

Spelling 2

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page 4

FOCUS The long 'a' sound

TEACH ▶ Ask pupils to write and show: **away, rain, take**. ▶ Check spellings. Recap long 'a' spellings and familiar patterns, for example: **ay** at the end; **ai** or **a-e** in the middle; **ain, ake, ave** patterns. ▶ Say a less familiar word (for example, **stain**). Say the sounds and write **st-n**. ▶ Ask pupils to make a reasoned choice for the correct long 'a' spelling. ▶ Write in **ai** and model looking to check that it looks right. ▶ Repeat with **crane** (**cr n**). Write **crain** and **crane**. Discuss which version looks right. ▶ Explain that patterns are helpful but not all words follow them, so it is necessary to learn the correct spelling for some words.

PRACTISE **Spelling 2**, page 4; 'Additional word list'; 'Word sort 1'

APPLY Set target; independent writing

ASSESS Dictation: **There is no space in the shade so we have to wait for a place.**

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FOCUS The long 'i' sound

TEACH ▶ Ask pupils to write and show: **fright, fine, like, slide, fly**. ▶ Check spellings. Recap long 'i' spellings and patterns, for example: **igh/t** at the end; **i-e** in the middle. ▶ Explain that not all words follow these patterns. Demonstrate with the word **kite**. ▶ Reinforce that it is important to learn the correct spelling for individual words. ▶ Generate a list of words that rhyme with **fly**. Write them on the board, underlining the long 'i' spellings (for example, **fly, pie, high**). ▶ Explain that although **y** is the most common spelling at the end of words, **igh** and **ie** are other spellings and appear in some common words, which should be learnt.

PRACTISE **Spelling 2**, page 5; 'Additional word list'

APPLY Set target; independent writing

ASSESS Dictation: **His wife had a fright when she saw the pie on fire.**

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page 6

FOCUS The long 'o' sound

TEACH ▶ Ask pupils to write and show: **coat, road, joke, hose, rope**. Include one or two familiar tricky words to revise alternative spellings in a few words (for example, **no, old, most**). ▶ Say the sounds and discuss how to spell the word **goal**. If pupils suggest **gole** (like **pole, hole**), write it and ask if it looks right. ▶ Discuss alternative spellings and write **g-oa-l**. ▶ Reinforce the importance of learning the right spelling and checking to see if a spelling looks right. ▶ Repeat with **bowl, roll, toe**. Underline the long 'o' spelling in each word. ▶ Explain that **oe** is another way of spelling long 'o', found in a few words.

PRACTISE **Spelling 2**, page 6; 'Additional word list'

APPLY Set target; independent writing; respond to marking

ASSESS Dictation: **I hope the gold cloak is on the throne**

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FOCUS The long 'e' sound

TEACH ▶ Ask pupils to write and show: **keep, eat, green**. ▶ Check spellings. ▶ Say a word with two possible spellings (for example, **meal** (meel)). ▶ Ask pupils to write which they think it is and then check if it looks correct before they show it. ▶ Write the correct spelling on the board to reinforce it. ▶ Say the word **thief**. Say the sounds as you write it on the board. ▶ Underline the **ie** spelling. Explain that this is another spelling for the long 'e' sound found in a few words. ▶ Ask pupils to spell the word **chief**. ▶ Repeat with the word **these** to introduce the **e-e** spelling. Ask pupils to write **eve**.

PRACTISE **Spelling 2**, page 7; 'Additional word list'

APPLY Set target; independent writing; respond to marking

ASSESS Dictation: **A thief sneaks down the street to steal these wheels.**