



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

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- Summer 1

Focus	Types of words	Pricky words (tricky words to spell)	Homophones
One week- Why does c make the sound /s/in some words	Circus Circle Pencil Juicy Silence Dance Fancy	Beautiful Laugh	Hear Here
One week- How can I spell the /zh/?	Vision Treasure Measure Pleasure Television	Busy Pretty	Be bee
Two weeks- What happens when I add the suffixes- ness, -less and -ly to a root word?	Illness Helpless Happiness Enjoyment Payment Joyful Awful carefully	Parents because	Bear Bare
One week- How can I show missing letters in a word (contractions)?	I'd I'll Wouldn't Shouldn't		Their There they're

Topic related challenge words

Summer 1 and 2

Africa



Topic words- Summer 1 2025/2026

savannah	apartheid
equator	unfairness
continent	equality
physical	reptile
human	mammal
consumer	amphibian



LEARN ITS Challenges!

Steps 7, 8 & 9

Name:

Class:

Date:

Step 7

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

Step 8

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

Step 9

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

Fluency

Rapid recall of facts without using fingers!



LEARN ITS Challenges!

Steps 7, 8 & 9

Name:

Class:

Date:

Step 7

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

Step 8

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

Step 9

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

Fluency

Rapid recall of facts without using fingers!



LEARN ITS Challenges!

Steps 7, 8 & 9

Name: _____

Class: _____

Date: _____

Step 7

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

Step 8

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

Step 9

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

Fluency

Rapid recall of facts without using fingers!



LEARN ITS Challenges!

Steps 7, 8 & 9

Name: _____

Class: _____

Date: _____

Step 7

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

Step 8

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

Step 9

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

Fluency

Rapid recall of facts without using fingers!



LEARN ITS Challenges!

Steps 7, 8 & 9

Name: _____

Class: _____

Date: _____

Step 7

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

Step 8

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

Step 9

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

Fluency

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LEARN ITS Challenges!

Steps 7, 8 & 9

Name:

Class:

Date:

Step 7

$4 + 9 =$

$2 \times 10 =$

$3 + 9 =$

$6 \times 10 =$

$10 \times 7 =$

$7 + 4 =$

$5 \times 10 =$

$10 \times 10 =$

$10 \times 4 =$

$1 \times 10 =$

$8 + 4 =$

$10 \times 9 =$

$10 \times 8 =$

$3 + 8 =$

$10 \times 3 =$

Step 8

$6 + 5 =$

$4 \times 5 =$

$1 \times 5 =$

$5 \times 9 =$

$5 \times 5 =$

$7 \times 5 =$

$7 + 8 =$

$6 \times 5 =$

$6 + 7 =$

$8 \times 5 =$

$5 + 4 =$

$10 \times 5 =$

$8 + 9 =$

$5 \times 2 =$

$5 \times 3 =$

Step 9

$5 \times 2 =$

$2 \times 1 =$

$6 + 9 =$

$6 + 8 =$

$10 \times 2 =$

$4 \times 2 =$

$2 \times 9 =$

$2 \times 6 =$

$8 \times 2 =$

$2 \times 2 =$

$9 + 5 =$

$7 + 9 =$

$5 + 8 =$

$3 \times 2 =$

$2 \times 7 =$

$5 + 7 =$

Fluency

Rapid recall of facts without using fingers!



LEARN IT'S Challenges!

Steps 8, 9 & 10

Name: _____

Class: _____

Date: _____

Step 8

$9 \times 5 =$

$3 \times 5 =$

$6 + 5 =$

$5 \times 8 =$

$5 + 4 =$

$5 \times 5 =$

$5 \times 6 =$

$8 + 7 =$

$8 + 9 =$

$5 \times 7 =$

$1 \times 5 =$

$5 \times 4 =$

$5 \times 2 =$

$7 + 6 =$

$10 \times 5 =$

Step 9

$3 \times 2 =$

$6 + 8 =$

$8 + 5 =$

$2 \times 4 =$

$2 \times 2 =$

$5 \times 2 =$

$9 + 5 =$

$2 \times 6 =$

$8 \times 2 =$

$2 \times 7 =$

$7 + 9 =$

$6 + 9 =$

$1 \times 2 =$

$2 \times 9 =$

$7 + 5 =$

$10 \times 2 =$

Step 10

$3 \times 1 =$

$6 \times 3 =$

$5 \times 3 =$

$3 \times 7 =$

$3 \times 3 =$

$10 \times 3 =$

$3 \times 4 =$

$9 \times 3 =$

$2 \times 3 =$

$8 \times 3 =$

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LEARN ITS Challenges!

Steps 8, 9 & 10

Name: _____

Class: _____

Date: _____

Step 8

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

Step 9

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

Step 10

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

Fluency

Rapid recall of facts without using fingers!

Reasoning challenges...

Des has some oranges.
He packs them into boxes.
Each box holds 5 oranges.



He fills 7 boxes.
He has 29 oranges left.

How many oranges does he have in total?

Here is a number line.



Mark the number 1 on the line.

Here is a different number line.



Mark the number 1 on this line.

Here is a number sentence.

$$5 \times \square > 32$$










What is the smallest whole number that can be used to make the sentence correct?

Here is another number sentence.

$$26 + 15 < 60 - \square$$

What is the greatest whole number that can be used to make the sentence correct?

In this diagram shapes represent numbers.
The sum of each row is shown at the side.
Find the value of each shape.

			15
			27
			25

Reasoning challenges...

One egg and one slice of toast costs 74 pence.



One egg and two slices of toast costs £1



How much does an egg cost?

Mike buys these items and it costs him 30 pence.



Olga buys these items and it costs her 42 pence.



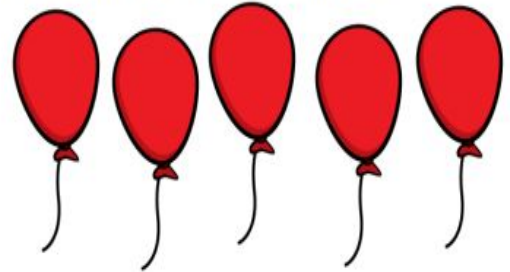
How much does a ruler cost?

Joe has these coins.



Balloons cost 5 pence each.

He buys the following balloons.



How much money does he have left?

Reasoning challenges...

Janine has 18p in her purse. She puts 10p in the collection for Comic Relief. How much does she have left?



Ben buys 2 apples at the school fruit shop and gives one to his friend. How much does he spend?



Oscar buys 2 packets of crisps. How much do they cost altogether?
He has £1 to spend altogether. He also wants to buy a drink. Has he got enough money left?



Two-Step Problems



Rory had saved up £40.
He bought a book and a jigsaw puzzle.



He got £24 change.
How much did the two items cost altogether?

$$£40 - £\underline{\quad} = £24$$

If each item cost a whole number of pounds, what could they have cost?

Draw bar models to show four possible answers.

£ _____	
£ _____	£ _____



Reasoning challenges...

Mika buys a bottle of water and a cheesecake.



He pays with the following coins.

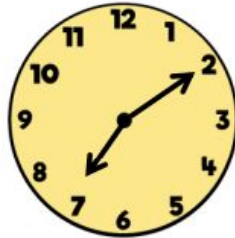


He receives 18 pence change.

The water costs 29 pence.

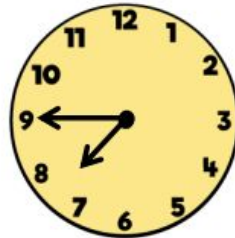
How much does the cheesecake cost?

2 A TV show starts at this time.



The TV show lasts 45 minutes.

Maria looks at the clock during the show.



How many more minutes does the TV show last?

2. Samantha left her house at this time:



It takes her one hour to get to work.
What time will that be?

3. Marta walked her dog at this time:



She got home fifteen minutes later.
What time was it?

Reasoning challenges...

Emma has 87 Easter eggs.



She has some baskets to fill.

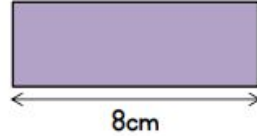
She fills each basket with 10 eggs.

How many baskets did she fill?

How many eggs did she have left?

If each basket held only 5 eggs, how would your answers change?

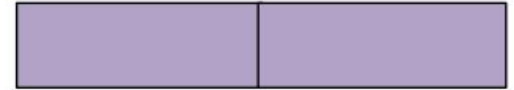
Each purple block is 8cm long.



Each green block is 6cm long.



How long is a blue block?



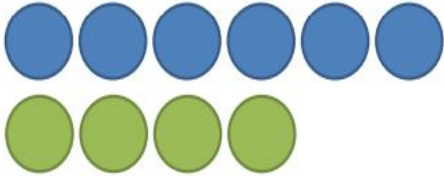
Reasoning challenges...

1 Sasha is playing a game to win prizes.

Each blue counter is worth 2 points.

Each green counter is worth 5 points.

She wins the following counters.



Which of these prizes can Sasha get?



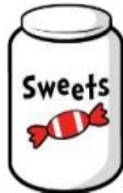
50 points



25 points

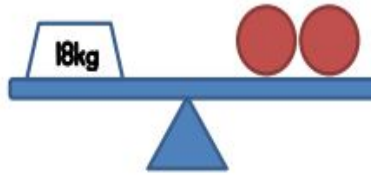


30 points

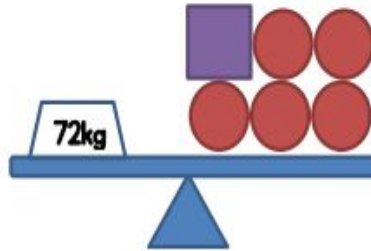


40 points

Here is a balance



Here is another balance



Work out the weight of two  s.

Explain and correct each mistake.



The glass is 10cm tall.



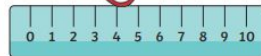
Vera



The scissors are 4cm long.



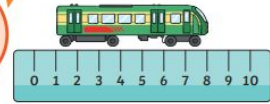
Kit



The train is 8cm long.



Rory



Can you write some tips to help a friend measure accurately?



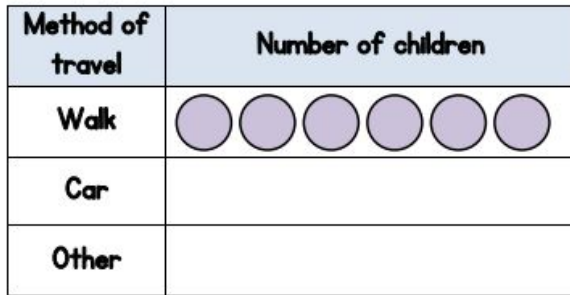
Reasoning challenges...


Class 2 are doing a survey.

They ask 20 children this question.

"How do you travel to school?"

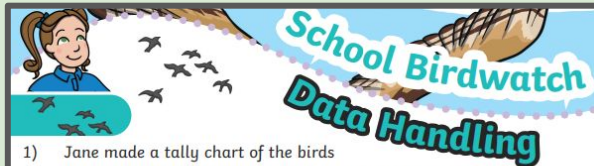
Some results are shown in the pictogram.



 = 2 children

The number of children who travel by car is **half** the number who walk to school.

Complete the pictogram.



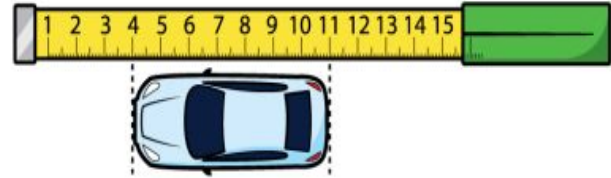
- 1) Jane made a tally chart of the birds she saw. Find the total amount of each bird she spotted.

Number of Birds Spotted		
Bird	Tally	Total
house sparrow		
blue tit		
blackbird		
robin		
starling		
chaffinch		
wood pigeon		
magpie		

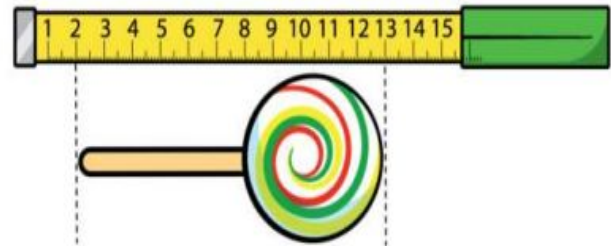
- 2) Use Jane's tally chart to answer the questions.

- What bird did she see the most of? _____
- What bird did she see the least of? _____
- How many more wood pigeons did she see than starlings? _____
- How many chaffinches and blackbirds did she see altogether? _____

- 2 Here is a toy car.



Here is a lolly.



How much longer is the lolly than the car?