



A Spelling Seed for

# Dear Earth by Isabel Otter and Clara Anganuzzi Year 2, KS1



Spelling Seeds have been designed to complement the Writing Roots by providing weekly, contextualised sequences of sessions for the teaching of spelling that include open-ended investigations and opportunities to practise and apply within meaningful and purposeful contexts, linked (where relevant) to other areas of the curriculum and a suggestion of how to extend the investigation into home learning.

Spelling Seeds work alongside the Writing Root texts and, as such, will also reflect the suggested number of weeks spent on a text. The 'Focus Text' is detailed on the top right-hand side of the plan.

We have used appropriate coverage from the phonics and spelling elements of Appendix 1 to match the content of the texts to make for purposeful application, but we recommend you track the coverage across the year using a blank coverage map. We recommend planning for additional coverage of objectives based on assessment for learning. In some year groups, the objectives from previous years may need to be tracked back to, but for the purposes of these seeds, we have stuck closely to the coverage from the given year group.

## Approach to use for teaching of spelling

These detailed sessions are designed to be taught alongside the Writing Roots. The sessions could be taught as single one-off lessons or broken down and taught across a number of days. They may be delivered as stand-alone sessions or embedded and timetabled within the teaching of English.

Spelling is closely linked to language acquisition and, as such, the spelling words, strategies and rules in these Spelling Seeds ensure children are exposed to a wide variety of varied and often challenging vocabulary, linked to a range of learning opportunities.

We understand that children will all learn to spell in differing ways and have ensured a wide variety of approaches have been employed, often overlapping one-another, to support the acquisition of these spelling skills, including phonic, contextual, semantic, structural and visual.

## Coverage for this Seed

Week	Objective	Common exception words	The /dʒ/ sound spelt as ge and dge at the end of words, and some-times spelt as g elsewhere in words before e, and y	The /s/ sound spelt c before e, i and y	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /r/ sound spelt wr at the beginning of words	The /l/ or /ə/ sound spelt -le at the end of words	The /l/ or /ə/ sound spelt -el at the end of words	The /l/ or /ə/ sound spelt -al at the end of words	Words ending -il	The /ai/ sound spelt -y at the end of words	Adding -es to nouns and verbs ending in -y	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before i	Adding -ing, -ed, -er, -est & -y to w of one syllable ending in a single consonant letter after a single vowel letter	The /ɔ:/ sound spelt a before l and ll	The /ʌ/ sound spelt o	The /i:/ sound spelt -ey	The /b/ sound spelt a after w and qu	The /ɜ:/ sound spelt or after w	The /ɔ:/ sound spelt ar after w	The /ɜ:/ sound spelt s	The suffixes -ment, -ness, -ful, -less and -ly	Contractions	The possessive apostrophe (singular nouns)	Words ending in -tion	Homophones and near-homophones
1																									✓		
2	✓																										
3																							✓				

### Common exception words coverage

break  
behind  
Christmas  
floor  
grass  
great  
path  
plant  
pretty  
wild





# Spelling Seeds

## Year 2

Focus text:

Dear Earth

Year 2 Week 1	<h2>Spelling Objective/Common Exception Words</h2> <p>The possessive apostrophe (singular nouns)</p>
Investigation	<p><b>A sense of belonging:</b></p> <div><div>whale</div><div>turtle</div><div>elephant</div><div>Tessa</div></div> <div><div>narwhale</div><div>eagle</div><div>fin</div><div>shell</div></div> <div><div>letter</div><div>horn</div><div>trunk</div><div>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><div>panda</div><div>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><div>panda</div><div>'s</div><div>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>
Practice	<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>
Application into writing	<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>
Application across the curriculum	<p>Geography (Y2 Human and physical Geography): Key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, stream</p>
Homework investigation	<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>





# Spelling Seeds

## Year 2

Focus text:

Dear Earth

Year 2 Week 2	Spelling Objective/Common Exception Words
	<div>break</div> <div>behind</div> <div>Christmas</div> <div>floor</div> <div>grass</div> <div>great</div> <div>path</div> <div>plant</div> <div>pretty</div> <div>wild</div>
Investigation	<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 <b>wild</b> and the snow has settled on the <b>gasrs</b>. We have decided to take a <b>berak</b> in a German <b>Charsmits</b> market where there are lots of <b>pettry</b> things for sale at <b>gerat</b> prices. Bunches of colourful flowers, <b>pnalts</b> and trees line the <b>ptah</b>. <b>Bihend</b> every shop counter, there is a friendly face. There are festive decorations on the roof and along the <b>folor</b>. 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>
Practice	<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>
Application into writing	<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>
Application across the curriculum	<p>Geography (Y2 Human and physical Geography): Key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, stream</p>
Homework investigation	<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 <b>adjective cards</b> 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?  There are many problems facing our earth <b>sadly</b> , <b>shockingly</b> , the world is heating up because there are more dirty fumes and gases in the air. If the ice sheets melt, then <b>gradually</b> polar bears and other animals will lose their homes. The earth is in trouble but it is not too late. <b>Angrily</b> , many people have gone on protest to try and stop pollution as some people are <b>worryingly</b> not taking the threat <b>seriously</b> .
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

narwhale

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!





# Spelling Seeds Year 2

Resources

## Objective

The suffix -ly

strange

worrying

careless

serious

thoughtful

peaceful

powerful

loud

important

confident

angry

happy

patient

helpful

firm

sad

gradual

