

## Year 2

### Term 1

#### 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 /s/ sound spelt 'c' before 'e', 'i' and 'y'
- The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words

#### Common exception words

/aɪ/ sound spelt 'i' in common exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.

#### 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 spellings 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

### Term 2

#### Revisit

The /l/ or /əl/ sound spelt '-le' at the end of words

#### 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 /aɪ/ sound spelt 'y' at the end of words  
The /i:/ sound spelt '-ey'  
The /r/ sound spelt '-wr' at the beginning of words  
The /ɒ/ sound spelt 'a' after 'w' and 'qu'  
The sound /ʒ/ spelt 's'

#### 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
- Remind pupils of the following strategies:
- Segmentation
  - Look, Say, Cover, Write, Check
  - Using mnemonics
  - Saying the word in a funny way

### Term 3

#### Revisit

The possessive apostrophe (singular nouns)

#### Homophones

Revision of all homophones taught so far

#### Apostrophe

The possessive apostrophe (singular nouns)

#### 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'  
The /ɔ:/ sound spelt 'ar' after 'w'  
The /ʌ/ sound spelt 'o'  
The /ɜ:/ sound spelt 'or' after 'w'

#### Common exception words

All Year 2 words not taught so far

#### Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'  
The suffixes '-ment', '-ness',

#### 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