

National Curriculum 2014 Planning Document

**Goostrey Community Primary School**

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 |
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| Revision of work from year 1 |
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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 |
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| Statutory requirements |  | Rules and guidance(non‑statutory) | Example words (non‑statutory) |
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| 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 |  | The letter j is never used for the /dʒ/ sound at the end of English words.  At the end of a word, the /dʒ/ sound is spelt –**dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/,/ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).  After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge** at the end of a word.  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. | badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust |
| 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 wrat 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 **–le** 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) |
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| The /l/ or /əl/ sound spelt –el at the end of words |  | The **–el** spelling is much less common than **–le**.  The **–el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w** and more often than not after **s**. | camel, tunnel, squirrel, travel, towel, tinsel |
| The /l/ or /əl/ sound spelt –al at the end of words |  | Not many nouns end in –**al**, 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 **y** is changed to **i** before **–es** 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 **y** is changed to **i** before **–ed**, **–er** and **–est** are added, but not before **–ing** as this would result in **ii**. The only ordinary words with **ii** are *skiing* and *taxiing*. | copied, copier, happier, happiest, cried, replied  …**but** copying, crying, replying |
| Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it |  | The **–e** at the end of the root word is dropped before **–ing**, **–ed**, **–er**,  **–est**, **–y** or any other suffix beginning with a vowel letter is added. **Exception**:*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’).  **Exception**: 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 **a** 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) |
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| The /i:/ sound spelt  –ey |  | The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys,* etc.). | key, donkey, monkey, chimney, valley |
| The /ɒ/ sound spelt a after w and qu |  | **a** is the most common spelling for the **/**ɒ**/** (‘hot’) sound after **w** and **qu**. | 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 /ʒ/ 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.  **Exceptions**:  (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) |
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| 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. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*.  *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**. | 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.  **Note:**‘children’is not an exception to what has been taught so far but is included because of its relationship with ‘child’. |