



## Year 2 National Curriculum requirements

### **Pupils should be taught to**

- develop a range of personal strategies for learning new and irregular words\*
- develop a range of personal strategies for spelling at the point of composition\*
- develop a range of strategies for checking and proofreading spellings after writing\*

### **Pupils should be taught to spell by**

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular), for example, the girl's book
- distinguishing between homophones and near homophones
- adding suffixes to spell longer words, for example, '-m\_e\_n\_t\_', '-f\_u\_l\_', '-l\_e\_s\_s\_', '-l\_y\_'
  - applying spelling rules and guidelines, as listed in English Appendix 1
  - writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Autumn1

- To revise Phase 5 GPCs including polysyllabic words.
- To teach common homophones
- To teach a range of strategies including, using the learning environment, using segmentation, highlighting tricky parts in words, proofreading, trying different spellings to see which words look correct, using a spelling journal effectively

Week	Spelling pattern	Example words	Homophones and Common Exception words
1	Revise common Phase 5 GPCs  ee, ea, e-e,	Street, sweet, feet treat, meat, weak, bean, beat, seat, these, theme, three,	Sea/see  Be/ bee
2	Revise common Phase 5 GPCs  ai, a-e, ay	Rain, wait, train, paid, afraid, date, bake, plate, made, day, play, stay, tray	Blue/ blew
3	Revise common Phase 5 GPCs  Oa, o-e, o, ow, oe	Oak, oat, boat, coal, moan, groan, poke, joke, pole, home, bone, low, grow, slow, snow, so, go, toe, goes	Flour/flower  Link with 'our' and 'hour'
4	Revise common Phase 5 GPCs  Or, ore, oor, aw, ar	Door, floor, poor,  Fork, for, more, core, score, saw, straw, claw, raw	Donkey, football, sadly
5	Revise common Phase 5 GPCs  ie, igh, i-e, y, homophones	Tried, lied, fried, died, light, might, fright, sight, wide, hide, line, fine, tie, pie, try, sky, fly, high, sigh	Come, some, here, there, friend  whole, hole
6	Revise common Phase 5 GPCs, particularly polysyllabic words  'ai/ spelt 'i'  <b>in common exception words</b>	because,  polysyllabic words phase 5:  restless, sandpit, selfish, shelter, shampoo, windmill, handbag, dustbin, softest, lunchbox, helper, sandwich, pumpkin, seventh, melting, toaster, weekend, munching, treetop, floating, paintbrush, printer, twisting,	find, kind, mind, behind, child, children, beautiful



### Autumn 2

- To revise Phase 5 GPCs including polysyllabic words.
- To teach common homophones
- /dʒ/ sound spelt as 'ge' and 'dge' at the end of words and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'
- /s/ sound spelt 'c' before 'e', 'i' and 'y'
- /n/ sound spelt 'kn' and 'gn' at the beginning of words
- To teach a range of strategies including kinaesthetic and visual strategies for common exception words, saying the word in a funny way and rainbow write

Week	Spelling pattern	Example words	Homophones and Common Exception words
1	Use look, say, cover, write, check strategy for common exception words	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, gold, old, cold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last,	
2	Revise common Phase 5 GPCs Oo, ew, u-e, ue	moon, spoon, food, zoo, soon, pool, balloon, flew, grew, new, drew, screw, true, blue, cue, Tuesday, rescue	to/two/too
3	Revise common Phase 5 GPCs	oak, oat, boat, coal, moan, groan, poke, joke, pole, home, bone, low, grow, slow, snow, so, go, toe, goes	
4	/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	badge, edge, dodge, fudge, fridge, age, huge, change, bulge, barge, cabbage, dodge, damage, ledge, lodge, manage, page, orange, rage, nudge, large, message, strange, wedge, stage, village, gem, giant, gentle, magic, giraffe, energy, jacket, jar, jog, join, adjust, jack, just,	
5	/s/ sound spelt 'c' before 'e', 'i' and 'y'	race, ice, cell, city, fancy, ace, bounce, dance, dice, fancy, icy, mice, mince, nice, once, pace, parcel, pence, place, race, rice, since, slice, space, twice, lace, juice, glance,	here, hear,  one, won  sun, son
6	/n/ sound spelt 'kn' and 'gn' at the beginning of words	knock, know, knee, kneel, knelt, knife, knight, knot, known, gnaw, gnat, gnarl, gnome,	know, no night, knight, new, knew not, knot  fri-end, wed-nes-day



### Spring 1

- To teach the /aɪ/ sound spelt 'y'
- To teach contractions
- /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant
- adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it.
- Adding the 'y' to words ending in 'e' with a consonant before it'
- /i:/ sound spelt 'ey'
- near homophones
- /r/ sound spelt 'wr'
- Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel
- To teach a range of strategies for learning common exception and high frequency words and focussing on polysyllabic and topic words.

Week	Spelling pattern	Example words	Homophones and Common Exception words
1	/aɪ/ sound spelt 'y'	cry, fly, dry, try, reply, July, why, by, my, fry, sky, shy, spy, style, type	should, would, could,
2	Contractions  /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant	can't, didn't, hasn't, it's, couldn't, I'll, they're, won't, shan't, wouldn't, shouldn't, he'll, she'll, we'll, they'll, that's, there's, where's bottle, apple, little, middle	to/two/too
3	Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it. Adding the 'y' to words ending in 'e' with a consonant before it'	hope, take, shine, write, make, like, ride, hike, mine, strike, bike nice, late, ripe, rude, brave shine, scare, stone, smoke, bone, shake	Exceptions (tense): took, shone,  Prepare a list of polysyllabic and topic words
4	/i:/ sound spelt 'ey' Near homophones	key, monkey, donkey, chimney, valley, trolley	quite, quiet
5	/r/ sound spelt 'wr'	write, written, wrote, wrong, wrap, wrestle, wren, wriggle, wrinkle, wrist, writing,	
6	Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel Exception – the letter 'x' is never doubled: mixing, mixed, boxer, sixes	hum, drum, stop, sit, pat, drop, sad, mad, bad, fat, run, mix, fix, cut, flap, get, grab, hug, hum, let, plan, shop, skip, spin, step, wet, win, slip, stop, chat, chop, clap, drag, drip, fit, hop, trap, wrap,	move, prove, improve, most, only, both,



## Spring 2

- /o/ spelt 'a' after 'w' and 'qu'
- /3/ spelt 's', segmentation and syllable clapping.
- Homophones
- Adding '-es' to nouns and verbs ending in 'y'
- The possessive apostrophe (singular nouns)
- Using an alphabetically ordered word bank
- Adding suffixes '-ful', '-less', and '-ly'
- Revision of contractions
- Words ending in '-tion'
- Strategies for learning spellings: mnemonics - Proofreading: dictionary skills.

Week	Spelling pattern	Example words	Homophones and Common Exception words
1	/o/ spelt 'a' after 'w' and 'qu'	want, wander, watch, squash, quantity, quarrel	Strategies for learning spellings: mnemonics because
2	/3/ spelt 's', segmentation and syllable clapping. Homophones	treasure, television, decision, pleasure, measure, usual, usually, unusual	knew/ new night/ knight knot/ knot their/ there/ they're Blue/blew Sea/see One/won Bare/ bear
3	Adding '-es' to nouns and verbs ending in consonant letter 'y'	verbs: cry-cries, fly-flies, try-tries, reply-replies, dry-dries, nouns: sky-skies, baby-babies, penny-pennies, army-armies, berry-berries, cherry-cherries, puppy-puppies, jelly-jellies	day – days play-plays
4	The possessive apostrophe (singular nouns)	peter's, ravi's, the girl's, the boy's, the woman's, the child's, the man's, the dog's, the cat's	Copies of alphabetic lists of topic words, common exception words or high-frequency words.
5	Adding suffixes '-ful', '-less', and '-ly'	careful, cheerful, playful, hopeful, hopeless, badly, sadly, gladly, madly	
6	Revision of contractions Words ending in '-tion'	station, fiction, motion, nation, section, education, foundation, competition, lotion, direction, fraction, infection	



### Summer 1

- The /l/ or /əl/ sound spelt 'el' at the end of words
- Adding endings 'ing', 'ed', 'er', and 'est' to words ending in 'y'
- The /ɔ:/sound spelt 'a' before 'l' and 'll'
- The /ɔ:/ sound spelt 'ar' after 'w'
- Suffixes 'ment' and 'ness'
- The /ɜ:/ sound spelt 'or' after 'w'
- The possessive apostrophe (singular nouns)
- The /l/ or /əl/ sound spelt 'al' at the end of words
- Proofreading: using a dictionary/word bank
- Strategies for learning words: common exception words and words from errors; using Look, say, cover, write and check for common exception words

Week	Spelling pattern	Example words	Homophones and Common Exception words / strategy words
1	The /l/ or /əl/ sound spelt 'el' at the end of words Proofreading: using a dictionary/word bank	tunnel, channel, camel, squirrel, travel, towel, vowel, barrel, weasel, hotel, tinsel	bottle, muddle, little, beetle, settle, middle, shuffle, apple, wobble, dazzle, title, steeple, puzzle, bubble, table, simple, terrible, fiddle, trouble, horrible, sample, example, candle, handle, needle, cradle, cycle, uncle, circle, tickle, trickle, chuckle
2	Adding endings 'ing', 'ed', 'er', and 'est' to words ending in 'y' Use 'analogy' to spell words once given a pattern.	copy, worry, happy, cry, reply, funny, cry, fly, try, reply, dry, say, lay, happy	light – fright – sight – might found – ground – sound – mound stick – pick – lick – trick – brick
3	Revise the /ɔ:/sound 'aw', 'or', 'au', 'oor', 'a' The /ɔ:/sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'	call, ball, tall, walk, talk, always, fall, hall, wall, almost, also, called, chalk, bald, stalk, stall, although, war, ward, warden, wart, dwarf, award, reward, warm, wardrobe, swarm, towards	
4	Rules for adding suffixes 'ment' and 'ness' Strategies for learning words: common exception words and words from errors	enjoyment, sadness, hopeless, employment, gladness happy + ness = happiness penniless, merriment	
5	The /ɜ:/ sound spelt 'or' after 'w' The possessive apostrophe (singular nouns)	word, worm, world, worth, work, earthworm	
6	The /l/ or /əl/ sound spelt 'al' at the end of words Strategies for learning words: using Look, say, cover, write and check for common exception words	metal, hospital, legal, pedal, capital, animal, actual	



### Summer 2

- Revision of all the content from the Year 2 programme
- Securing spelling strategies
- Developing proofreading skills and checking skills using a dictionary
- Homophones
- /ʌ/ sound spelt o
- /l/ o\_r /əl/ sounds spelt 'il' at the end of words
- Ensuring that children can confidently spell all of the common exception and high frequency words correctly

Week	Spelling pattern	Example words	Homophones and Common Exception words
1	Spellings and concepts that pupils need to secure		
2	Homophones  /ʌ/ sound spelt 'o'	Other, mother, brother, another, smother, nothing, Monday	knew/ new night/ knight knot/ knot their/ there/ they're blue/blew sea/see one/won bare/ bear
3	/l/ or /əl/ sound spelt 'il' at the end of words	Pencil, fossil, nostril, pupil, stencil, April, gerbil, lentil, basil	
4	Spelling lessons should now focus on the following:  • Revision of all the content from the Year 2 programme • Securing spelling strategies • At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced		door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody
5	• After writing – developing proofreading and checking skills including using a dictionary • Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words.		even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure
6			sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas