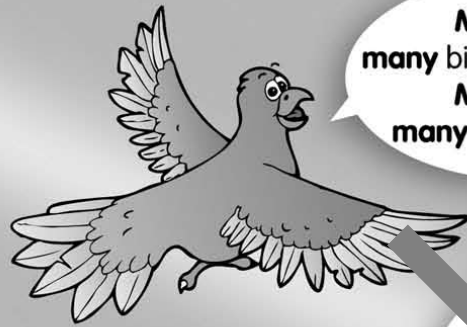


# Spell with Me

Book

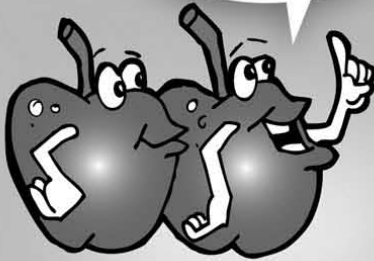
1

Fun Activities and Easy Rhymes to help Years One and Two spell common sight words.



**M-A-N-Y,**  
many birds are in the sky.  
**M-A-N-Y,**  
many birds like to fly.

**A-R-E,**  
Apples Rolling  
Everywhere.



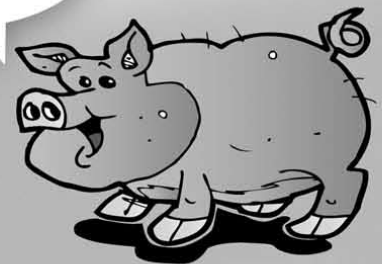
**P-R-E-T-I-Y,**  
flowers are pretty.



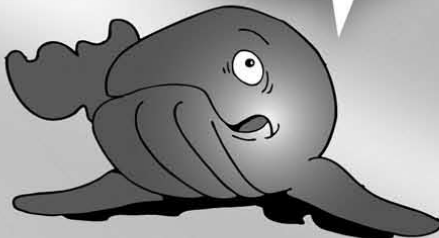
**A-N-D,** dark  
the stars come out.  
**A-F-T-E-R,**  
twinkle, twinkle  
little star.



**P-U-T,**  
Pigs Under Tables,  
put them out!



**N-E-W,**  
Never Eat  
Whales.



By  
Linda Dutton



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# Teachers' Notes

This book is designed to help students in Years 1 and 2 spell words appropriate to their year level. It is split into two sections. Each section deals with a different year level.

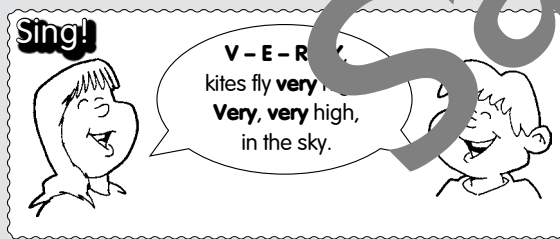
## Year 1

In Year 1, it is advisable to introduce one word each week for five weeks, and then test the students on these five words to see if the majority of the students in the class can spell them correctly. If so, continue to introduce another five words. If the students struggle to spell the five new words introduced after a five week period, revise these words before introducing new words.

## Year 2

At the beginning of Year 2, it is advisable to test the sight words introduced in Year 1. If the majority of the students in the class can spell them correctly, introduce the recommended Year 2 sight words at a rate of one or two words a week, depending on class response. If children do not remember how to spell the majority of the recommended Year 1 sight words then revise the words that were commonly spelt incorrectly.

## Suggested Additional Activities for Year 1 and 2



- Throughout the book, students will be asked to sing little rhymes and chants to help them to learn to spell. This can be done individually, in pairs or as a class. Repetition is a good spelling strategy, so ask the students to say the little rhymes and chants several times.
- Make the words with Plasticine.
- As you introduce each sight word in Years 1 and 2, ask the students to write the sight words in the air with their fingers. This motion will assist in helping them to remember how to spell each word.

## Page 14 - Our

As the students sing the little chant, they might like to play the following game. Students stand in a circle. One player moves around the circle, going Over linked arms, Under linked arms and Round the back of the circle. When the students say 'round' the player stops, joins in the circle and a new student becomes the next player.

## Page 24 - With

Students sit in a circle and nominate one player to start. The first player chooses two things which go together. For example: fish goes with chips. The next player takes the last word, chips, and begins a new sentence. For example, chips go with salt. Salt goes with the sea. The sea goes with blue. Students who can't think of an answer drop out.

## Page 25 - What

Students get into pairs and after they have sung the little chant, 'W-h-a-t, what hat can you see?' one student closes his/her eyes and describes a hat to his/her partner, who then says where the hat might be worn. Students swap roles.

## Page 27 - This

Students take turns to introduce somebody using the word 'this' and tell the class something about him/her.

## Page 37 - Who

Read out clues to the students so that they can guess who you are describing. They can draw their guesses on the worksheet.

## Flashcards

At the beginning of each section, flashcards are provided. It is advisable to photocopy the flashcards onto A3 pieces of paper and laminate them individually. When time permits, sit students in a circle and play some flashcard games. Some suggestions are listed below.

## Page 18 - There

Students sit in a circle and pass the 'there'

flashcard around the circle. They take turns covering the letter 't' and saying, 'here and there'.

### **Page 21 - One**

Students sit in a circle and pass the 'one' flashcard around the circle. As they pass it round, they chant, 'One, one, only one' and indicate the number one with their fingers.

### **Page 23 - Out**

Students sit in a circle and pass the 'out' flashcard around the circle, while chanting, 'O-U-T spells out you see. You are out.'

The student holding the card at the end of the rhyme is out. The game continues until there is one student left.

# National Curriculum Links

## **Year 1**

### **LANGUAGE**

- 10. Phonic and word knowledge (E1LNG10)
- 11. Sight word knowledge (E1LNG11)

### **LITERATURE**

- 1. Recognising and responding (E1LTR1)

### **LITERACY**

- 1. Listening and responding (E1LCY1)
- 10. Handwriting/word processing (E1LCY10)

## **Year 2**

### **LANGUAGE**

- 8. Phonic and word knowledge (E2LNG8)
- 9. Spelling (E2LNG9)

### **LITERATURE**

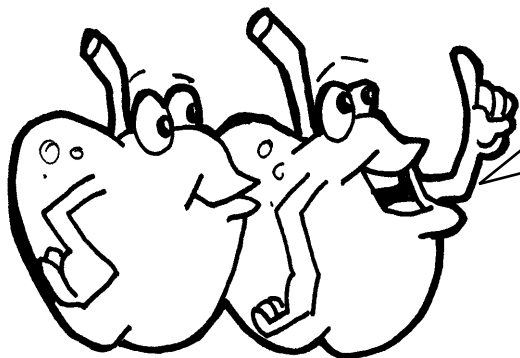
- 1. Recognising and responding (E2LTR1)

### **LITERACY**

- 1. Listening and responding (E2LCY1)
- 10. Handwriting/word processing (E2LCY10)

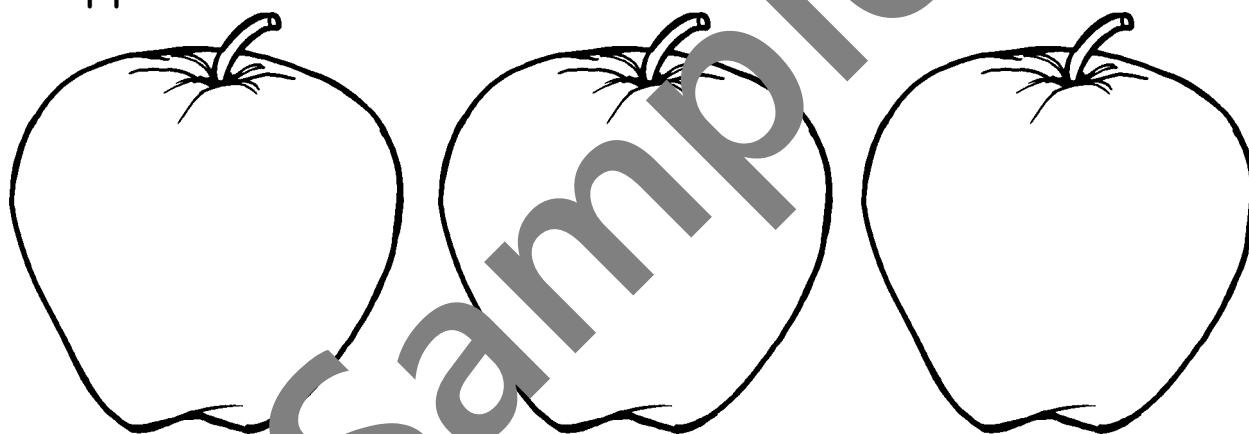
# Are

**Sing!**



**A - R - E,**  
Apples **R**olling **E**verywhere.

Write an **a** on the first apple, an **r** on the next apple and an **e** on the last apple.



Circle the word **are**. Complete the sentences and draw.

We **are** in the \_\_\_\_\_.

We **are** on the \_\_\_\_\_.

# Come

**Sing!**



**C - O** and **M - E**,  
**come, come**  
 and play with me.



Think of activities that you can do like run, jump, dance and sing. Use these words to create new endings to the rhyme. Add pictures.

**C - O** and **M - E**, **come, come** and ...



dance with me.

\_\_\_\_\_ with me.

\_\_\_\_\_ with me.

\_\_\_\_\_ with me.

Sing the rhyme with the new endings.

# What

Place your finger over the letter **w**.

What is the new word? \_\_\_\_\_

**what**

**Sing!**

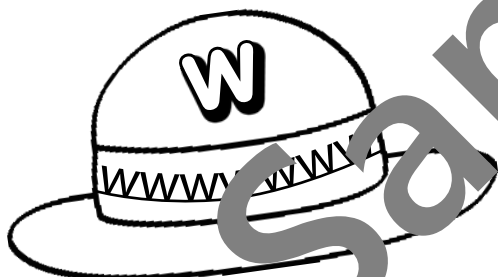


**W - H - A - T,**  
**what** hat  
can you see?



**What hat can you see?**

Draw and decorate three hats. Write the letter **w** on each hat.



what

what

what

what

Trace over the letters. Trace the letter **w** in a different colour.

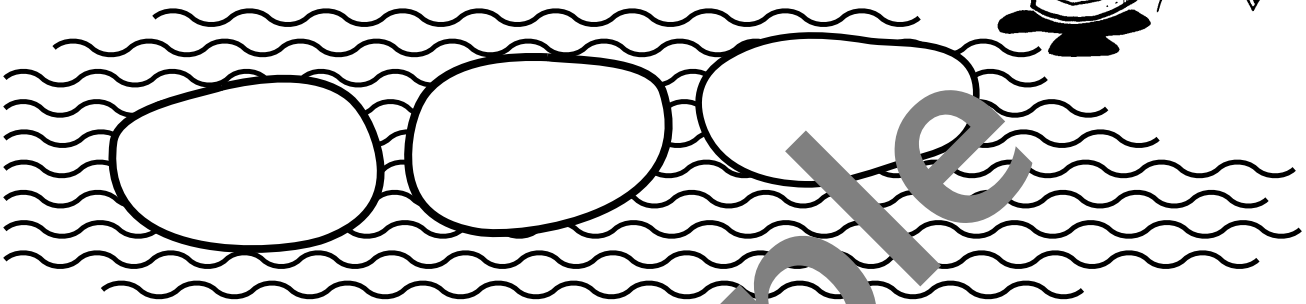
# How

**Sing!**

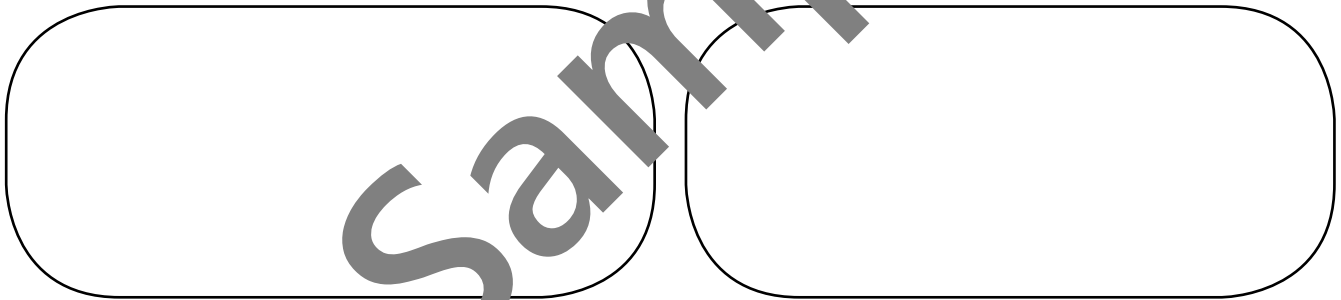
H - O - W,  
Hop Over Water.



Write **how** on the stones.

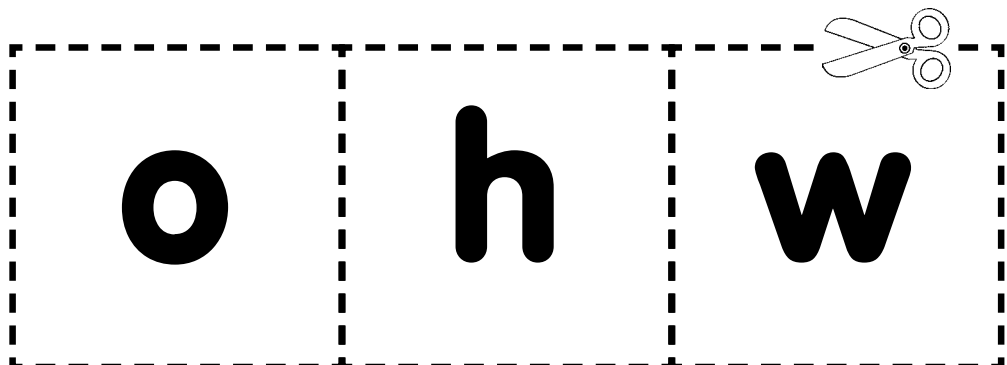


Draw two objects beginning with **w** that you could hop over.



**Unscramble!**

Cut out and  
paste the letters  
to spell **how**.





# Was



Add the letter **w** to the word **as**: \_\_\_\_\_ **as**

Complete the sentences by adding **was**. The first one has been done for you.



I **was** a dog.



He \_\_\_\_\_ here



I \_\_\_\_\_ on the bus.



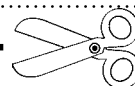
I \_\_\_\_\_ a black cat.



## Unscramble!

Cut out and paste the letters to spell **was**.

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<b>s</b>	<b>a</b>	<b>w</b>
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# Put

**Sing!**



**P - U - T,**  
**Pigs Under Tables,**  
**put them out!**



**Draw!**

Two **pigs** under the **table**.



Four **pigs** under the **table**.



Complete these sentences by adding the word **put**.

**1**

**Put** the pigs out.

**2**

He \_\_\_\_\_ his feet up.

**3**

\_\_\_\_\_ your toys away.

**4**

I \_\_\_\_\_ my bag down.

