

English Curriculum: Spelling Medium Term Plans/objectives

Year 2

<u>Term</u>	
Autumn	<ul style="list-style-type: none"> • Revision of common exception words taught in Y1 • The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y e.g badge, edge age, magic • The /s/ sound spelt c before e, i and y e.g race, ice, city • The /n/ sound spelt kn and (less often) gn at the beginning of words e.g knock, knee, gnat, gnaw • The /r/ sound spelt wr at the beginning of words e.g write, wrong, wrap • The /l/ or /le/ sound at the end of words e.g table, little, middle • The /l/ or /el/ sound at the end of words e.g camel, tunnel, towel • The /l/ or /al/ sound at the end of words e.g medal, animal, pedal • Words ending –il e.g pencil, fossil, nostril
Spring	<ul style="list-style-type: none"> • The /ai/ sound spelt –y at the end of words e.g cry, fly, reply, July • Adding –es to nouns and verbs ending in –y e.g flies, replies, babies, carries • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it e.g copied, copier, happier, happiest, cried, replied • Adding the endings –ing, –ed, –er, –est, and –y to words ending in –e with a consonant before it e.g hiking, hiked, hiker, nicer, nicest, shiny • Adding the endings –ing, –ed, –er, –est, and –y to words of one syllable ending in a single consonant letter after a single vowel letter e.g patting, patted, humming, hummed, runner, runny • The ‘or’ sound spelt as a before l and ll e.g ball, call, walk, talk, always • The /u/ sound spelt o e.g other, mother, Monday, brother • The /i/ sound spelt –ey e.g key, monkey, valley • The /o/ sound spelt a after w and qu e.g want, watch, quantity
Summer	<ul style="list-style-type: none"> • The sound spelt or after w e.g word, work, world (not many of these words) • The sound spelt ar after w e.g war, warm, towards (not many of these words) • The z sound spelt s e.g television, treasure, usual • The suffixes –ment, –ness, –ful, –less and –ly e.g enjoyment, sadness, careful • Contractions-where the apostrophe shows where a letter or letters would be if the words were written in full e.g can’t, didn’t, hasn’t • The possessive apostrophe e.g Megan’s, the child’s, the man’s • Words ending in –tion e.g station, national, section • Homophones and near-homophones e.g there/their/they’re • Common Exception words • Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far

