

# Year 2 Spelling

To help your child develop their spelling skills and ability to apply strategies within sentences, please help your child practise spelling. Words are taken from our zero tolerance words, Year 1 and 2 common exception list, phonic spelling patterns and related to topic. The expectation is that children should be able to spell most Year 1 and 2 common exception words by the end of Year 2.

Short bursts will support their ability to spell them and help to support daily phonics/SPAG sessions in school.

In class we are continuing to encourage children to segment a word, counting the phonemes and then thinking carefully how the phoneme is made and the grapheme needed. We use the 'grow the code' chart to help decide which is the correct spelling pattern.

Your child will be allocated a spelling group which is routinely reviewed throughout the year. We will identify the spellings group 3 will be tested on and should practise at home, group 2 and 1 will be tested on a random selection of words based on the weekly focus. Group 1 will put these in a dictated sentence. This allows us to gauge your child's understanding of the spelling patterns and rules from school and practised at home.

They can be practised in a variety of ways which help them to remember, some suggestions:

- As a list
- Using different types of writing
- Typing on a computer
- Jumbling the letters in the word and getting them to put back together
- Bingo
- Spot my mistake where you write the spellings and your child marks
- Putting them in a sentence

## Year 2 2025/2026- Spring 2

Focus	Types of words	Pricky words (tricky words to spell)	Homophones
Two weeks-  The 'w special': How do w and qu change the sounds that a, ar and or make in some words.	Want Squash Watch Quarter Swarm Worth Squashes Warning Working	Who Whole	Our hour
One week-  Why do I swap the y for an i when I add the suffix -es?	Dries Tries Cries Parties Armies Babies Berries Lollies Carries	Friend People	Quiet Quite
One week-  Why do some words have the <u>ey</u> spelling for the sound /ee/?	Monkey Chimney Valley Trolleys Jockeys Turkeys Jelly Parsley Journey	Move Improve	Sea See

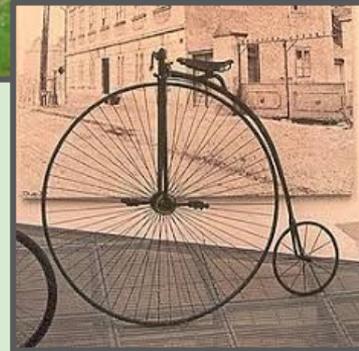
# Topic related challenge words

Spring 2-  
How has transport  
changed over the years?



## Topic words- Spring 2 2025/2026

adventure	vehicle
journey	safety
Industrial Revolution	passenger
locomotion	explore
discovery	locomotive
inventor	railway





# Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

**Aa**

after  
again  
any  
are  
ask

**Bb**

bath  
be  
beautiful  
because  
behind  
both  
break  
busy  
by

**Cc**

child  
children  
Christmas  
class  
climb  
clothes  
cold  
come  
could

**Dd**

do  
door

**Ee**

even  
every  
everybody  
eye

**Ff**

fast  
father  
find  
floor  
friend  
full

**Gg**

go  
gold  
grass  
great

**Hh**

half  
has  
he  
here  
his  
hold  
hour  
house

**Ii**

I  
improve  
is

**Ll**

last  
love

**Mm**

many  
me  
mind  
money  
most  
move  
Mr  
Mrs  
my

**Nn**

no

**Oo**

of  
old  
once  
one  
only  
our

**Pp**

parents  
pass  
past  
path  
people  
plant  
poor  
pretty  
prove  
pull  
push  
put

**Ss**

says  
school  
she  
should  
some  
steak  
sugar  
sure

**Tt**

the  
there  
they  
to  
today  
told

**Ww**

was  
water  
we  
were  
where  
who  
whole  
wild  
would

**Yy**

you  
your

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 ou u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh	su si

\*Depending on regional accents

Grow  
the  
code  
chart



# LEARN ITS Challenges!

Steps 6, 7 & 8

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

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Step 6

$9 + 9 =$

$7 + 7 =$

$8 + 8 =$

$6 + 6 =$

Step 7

$10 \times 10 =$

$10 \times 4 =$

$3 + 8 =$

$5 \times 10 =$

$7 + 4 =$

$6 \times 10 =$

$7 \times 10 =$

$8 + 4 =$

$4 + 9 =$

$2 \times 10 =$

$10 \times 1 =$

$10 \times 9 =$

$8 \times 10 =$

$3 + 9 =$

$10 \times 3 =$

Step 8

$9 \times 5 =$

$5 \times 3 =$

$5 + 6 =$

$8 \times 5 =$

$5 + 4 =$

$5 \times 5 =$

$6 \times 5 =$

$8 + 7 =$

$9 + 8 =$

$5 \times 7 =$

$1 \times 5 =$

$5 \times 4 =$

$2 \times 5 =$

$10 \times 5 =$

$7 + 6 =$

## Fluency

Rapid recall of facts without using fingers!



# LEARN ITS Challenges!

Steps 7, 8 & 9

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

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Step 7

$10 \times 10 =$	$10 \times 4 =$
$8 + 3 =$	$5 \times 10 =$
$4 + 7 =$	$10 \times 6 =$
$7 \times 10 =$	$8 + 4 =$
$4 + 9 =$	$2 \times 10 =$
$1 \times 10 =$	$10 \times 9 =$
$10 \times 8 =$	$3 + 9 =$
$3 \times 10 =$	

Step 8

$9 \times 5 =$	$3 \times 5 =$
$6 + 5 =$	$5 \times 8 =$
$5 + 4 =$	$5 \times 5 =$
$6 \times 5 =$	$8 + 7 =$
$9 + 8 =$	$5 \times 7 =$
$1 \times 5 =$	$5 \times 4 =$
$5 \times 2 =$	$6 + 7 =$
$10 \times 5 =$	

Step 9

$3 \times 2 =$	$6 + 8 =$
$8 + 5 =$	$4 \times 2 =$
$2 \times 2 =$	$2 \times 5 =$
$5 + 9 =$	$6 \times 2 =$
$2 \times 8 =$	$2 \times 7 =$
$7 + 9 =$	$6 + 9 =$
$1 \times 2 =$	$2 \times 9 =$
$7 + 5 =$	$10 \times 2 =$

## Fluency

Rapid recall of facts without using fingers!



# LEARN IT'S Challenges!

Steps 7, 8 & 9

Name:

Class:

Date:

Step 7

$7 \times 10 =$	$1 \times 10 =$
$9 + 4 =$	$10 \times 10 =$
$5 \times 10 =$	$4 + 7 =$
$4 + 8 =$	$8 + 3 =$
$10 \times 4 =$	$10 \times 3 =$
$2 \times 10 =$	$8 \times 10 =$
$10 \times 6 =$	$10 \times 9 =$
$3 + 9 =$	

Step 8

$4 \times 5 =$	$5 \times 5 =$
$6 + 7 =$	$6 + 5 =$
$2 \times 5 =$	$5 + 4 =$
$10 \times 5 =$	$9 \times 5 =$
$7 + 8 =$	$5 \times 8 =$
$5 \times 3 =$	$7 \times 5 =$
$8 + 9 =$	$5 \times 6 =$
$1 \times 5 =$	

Step 9

$4 \times 2 =$	$9 \times 2 =$
$8 \times 2 =$	$6 \times 2 =$
$6 + 9 =$	$2 \times 2 =$
$8 + 6 =$	$7 + 5 =$
$10 \times 2 =$	$3 \times 2 =$
$7 + 9 =$	$2 \times 7 =$
$1 \times 2 =$	$5 + 8 =$
$2 \times 5 =$	$5 + 9 =$

## Fluency

Rapid recall of facts without using fingers!



# LEARN ITS Challenges!

Steps 7, 8 & 9

Name:

Class:

Date:

Step 7

$10 \times 7 =$	$10 \times 6 =$
$2 \times 10 =$	$4 + 8 =$
$10 \times 9 =$	$3 \times 10 =$
$10 \times 8 =$	$3 + 9 =$
$5 \times 10 =$	$7 + 4 =$
$9 + 4 =$	$3 + 8 =$
$10 \times 10 =$	$10 \times 4 =$
$1 \times 10 =$	

Step 8

$4 \times 5 =$	$6 + 5 =$
$5 \times 5 =$	$5 \times 7 =$
$7 + 6 =$	$8 + 9 =$
$3 \times 5 =$	$8 + 7 =$
$5 + 4 =$	$5 \times 1 =$
$9 \times 5 =$	$5 \times 6 =$
$5 \times 2 =$	$5 \times 8 =$
$10 \times 5 =$	

Step 9

$8 + 5 =$	$2 \times 4 =$
$1 \times 2 =$	$7 \times 2 =$
$2 \times 9 =$	$3 \times 2 =$
$7 + 9 =$	$6 + 8 =$
$5 + 7 =$	$2 \times 2 =$
$9 + 6 =$	$2 \times 6 =$
$2 \times 8 =$	$10 \times 2 =$
$5 \times 2 =$	$9 + 5 =$

## Fluency

Rapid recall of facts without using fingers!



# LEARN IT'S Challenges!

Steps 7, 8 & 9

Name:

Class:

Date:

Step 7

$9 \times 10 =$	$10 \times 8 =$
$10 \times 6 =$	$3 + 8 =$
$7 + 4 =$	$4 + 9 =$
$8 + 4 =$	$10 \times 2 =$
$10 \times 7 =$	$3 + 9 =$
$1 \times 10 =$	$10 \times 10 =$
$10 \times 5 =$	$10 \times 3 =$
$4 \times 10 =$	

Step 8

$3 \times 5 =$	$7 + 6 =$
$8 + 9 =$	$9 \times 5 =$
$5 + 6 =$	$5 \times 5 =$
$5 \times 10 =$	$5 \times 6 =$
$4 + 5 =$	$2 \times 5 =$
$5 \times 1 =$	$8 \times 5 =$
$5 \times 4 =$	$7 + 8 =$
$5 \times 7 =$	

Step 9

$6 + 9 =$	$8 + 6 =$
$8 + 5 =$	$2 \times 2 =$
$4 \times 2 =$	$5 + 7 =$
$7 + 9 =$	$2 \times 8 =$
$7 \times 2 =$	$6 \times 2 =$
$2 \times 9 =$	$3 \times 2 =$
$5 + 9 =$	$1 \times 2 =$
$10 \times 2 =$	$5 \times 2 =$

## Fluency

Rapid recall of facts without using fingers!

# Reasoning challenges...

- 1 Mary buys these two items.



She pays with the following coin.



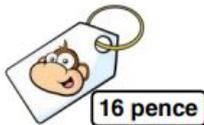
Here is the change she is given.



Has she been given the correct change?

## Presents

- 2 Mo buys a key ring.



His mum gives him a quarter of the money.

How much money does he have to pay himself?

- 2 Put the numbers 6, 7, 8, 9, 10 and 11 into the boxes.

Use each number only once.

$$23 + 10 + \square > 23 + 10 + \square$$

$$32 + \square + 5 < 32 + \square + 5$$

$$50 + 30 + \square = 49 + 29 + \square$$

Erik bakes 5 trays of muffins.

Each tray contains 6 muffins.



He sells 16 muffins and eats 5  
How many muffins does he have left?

# Reasoning challenges...

Here is a blue strip of paper.



An orange strip of paper is four times as long.



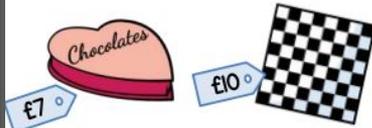
The strips are joined end to end.



How long is the blue strip?

How long is the orange strip?

These items are sold in a shop.



Ray buys three items.  
Two of them were the same item.  
He spent £23  
Which items does he buy?

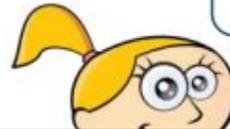
Here are some digit cards.

Meg and Sam each use two of the cards to make a number.

What is the difference between their two numbers?



I have made the largest number you can make.



I have made the smallest number you can make.

# Reasoning challenges...

- 1 Razza and Gina have the same number of stickers.



- Razza gives 15 stickers away.
- Gina gives 32 stickers away.

How many more stickers than Gina does Razza have now?

- 2 Here is part of a number square.

5	6	7	8	9
15	16	17		
25				

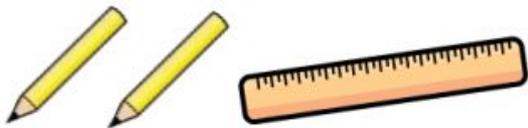
Add together the two numbers that would be in the shaded squares.

# Reasoning challenges...

- 1 Mike buys these items and it costs him 30 pence.



Olga buys these items and it costs her 42 pence.



How much does a ruler cost?

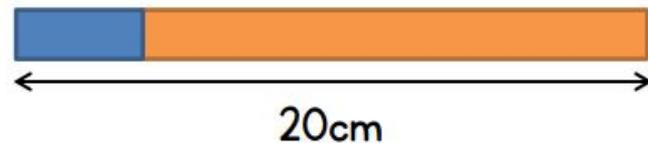
- 2 Here is a blue strip of paper.



An orange strip of paper is four times as long.



The strips are joined end to end.



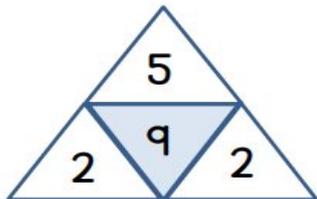
How long is the blue strip?

How long is the orange strip?

# Reasoning challenges...

## Number Puzzles

1 Here is a number puzzle.



The number in the middle is found by

- Multiplying the two bottom corner numbers together
- Then add on the top number

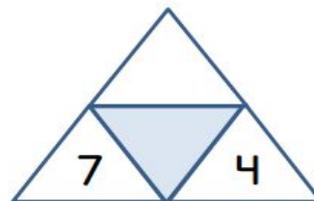
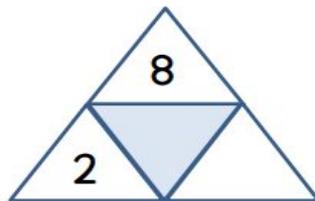
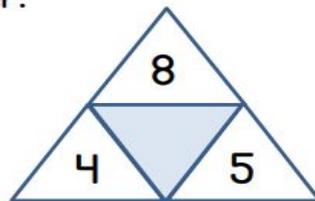
2 Jeff is reading a book.

He reads 9 pages.

He has 3 pages left to read.

What fraction of the book does he have left to read?

These three diagrams all have the same middle number.



Work out the missing numbers.

