

**Woodhouse Primary School**  
**Overview of Spelling Objectives**

**Year 2**

Green = Objectives from Appendix 1 (Spelling)

Blue = Objectives from Appendix 2 (Vocabulary, Grammar and Punctuation)

- 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 learn some words with each spelling, including a few common homophones
- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust)
- The /s/ sound spelt c before e, i and y - race, ice, cell, city, fancy
- The /n/ sound spelt kn and (less often) gn at the beginning of words - knock, know, knee, gnat, gnaw
- The /r/ sound spelt wr at the beginning of words - write, written, wrote, wrong, wrap
- The /l/ or /əl/ sound spelt –le at the end of words - table, apple, bottle, little, middle
- The /l/ or /əl/ sound spelt –el at the end of words - camel, tunnel, squirrel, travel, towel, tinsel
- The /l/ or /əl/ sound spelt –al at the end of words - metal, pedal, capital, hospital, animal
- The /aɪ/ sound spelt –y at the end of words - cry, fly, dry, try, reply, July
- Words ending –il pencil, fossil, nostril
- /aɪ/ sound spelt ‘i’ in common exception words: *find, kind, mind, behind, child, wild, climb*
- The /ɔ:/ sound spelt a before l and ll - all, ball, call, walk, talk, always
- The /ɔ:/ sound spelt ar after w - word, work, worm, world, worth
- The /ʌ/ sound spelt o - other, mother, brother, nothing, Monday
- The /i:/ sound spelt –ey - key, donkey, monkey, chimney, valley
- The /ɒ/ sound spelt a after w and qu - want, watch, wander, quantity, squash
- The /ɜ:/ sound spelt or after w - war, warm, towards
- The /ɜ/ sound spelt s - television, treasure, usual
- Words ending in –tion- station, fiction, motion, national, section

**Suffixes/Prefixes**

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

- The suffixes –ment, –ness, –ful, –less and –ly
- Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, *whiteboard, superman*]
- Formation of **adjectives** using **suffixes** such as –ful, –less
- Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
- Adding –es to nouns and verbs ending in –y - flies, tries, replies, copies, babies, carries
- Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it - copied, copier, happier, happiest, cried, replied, copying, crying, replying  
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it - hiking, hiked, hiker, nicer, nicest, shiny
- Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter - patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny

**Apostrophes**

- Learning to spell more words with contracted forms - can't, didn't, hasn't, couldn't, it's, I'll
- Learning the possessive apostrophe (singular) [for example, the girl's book] - The possessive apostrophe (singular nouns) - Megan's, Ravi's, the girl's, the child's, the man's.

**Homophones**

distinguishing between homophones and near-homophones: see/sea, be/bee blue/blew, hear/here, whole/hole, one/won, no/know, night/knight, to/too/two, by/buy/bye, their/there/they're/were/where/we're, quiet/quite, sun/son, are/hour/our, witch/which, knew/new, write/right

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- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

**Common exception words**

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

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**Term 1 – Autumn**

**Revisit**

Phase 5 GPCs as required by pupils

**Homophones**

Introduce Year 2 homophones when relevant. (example homophones: *see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two*)

**Year 2 phonics**

- The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.
- The /i:/ sound spelt ‘-ey’
- aɪ/ sound spelt ‘i’ in common

**Suffixes**

- Adding endings ‘-ing-’, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it
- Adding ‘-ing-’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter

**Common exception words**

/aɪ/ sound spelt ‘i’ in common exception words: *find, kind, mind, behind, child (children), wild, climb*

**Strategies at the point of writing**

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

**Proofreading**

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children’s proofreading.

**Learning and practising spellings**

Teach children how to learn and practise spell- ings including words taught in new knowledge, common exception or tricky words and individual target words.

- Identify the tricky part of the word
- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way

Week	Focus	Common exception words
1	ai alternatives • aɪ/ sound spelt ‘i’ in common	says, today, they
2	ee alternatives • The /i:/ sound spelt ‘-ey’	any, even, money, many
3	oa alternatives	so, most, only, both
4	igh alternatives	find, kind, mind, behind. child
5	oo alternatives	move prove improve you who
6	Homophones	our, are
7	Common exception words	could, would, should, every, everybody, everyone, come, some
8	Alternative ur	her
1	-ed suffix	looked, called (tricky words), push, pull, plant, ask,
2	-ed suffix (drop e, add ed)	love
3	-ed suffix (change y for an i)	
4	-ed suffix (double consonant)	
5	Mixed –ed rules	called, asked, prove, move
6	-ing	climb, hold, put, push, find
7	-ge/-dge - (Christmas themed): fudge, sledge, hedge • The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words,	

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**Term 2 - Spring**

**Revisit**

- -ed suffix rules, common exception words taught so far and homophones taught so far

**Homophones and near homophones** *quite/quiet, night/knight, new/knew, not/knot, they're/there/their* and others as relevant

**Apostrophe**

The possessive apostrophe (singular nouns)

Apostrophe for contractions (*can't, didn't, hasn't, it's, couldn't, I'll, they're*)

**Year 2 phonics**

- The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words
- The /s/ sound spelt 'c' before 'e', 'i' and 'y'
- The /r/ sound spelt wr at the beginning of words - write, written, wrote, wrong, wrap
- The /b/ sound spelt a after w and qu - want, watch, wander, quantity, squash
- The /z/ sound spelt s - television, treasure, usual

**Common exception words**

Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils

**Suffixes**

Adding endings '-ing', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it

Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter

Adding '-es' to nouns and verbs ending in 'y'

The suffixes '-ful', '-less' and '-ly'

Words ending in '-tion'

**Strategies at the point of writing**

- Have a go
- Using the working wall to find correct spellings of high frequency and common exception words
- Using an alphabetically-ordered word bank

**Proofreading:**

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception / tricky words.
- Use dictionary skills
- Ensure that guidance on marking is used to support pupils' proofreading.

**Learning and practising spellings**

- If not already introduced, introduce the use of spelling journals.
- Focus on learning of knowledge and patterns taught this term
- Segmentation
- Look, Say, Cover, Write, Check
- Using mnemonics
- Saying the word in a funny way

Week	Focus	Common exception words
1	Contractions	
2	Apostrophe for possession	child, father, friend, school
3	Plurals (add s, add -es)	class, eye, house, school, friend
4	Plurals (y → ies, f → ves)	half
5	The /b/ sound spelt a after w and qu - want, watch, wander, quantity, squash The /z/ sound spelt s - television, treasure, usual	
6	Soft 'c' - The /s/ sound spelt 'c' before 'e', 'i' and 'y'	
1	-tion	
2	-er/-est	
3	-ful, -less	
4	-ly	
5	Homophones	there/their/they're, where/wear/were
6	The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words The /r/ sound spelt wr at the beginning of words - write, written, wrote, wrong, wrap	Homophones - knight/night, know/no, not/knot, knew/new, write/right
7	Homophones	which/witch (not wich!), to/two/too, hour/our/are, your/you're

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**Term 3 – Summer**

**Revisit**

**Homophones**

Revision of all homophones and suffixes taught so far

Revision of the possessive apostrophe (singular nouns) and apostrophes for contractions

**Year 2 phonics**

The /l/ or /əl/ sound spelt ‘-el’ at the end of words

The /l/ or /əl/ sound spelt ‘-al’ at the end of words

The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling)

The /ɔ:/ sound spelt a before l and ll - all, ball, call, walk, talk, always

The /ɔ:/ sound spelt ar after w - word, work, worm, world, worth

Words ending –il pencil, fossil, nostril

The /ʌ/ sound spelt o - other, mother, brother, nothing, Monday

The /ɜ:/ sound spelt or after w - war, warm, towards

**Common exception words**

All Year 2 words not taught so far

**Suffixes**

The suffixes ‘-ment’, ‘-ness’,

Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*], compound words

**Strategies at the point of writing**

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies

- Introduce individual Have a Go sheets if not established already
- Teach using analogy to spell a word you don't know

**Proofreading**

After writing, secure routines for proofreading:

- Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception or tricky words.
- Ensure that guidance on marking is used to support pupils' proofreading.

**Learning and practising spellings**

- Secure learning routines with resources, for example spelling journals or environmental print.

Remind pupils of the following strategies:

- Writing in the air
- Tracing over the word
- Rainbow writing
- Look, say, cover, write, check

Week	Focus	Common exception words
1	Revisit apostrophes for contraction	<b>TRICKIER ONES</b>
2	-ck/-k/-c	cold, climb, steak, break
3	-ness (Horrid Henry) + compound words	kind
4	-ment (Horrid Henry) + compound words	move, improve
1	-le –el –al -il The /l/ or /əl/ sound spelt ‘-el/ al/il at the end of words Words ending –il pencil, fossil, nostril	whole, people
2	The /ʌ/ sound spelt o - other, mother, brother, nothing, Monday The /ɜ:/ sound spelt or after w - war, warm, towards	
3	Recap –ed and –ing rules	
4	is, are, was, were	improve, move
5	The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’	all, ball, call, walk, talk, always word, work, worm, world, worth
6	Homophones	<b>HELPING HANDS</b> which/witch, to/too/two, of/off, there/their/they're