

Spelling Year 2

Year 2 principal focuses

- Revision of the extensive work in Year 1
- As words with new grapheme phoneme correspondence (GPC) are introduced previously taught patterns and rules should be consolidated
- The new GPC listed below should be introduced
- There should be a strong focus on commonly used words and common exception words (those that don't follow common patterns).

Performance indicator	Example words (& exception words)
<ul style="list-style-type: none"> • I can spell some words containing the /dʒ/ sound (at the end of words and sometimes spelt as go elsewhere in words (before e, i and y) 	<i>badge, edge, bridge, dodge, fudge</i> <i>age, huge, change, charge, bulge, village</i> <i>gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust</i>
<ul style="list-style-type: none"> • I can spell the /s/ sound spelt c before e, i and y 	<i>race, ice, cell, city, fancy</i>
<ul style="list-style-type: none"> • I can spell the /h/ sound spelt -kn and (less often) -gn at the beginning of words 	<i>knock, know, knee, gnat, gnaw</i>
<ul style="list-style-type: none"> • I can spell the /r/ sound spelt -wr at the beginning of words 	<i>write, written, wrote, wrong, wrap</i>
<ul style="list-style-type: none"> • I can spell the /l/ or /əl/ sound spelt -le at the end of words 	<i>table, apple, bottle, little, middle</i>
<ul style="list-style-type: none"> • I can spell the /l/ or /əl/ sound spelt -el at the end of words 	<i>camel, tunnel, squirrel, travel, towel, tinsel</i>
<ul style="list-style-type: none"> • I can spell the /l/ or /əl/ sound spelt -al at the end of words 	<i>metal, pedal, capital, hospital, animal</i>
<ul style="list-style-type: none"> • I can spell words ending -il 	<i>pencil, fossil, nostril</i>
<ul style="list-style-type: none"> • I can spell the /aɪ/ sound spelt -y at the end of words 	<i>cry, fly, dry, try, reply</i>
<ul style="list-style-type: none"> • I can add -es to nouns and verbs ending in -y 	<i>flies, tries, replies, babies' carries</i>
<ul style="list-style-type: none"> • I can add -ed; -ing; -er and -est to a root word ending in -y with a consonant before it 	<i>copied, copier, happier, happiest, cried, replied</i> but <i>copying, crying, replying</i>
<ul style="list-style-type: none"> • I can add the endings -ing; -ed; -er; -est and -y to words ending in -e with a consonant before it 	<i>hiking, hiked, hiker, nicer, nicest, shiny</i>
<ul style="list-style-type: none"> • I can add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter 	<i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest</i>
<ul style="list-style-type: none"> • I can spell the /ɔ/ sound, spelt a before l and ll 	<i>all, ball, call, talk, walk, always</i>
<ul style="list-style-type: none"> • I can spell the /ʌ/ sound spelt o 	<i>other, mother, brother, nothing, Monday</i>
<ul style="list-style-type: none"> • I can spell the /i:/ sound spelt -ey 	<i>key, donkey, monkey, chimney, valley</i>
<ul style="list-style-type: none"> • I can spell the /ɒ/ sound spelt a after w and qu 	<i>want, watch, wander, quantity, squash</i>

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<ul style="list-style-type: none"> • I can spell the /ɜ:/sound spelt or after w 	<i>word, work, worm, world, worth</i>
<ul style="list-style-type: none"> • I can spell the /ɔ:/ sound spelt ar or w 	<i>war, warm, towards</i>
<ul style="list-style-type: none"> • I can spell the /z/ sound spelt s 	<i>television, treasure, usual</i>
<ul style="list-style-type: none"> • I can spell the suffixes –ment, -ness, -ful, -less and -ly 	<i>enjoyment, sadness, careful, playful, hopeless, plainness badly merriment, happiness, plentiful, penniless, happiness</i>
<ul style="list-style-type: none"> • I can spell words containing contractions 	<i>can't didn't, hasn't, couldn't, it's, I'll</i>
<ul style="list-style-type: none"> • I can spell words containing the possessive apostrophe (singular nouns) 	<i>Jade's, girl's, the child's, the monster's</i>
<ul style="list-style-type: none"> • I can spell words ending in -tion 	<i>station, fiction, motion, national, section</i>
<ul style="list-style-type: none"> • I can spell words that are homophones or near homophones 	<i>There/their/they're; here/hear; quite/quiet; see/sea; bare/bear; one/won; sun/son; to/too/two; be/bee; blue/blew; night/knight</i>
<p>Common exception words <i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.</i></p>	

- 25 statements -

Emerging: a minimum of 25% of the objectives met. If less than 25%, use the previous year's objectives
Developing: Broadly 50% of the objectives
Secure: Approximately 80% of the objectives met
Mastery: Broadly 100% of objectives met.