



Lumley Primary Federation  
Spellings – Book 2B



Unit	Content	Rule / Explanation	Spelling Words	Red Words	Extra Practise Zone Activities
Unit 1	The <b>r</b> sound spelt <b>wr</b>	Some words begin with the <b>r</b> sound spelt <b>wr</b> . It is a silent <b>w</b> . Silent <b>w</b> only ever comes before the letter <b>r</b> .	wrap, wreck, wren, wrestle, wriggle, wring, wrinkle, wrist, write, wrong, wrote, wrung	love, me, mind, Mrs	
Unit 2	Adding the suffixes <b>-er</b> or <b>-est</b> (1) (words where no change is needed; words ending in <b>e</b> )	<b>No change</b> is needed to most root words before adding <b>-er</b> or <b>-est</b> . If a word ends in <b>e</b> , we drop the <b>e</b> before adding <b>-er</b> or <b>-est</b> .	braver, bravest, closer, closest, cuter, cutest, faster, fastest, finer, finest, harder, hardest, larger, largest, louder, loudest, nicer, nicest, quicker, quickest, ruder, rudest, slower, slowest, softer, softest, warmer, warmest, whiter, whitest, wider, widest, wiser, wisest	most, move, Mr, my	<a href="https://www.oxfordowl.co.uk/api/interactives/27408.html">https://www.oxfordowl.co.uk/api/interactives/27408.html</a>
Special focus 1	Red words:	<b>Red words</b> contain a sound with an <b>odd spelling</b> ... we need to <i>stop and think</i> about the odd part of the word before we write it.	many, some, should, come, any, would		
Unit 3	Adding the suffixes <b>-er</b> or <b>-est</b> (2) (swapping <b>y</b> for <b>i</b> )	If a word ends in <b>y</b> , we <b>swap</b> the <b>y</b> for an <b>i</b> before adding <b>-er</b> or <b>-est</b> .	finer, finest, floppier, floppiest, funnier, happier, happiest, jollier, jolliest, luckier, luckiest, nicer, nicest, prettier, prettiest, sillier, silliest, slimmer, slimmest, spikier, spikiest,	of, old, once, our	<a href="https://www.oxfordowl.co.uk/api/interactives/27408.html">https://www.oxfordowl.co.uk/api/interactives/27408.html</a>



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Spellings – Book 2B



			tastier, tastiest, tidier, tidiest, wiser, wisest		
Unit 4	Adding the suffixes <b>-er</b> or <b>-est</b> (3) (doubling consonant, where the root word ends in short vowel plus consonant)	If a word ends in a short vowel sound ( <b>a, e, i, o, u</b> ) + a consonant, we <b>double</b> the consonant before adding <b>-er</b> or <b>-est</b> .	bigger, biggest, fatter, fattest, fitter, fittest, gladder, gladdest, hotter, hottest, madder, maddest, sadder, saddest, slimmer, slimmest, wetter, wettest	one, only, other, over	<a href="https://www.oxfordowl.co.uk/api/interactives/27408.html">https://www.oxfordowl.co.uk/api/interactives/27408.html</a> <a href="https://www.oxfordowl.co.uk/api/interactives/27410.html">https://www.oxfordowl.co.uk/api/interactives/27410.html</a>
Special focus 2	Homophones:	Words that sound the same but have different meanings and spellings are called <b>homophones</b> .	see/sea, there/their, too/two, for/four, nose/knows, ate/eight		<a href="https://www.oxfordowl.co.uk/api/interactives/27315.html">https://www.oxfordowl.co.uk/api/interactives/27315.html</a>
Unit 5	The <b>ee</b> sound spelt <b>ey</b>	In some words, the <b>ee</b> sound is spelt <b>ey</b> . <i>In the words money, monkey and honey, the <b>o</b> makes an <b>u</b> sound.</i>	alley, barley, chimney, donkey, hockey, honey, jokey, key, kidney, money, monkey, trolley, turkey, valley, volley	pass, past, path, parents	<a href="https://www.oxfordowl.co.uk/api/interactives/27317.html">https://www.oxfordowl.co.uk/api/interactives/27317.html</a>
Unit 6	Adding the suffix <b>-ness</b> (1) (adding to a root word where no change is needed to the root word)	We can add the suffix <b>-ness</b> to many root words to make a <b>noun</b> .	bitterness, coldness, darkness, fitness, foolishness, goodness, hardness, illness, kindness, lateness, madness, plainness, quietness, sadness, softness, stillness, weakness	plant, poor, pretty, prove	<a href="https://www.oxfordowl.co.uk/api/interactives/27408.html">https://www.oxfordowl.co.uk/api/interactives/27408.html</a> <a href="https://www.oxfordowl.co.uk/api/interactives/27410.html">https://www.oxfordowl.co.uk/api/interactives/27410.html</a>



Lumley Primary Federation  
Spellings – Book 2B



Special focus 3	Words ending in <b>-il</b> and words where <b>s</b> makes the <b>zh</b> sound	Some words end in <b>-il</b> . The vowel sound is so short we can hardly hear it. In some words, the letter <b>s</b> makes the <b>zh</b> sound.	pupil, pencil, fossil, nostril, evil, stencil, council, peril etc. treasure, usual, television, revision, measure etc.		<a href="https://www.oxfordowl.co.uk/api/interactives/27411.html">https://www.oxfordowl.co.uk/api/interactives/27411.html</a>
Unit 7	Adding the suffix <b>-ness</b> (2) (swapping <b>y</b> for <b>i</b> )	If a root word ends in a consonant + <b>y</b> , we <b>swap</b> the <b>y</b> for an <b>i</b> before adding the suffix <b>-ness</b> .	bossiness, chattiness, cheekiness, dizziness, droopiness, fussiness, giddiness, goodness, happiness, jolliness, silliness, sleepiness, sloppiness, spiciness, stickiness, ugliness	put, said, Saturday, pull, push	<a href="https://www.oxfordowl.co.uk/api/interactives/27408.html">https://www.oxfordowl.co.uk/api/interactives/27408.html</a>
Unit 8	Words ending in <b>-le</b>	Most words with two syllables that end in the <b>/</b> sound are spelt with <b>le</b> .	angle, apple, baffle, battle, bottle, bubble, cuddle, giggle, handle, jingle, kettle, little, middle, purple, rattle, rectangle, simple, table, tickle, triangle, uncle, wiggle	saw, says, school, whole	
Special focus 4	Homophones:	Words that sound the same but have different meanings and spellings are called <b>homophones</b> .	seen/scene, wait/weight, hole/whole, sighed/side, new/knew		<a href="https://www.oxfordowl.co.uk/api/interactives/27315.html">https://www.oxfordowl.co.uk/api/interactives/27315.html</a>
Unit 9	Words ending in <b>-el</b>	The ending that sounds like <b>/</b> can be spelt <b>el</b> .	angel, camel, cancel, jewel, label, level, parcel, snorkel, squirrel, tinsel, towel, travel, trowel, tunnel, vowel	so, son, steak, she, small	<a href="https://www.oxfordowl.co.uk/api/interactives/27411.html">https://www.oxfordowl.co.uk/api/interactives/27411.html</a>



Lumley Primary Federation  
Spellings – Book 2B



Unit 10	Words ending in <b>-al</b>	The ending that sounds like <i>l</i> can be spelt <b>al</b> . Lots of adjectives end in <b>al</b> .	animal, capital, comical, crystal, equal, festival, formal, gradual, hospital, magical, medal, medical, metal, pedal, plural, royal, sandal, signal, tropical, vocal	sugar, Sunday, sure, the, they	<a href="https://www.oxfordowl.co.uk/api/interactives/27411.html">https://www.oxfordowl.co.uk/api/interactives/27411.html</a>
Special focus 5	The <b>ir</b> sound spelt <b>or</b> after <b>w</b>	In some words, the letters <b>or</b> after <b>w</b> make the <b>ir</b> sound.	worm, world, work, worth, worst, worse, password, workshop, workers etc.		<a href="https://www.oxfordowl.co.uk/api/interactives/27400.html">https://www.oxfordowl.co.uk/api/interactives/27400.html</a>
Unit 11	Adding the suffix <b>-ful</b>	We can add the suffix <b>-ful</b> to root words to make adjectives. We always <b>drop</b> the last <b>l</b> from the word full to make the suffix <b>-ful</b> . <i>If the root word ends in a consonant + y, we swap the y for an i before adding the suffix -ful.</i>	beautiful, careful, cheerful, colourful, delightful, hopeful, painful, peaceful, playful, plentiful, successful, thankful, wonderful	beautiful, through, Thursday, thought, Tuesday	<a href="https://www.oxfordowl.co.uk/api/interactives/27408.html">https://www.oxfordowl.co.uk/api/interactives/27408.html</a> <a href="https://www.oxfordowl.co.uk/api/interactives/27409.html">https://www.oxfordowl.co.uk/api/interactives/27409.html</a> <a href="https://www.oxfordowl.co.uk/api/interactives/27410.html">https://www.oxfordowl.co.uk/api/interactives/27410.html</a>
Unit 12	Adding the suffix <b>-less</b>	The suffix <b>-less</b> means 'without'. If we say that people are fearless, we mean they are without fear. We can add the suffix <b>-less</b> to root words to make an <b>adjective</b> .	careless, cheerless, endless, faultless, fearless, harmless, helpless, homeless, hopeless, joyless, painless, penniless, pointless, sleepless, thankless, thoughtless, toothless, useless	to, today, told, two, watch	<a href="https://www.oxfordowl.co.uk/api/interactives/27408.html">https://www.oxfordowl.co.uk/api/interactives/27408.html</a> <a href="https://www.oxfordowl.co.uk/api/interactives/27409.html">https://www.oxfordowl.co.uk/api/interactives/27409.html</a> <a href="https://www.oxfordowl.co.uk/api/interactives/27410.html">https://www.oxfordowl.co.uk/api/interactives/27410.html</a>



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Special focus 6	Contractions and apostrophes:	Sometimes we squash two words together to make one word. One or two letters are squeezed out. An <b>apostrophe</b> has taken their place. We call these <b>contractions</b> . Sometimes we squeeze out almost all of the letters in a word and replace with an <b>apostrophe</b> .	I've, we'd, they've, you've, you'd, they'd		
Unit 13	Adding the suffix <b>-ment</b>	When we add a suffix to a root word, we make a new word. We can add the suffix <b>-ment</b> to a verb to make a noun.	agreement, amazement, argument, attachment, basement, development, employment, government, judgement, measurement, merriment, movement, payment, punishment, replacement, treatment	water, we, wear	<a href="https://www.oxfordowl.co.uk/api/interactives/27408.html">https://www.oxfordowl.co.uk/api/interactives/27408.html</a> <a href="https://www.oxfordowl.co.uk/api/interactives/27409.html">https://www.oxfordowl.co.uk/api/interactives/27409.html</a> <a href="https://www.oxfordowl.co.uk/api/interactives/27410.html">https://www.oxfordowl.co.uk/api/interactives/27410.html</a>
Unit 14	Words ending in <b>-tion</b>	The <b>sh</b> sound can be spelt <b>ti</b> in the middle of words. It can be followed by <b>on</b> to make the ending <b>-tion</b> , which sounds like <b>shun</b> .	affection, ambition, caption, emotion, expedition, fiction, fraction, lotion, motion, nation, option, potion, section, station, vacation	Wednesday, were, who	<a href="https://www.oxfordowl.co.uk/api/interactives/27408.html">https://www.oxfordowl.co.uk/api/interactives/27408.html</a>
Unit 15	Adding the suffix <b>-es</b>	We <b>swap</b> the <b>y</b> for an <b>i</b> before adding <b>-es</b> .	babies, bodies, carries, copies, cries, families, flies, fries, hobbies, ladies, multiples, replies, spies, tries,	wild, worse, you, your	<a href="https://www.oxfordowl.co.uk/api/interactives/27314.html">https://www.oxfordowl.co.uk/api/interactives/27314.html</a>



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Spellings – Book 2B



Special focus 7	Possessive apostrophes	To show that something belongs to someone or something, we add an <b>apostrophe</b> and an <b>s</b> .	Joel's, the tigress's, our friend's etc.		
In the last week of each half term, special focus lessons will be taught along with a spelling challenge. Children will be given a spelling challenge for revision of the spelling rules they have been taught so far.					