



Spelling Seeds

Year 2

Focus text:

Dear Earth

<p>Year 2 Week 1</p>	<p>Spelling Objective/Common Exception Words</p> <p>The possessive apostrophe (singular nouns)</p>
<p>Investigation</p>	<p>A sense of belonging:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">whale</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">turtle</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">elephant</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">Tessa</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">narwhal</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">eagle</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">fin</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">shell</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">letter</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">horn</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">trunk</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">wings</div> </div> <p>Give children the following words and ask them to pair the objects with who they belong to, e.g.</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">panda</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">paws</div> </div> <p>How can we record this in our writing? Look at how we have used apostrophes previously and identify how they can be used to show possession, e.g.</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">panda</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">'s</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">paws</div> </div> <p>How many different ways are there of arranging the words so that the possessions are shown, e.g. a panda's paws, a turtle's shell, an elephant's tusk...</p>
<p>Practice</p>	<p>Children to arrange the words and add apostrophes according to who/what they belong to. Look at the landscapes that Tessa visits in the book. Can children think of any additional phrases? Children could note: the monkey's tail, the tree's branches... Discuss plural apostrophes with those who are ready, although this is in the LKS2 Programme of Study.</p>
<p>Application into writing</p>	<p>This could link to session 3 in the Writing Root. Children record facts or write descriptions about the endangered animals they are researching e.g. <i>An elephant's trunk can be two metres long. A panda's paw can grab a bamboo stick.</i></p>
<p>Application across the curriculum</p>	<p>Geography (Y2 Human and physical Geography): Key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, stream</p>
<p>Homework investigation</p>	<p>Children to find five examples of apostrophes in the world around them, e.g. in shop signs. Where possible, children to bring these in and share them, e.g. as photographs.</p>



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<p>Year 2 Week 2</p>	<p>Spelling Objective/Common Exception Words</p> <p>break great behind path Christmas plant floor pretty grass wild</p>
<p>Investigation</p>	<p>The following script for an episode of the Explorers' Club vlog falls out of the book:</p> <p>Hello and welcome back to The Explorers Channel. It is winter time! The wind is wild and the snow has settled on the gasrs. We have decided to take a berak in a German Charsmits market where there are lots of pettry things for sale at gerat prices. Bunches of colourful flowers, pnalts and trees line the ptah. Bihend every shop counter, there is a friendly face. There are festive decorations on the roof and along the folor. On our next vlog, we will be in London where we'll be trying fish and chips!</p> <p>Unfortunately, the publishers have missed lots of typos! Ask children to identify them and unjumble the words.</p>
<p>Practice</p>	<p>Ask children which they find trickier than others? Rank or sort them as a class. Now, ask children to identify ways to help them remember the harder ones, e.g. you've got to 'eat' to be 'great'. Place the words and any rhymes, mnemonics or words-within-words on a spelling display in the classroom. It usually works best for children to create their own mnemonics etc.</p>
<p>Application into writing</p>	<p>This links to session 6 in the Writing Root. Children to create their own script for an episode of the Explorers Channel. Can they use any of these words in their writing? See if children can include any when editing their writing from this week.</p>
<p>Application across the curriculum</p>	<p>Geography (Y2 Human and physical Geography): Key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, stream</p>
<p>Homework investigation</p>	<p>Ask children to think of some rhymes, mnemonics or words-within-words for any of the leftover words to help them remember them. How many of the words can they spot in the environment around them this week?</p>



Spelling Seeds

Year 2

Focus text:

Dear Earth

Year 2 Week 3	Spelling Objective/Common Exception Words The suffix -ly
Investigation	Give children the adjective cards from the resources. Can children remember how to change these into -ly adverbs of manner and time? There are only two adverbs of time so see if children can add more. Can children add any more manner adverbials?
Practice	Ask children which they find trickier than others? What do they notice about 'angrily' spelling? Are there other words that add an 'l' when changing to an adverb? Children practise writing factual statements about the earth using appropriate -ly adverbs.
Application into writing	Use this as an editing session for the extended informative leaflets at the end of the Writing Root. Can children read over their reports and include some -ly adverbs? <i>There are many problems facing our earth sadly. Shockingly, the world is heating up because there are more dirty fumes and gases in the air. If the ice sheets melt, then gradually polar bears and other animals will lose their homes. The earth is in trouble but it is not too late. Angrily, many people have gone on protest to try and stop pollution as some people are worryingly not taking the threat seriously.</i>
Application across the curriculum	Geography (Y2 Human and physical Geography): Key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, stream.
Homework investigation	Children take a list of adjectives home and practise changing them into adverbs by adding -ly. Can children make their own lists of -ly adverbs with someone at home?





Objective

The possessive apostrophe (singular nouns)

whale

turtle

elephant

Tessa

narwhal

eagle

fin

shell

letter

horn

trunk

wings

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Objective

Common exception words

Hello and welcome back to The Explorers Channel. It is winter time! The wind is **wlid** and the snow has settled on the **gasrs**. We have decided to take a **berak** in a German **Charsmits** market where there are lots of **pettry** things for sale at **gerat** prices. Bunches of colourful flowers, **pnalts** and trees line the **ptah**. **Bihend** every shop counter, there is a friendly face. There are festive decorations on the roof and along the **folor**. On our next vlog, we will be in London where we'll be trying fish and chips!





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Resources

Objective
The suffix -ly

strange

worrying

careless

serious

thoughtful

peaceful

powerful

loud

important

confident

angry

happy

patient

helpful

firm

sad

gradual

