



# Year 2 Spelling programme: Term 1

## Pupils should be taught:

### Phonological awareness, phonics and spelling

**1** to secure identification, spelling and reading of long vowel digraphs in simple words from Year 1 term 3 (the common spelling patterns for each long vowel phoneme)

**2** to revise and extend the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;

**3** the common spelling patterns of the vowel phonemes 'oo' (short as in 'good'), 'ar', 'oy', 'ow'

- to identify the phonemes in speech and writing;
  - to blend the phonemes for reading;
  - to segment the words into phonemes for spelling;
- 4** to investigate and classify words with the same sounds but different spellings;

### Word recognition, graphic knowledge and spelling

**7** to use word endings, e.g. 's' (*plural*), 'ed' (*past tense*), 'ing' (*present tense*) to support their reading and spelling;

**8** to secure understanding and use of the terms 'vowel' and 'consonant';

Week	Objective	Example Words
1.	Revise long vowels /ae/, /ee/, /ie/, /oe/, /ue/ through words with different representations of the same phoneme	<p><b>Examples of words with long phoneme /ae/:</b> <i>maid, made; grate, great; mane, main; way, weigh; wait, weight; tail, tale; sale, sail; whale, wail; break, brake; eight, ate; pail, pale; rain, reign, rein</i></p> <p><b>Examples of high frequency words with long phoneme /ae/:</b> <i>made, make, take, away, play, day, way, may, came, name, they, great, baby, lady, paper, again</i></p>
2.		<p><b>Examples of words with long phoneme /ee/:</b> <i>see, sea; be, bee; week, weak; meet, meat; seen, scene; bean, been</i></p> <p><b>Examples of high frequency words with long phoneme /ee/:</b> <i>me, he, she, we, be, been, being, see, seen, tree, three, people, these</i></p>
3.		<p><b>Examples of words with long phoneme /ie/:</b> <i>sight, site; write, right; knight, night</i></p> <p><b>Examples of words with long phoneme /oe/:</b> <i>so, sow, sew; toe, tow; doe, dough; soul, sole; roll, role; rode, road</i></p> <p><b>Examples of words with long phoneme /ue/:</b> <i>blue, blew; due, dew; to, too, two</i></p>
4.	Revise long vowels /ae/, /ee/, /ie/, /oe/, /ue/ through adding 'ing' to words	<p><b>Examples of verbs ending in the long vowel:</b> <i>play, playing, lay, laying, see, seeing, cry, crying, fly, flying, grow, growing, view, viewing</i></p> <p><b>Examples of verbs where long vowel is followed by a consonant:</b> <i>wait, waiting, sail, sailing, meet, meeting, feel, feeling, fight, fighting, load, loading, groan, groaning, float, floating, hoot, hooting, swoop, swooping</i></p>
5.	• ending in the long vowel	<p><b>Examples of verbs where long vowel is a split digraph:</b> <i>make, making, take, taking, name, naming, hide, hiding, slide, sliding, ride, riding, bite, biting, hope, hoping, phone, phoning, rule, ruling, use, using</i></p>
6.	• where long vowel is followed by a consonant • where long vowel is a split digraph	<p><b>Examples of high frequency words with long vowel /ie/:</b> <i>I, my, by, why, like, time, night, five, nine, nineteen</i></p> <p><b>Examples of high frequency words with long vowel /oe/:</b> <i>so, no, go, going, home(s), old, told, over, open, only, both</i></p> <p><b>Examples of high frequency words with the long vowel /ue/:</b> <i>do, to, two, too, who, you, new, school(s), during, through, use(d)</i></p>



7.	Adding 'ing' to words with short vowels where word ends in <ul style="list-style-type: none"> <li>• a single consonant (therefore this letter must be doubled)</li> <li>• a single consonant represented by two or three letters</li> <li>• two consonants</li> </ul>	<b>Examples of verbs ending in a single consonant:</b> <i>get, getting, hop, hopping, run, running, win, winning, sit, sitting</i> <b>Examples of verbs ending in a single consonant represented by two or three letters:</b> <i>lick, licking, splash, splashing, fetch, fetching, fuss, fussing, ring, ringing</i> <b>Examples of verbs ending in two consonants:</b> <i>dust, dusting, jump, jumping, lift, lifting, bend, bending, link, linking</i>
8.	Revise long vowels /æ/, /ee/, /ie/, /oe/, /ue/ through adding 'ed' to words	<b>Examples of verbs ending in the long vowel:</b> <i>play, played, cry, cried, spy, spied, try, tried, view, viewed, screw, screwed, spray, sprayed, weigh, weighed, chew, chewed, show, showed, mow, mowed</i>
9.	<ul style="list-style-type: none"> <li>• ending in the long vowel</li> <li>• where long vowel is followed by a consonant</li> </ul>	<b>Examples of verbs where the long vowel is followed by a consonant:</b> <i>wait, waited, sail, sailed, load, loaded, groan, groaned, float, floated, hoot, hooted, swoop, swooped, wheel, wheeled, cheat, cheated, clean, cleaned</i>
10.	Revise long vowels /æ/, /ee/, /ie/, /oe/, /ue/ through adding 'ed' to words <ul style="list-style-type: none"> <li>• where long vowel is a split digraph</li> </ul>	<b>Examples of verbs where long vowel is a split digraph:</b> <i>hope, hoped, name, named, phone, phoned, rule, ruled, use, used, close, closed, glide, glided, bake, baked, like, liked, tune, tuned, race, raced, tape, taped, hope, hoped, stroke, stroked</i>
11.	<b>The /aɪ/ sound spelt – y at the end of words</b>  <b>Adding –es to nouns and verbs ending in consonant-letter–y</b>	cry, fly, dry, try, reply, July  flies, tries, replies, copies, babies, carries
12.	<b>Adding –ed, –ing, –er and –est to root words ending in consonant-letter–y</b> <b>Adding the endings –ing, –ed, –er, –est and</b>	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying  hiking, hiked, hiker, nicer, nicest, shiny



-y to words ending in vowel-letter-consonant-letter-e	
---	--

\*\* Objectives written in Bold are statutory requirements from the spellings appendix of the new English Curriculum. All others come from the NLS\*\*

## Year 2 Spelling programme: Term 2

**Pupils should be taught:**

### Phonological awareness, phonics and spelling

**1** to secure the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;

**2** the common spelling patterns for the vowel phonemes: 'air', 'or', 'er'

- to identify the phonemes in speech and writing;
- to blend the phonemes for reading;
- to segment the words into phonemes for spelling;

**3** to read and spell words containing the digraph 'wh', 'ph', 'ch' (as in *Christopher*);

**4** to split familiar oral and written compound words into their component parts, e.g. *himself, handbag, milkman, pancake, teaspoon*;

**5** to discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children*. Extend to written forms and note syllable boundary in speech and writing;

### Word recognition, graphic knowledge and spelling

**7** to spell words with common prefixes, e.g. 'un', 'dis', to indicate the negative;

Week	Objective	Example Words
<b>1</b>	Revision – adding 'ing' and 'ed' to short vowel verbs ending in single and multiple consonants	<b>Examples of verbs with short vowels:</b> <i>milk, milking, milked, hand, handing, handed, help, helping, helped, fetch, fetching, fetched, wish, wishing, wished, miss, missing, missed, rock, rocking, rocked, long, longing, longed, fan, fanning, fanned, beg, begging, begged, fit, fitting, fitted, hop, hopping, hopped, knot, knotting, knotted, rot, rotting, rotted, stop, stopping, stopped, hug, hugging, hugged, hum, humming, hummed</i>
<b>2</b>	Revision – adding 'ing' and 'ed' to long vowel verbs where the vowel is at the end or in the middle	<b>Examples of verbs with long vowels:</b> <i>play, playing, played, cry, crying, cried, spy, spying, spied, try, trying, tried, view, viewing, viewed, screw, screwing, screwed, wait, waiting, waited, sail, sailing, sailed, load, loading, loaded, groan, groaning, groaned, float, floating, floated, hoot, hooting, hooted, swoop, swooping, swooped, name, naming, named, hope, hoping, hoped, phone, phoning, phoned, rule, ruling, ruled, use, using, used</i>
<b>3</b>	/ow/, /oi/, /ur/, /or/, /ar/, Compound words	<b>Examples of compound words which include long vowel low:</b> <i>cowboy, roundabout, greenhouse, however, nowadays, outcome, farmhouse</i> <b>Examples of compound words which include long vowel /oi/:</b> <i>toytown, boyfriend</i> <b>Examples of compound words which include long vowel /ir/:</b> <i>birthday, girlfriend, herself, thirteen, worldwide, workshop, watchword</i> <b>Examples of compound words which include long vowel /or/:</b> <i>cornflakes, doorstep, moreover, yourself, fourteen, shoreline</i> <b>Examples of compound words which include long vowel /ar/:</b> <i>farmhouse, carpark, halftime</i>



4	Multisyllabic words with unstressed (schwa vowels)	<b>Examples of high frequency words which have unstressed vowels:</b> <i>today, tomorrow, together, after, under, other, another, mother, brother, sister, father, never, number, seven, seventeen, eleven</i>
5	<i>/aw/, /air/, /eer/</i> Compound words	<b>Examples of compound words which include long vowel /aw/:</b> <i>talkback, walkway, frogspawn, hallmark, freefall, warlike, wallflower, football, sidewalk, lawnmower, ballpark, seesaw, waterfall</i> <b>Examples of compound words which include long vowel /air/:</b> <i>hairbrush, wheelchair, underwear, upstairs, fairground, downstairs, therefore, wherever</i> <b>Examples of compound words which include long vowel /eer/:</b> <i>clearway, headgear, spearmint, yearbook, hereabouts, cheerleader, deerstalker, hearsay</i>
6	Prefixes, e.g. 'un' and 'dis' on words with the long vowels /ae/, /ee/, /ie/, /oe/, /ue/ and the short vowels /a/, /e/, /i/, /o/, /u/	<b>Examples of words with prefixes un- and dis- containing long vowels:</b> <i>unable, unfriendly, untie, unfold, undo; disable, disgrace, disintegrate, disagree, dislike, displease, disown</i>
7	Prefixes, e.g. 'un' and 'dis' on words with the long vowels /ae/, /ee/, /ie/, /oe/, /ue/ and the short vowels /a/, /e/, /i/, /o/, /u/	<b>Examples of words with prefixes un- and dis- containing short vowels:</b> <i>unattractive, unhappy, unselfish, undress, unwell, unzip, undid, unlucky, unpick; disembark, discontinue, disinfect, distrust</i>
8	<b>Homophones and near-homophones</b>	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
9	'ph', 'ch', 'wh' in multisyllabic words	<b>Examples of multisyllabic words which include ph, ch, wh:</b> <b>ph</b> – <i>Philip, Sophie, Stephanie, Christopher; phone, phoneme, graphic</i> <b>ch</b> – <i>Christopher, Christina, Chloe, Michael, Charlotte, Charlene, Michelle, Chantal; echo, chorus, choir</i> <b>wh</b> – <i>where, what, when, who, which + ever, e.g. whenever</i>
10	<b>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</b>	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy
11	<b>The /n/ sound spelt kn and gn at the beginning of words</b>  <b>The /ɹ/ sound spelt wr at the beginning of words</b>	knock, know, knee, gnat, gnaw  write, written, wrote, wrong, wrap
12	<b>The suffixes –ment, –ness, –ful and –less</b>  <b>Words ending in –tion</b>	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness)  station, fiction, motion, national, section



\*\* Objectives written in Bold are statutory requirements from the spellings appendix of the new English Curriculum. All others come from the NLS\*\*

## Year 2 Spelling programme: Term 3

**Pupils should be taught:**

**Phonological awareness, phonics and spelling**

**1** to secure phonemic spellings from previous five terms;

**2** to reinforce work on discriminating syllables in reading and spelling from previous term;

**3** to discriminate, spell and read the phonemes *ear* (hear) and *ea* (head);

**Word recognition and graphic knowledge**

**4** to secure reading and spelling of all the high frequency words in Appendix List 1;

**5** for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;

**6** to investigate words which have the same spelling patterns but different sounds;

**7** to spell words with common suffixes, e.g. *-ful*, *-ly*;

Week	Objective	Example Words
<b>1</b>	Multisyllabic words containing prefixes 'un' and 'dis', and long vowels /ow/, /oi/, /ur/, /or/, /ar/, /eer/, /aw/, /air/	<b>Examples of words with prefixes <i>un-</i> and <i>dis-</i> containing long vowel phonemes:</b> <i>unworn, unharmed, unbound, unhurt, unfair, unlearn, unimportant, unforgettable, uncertain, unearth, unheard, unforgiving, unsure, unclear, unlawful; disappoint, disturb, disappear, disallow, disorder, disarm</i>
<b>2</b>	<b>Contractions</b>  <b>The possessive apostrophe (singular nouns)</b>	can't, didn't, hasn't, couldn't, it's, I'll  Megan's, Ravi's, the girl's, the child's, the man's
<b>3</b>	Multisyllabic words containing /ool/ ,	<b>Examples of words containing vowel phoneme /ool:</b> <i>put, pull, push, look, took, shook, hook, book, good, could, would, should</i> <b>/ol:</b> <i>was, wash, want, watch, what, swan, squash</i>



	/o/ ('W' special)	<b>Examples of multisyllabic words containing vowel phoneme /oo/:</b> <i>pudding, pullover, bookmark, unhooked</i> <i>lo/:</i> <i>washing, wanted, squabble, swallow</i>
<b>4</b>	Multisyllabic words containing	<b>Examples of multisyllabic words + suffixes –ful , -ly containing long vowels:</b> <i>real, really, nice, nicely, moody, moodily, smooth, smoothly, hope, hopeful(ly), peace, peaceful(ly), beauty, beautiful(ly)</i>
<b>5</b>	<ul style="list-style-type: none"> <li>• long vowels /ae/, /ee/, /ie/, /oe/, /ue/ and suffixes 'ful', 'ly'</li> <li>• and the short vowels /a/, /e/, /i/, /o/, /u/ and suffixes 'ful', 'ly'</li> </ul>	<b>Examples of multisyllabic words + suffixes –ful , -ly containing short vowels:</b> <i>thank, thankful(ly), happy, happily, plenty, plentiful(ly), pity, pitiful(ly)</i>
<b>6</b>	<b>The /l/ or /əl/ sound spelt:</b> <ul style="list-style-type: none"> <li>• <b>le at the end of words</b></li> <li>• <b>el at the end of words</b></li> <li>• <b>al at the end of words</b></li> </ul>	<p>table, apple, bottle, little, middle</p> <p>camel, tunnel, squirrel, tinsel, travel, towel</p> <p>metal, pedal, capital, hospital, animal</p>
<b>7</b>	/e/ e, ea Same spelling/different sounds	<b>Examples of words containing e or ea which have the same spelling but different sounds:</b> <i>head, read, bread, instead, lead, dead, bed, fed, red, led, deaf, breath, death, health, wealth, stealth</i>
<b>8</b>	<b>sound spelt:</b> <ul style="list-style-type: none"> <li>• <b>a after w and qu</b></li> <li>• <b>or after w</b></li> <li>• <b>ar after w</b></li> </ul>	<p>want, watch, wander, quantity, squash</p> <p>word, work, worm, world, worth</p> <p>war, warm, towards</p>
<b>9</b>	Multisyllabic words containing long vowels /ow/, /oi/, /ur/, /or/, /ar/, /eer/, /aw/, /air/ and suffixes 'ful', 'ly'	<b>Examples of words with long vowels + suffix –ly, -ful (including multisyllabic words):</b> <i>loud, loudly, noisy, noisily, thirsty, thirstily, dirty, dirtily, sturdy, sturdily, dear, dearly, near, nearly, year, yearly, clear, clearly, power, powerful(ly), harm, harmful(ly), tear, tearful(ly), cheer, cheerful(ly), fear, fearful(ly), law, lawful(ly), care, careful(ly)</i>
<b>10</b>	<b>The /s/ sound spelt c before e, i and y</b>  <b>The /z/ sound spelt s</b>	<p>race, ice, cell, city, fancy</p> <p>television, treasure, usual</p>
<b>11</b>	<b>High Frequency word assessment and revision</b>	
<b>12</b>		



\*\* Objectives written in Bold are statutory requirements from the spellings appendix of the new English Curriculum. All others come from the NLS\*\*