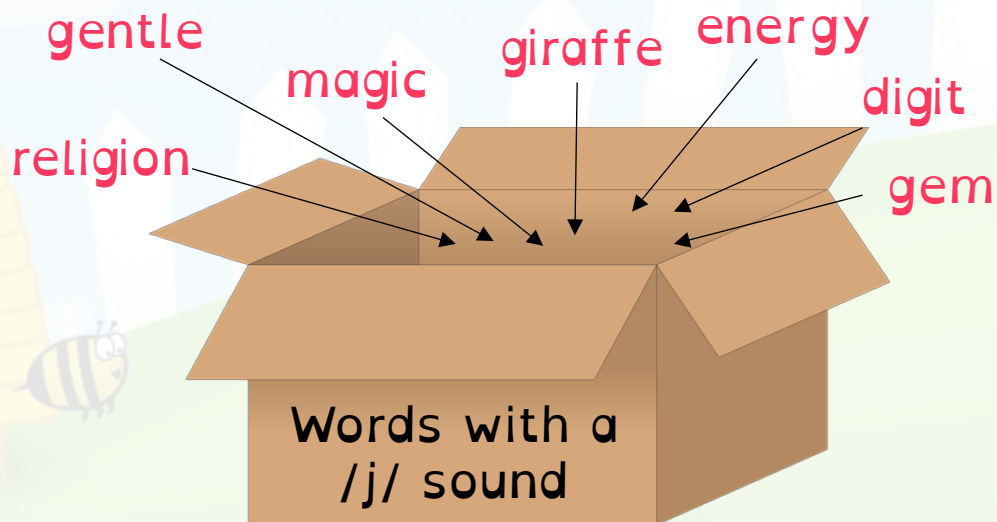
Answers:



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





Spelling Shed

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

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
gem			
gym			
giant			
magic			
giraffe			
energy			
digit			
engine			
religion			
gentle			



Spelling Shed

Stage: 2

Spelling Rules: 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

Spelling Rules: The /j/ sound spelled with a g.

List: 3

Answers:



Spelling Shed

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



Spelling Shed

Stage: 2

Spelling Rules: 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

Show children the power point slide with the mixed up beginnings and endings. Click the mouse to hide the spelling list and see if children can copy down the correct beginning and end to create the spelling list!

Share the words created and discuss any errors or misconceptions.

Independent Activity

Ask the children to copy down 5 of their spellings and write a simple sentence using the word. If they want to stretch themselves then they can try and use two, or more, of the words in a sentence.



Spelling Shed

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

ra

ic

c

ci

fan

l

spa

cir

cir

r

e

ell

ace

ce

cus

ice

ce

cle

cy

ty

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

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
race			
ice			
cell			
city			
fancy			
lace			
space			
circle			
circus			
rice			

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

Spellings
race
ice
cell
city
fancy
lace
space
circle
circus
rice

Can you match your spelling with the correct image?

race ice cell city fancy lace space

circle circus rice



Stage: 2

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

List: 4

Answers:



Spelling Shed

Spellings

race

ice

cell

city

fancy

lace

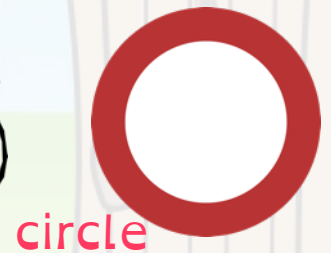
space

circle

circus

rice

Can you match your spelling with the correct image?





Spelling Shed

Stage: 2

List: 5

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



Spelling Shed

Stage: 2

Spelling Rules: 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

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

List: 5

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



Spelling Shed

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.

When you bend
both your knees
and sit on them.

To chew
something, like
a dog with a
bone.

I _____ he
was telling the
truth!

Stage: 2

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

List: 5

Answers:



Spelling Shed

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.

knock	gnome	
	knock	
gnome		knock



Stage: 2

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

List: 5

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
knock			
know			
knee			
knit			
knew			
knight			
gnome			
kneel			
gnat			
gnaw			



Spelling Shed

Stage: 2

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

List: 5

Name:

Spellings

knock

know

knee

knit

knew

knight

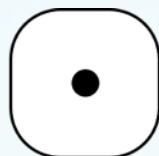
gnome

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



Spelling Shed

Stage: 2

Challenge Words

List: 6

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd 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

Spellings

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.



Spelling Shed

Stage: 2

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

List: 7

Cover your spellings for this task

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

[illegible]



Spelling Shed

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



Spelling Shed

Spellings
write
written
wrong
wrap
wren
wrecked
wrapped
wriggle
wrestle
wrote

w
r
wrapped
s
write
l
e



Spelling Shed

written

r

wren

a

r

w

wrapped

r

r

s

o

o

w r i t e

n

t

L

wriggl

e

wrecked



Spelling Shed

Stage: 2

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

List: 7

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
write			
written			
wrong			
wrap			
wren			
wrecked			
wrapped			
wriggle			
wrestle			
wrote			



Spelling Shed

Stage: 2

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

List: 7

Name:

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

=



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

ected

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



Spelling Shed

Stage: 2

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

List: 8

Spellings

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 /l/ sound? Compare the difference between the grapheme 'le' and the /l/ 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

Words with a
/l/ sound

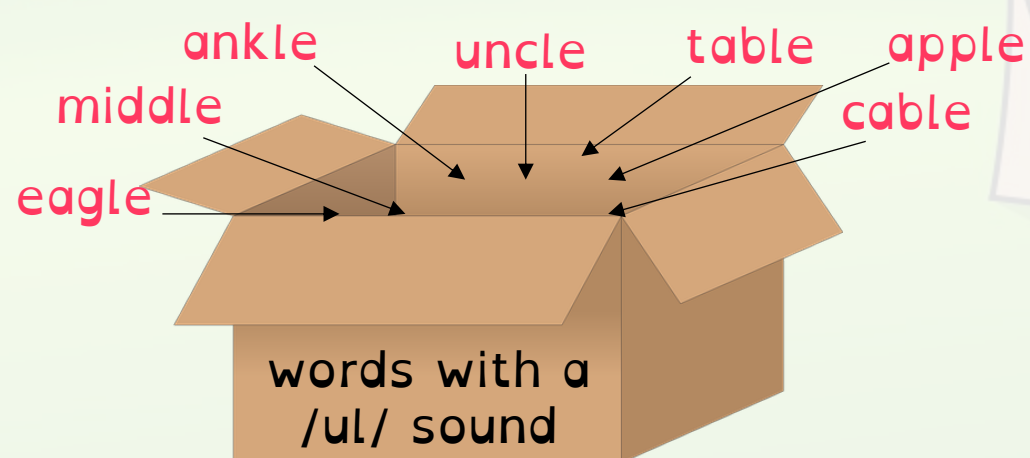
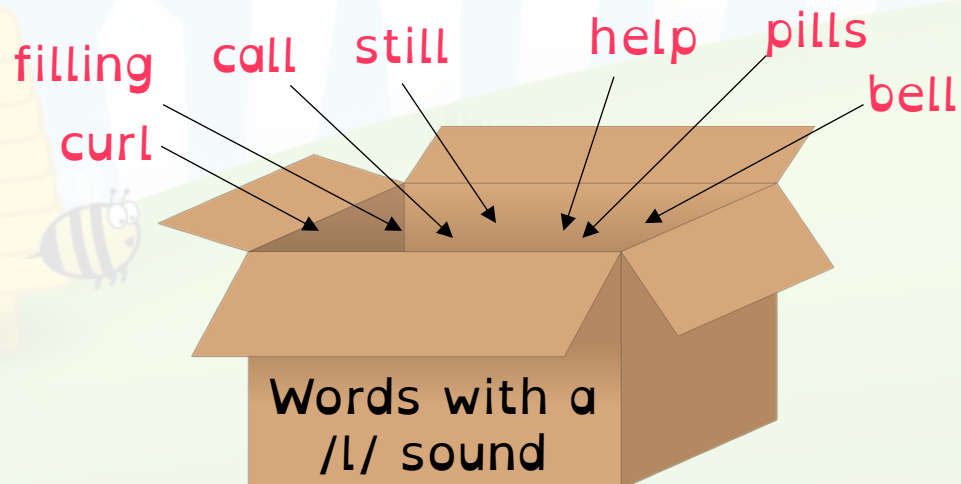
words with a
/ul/ sound



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

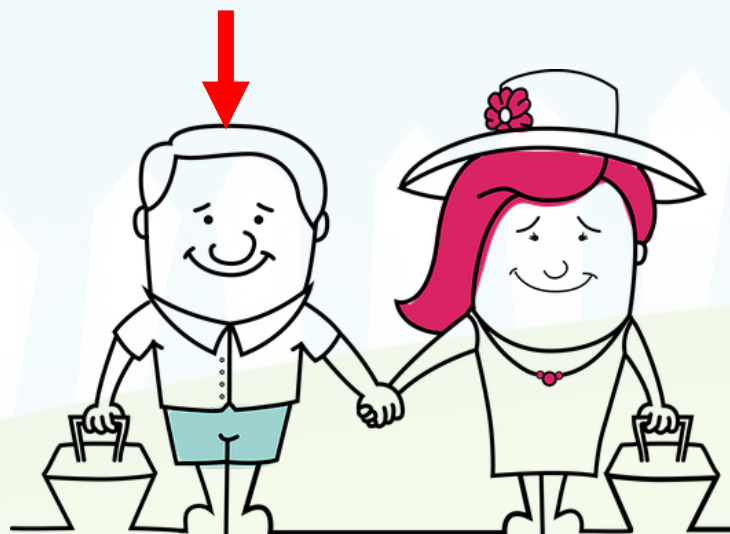
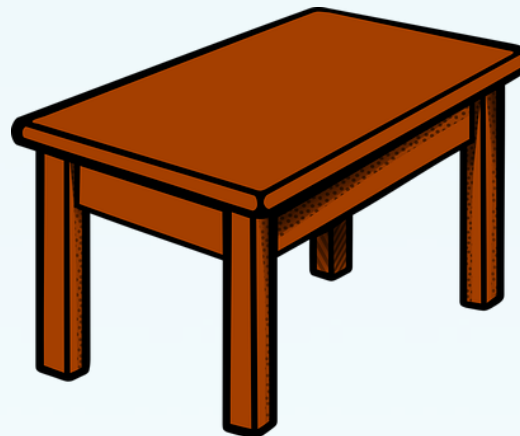
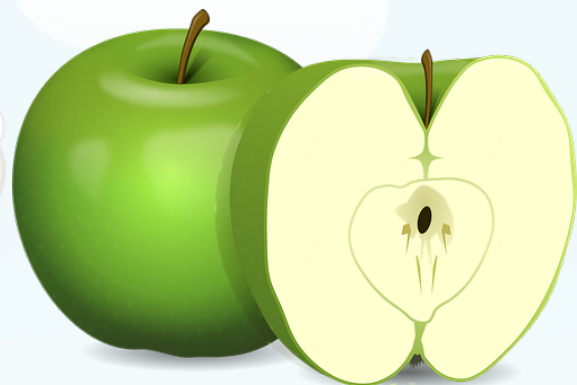
Answers:

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

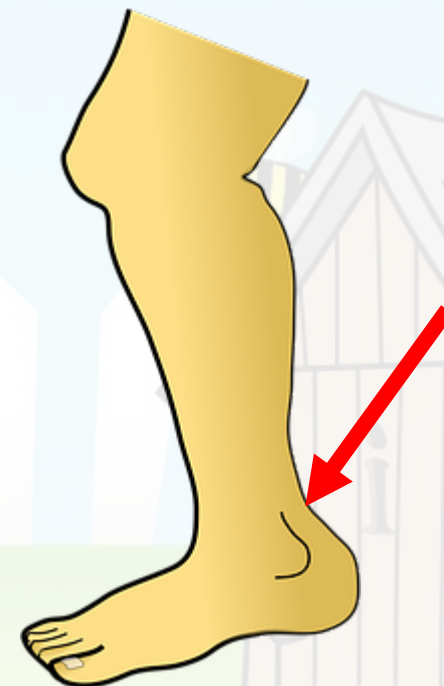




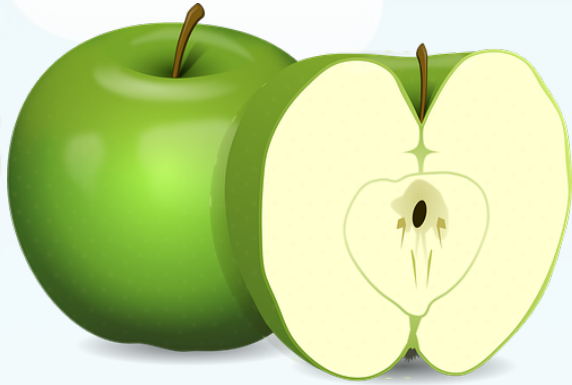
Spelling Shed



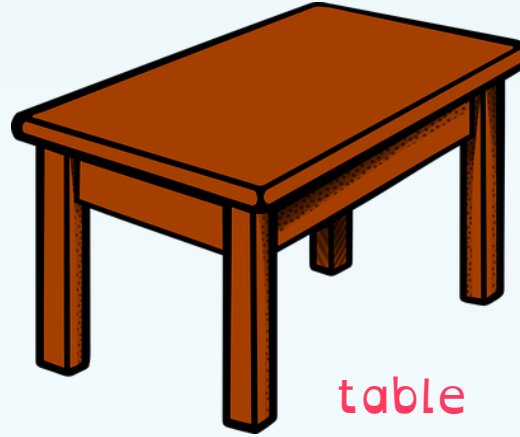
Aunt



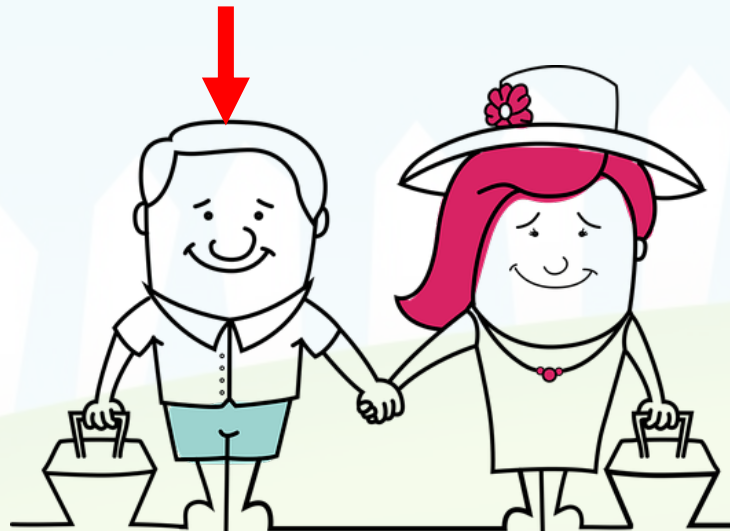
Answers:



apple

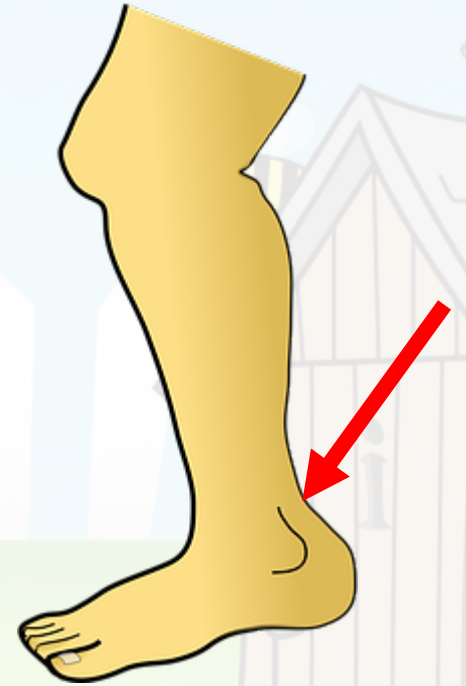


table



uncle

Aunt



ankle



bottle



eagle



Stage: 2

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

List: 8

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
table			
apple			
bottle			
little			
middle			
bubble			
cable			
uncle			
ankle			
eagle			



Spelling Shed

Stage: 2

Spelling Rules: The // 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.



Spelling Shed

Stage: 2

Spelling Rules: 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	

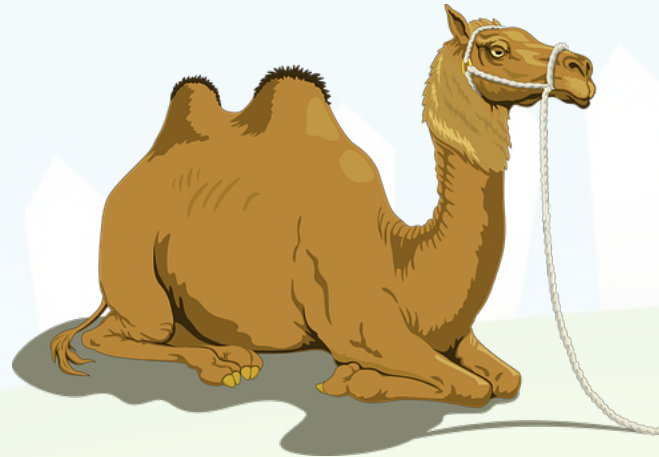
Spellings
camel
tunnel
squirrel
travel
towel
tinsel
hazel
vowel
angel
jewel

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>



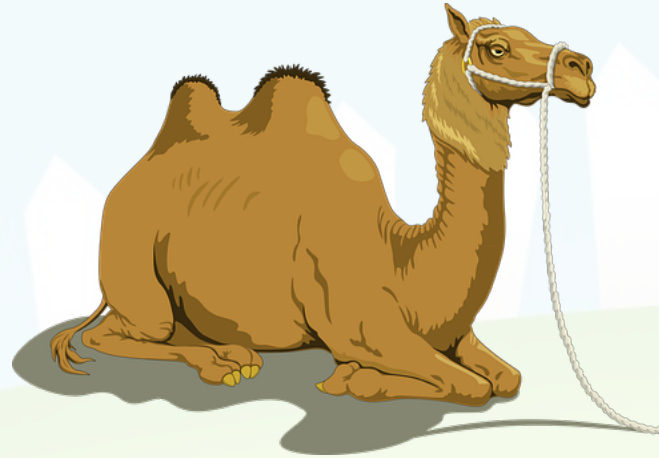
Spelling Shed

Watch out, that _____ will spit at
you!



Answer:

Watch out, that ____ will spit at
you!



camel



Spelling Shed

She is as beautiful as an _____.



Answer:



She is as beautiful as an _____.

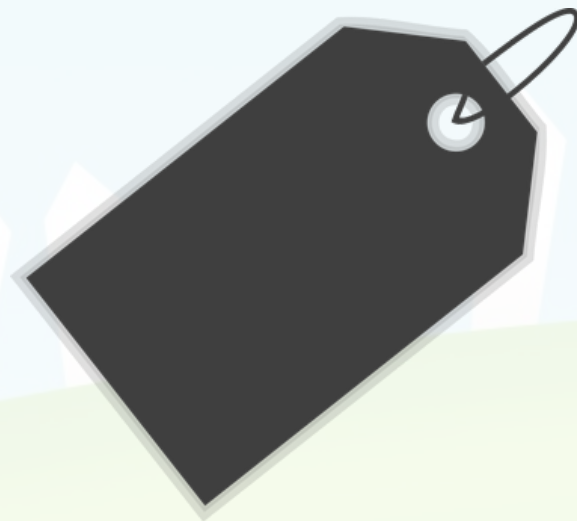


angel



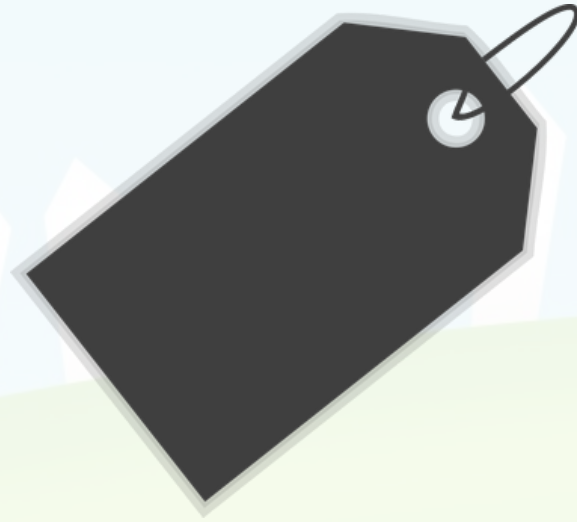
Spelling Shed

What does the _____ say on that
dress?



Answer:

What does the _____ say on that
dress?

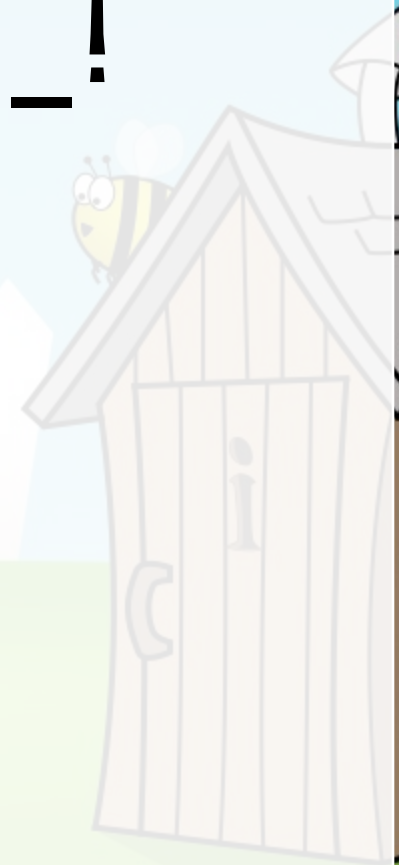
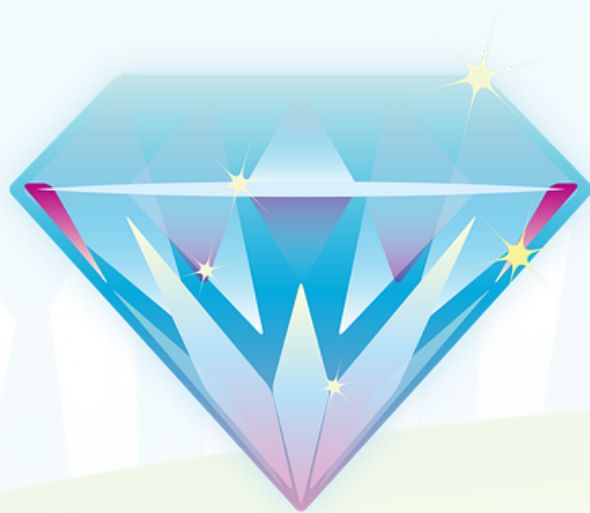


Label



Spelling Shed

Look at that sparkling _____!



Answer:

Look at that sparkling _____!



jewel



Spelling Shed



You don't often see a red _____.



Answer:



You don't often see a red _____.



squirrel



Stage: 2

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.

List: 9

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
camel			
tunnel			
squirrel			
travel			
towel			
tinsel			
hazel			
vowel			
angel			
jewel			



Stage: 2

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.

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 /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.

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

Spelling Rules: The /l/ or /ul/ sound spelled 'al' at the end of words.

List: 10

Spellings

medal

petal

capital

hospital

animal

equal

final

pedal

local

magical

Introduction

Words with 'al' at the end are pronounced /l/ or /ul/. Can the children think of any words ending in 'al'.

Main Teaching Activity

Show children the power point slide with the mixed up beginnings and endings. Click the mouse to hide the spelling list and see if children can copy down the correct beginning and end to create the spelling list!

Share the words created and discuss any errors or misconceptions.

Independent Activity

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.



Spelling Shed

Stage: 2

Spelling Rules: The /l/ 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

List: 10

Spelling Rules: The /l/ or /ul/ sound spelled '-al' at the end of words.

Answers:

Click to hide the spelling list!

Match the beginning sound to its ending.

Spellings

medal

petal

capital

hospital

animal

equal

final

pedal

local

magical

med

pe

cap

hos

an

e

fi

pe

lo

mag

pital

cal

al

imal

dal

ical

ital

qual

tal

nal

Stage: 2

Spelling Rules: The /l/ or /ul/ sound spelled '-al' at the end of words.

List: 10



Spelling Shed

Spellings

medal

petal

capital

hospital

animal

equal

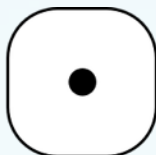
final

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.



Spelling Shed

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

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
medal			
petal			
capital			
hospital			
animal			
equal			
final			
pedal			
local			
magical			



Stage: 2

Spelling Rules: 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.



Spelling Shed

Stage: 2

Spelling Rules: 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

Spellings

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

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.

Share the words as a class and address any mistakes or misconceptions.

Independent Activity

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.

Share the answers.

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

Stage: 2

List: 11

Spelling Rules: Words ending in '-il'



Spelling Shed

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 herb.

A very bad
person could be
called _____.

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

Stage: 2

Spelling Rules: Words ending in '-il.'

List: 11

Answers:



Spelling Shed

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 very bad person could be called evil.

A herb.

basil

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

lentil



Spelling Shed

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

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
pencil			
fossil			
nostril			
pupil			
April			
gerbil			
lentil			
evil			
anvil			
basil			



Spelling Shed

Stage: 2

Words ending in '-il'.

List: 11

Name:

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

Spellings

wild

climb

most

only

both

old

cold

gold

hold

told

Challenge week

Choose an activity from the challenge week pack.

Stage: 2	Challenge Words Name:
List: 12	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
wild			
climb			
most			
only			
both			
old			
cold			
gold			
hold			
told			

Stage: 2

Challenge Words

List: 12

Name: _____



Spelling Shed

Spellings

wild

climb

most

only

both

old

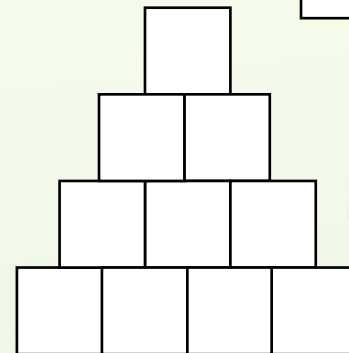
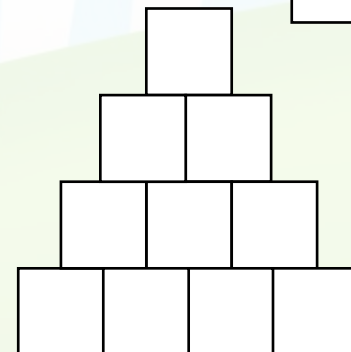
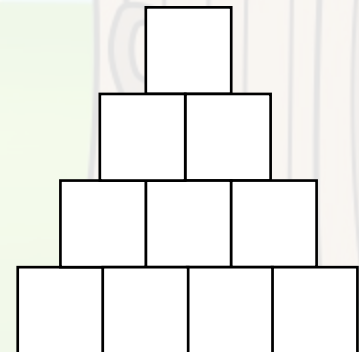
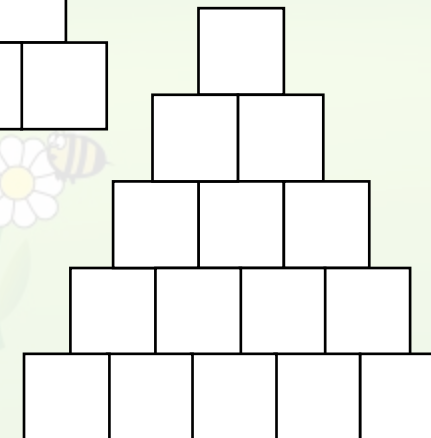
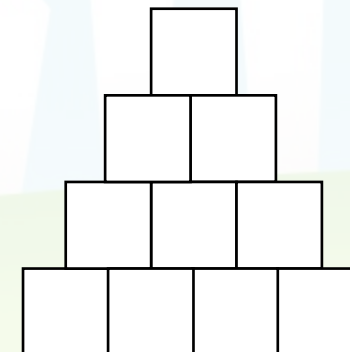
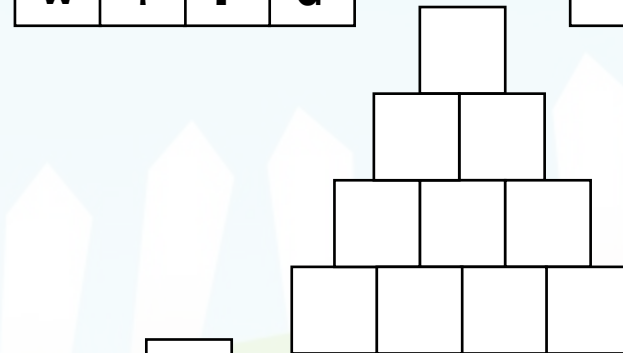
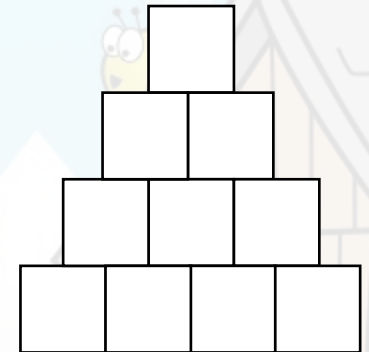
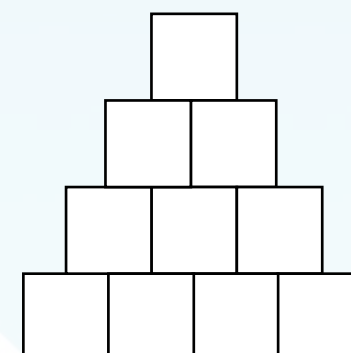
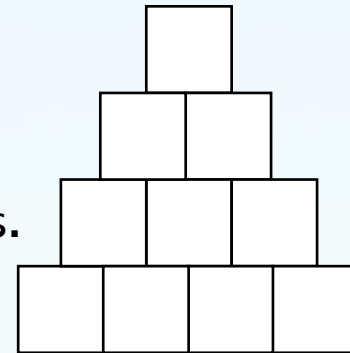
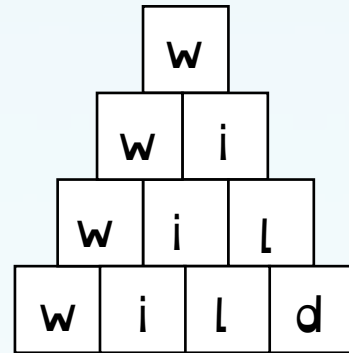
cold

gold

hold

told

Have a
go at
building
your
spellings.



Stage: 2

Challenge Words

List: 12

Answers:



Spelling Shed

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 y

b
b o
b o t h

c
c c
c o l
c o l d

h
h o
h o l d

o
o l
o l d

g
g o
g o l d

t
t o
t o l d

c
c l i
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

Spellings

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

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

Ask the children if they can hear a sound that appears in all of the words.

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).

Independent Activity

In small teams, one child chooses a word and then writes the first letter, they pass the board to the next person who 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



Spelling Shed

Stage: 2

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

List: 13

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
cry			
fly			
dry			
try			
reply			
July			
shy			
spy			
sky			
why			

Stage: 2

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

List: 13

Name:



Spelling Shed

Spellings

cry

fly

dry

try

reply

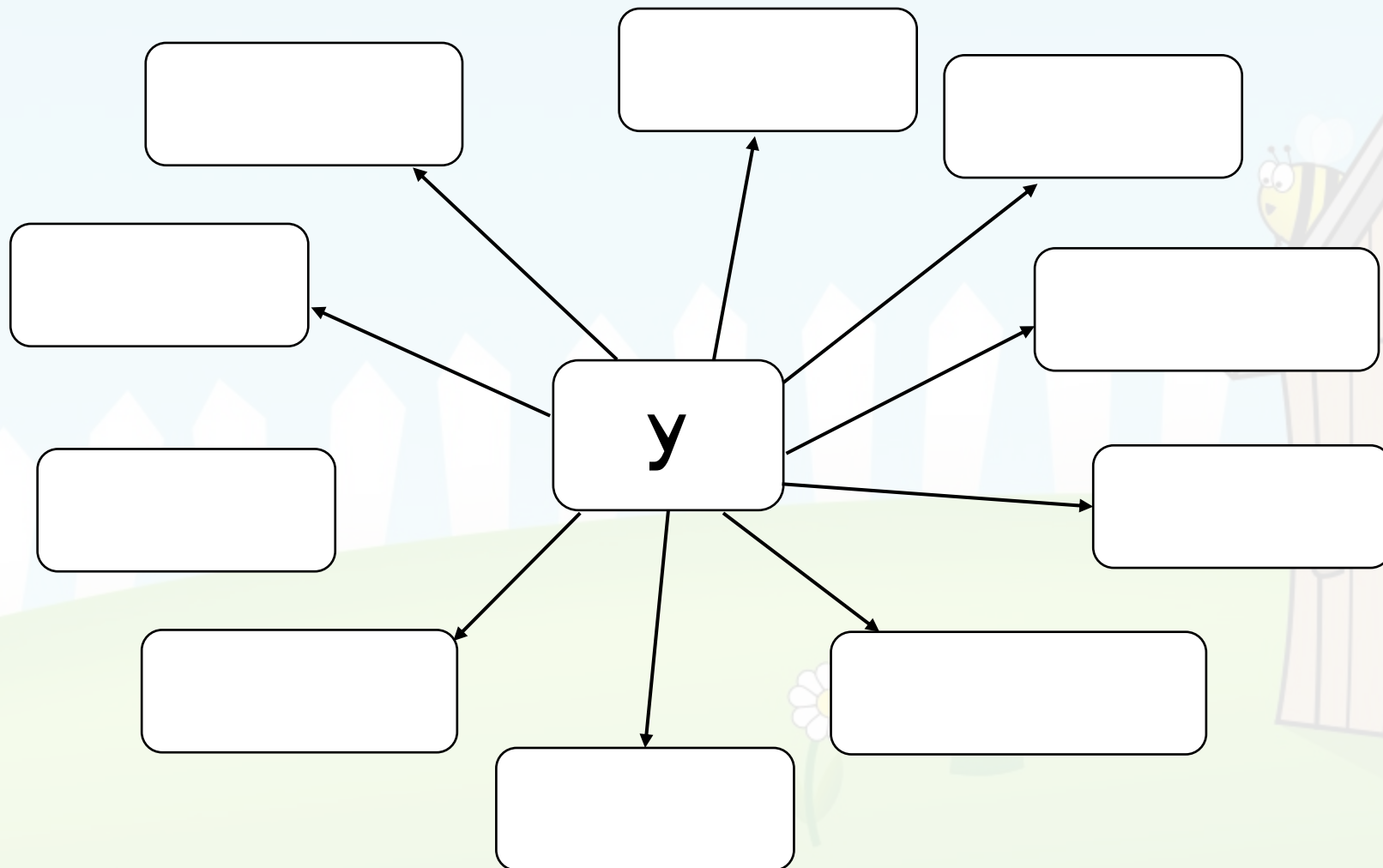
July

shy

spy

sky

why



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

Stage: 2

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

List: 13

Answers:



Spelling Shed

Spellings

cry

fly

dry

try

reply

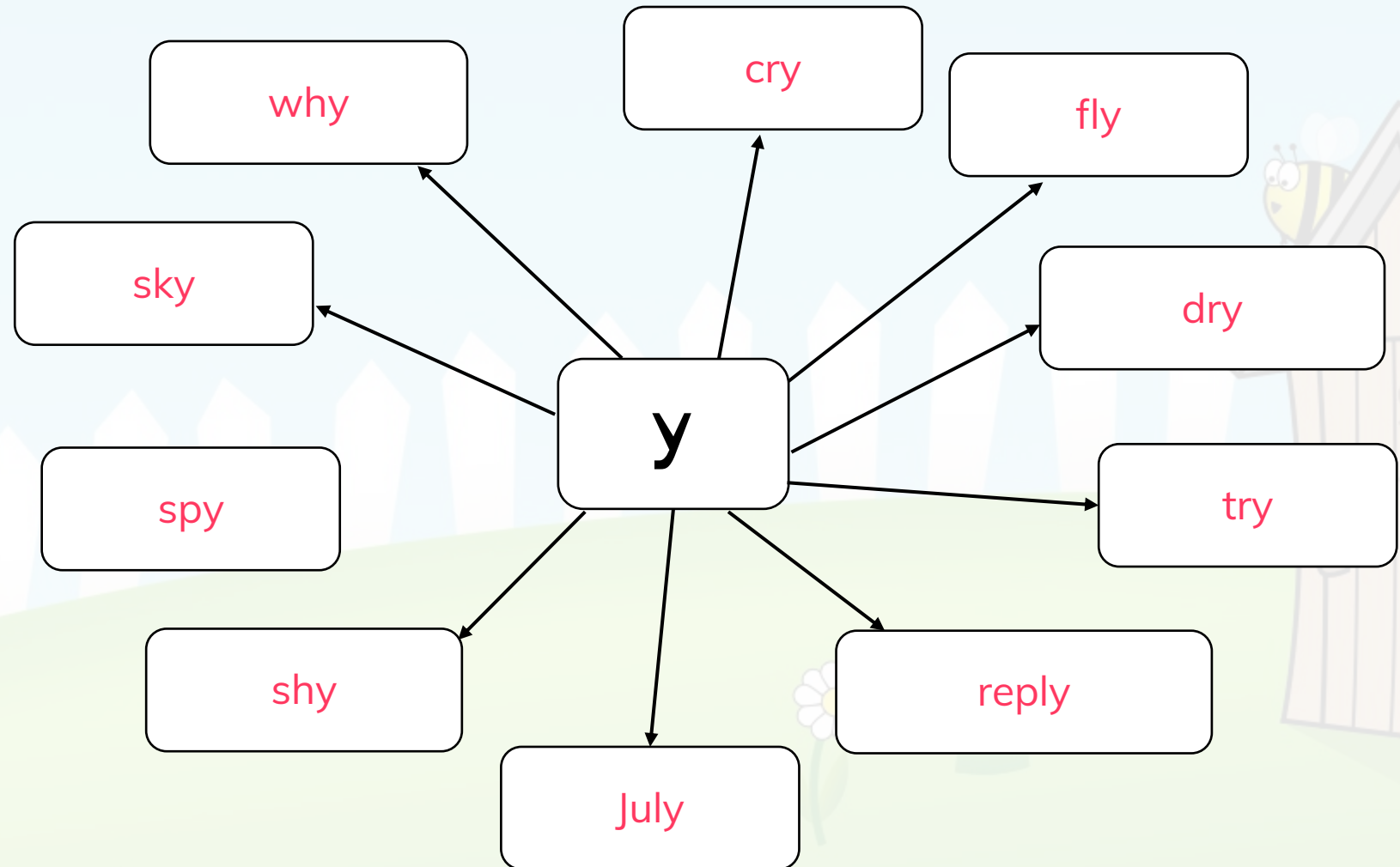
July

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'



Spelling Shed

Stage: 2

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

List: 14

Spellings

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

Write on the board:
fly and flies
carry and carries

The 'y' is removed and 'ies' is added to complete the word.

Show children the PowerPoint and get them to follow the rule to create the spelling list words

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.



Spelling Shed

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 =



Spelling Shed

Print a set of cards for each small group

flies	tries	replies	cries	copies
babies	carries	spies	supplies	lorries



Spelling Shed

Stage: 2

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

List: 14

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
flies			
tries			
replies			
cries			
copies			
babies			
carries			
spies			
supplies			
lorries			



Stage: 2

Spelling Rules: 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

r

p

Can you use your spellings to locate the missing letters?



Stage: 2

Spelling Rules: 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.



Spelling Shed

Stage: 2

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

List: 15

Spellings

copied

replied

spied

fried

applied

relied

identified

multiplied

magnified

supplied

Introduction

When adding 'ed' to the end of a word which ends in a y then the following rule is followed:

root word - y and change to i and then + ed.
copy - y and add i = copi then add ed = copied

Main Teaching Activity

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'?

Share their thoughts and explain the correct rule.

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!

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



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



Spelling Shed

Stage: 2

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

List: 15

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
copied			
replied			
spied			
fried			
applied			
relied			
identified			
multiplied			
magnified			
supplied			



Spelling Shed

Stage: 2

Spelling Rules: 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

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

List: 15

Answers:



Spelling Shed

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.



Spelling Shed

Stage: 2

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

List: 16

Spellings

happier

happiest

angriest

angrier

drier

driest

tidier

tidiest

funnier

funniest

Introduction

When adding 'er' or 'est' to the end of a word which ends in a y then the following rule is followed:

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

Main Teaching Activity

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.

Share their thoughts and explain the correct rule.

Independent Activity

Get the children to choose 5 words and write a sentence containing the word. Share with a partner to check and improve.



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

Spelling Rules: 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



Spelling Shed

Stage: 2

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

List: 16

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
happier			
happiest			
angriest			
angrier			
drier			
driest			
tidier			
tidiest			
funnier			
funniest			

Stage: 2

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

List: 16

Name:



Spelling Shed

Spellings

happier

happiest

angriest

angrier

drier

driest

tidier

tidiest

funnier

funniest

y is
changed to
i then add
er

happier

y is
changed to
i then add
est

happiest

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

Stage: 2

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

List: 16

Answers:



Spelling Shed

Spellings

happier

happiest

angriest

angrier

drier

driest

tidier

tidiest

funnier

funniest

y is
changed to
i then add
er

happier
angrier drier
tidier funnier

y is
changed to
i then add
est

happiest
angriest
driest tidiest
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.



Spelling Shed

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

List: 17

Spellings

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

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'.

Show the power point and ask them to see work out what happens when 'ing' is added (the 'e' is removed before adding 'ing')

Get them to copy down the spelling list words by following the rule.

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

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

List: 17

Name:

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

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

List: 17

Answers:



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

shining

surprising

joking

hoping

smiling

loving

writing

coming

caring



Spelling Shed

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



Spelling Shed

Stage: 2

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

List: 17

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
hiking			
shining			
surprising			
joking			
hoping			
smiling			
loving			
writing			
coming			
caring			



Spelling Shed

Stage: 2

Spelling Rules: 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'.



Spelling Shed

Stage: 2

Spelling Rules: 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

Spellings

every

everybody

even

great

break

steak

pretty

beautiful

after

fast

Challenge week

Choose an activity from the challenge week pack.



Spelling Shed

Stage: 2

Challenge Words

List: 18

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
every			
everybody			
even			
great			
break			
steak			
pretty			
beautiful			
after			
fast			



Spelling Shed

Stage: 2

Challenge Words

List: 18

Name:

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	after	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	after	after
fast	faast	farst



Spelling Shed

Stage: 2

List: 19

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



Stage: 2

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

List: 19

Spellings

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.



Spelling Shed

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



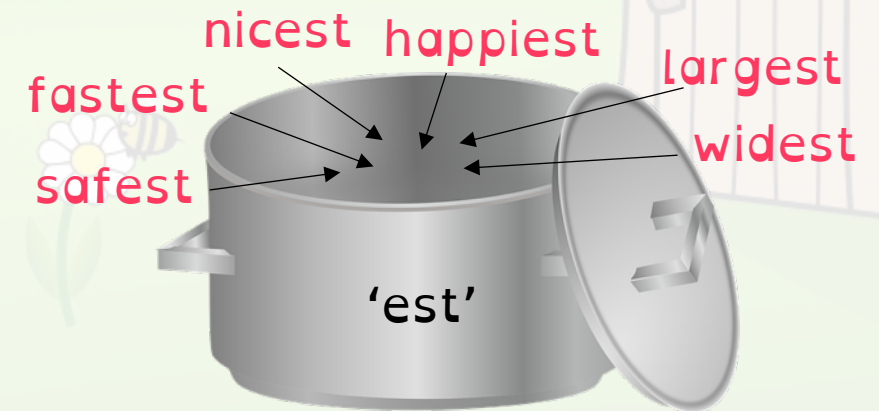
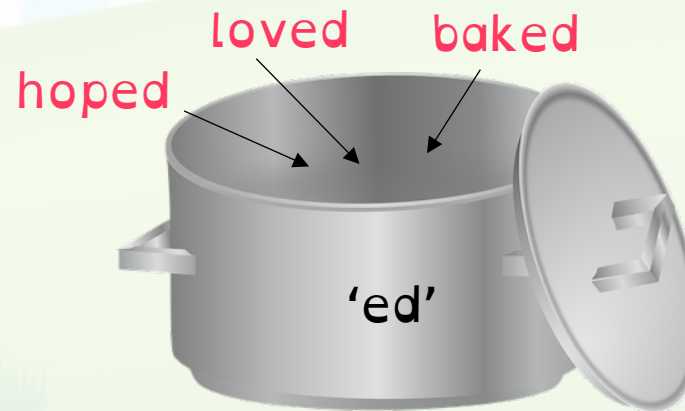
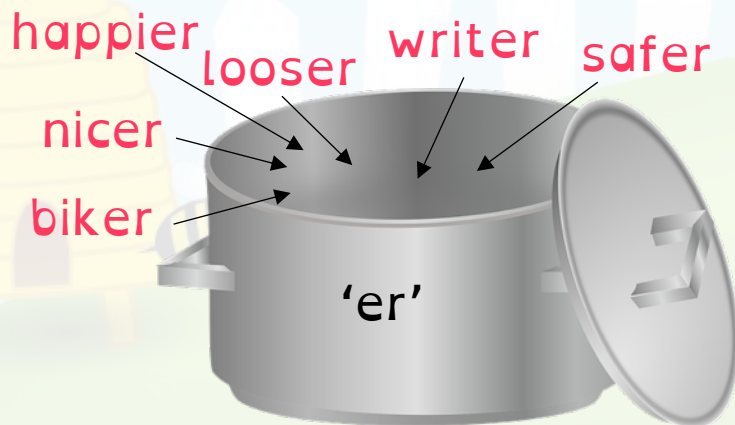
Answers:

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

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

List: 19

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
nicer			
writer			
baker			
hoped			
loved			
largest			
closest			
looser			
safer			
simpler			

Stage: 2

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

List: 19

Name:



Spelling Shed

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?



Spelling Shed

Stage: 2

Spelling Rules: 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

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

est

largest

closest

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

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

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

List: 20

Spellings

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

drop

run

hop

clap

sit



Spelling Shed

Stage: 2

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

List: 20

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
patting			
humming			
dropping			
running			
hopping			
clapping			
sitting			
flipping			
wrapping			
slipping			



Stage: 2

Spelling Rules: 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

Spelling Rules: 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

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?



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

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

List: 21

Spellings

patted

hummed

dropped

clapped

clipped

wrapped

napped

ripped

drummed

dragged

Introduction

When adding 'ed' to words of one syllable, the last letter is double to keep the short vowel sound.

Main Teaching Activity

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'.

Independent Activity

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.



Spelling Shed

patted

hummed

dragged

dropped

- ed

wrapped

drummed

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.



Spelling Shed

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 st Attempt	2 nd Attempt	3 rd 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:



Spelling Shed

Unscramble each block to find your hidden spelling words.

Spellings

patted

hummed

dropped

clapped

clipped

wrapped

napped

ripped

drummed

dragged

<table><tr><td>e</td><td>u</td><td>m</td></tr><tr><td>d</td><td>h</td><td>m</td></tr></table>	e	u	m	d	h	m	<table><tr><td>p</td><td>t</td><td>t</td></tr><tr><td>d</td><td>e</td><td>a</td></tr></table>	p	t	t	d	e	a	<table><tr><td>p</td><td>r</td><td>o</td></tr><tr><td>p</td><td>d</td><td>e</td></tr><tr><td></td><td></td><td>d</td></tr></table>	p	r	o	p	d	e			d	<table><tr><td>d</td><td>p</td><td>l</td></tr><tr><td>p</td><td>c</td><td>i</td></tr><tr><td>e</td><td></td><td></td></tr></table>	d	p	l	p	c	i	e			<table><tr><td>e</td><td>p</td><td>l</td></tr><tr><td>p</td><td>c</td><td>a</td></tr><tr><td></td><td>d</td><td></td></tr></table>	e	p	l	p	c	a		d	
e	u	m																																									
d	h	m																																									
p	t	t																																									
d	e	a																																									
p	r	o																																									
p	d	e																																									
		d																																									
d	p	l																																									
p	c	i																																									
e																																											
e	p	l																																									
p	c	a																																									
	d																																										
hummed																																											
<table><tr><td>r</td><td>p</td><td>p</td></tr><tr><td>e</td><td>d</td><td>i</td></tr></table>	r	p	p	e	d	i	<table><tr><td>a</td><td>r</td><td>p</td></tr><tr><td>w</td><td>e</td><td>p</td></tr><tr><td>d</td><td></td><td></td></tr></table>	a	r	p	w	e	p	d			<table><tr><td>d</td><td>r</td><td>e</td></tr><tr><td>g</td><td>g</td><td>a</td></tr><tr><td></td><td>d</td><td></td></tr></table>	d	r	e	g	g	a		d		<table><tr><td></td><td>m</td><td>u</td></tr><tr><td>d</td><td>m</td><td>r</td></tr><tr><td></td><td>e</td><td>d</td></tr></table>		m	u	d	m	r		e	d	<table><tr><td>n</td><td>a</td><td>e</td></tr><tr><td>p</td><td>p</td><td>d</td></tr></table>	n	a	e	p	p	d
r	p	p																																									
e	d	i																																									
a	r	p																																									
w	e	p																																									
d																																											
d	r	e																																									
g	g	a																																									
	d																																										
	m	u																																									
d	m	r																																									
	e	d																																									
n	a	e																																									
p	p	d																																									

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
clapped
clipped
wrapped
napped
ripped
drummed
dragged

<table><tr><td>e</td><td>u</td><td>m</td></tr><tr><td>d</td><td>h</td><td>m</td></tr></table>	e	u	m	d	h	m	<table><tr><td>p</td><td>t</td><td>t</td></tr><tr><td>d</td><td>e</td><td>a</td></tr></table>	p	t	t	d	e	a	<table><tr><td>p</td><td>r</td><td>o</td></tr><tr><td>p</td><td>d</td><td>e</td></tr><tr><td></td><td></td><td>d</td></tr></table>	p	r	o	p	d	e			d	<table><tr><td>d</td><td>p</td><td>l</td></tr><tr><td>p</td><td>c</td><td>i</td></tr><tr><td>e</td><td></td><td></td></tr></table>	d	p	l	p	c	i	e			<table><tr><td>e</td><td>p</td><td>l</td></tr><tr><td>p</td><td>c</td><td>a</td></tr><tr><td></td><td>d</td><td></td></tr></table>	e	p	l	p	c	a		d	
e	u	m																																									
d	h	m																																									
p	t	t																																									
d	e	a																																									
p	r	o																																									
p	d	e																																									
		d																																									
d	p	l																																									
p	c	i																																									
e																																											
e	p	l																																									
p	c	a																																									
	d																																										
hummed	patted	dropped	clipped	clapped																																							
<table><tr><td>r</td><td>p</td><td>p</td></tr><tr><td>e</td><td>d</td><td>i</td></tr></table>	r	p	p	e	d	i	<table><tr><td>a</td><td>r</td><td>p</td></tr><tr><td>w</td><td>e</td><td>p</td></tr><tr><td>d</td><td></td><td></td></tr></table>	a	r	p	w	e	p	d			<table><tr><td>d</td><td>r</td><td>e</td></tr><tr><td>g</td><td>g</td><td>a</td></tr><tr><td></td><td>d</td><td></td></tr></table>	d	r	e	g	g	a		d		<table><tr><td></td><td>m</td><td>u</td></tr><tr><td>d</td><td>m</td><td>r</td></tr><tr><td></td><td>e</td><td>d</td></tr></table>		m	u	d	m	r		e	d	<table><tr><td>n</td><td>a</td><td>e</td></tr><tr><td>p</td><td>p</td><td>d</td></tr></table>	n	a	e	p	p	d
r	p	p																																									
e	d	i																																									
a	r	p																																									
w	e	p																																									
d																																											
d	r	e																																									
g	g	a																																									
	d																																										
	m	u																																									
d	m	r																																									
	e	d																																									
n	a	e																																									
p	p	d																																									
ripped	wrapped	dragged	drummed	napped																																							



Spelling Shed

Stage: 2

List: 22

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



Stage: 2

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

List: 22

Spellings

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

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.

Get them to come up and share their answers by circling the sound on the interactive whiteboard too.

Discuss the spelling rule and any misconceptions,

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



Spelling Shed

Stage: 2

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

List: 22

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
all			
ball			
call			
walk			
talk			
always			
fall			
small			
also			
bald			



Spelling Shed

Stage: 2

Spelling Rules: 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

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

List: 22

Answers:



Spelling Shed

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

Spelling Rules: The short vowel sound 'o.'

List: 23

Spellings

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

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.

Share the findings and ask children to come and highlight the sound on the IWB. Check for misconceptions and address any confusion.

Independent Activity

Now ask the children to sort the words alphabetically, they can work with a partner if they want.

Share the lists that children have come up with.

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

other	mother	brother	nothing	cover
money	some	dozen	wonder	done

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



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
other			
mother			
brother			
nothing			
cover			
money			
some			
dozen			
wonder			
done			

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



Spelling Shed

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

Spellings

last

past

father

class

grass

pass

plant

path

bath

hour

Challenge week

Choose an activity from the challenge week pack.



Spelling Shed

Stage: 2

Challenge Words

List: 24

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
last			
past			
father			
class			
grass			
pass			
plant			
path			
bath			
hour			

Stage: 2

Challenge Words

List: 24

Name:



Spelling Shed

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

c l a s s

f a t h e r

b a t h

p l a n t

p a t h

h o u r

l a s t

p a s s

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

Spellings

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.



Click to hide the spelling list!

$$+ ey =$$
[illegible]



Spelling Shed

Stage: 2

Spelling Rules: The /ee/ sound spelled -ey.'

List: 25

Answers:

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

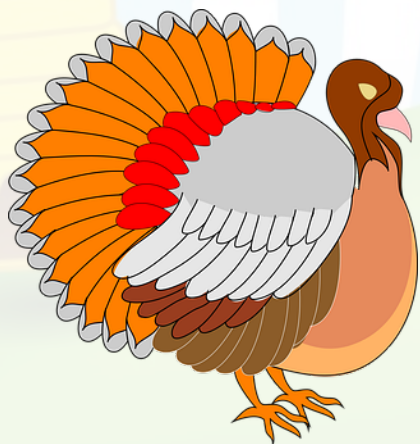
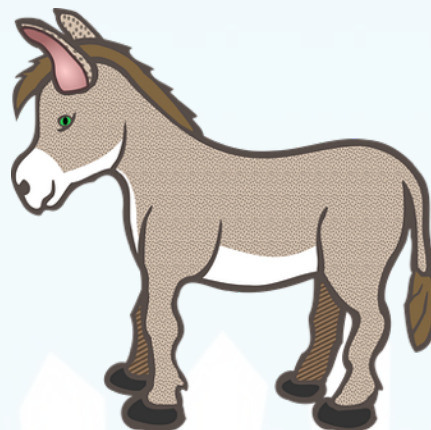
kidney

Match the
beginning sound
to its ending.

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



Spelling Shed



Answers:

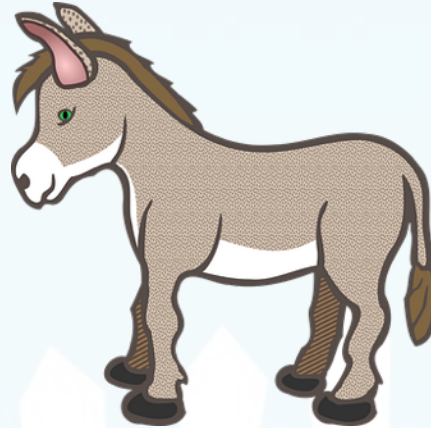
What can you see? Write down
what these images are:



Spelling Shed



monkey



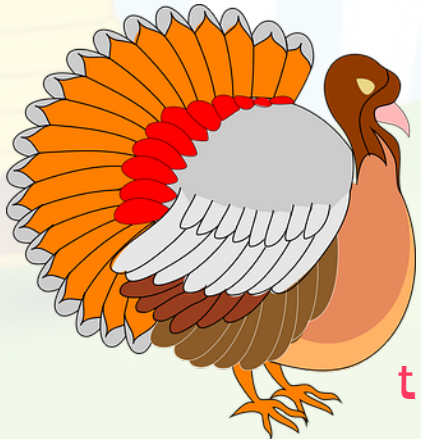
donkey



jockey



key



turkey



trolley



chimney



Spelling Shed

Stage: 2

Spelling Rules: The /ee/ sound spelled -ey.'

List: 25

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
key			
donkey			
monkey			
chimney			
valley			
trolley			
journey			
turkey			
jockey			
kidney			



Spelling Shed

Stage: 2

Spelling Rules: 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

Spellings

want

watch

wander

warm

wall

quad

wasps

quack

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
wonder
watch

Answers:



Spelling Shed

quantity

wasps

quad

u

wall

s

h

a

c

h

w

n

d

e

warm

a

n

t

U

a

c

k



Spelling Shed

Stage: 2

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

List: 26

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
want			
watch			
wander			
warm			
wall			
quad			
wasps			
quack			
quantity			
squash			



Spelling Shed

Stage: 2

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

List: 26

Name:

Spellings

want

watch

wander

warm

wall

quad

wasps

quack

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!

wall

wards

warp

squad

water

want

walnut

wander

quad

quarrel

watch

quartz

quack

quantity

warm

squat

warden

squash

quarter

wasps



Spelling Shed

Stage: 2

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

List: 26

Answers:

Spellings

want

watch

wander

warm

wall

quad

wasps

quack

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!

wall

wards

warp

squad

water

want

walnut

wander

quad

quarrel

watch

quartz

quack

quantity

warm

squat

warden

squash

quarter

wasps



Spelling Shed

Stage: 2

List: 27

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



Stage: 2

The /er/ sound spelled with o or ar.

List: 27

Spellings

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

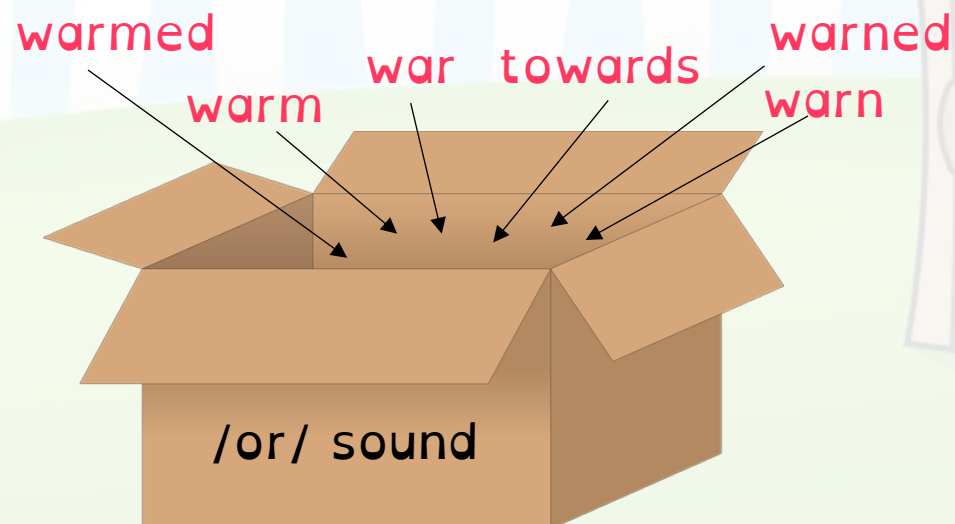
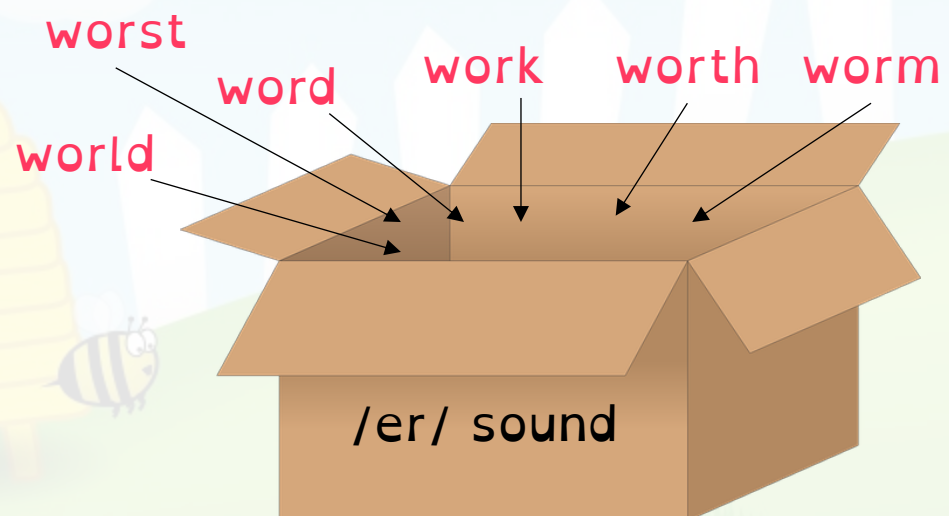
Answers:



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/ sound spelled with 'o' or 'ar'.
List: 27	
Name: _____	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
word			
work			
worm			
world			
worth			
war			
warm			
towards			
warn			
warned			

Stage: 2

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

List: 27

Name:



Spelling Shed

Spellings

word

work

worm

world

worth

war

warm

towards

warn

warned

or makes
an 'er'
sound after
the w

work

ar makes
an 'or'
sound after
the w

warm

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

Stage: 2

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

List: 27

Answers:



Spelling Shed

Spellings

word

work

worm

world

worth

war

warm

towards

warn

warned

or makes
an 'er'
sound after
the w

work
word
world
worm
worth

ar makes
an 'or'
sound after
the w

warm
war
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

Spellings

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

Put the list of words on the board and ask the children to highlight the /zh/ sound in each word.

Note that it is always where the 's' is and explain that the 's' is making this sound.

Children can copy the words down and highlight the sound if they need more practice.

Independent Activity

Ask children to write 3 sentences using words, appropriately, from the spelling list.

To extend children you could ask them to also write a sentence with more than one of this week's words. E.g. a sentence with 'treasure' and 'decision' in.

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

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
television			
treasure			
usual			
measure			
pleasure			
decision			
vision			
leisure			
version			
visual			

Stage: 2

Spelling Rules:

List: 28

Name:



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 _ _ 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

Spellings

payment

enjoyment

agreement

achievement

adjustment

darkness

rudeness

sadness

greatness

kindness

Introduction

The suffixes '-ment' and '-ness' can usually be added straight on to the end of root words.

Main Teaching Activity

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.

Independent Activity

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.

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

pay

enjoy

agree

achieve

adjust


dark

rude

sad

great

kind



+ ment
or
+ ness

payment

enjoyment

agreement

achievement

adjustment

darkness

rudeness

sadness

greatness

kindness



Spelling Shed

Stage: 2

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

List: 29

Spellings

payment

enjoyment

agreement

achievement

adjustment

darkness

rudeness

sadness

greatness

kindness

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

Your word

Your definition



Spelling Shed

Stage: 2

Spelling Rules: The suffixes '-ment' and '-ness'

List: 29

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
payment			
enjoyment			
agreement			
achievement			
adjustment			
darkness			
rudeness			
sadness			
greatness			
kindness			

Stage: 2

Spelling Rules: The suffixes '-ment' and '-ness'

List: 29

Name:



Spelling Shed

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

Spelling Rules: The suffixes '-ment' and '-ness'

List: 29

Answers:



Spelling Shed

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

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

List: 30

Spellings

careful

playful

thankful

helpful

wonderful

useless

careless

homeless

hopeless

spotless

Introduction

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

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

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.

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



Spelling Shed

Stage: 2

Spelling Rules: 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	1 st Attempt	2 nd Attempt	3 rd Attempt
careful			
playful			
thankful			
helpful			
wonderful			
useless			
careless			
homeless			
hopeless			
spotless			

Stage: 2

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

List: 30

Name:



Spelling Shed

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

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

List: 30

Answers:



Spelling Shed

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

care → 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

Spellings

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.



Spelling Shed

The beach is over _____.

Which is the correct spelling?

their

there

Answers:



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

Which is the correct spelling?

their

there



Spelling Shed



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



Spelling Shed

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



Spelling Shed

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

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

List: 31

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd 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

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

List: 32

Spellings

quiet

quite

bare

bear

sun

son

be

bee

night

knight

Introduction

Can the children remember what a homophone is? Can they think of any examples from last week? Define them as words which have the same pronunciation but different meanings and/or spellings. Remind them that near homophones have slightly different pronunciations.

Main Teaching Activity

Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.

After each example ask the children to share their responses and discuss any errors or misconceptions.
Teacher can choose to reveal the two spellings before or after the pupil attempts.

Independent Activity

In small groups. One child writes a sentence with one of this week's spellings missing. E.g. The _____ flew to all of the flowers.

The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.



Spelling Shed

The library was very -----.

Which is the correct spelling?

quite

quiet

Answers:

The library was very **_quiet_**.

Which is the correct spelling?

quite

quiet



Spelling Shed

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



Spelling Shed

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





Spelling Shed

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

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

List: 32

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
quiet			
quite			
bare			
bear			
sun			
son			
be			
bee			
night			
knight			



Spelling Shed

Stage: 2

Spelling Rules: 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

Spelling Rules: 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

Spellings

station

fiction

motion

nation

education

action

injection

caption

fraction

competition

Introduction

Sometimes it is clear to spot the root word in words ending with 'tion', but other times there is no clear root.

Main Teaching Activity

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'?

Independent Activity

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.

Stage: 3	The /r/ sound spelled 'wr' at the beginning of words.
List: 33	

Answers:



Spelling Shed

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



Spelling Shed

Stage: 2

Spelling Rules: Words ending in '-tion.'

List: 33

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
station			
fiction			
motion			
nation			
education			
action			
injection			
caption			
fraction			
competition			

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



Spelling Shed

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

Spellings

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?

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)



Spelling Shed

Stage: 2

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

List: 34

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
can't			
didn't			
hasn't			
couldn't			
it's			
wasn't			
doesn't			
mustn't			
I'll			
she'd			



Spelling Shed

Stage: 2

Spelling Rules: 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



Spelling Shed

Stage: 2

Spelling Rules: 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

Challenge Words

Stage: 2

Challenge Words

List: 35



Spelling Shed

Challenge week

Choose an activity from the challenge week pack.

Spellings

move

prove

improve

sure

sugar

eye

could

should

would

who



Spelling Shed

Stage: 2

Challenge Words

List: 35

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
move			
prove			
improve			
sure			
sugar			
eye			
could			
should			
would			
who			

Stage: 2

Challenge words

List: 35

Name:



Spelling Shed

move

prove

improve

sure

sugar

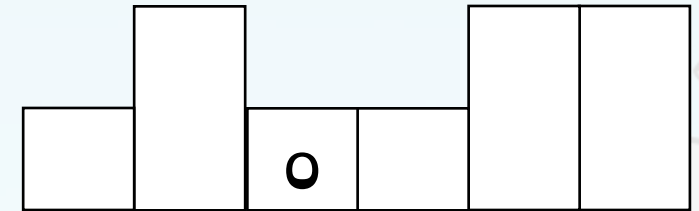
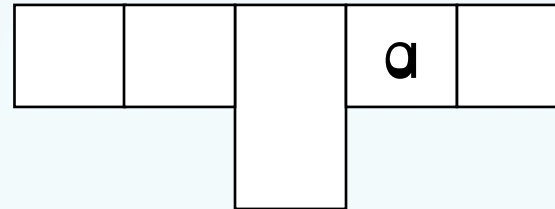
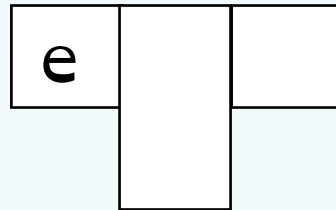
eye

could

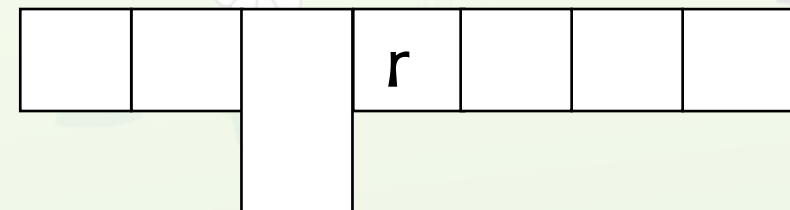
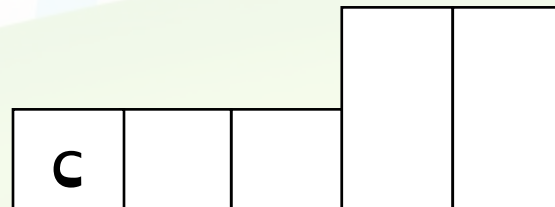
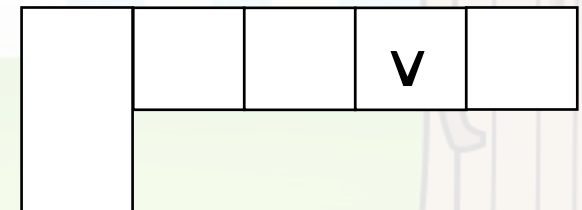
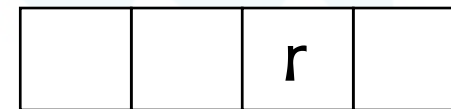
should

would

who



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



Which words have been left out?

Stage: 2

Challenge words

List: 35

Answers:



Spelling Shed

move

prove

improve

sure

sugar

eye

could

should

would

who

e y e

s u g a r

s h o u l d

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

s u r e

w h o

p r o v e

c o u l d

i m p r o v e

Which words have been left out?



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



Spelling Shed

Stage: 2

Challenge Words

List: 36

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
whole			
any			
many			
clothes			
busy			
people			
water			
again			
half			
money			

Stage: 2

Challenge Words

List: 36

Name:



Spelling Shed

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

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