

Read, Write Inc. Book 2A Spelling



Parent Record Sheet

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Unit 1 - The or sound spelt a before l and ll

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
all			
small			
tall			
fall			
call			
ball			
walk			
stalk			

2. Complete the sentences by adding correct suffix 'ed', 'ing', 'er' 's' or 'est'

Remember a suffix is a group of letters we can add to the end of a root word to change or add to it's meaning.

small	Kevin is by far the _____ boy in his class.
tall	Helen is so much _____ than her friend Katie.
fall	The apple is quickly _____ from the tree.
call	I _____ at the shop for some bread and milk on my way home.
ball	There were lots of different _____ in the store room.
walk	I _____ for miles and miles trying to find my way home.
stalk	The animal _____ its prey.



Unit 2 - The Soft c

1. When c comes just before *i*, *y* or *e* it usually makes the *s* sound.
It is called soft *c*.

	Look!	Cover!	Write!
city			
cell			
icy			
cycle			
rice			
mice			
fancy			

2. Can you put each of these words in to a relevant sentence?
Remember it must make sense!

city	
cell	
icy	
cycle	
mice	
rice	



Special Focus 1: Red Words

1. **Proceed with caution! These are words that even adults find tricky to spell.**
We think of them as Red words because we need to stop and think about the odd part of the word before we write it.
Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
where			
could			
there			
want			
was			
would			
what			

2. **Can you put each of these words in a relevant sentence?**
Remember it must make sense!

where	
could	
there	
want	
was	



Unit 3 - Adding the suffix -y (1)

1. Practise spelling this set of root words. You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
dot			
slip			
chop			
slop			
sun			
sag			
bog			
spot			

2. Now put the list of words below in to the correct sentences.

This time they have the suffix 'y' on the end to make them adjectives.

Remember! For some words we double the final consonant before adding -y, like slippy.

spotty	boggy	saggy	sunny	sloppy	choppy	slippy	dotty
The weather outside was _____, so the children could play out.							
I had a bright pink dress with a _____ pattern on it.							
The sea was very _____ so the children were not safe to play in it.							
Mrs Hopps warned the children that the area around the pond was very _____.							
The ice in the playground was _____ and dangerous.							
Mrs Hall made the cake mixture too _____ so had to throw it away.							
The buns were _____ in the middle and so wouldn't rise properly.							
Ladybirds have a _____ pattern on their red wings which is black.							



Unit 4 - Adding the suffix -y (2)

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
shine			
wave			
smoke			
craze			
cheese			
spike			
simple			
breeze			

2. Now put the list of words below in to the correct sentences.

This time they have the suffix 'y' on the end to make them adjectives.

Remember! For this set of words we have dropped the 'e' before adding the 'y'.

shiny wavy smoky crazy cheesy spiky simply breezy
Emma found a golden _____ coin sparkling on the path.
On Bonfire Night, the air gets very _____ and you can't see ahead clearly.
Claire begged her mum to make her hair _____ for the party she was going to.
To make a cake, you _____ have to follow the instructions step by step.
At the seaside, it is more _____ and cooler.
Miss Cox asked the children to give her a _____ grin before taking their photo.
When the children heard that One Direction were on stage, they went _____.
Alligators have very sharp and _____ teeth so they can bite things easily.



Special Focus 2: Homophones

1. Words that sound the same but have different meanings and spellings are called homophones. E.g. *see* and *sea*.

Practise spelling these common homophones.

	Look!	Cover!	Write!
sea			
sea			
son			
sun			
pair			
pear			
knight			
night			
saw			
sore			

2. Which of these homophones fits suitably into the sentence given?

Think carefully about the word meanings before you complete them!

sea/see	Me and my friends went for a lovely paddle in the _____ yesterday.
son/sun	I had a baby _____ called David. He was tiny and beautiful.
pair/ pear	I need to go to the fruit shop to buy some fresh _____.
knight/ night	It gets dark at _____ and light through the day.
saw/sore	Angie fell over and her knee was _____ and cut.



Unit 5 - Adding the suffix -ly

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
loud			
brave			
stupid			
cool			
quick			
slow			
glad			
quiet			

2. Complete the sentences by adding the suffix -ly on to each root word

Remember :When a word ends in a y we swap the y for an I before adding -l

loud	The engine to the car roared _____ like a giant.
brave	The boy went in to the scary house _____ and his sister followed.
stupid	I _____ didn't put sun cream on before I went out in the sun.
cool	The children spoke to each other _____ after a big argument.
quick	You have to learn your times tables _____ to be fast in maths.
slow	The tortoise _____ made his way back in to his hutch.
glad	Katie _____ shared her sweets with the rest of the class.
quiet	Darren went in to class _____ because he was late.



Unit 6 - The n sound spelt kn and gn

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
knee			
know			
knot			
knit			
knight			
knock			
gnome			
gnaw			

2. Complete the sentences by adding correct suffix 'ed', 'ing' or 's'

Remember a suffix is a group of letters we can add to the end of a root word to change or add to it's meaning. The t in knit is doubled when the suffix -ing or -ed is added.

knee	When you are jumping, you need to lift your _____ up.
know	It is great _____ your times tables so you can do them quick!
knot	The laces got tangled up and all _____ together in a ball.
knit	My grandma is _____ me a lovely jumper for winter.
knight	The _____ got their horses ready for battle.
knock	Mrs Moss _____ all the books off the shelf by accident.
gnome	Joshua had at least four _____ in his back garden.
gnaw	The dog happily _____ at the juicy bone he was given.



Special Focus 3: Red Words

1. Red words contain a sound with an odd spelling. We think of them as Red words because we need to stop and think about the odd part of the word before we write it.

	Look!	Cover!	Write!
money			
people			
busy			
half			

2. Can you put each of these words in a relevant sentence?
Remember it must make sense!

money	
people	
busy	
half	
was	



Unit 7 - The igh sound spelt y

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
try			
spy			
dry			
rely			
reply			
horrify			
multiply			
terrify			

2. Now put the list of words below in to the correct sentences.

This time they have the suffix 'ing' on the end of them.

Remember! The words must fit in to the sentence so it makes sense.

spying trying relying drying horrifying multiplying terrifying
The clothes were _____ on the line in the bright sunshine .
Sam woke up after having a _____ dream about aliens.
Holly was hiding from the brother and _____ on him from a crack in the door.
If you can't do something first time you must keep on _____!
My mum was _____ on me to help her get the party food ready.
You can double numbers by _____ them by two.
The Halloween outfits that people had bought were _____ to look at!

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Unit 8 - Adding the suffix -ing (1)

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
stop			
trot			
shop			
grab			
grip			
shrug			
prod			
run			

2. Complete the sentences by adding the suffix 'ing' to each of the words.

Remember! If a word ends in a short vowel sound (a,e,i,o,u) + a consonant we double the consonant before adding the suffix -ing. Example: nod becomes nodding.

stop	The children needed _____ because they were being naughty.
trot	The horse was _____ around the stables proudly.
shop	My mum likes to go _____ and spend lots of money.
grab	The machine was _____ at the teddy trying to catch it.
grip	Mrs Wilkinson was _____ at the rope tightly.
shrug	I was bored of seeing other people _____ at me.
prod	Sarah kept _____ Ross in the side of his leg.
run	I am very quick at _____ and I enjoy it.



Special Focus 4: Homophones

1. Words that sound the same but have different meanings and spellings are called homophones. E.g. *see* and *sea*.

Practise spelling these common homophones.

	Look!	Cover!	Write!
there			
their			
no			
know			
right			
write			
to			
too			
week			
weak			

2. Which of these homophones fits suitably into the sentence given?

Think carefully about the word meanings before you complete them!

there/their	I wish that people would put _____ shoes on the mat.
no/know	Did you _____ the weather is going to get colder?
right/ write	I always _____ with my favourite purple pen!
to/ too	It gets dark _____ early for you to play out.
weak/ week	There are seven days in a _____ .

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Unit 9 - Adding the suffix -ing (2)

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
bake			
make			
smile			
slide			
shine			
trickle			
rattle			
tickle			

2. Complete the sentences by adding the suffix 'ing' to each of the words

Remember! If a word ends in an e, we drop the e before adding the suffix -ing.

bake	The children were _____ a cake.
make	The horses were _____ a neighing noise.
smile	My mum likes to _____ at me through the window.
slide	The money was _____ all around my pocket.
shine	Miss Sowden was feeling happy that the sun was _____
trickle	I began _____ the ball to my partner.
rattle	The baby began _____ his toy.
tickle	I love _____ my sister under the arms!



Unit 10 - The j sound

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
jar			
join			
gem			
giant			
charge			
fringe			
badge			
bridge			

2. Complete the sentences by adding the correct suffix 'ing', 's' or 'ed' to each of the root words.

Remember! Think carefully about which suffix works the best to fit with the sentence given.

jar	I had seven _____ of jam in my trolley.
join	Amy is happy that she is _____ the pool team.
gem	The _____ were very sparkly.
giant	The _____ very hungry and wants some dinner.
charge	Ben got _____ to go in the zoo.
fringe	The girls got their _____ cut today.
badge	I wish I had all my _____ for spelling.
bridge	You have to cross a lot of _____ to get to the park.



Special Focus 5 - Contractions and apostrophes

1. Sometimes we squash two words together to make one word by using an apostrophe like this:

I am going on a trip.

I'm going on a trip.

Sometimes two letters are squeezed out like this:

I will see you later.

I'll see you later.

We call these contractions!

Read the sentences below and write the two words that have been joined together.

Dad said that you're coming to the shop with us.	
I'll get some sweets for us both.	
Thomas said he'll be late for school.	
We're off on a summer holiday!	
Do you know where they're going on a trip?	

2. Can you put any of these contractions in your own sentences? Try them below.



Unit 11 - The o sound spelt a after w and qu

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
wash			
want			
watch			
wand			
wasp			
wallet			
squash			
wander			

2. Complete the sentences by adding the correct suffix 'ing', 's' or 'ed' to each of the root words.

Remember! Think carefully about which suffix works the best to fit with the sentence given.

wash	I keep _____ my jumper to make it clean.
want	My mum _____ me to be a good boy.
watch	I love _____ The Simpsons after school.
wand	The witches wave their _____ over the magic hat.
wasp	There were lots of _____ flying in the air.
wallet	The boys put their _____ in their pockets.
squash	The orange got _____ in the bag of food.
wander	The girl _____ around the room.



Unit 12 - Adding the suffix -ed (1)

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
hug			
drop			
pat			
bat			
clap			
spot			
chop			
skip			

2. Complete the sentences by adding the suffix 'ed to each of the root words

Remember! If the word ends in a two consonants, just add -ed. If the word ends in a short vowel sound (a, e, i, o, u) + a consonant we double the consonant before adding -ed.

hug	My mum _____ me in the playground.
drop	I _____ my phone in a puddle.
pat	The children _____ the furry dog.
bat	The ball got _____ away quickly.
clap	The people _____ after the show.
spot	The boys _____ their toys in the corner.
chop	The orange got _____ up in to pieces.
skip	The girl _____ around the room.



Special Focus 6

The *u* sound spelt *o* and the *or* sound spelt *ar* after *w*

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
mother			
brother			
other			
nothing			
Monday			
towards			
swarm			
reward			

2. Can you put any of these words with a special spelling in to your own sentences? Try them below.



Unit 13 - Adding the suffix -ed (2)

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
cry			
reply			
copy			
hurry			
scurry			
marry			
study			
multiply			

2. Complete the sentences by adding the suffix 'ed to each of the root words.

Remember! If the word ends in a consonant +y, we swap the y for an i before adding -ed.

cry	My sister _____ in the playground.
reply	I _____ to my mum when she shouted me.
copy	The children _____ the furry dog and tried to bark.
hurry	Jane _____ out of school because it was her birthday.
scurry	The crowds _____ around trying to get out of the circus.
marry	The man and woman got _____ at a church.
study	I _____ my maths targets so that I could pass them.
multiply	The girl _____ the numbers together.

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Unit 14 - Adding the suffix -ed (3)

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
poke			
pile			
trickle			
wave			
shade			
cycle			
rule			
bottle			

2. Complete the sentences by adding the suffix 'ed to each of the root words

Remember! If the word ends in an 'e' we drop the 'e' before adding -ed.

poke	My sister _____ her friend in the playground.
pile	I _____ my bricks up together to make a castle.
trickle	The water _____ slowly out of the tap.
wave	Joshua _____ goodbye to his pet dog.
shade	The car was _____ so it did not get too hot.
cycle	The man and woman _____ all the way to the shops.
rule	I _____ a line through my work because it was wrong.
bottle	The girl _____ up some juice and water.



Special Focus 7 - Possessive apostrophes

1. Try to say all the sounds in the word a-pos-tro-phe and then the whole word apostrophe.

2. Circle the apostrophe in the list of punctuation below:

! , ? ' : "

3. To show that something belongs to someone or something we add an apostrophe and an s.

Example: Harry's bike is blue and red.

Add the missing apostrophe and an s to each sentence below:

Grandma cooking is tasty.	
The snake eyes look beady and mean.	
Ben bike is bigger than any other.	
Charlotte eyes are bright blue.	
My brother legs are very long.	

4. Can you make up some of your own sentences which contain a possessive apostrophe?
