



ADULT GUIDE · KEEP THIS PAGE

Spell words, months and numbers

What this pack helps with

Notice, practise, recall and check a bounded set of taught Year 2 common-exception words, all twelve month names, selected zero-to-twenty number words and five vowel-ending nouns.

Before you begin

An adult identifies which words have already been taught in the learner's systematic phonics programme. The learner can copy a short word and compare letters in order.

Use a pencil and a cover card or spare paper. Adult reads instructions and may scribe when handwriting is a barrier, while preserving the learner's oral spelling.

Print and use

Print A4 at actual size. Child pages are **2–6**; answers and feedback are on **7**. Use pages separately if that matches the learner's taught sequence.

What to try next

Chooses correctly but cannot recall	Reduce to three taught words and repeat look, notice, cover, write, check after a gap.
Misspells a month	Practise that month beside its immediate neighbours in the sequence.
Misspells a number word	Say the number, build it from letter cards, then cover and write it from the numeral.
Copies accurately	Use one adult-said target in a fresh sentence and retain the first attempt.

Limits and source

The DfE Year 2 common-exception list is an example list and may vary by phonics programme and accent. The month, number-word and vowel-ending-noun tasks follow current site activity labels; they are bounded practice rather than one universal spelling rule or proof of mastery. Based on DfE English programmes of study and Appendix 1 (England; OGL v3.0). TheLearnDen authored the tasks and invented misspellings.



LEARN TOGETHER

Spell words, months and numbers

Name: _____ Date: _____

Use each step for one taught word

1
Look

2
Notice

3
Cover

4
Write

5
Check

Compare every letter in order. Keep your first try, then write the correction. The tricky part can differ from word to word.

Use words from your taught phonics programme. Pronunciation and exception status can vary by accent; an accent is not a spelling error.



NOTICE · PRACTISE · RECALL

Common-exception words

1 Notice the named part

Underline the marked letter group. Say the whole word, then copy it.

because

copy _____

people

copy _____

beautiful

copy _____

would

copy _____

could

copy _____

should

copy _____

These are word-specific noticing cues. A letter group can behave differently elsewhere, and some words are exceptions only in some accents.

2 Choose, cover and write

Circle the exact spelling. Cover the row and write it once.

becos

because

becouse

peaple

people

peeple

beautifull

beutiful

beautiful

woud

wuld

would

couldd

could

coold

shood

should

shuld

The other forms are invented misspellings for this task. Do not read or teach them as alternative words.



NOTICE · PRACTISE · RECALL

Recall taught words

3 Restore, cover and recall

a_y _____

ma_y _____

b_sy _____

m_ney _____

wh_le _____

wh_ _____

Completing one blank is rehearsal. Keep the first covered attempt so the adult can see whether the whole spelling was recalled.

4 Write the adult-said target

The adult uses the answer page. Keep your first attempt, then correct in another colour or underneath.

1

2

3

4

5

6

Targets stay off the child page. Use only words already taught in the learner's programme; this is untimed practice, not a standardised test.



PRACTISE · CHECK

Spell the months

5 Correct every month

Write the complete month with a capital letter.

january	Febuary	march
Apriet	may	june
july	august	Septembar
october	Novembar	december

Every month is a proper name and begins with a capital. Crossing out an error is not enough; write the complete corrected month.

6 Cover and write the months

Use the initials and the sequence. Check every letter afterward.

1. J _____	2. F _____	3. M _____
4. A _____	5. M _____	6. J _____
7. J _____	8. A _____	9. S _____
10. O _____	11. N _____	12. D _____

The initials support order but do not supply the spelling. Keep the first attempt and compare every letter afterward.



PRACTISE · CHECK

Numbers and nouns

7 Spell from numerals

Study the reference, cover it, then spell the eight numbers.

0 zero · 1 one · 2 two · 3 three · 4 four · 5 five · 6 six · 7 seven · 8 eight · 9 nine · 10 ten · 11 eleven · 12 twelve · 13 thirteen · 14 fourteen · 15 fifteen · 16 sixteen · 17 seventeen · 18 eighteen · 19 nineteen · 20 twenty

2
_____**8**
_____**11**
_____**12**
_____**13**
_____**15**
_____**18**
_____**20**

This bounded zero-to-twenty set practises named number words. It does not establish every number spelling or replace mathematical place-value teaching.

8 Finish and remember each noun

Add the final vowel. Cover the model and write the whole noun.

banan_ _____**kiw_** _____**tomat_** _____**pian_** _____**kangaro_** _____

These five nouns end in a vowel letter and are word-specific spellings. They do not create a universal rule for English nouns or plurals.



ADULT ANSWER GUIDE

Answers and next steps

Check exact letters in order. Keep choosing, copying, spelling from memory and correction as separate evidence.

- 1 **au; eo; eau; oul; oul; oul** Underline the exact named letter group in each complete word, say the word naturally, then copy it once.
These are word-specific noticing cues. A letter group can behave differently elsewhere, and some words are exceptions only in some accents.
- 2 **because; people; beautiful; would; could; should** Circle the one exact spelling in each row, cover the row and write the word once from memory.
The other forms are invented misspellings for this task. Do not read or teach them as alternative words.
- 3 **any; many; busy; money; whole; who** Restore the missing letter, then cover the model and write the complete word from memory.
Completing one blank is rehearsal. Keep the first covered attempt so the adult can see whether the whole spelling was recalled.
- 4 **Say each complete sentence naturally. Check only the named target.**

because — We stayed in because it rained.	people — People waited by the gate.
beautiful — The garden looked beautiful.	would — I would like some water.
money — The money is in the purse.	whole — I ate the whole apple.

An adult says each sentence naturally from the answer page and checks only the named taught target. Record the first attempt and any correction.
Targets stay off the child page. Use only words already taught in the learner's programme; this is untimed practice, not a standardised test.
- 5 **January; February; March; April; May; June; July; August; September; October; November; December** Rewrite all twelve months with exact spelling and an initial capital.
Every month is a proper name and begins with a capital. Crossing out an error is not enough; write the complete corrected month.
- 6 **January; February; March; April; May; June; July; August; September; October; November; December** Use the sequence and initial-letter cues, then cover the corrected model from task 5 and write all twelve months.
The initials support order but do not supply the spelling. Keep the first attempt and compare every letter afterward.
- 7 **two; eight; eleven; twelve; thirteen; fifteen; eighteen; twenty** Study the zero-to-twenty reference, cover it, then spell the eight prompted number words from their numerals.
This bounded zero-to-twenty set practises named number words. It does not establish every number spelling or replace mathematical place-value teaching.
- 8 **banana; kiwi; tomato; piano; kangaroo** Complete the final vowel, then cover and write each whole noun from memory.
These five nouns end in a vowel letter and are word-specific spellings. They do not create a universal rule for English nouns or plurals.

Choose a small next set

Up to five taught words to revisit: _____

How and when we will check again: _____