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