

## Spelling: Long term overview

### YEAR 2

*Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>All Year 2 spellings to be covered prior to SATs</b>				I know and use alternate spellings for phonemes.	Revising and securing Year 2 spellings
<b>Statement from the tracker</b>	<p>I know and use alternate spellings for phonemes.</p> <p>I can spell words ending in <u>-il</u>, -le, -el and -al.</p>	<p>I can spell words correctly by adding the ending -ed, -ing, -er, -est and -y when the root word needs changing (<i>e.g. when root word ends in -y or -e with a consonant before it, when consonant letter needs doubling</i>).</p> <p>I can spell plural words correctly (including adding es to nouns and verbs ending in y)</p> <p>I know and use alternate spellings for phonemes.</p>	<p>I can spell words with contracted forms.</p> <p>I can spell words with the /or/ sound spelt 'a' before l and ll (<i>e.g. call, ball</i>).</p> <p>I know and use alternate spellings for phonemes.</p> <p>I can spell words ending in -il, <u>-le</u>, <u>-el</u> and <u>-al</u>.</p>	<p>I can spell words with the suffix – ment, ness, ful, less, ly.</p> <p>I can spell some words ending in -tion correctly.</p> <p>I know and use alternate spellings for phonemes.</p> <p>I can spell some common homophones</p> <p>I can distinguish between homophones and near homophones</p> <p>I can use an apostrophe for singular possession (GP)</p>	<p>AFTER SATS</p> <p>Revising and securing Year 2 spellings</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Linked NC objectives</p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, l and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /ʒ:/ sounds spelt or after w and the /ʒ:/ sounds spelt ar after w</p> <p>Words ending -il</p>	<p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>The /i:/ sound spelt -ey</p>	<p>Contractions</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /l/ or /əl/ sound spelt -el at the end of words</p> <p>The /l/ or /əl/ sound spelt -le at the end of words</p> <p>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>The /ɒ/ sound spelt a after w and qu</p>	<p>The suffixes -ment, -ness, -ful, -less and -ly</p> <p>Words ending in -tion</p> <p>The /z/ sound spelt s (zh sound) e.g. television, measure</p> <p>Homophones and near-homophones</p> <p>The possessive apostrophe (singular nouns) (GP)</p>	<p>The /aɪ/ sound spelt -y at the end of words</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Common exception words</p>	<p>door mind sure past plant any who poor gold hold told because</p>	<p>pass whole grass floor should could would busy people many everybody Christmas</p>	<p>last child prove break clothes even after again half old</p>	<p>water great class move bath children wild money Mr Mrs</p>	<p>find cold every pretty fast climb father beautiful eye behind</p>	<p>kind most only both hour improve parents path sugar steak</p>

