

# National Curriculum 2014 Planning Document



## Year 2

# Spelling Appendix

This document contains the Year 2 Spelling Appendix and should be used to support the planning, teaching and learning of spelling in Year 2.

# Spelling - work for Year 2

## Revision of work from Year 1

As words with new GPCs are introduced, many previously taught GPCs can be revised at the same time as these words will usually contain them.

## New work for Year 2

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
<p>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</p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ 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>The /s/ sound spelt c before e, i and y</p>		<p>race, ice, cell, city, fancy</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</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>

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
The /r/ sound spelt <b>wr</b> at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt <b>-le</b> at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
The /l/ or /əl/ sound spelt <b>-el</b> at the end of words	The <b>-el</b> spelling is much less common than <b>-le</b> . The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt <b>-al</b> at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending <b>-il</b>	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt <b>-y</b> at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding <b>-es</b> to nouns and verbs ending in <b>-y</b>	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries
Adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <b>skiing</b> and <b>taxiing</b> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The <b>-e</b> at the end of the root word is dropped before <b>-ing, -ed, -er, -est, -nicer, nicest, shiny</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> being.	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as <b>a</b> before l and ll.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of <b>-s</b> (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
The suffixes -ment, -ness, -ful, -less and -ly	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. <b>Exceptions:</b> (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	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

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
Common exception words	<p>Some words are exceptions in some accents but not in others - e.g. past, last, fast, path and bath are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in cat.</p> <p>Great, break and steak are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</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, after, fast, last, past, father, class, grass, pass, plant, path, bath, 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 - and/or others according to programme used.</p> <p><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>