

# National Curriculum Planning Document



## Y2

# Spelling Appendix

This document contains the Y2 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

| <i>Statutory requirements</i>   | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>  |
|---|---|---|
| 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>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</p> <p>jacket, jar, jog, join, adjust</p> |
| The /s/ sound spelt c before e, i and y   |   | race, ice, cell, city, fancy  |
| The /n/ sound spelt kn and (less often) gn at the beginning of words  | The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.  | knock, know, knee, gnat, gnaw   |
| The /r/ sound spelt wr at the beginning of words  | This spelling probably also reflects an old pronunciation.  | write, written, wrote, wrong, wrap  |
| The /l/ or /əl/ sound spelt -le 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  |

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i>          | <i>Example words (non-statutory)</i> |
|-------------------------------|--|--------------------------------------|
| The /l/ or /əl/ sound spelt   | The <b>-el</b> spelling is much less common than – | camel, tunnel, squirrel,             |

| <i>Statutory requirements</i>   | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>   |
|---|--|--|
| –el at the end of words   | <b>le.</b><br>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> .   | travel, towel, tinsel  |
| The /l/ or /əl/ sound spelt –al at the end of words   | Not many nouns end in <b>–al</b> , but many adjectives do.   | metal, pedal, capital, hospital, animal  |
| Words ending –il  | There are not many of these words.   | pencil, fossil, nostril  |
| The /aɪ/ sound spelt –y 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 –es to nouns and verbs ending in –y  | The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added.  | flies, tries, replies, copies, babies, carries   |
| Adding –ed, –ing, –er and –est to a root word ending in –y 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 <i>skiing</i> and <i>taxiing</i> . | copied, copier, happier, happiest, cried, replied<br>... <b>but</b> copying, crying, replying        |
| 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, –y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .   | 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’).<br><b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .    | 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 <b>l</b> and <b>ll</b> .   | all, ball, call, walk, talk, always  |
| The /ʌ/ sound spelt o   |  | other, mother, brother, nothing, Monday  |

| <i>Statutory requirements</i>        | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>  |
|--------------------------------------|---|---------------------------------------|
| The /i:/ sound spelt –ey             | The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys, etc.</i> ). | 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 |

| <i>Statutory requirements</i>                   | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>   |
|---|--|--|
| 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 /ɜ/ sound spelt s                           |  | television, treasure, usual  |
| 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.<br><b>Exceptions:</b><br>(1) <i>argument</i><br>(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<br><br>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. <i>can't – cannot</i> ).<br><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), but <i>it's</i> 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  |
| <i>Statutory requirements</i>                   | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>   |
| 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             |
| Common exception words                          | 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   | door, floor, poor, because, find, kind, mind, behind, child, children*, wild,  |

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>   |
|-------------------------------|--|--|
|                               | <p>where the <b>a</b> 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 /eɪ/ sound is spelt <b>ea</b>.</p> | <p>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> |