

NEW NATIONANL CURRICULUM APPENDIX 2 – SPELLING. YEAR 2.

Y2 TEACHING CONTENT:	Rules and guidance	Example words
<p>dge ge</p>	<p>The letter j is never used for the 'j' sound at the end of English words.</p> <p>At the end of a word, the 'j' sound is spelt – dge straight after short vowel sounds.</p> <p>After all other sounds, whether vowels or consonants, the 'j' sound is spelt as –ge at the end of a word.</p> <p>In other positions in words, the 'j' sound is often (but not always) spelt as g before e, i, and y. The 'j' sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
<p>c (as in cell)</p>	<p>before e, i and y</p>	<p>race, ice, cell, city, fancy</p>
<p>kn gn</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p>	<p>knock, know, knee, gnat, gnaw</p>
<p>wr</p>	<p>This spelling probably also reflects an old pronunciation. At the beginning of words.</p>	<p>write, written, wrote, wrong, wrap</p>
<p>-le</p>	<p>The -le spelling is the most common spelling for this sound <i>at the end of words</i>.</p>	<p>table, apple, bottle, little, middle</p>
<p>-el (as in camel)</p>	<p>The -el spelling is much less common than -le.</p> <p>The -el spelling is used after m, n, r, s, v, w and more often than not after s.</p>	<p>camel, tunnel, squirrel, travel, towel, tinsel</p>
<p>-al (as in metal)</p>	<p>Not many nouns end in -al, but many adjectives do.</p>	<p>metal, pedal, capital, hospital, animal</p>
<p>-il (as in pencil)</p>	<p>There are not many of these words.</p>	<p>pencil, fossil, nostril</p>
<p>-y (as in fly)</p>	<p>This is by far the most common spelling for this sound at the end of words.</p>	<p>cry, fly, dry, try, reply, July</p>
<p>Adding -es to nouns and verbs ending in -y</p>	<p>The y is changed to i before -es is added.</p>	<p>flies, tries, replies, copies, babies, carries</p>
<p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p>	<p>The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i>.</p>	<p>copied, copier, happier, happiest, cried, replied</p> <p>...but copying, crying, replying</p>
<p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p>	<p>The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i>.</p>	<p>hiking, hiked, hiker, nicer, nicest, shiny</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>The last consonant letter of the root word is doubled to keep the vowel 'short'.</p> <p>Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes.</i></p>	<p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</p>
<p>al, all (as in all/walk – pronounced 'or')</p>	<p>The 'or' sound is usually spelt as a before l and ll.</p>	<p>all, ball, call, walk, talk, always</p>
<p>o (‘u’ - as in mother, Monday)</p>		<p>other, mother, brother, nothing, Monday</p>
<p>-ey (as in donkey)</p>	<p>The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).</p>	<p>key, donkey, monkey, chimney, valley</p>
<p>a (as in wash, want after w and qu)</p>	<p>a is the most common spelling for the 'o' sound after w and qu.</p>	<p>want, watch, wander, quantity, squash</p>
<p>or (pronounced 'ur' after w eg. word)</p>	<p>There are not many of these words.</p>	<p>word, work, worm, world, worth</p>
<p>ar (pronounced 'or' after w eg. war)</p>	<p>There are not many of these words.</p>	<p>war, warm, towards</p>
<p>S (The 3 sound as in vision)</p>	<p>phoneme chart cards for this sound are written as: -sion and -sure</p>	<p>television, treasure, usual</p>
<p>-tion</p>		<p>station, fiction, motion, national, section</p>
<p>The suffixes -ment, -ness, -ful, -less and -ly</p>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
<p>Contractions</p>	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), <u>but</u> <i>it's</i> is never used for the possessive.</p>	<p>can't, didn't, hasn't, couldn't, it's, I'll</p>

<p>The possessive apostrophe (singular nouns)</p>		<p>Megan's, Ravi's, the girl's, the child's, the man's</p>
<p>Homophones and near-homophones</p>	<p>It is important to know the difference in meaning between homophones.</p>	<p>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</p>
<p>Common exception words READ AND SPELL</p>	<p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the 'ai' sound is spelt ea.</p>	<p>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, father, 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</p> <p>– and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child' as the root word.</p>

APPLY

<p>Spelling Objectives (transcription):</p>	<p>Spelling</p> <ul style="list-style-type: none"> • I can segment spoken words into phonemes and record these as graphemes. • I can spell words with alternative spellings, including a few common homophones. • I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. • I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. • I can identify phonemes in unfamiliar words and use syllables to divide words. <small>[SEP]</small> • I can use apostrophes to show where letters are missing and to mark singular possession in nouns.
<p>Reading objectives (Decoding):</p>	<p>Reading (Decoding):</p> <ul style="list-style-type: none"> • I can decode automatically and fluently. • I can blend sounds in words that contain the graphemes we have <small>[SEP]</small> learnt. • I can recognise and read alternative sounds for graphemes. • I can read accurately words of two or more syllables that contain the same GPCs. • I can read words with common suffixes. • I can read common exception words (tricky words). • I can read and comment on unusual correspondence between grapheme and phoneme. • I read most words quickly and accurately when I have read them before without sounding out and blending. • I can read most suitable books accurately, showing fluency and confidence.