

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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Overview of Spelling Objectives

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	TRICKIER ONES
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	HELPING HANDS which/witch, to/too/two, of/off, there/their/they're