Year 2 spelling overview

Spring 1

Y2		
Week	**Teach**	**Apply**
1	Year 1 content – What is a suffix? Discuss terminology. Revisit adding -ing and -ed where no changes are needed.. Revisit adding -er and -est where no changes are needed. Y2 content - Adding -ing and -ed (doubling last consonant). Talk to children about vowel and consonant letters.	L1: Recording words using colours for the suffixes. Applying to sentences on a whiteboard. L2: –ing and -ed. Introduce rules for doubling consonants + application to words (patting, hitting, swimming, humming), -ed (hummed, patted, dropped) L3: BOOKS. Captions for images to describe what is happening. Challenge: can you explain the rules we have practised/ Reasoning scenario with incorrect word – who is correct? Spelling test: hitting swimming patted dropped do to no after again any
2	Revisit adding -er and -est where no changes are needed. Adding–er and –est to words of one syllable ending in a single consonant letter after a single vowel letter	L1: Recording words using colours for the suffixes. Applying to sentences on a whiteboard. L2: Remind rules for -ed and -ing. Discuss doubling consonant in example words: fatter, fattest, hotter, hottest, sadder, saddest L3: BOOKS application. Correct mistakes in spellings, change root words using suffixes in own sentences. Spelling test: hotter sadder fattest saddest go so he bath beautiful because
3	Adding -s and -es to change singular to plural. Adding –es to nouns and verbs ending in –y flies, tries, replies, copies, babies, carries	L1:Sorting words needing -s and -es. How do we know? Rules for -es. L2: Teach pattern and practical crossing out the y and changing to i-es to words. L3: BOOKS application, Change words and use in a sentence. Write out a rule to remember.

		Spelling test: babies bodies ladies berries be me we behind both break
4	Adding the endings – ing and –ed to words ending in –e with a consonant before it	L1: Practical adding -ing L2: Practical adding ed. Do the words sound right if we add -ed or do we need to make a change L3: BOOKS application. Which words can we add -ed (which words don't follow the rule), change words to add -ing Spelling test: hiking shaking liked hoped she by my busy child children
5	Adding the endings –er, –est and –y to words ending in –e with a consonant before it	L1: examples of words. L2: Practical grid with a MA partner – can we add both of the suffixes and the words make sense, i.e. nicer/nicest – yes but nicy - no L3: BOOKS application using words in sentences Spelling test: nicer nicest hiker shiny the they said Christmas class climb
6	Spelling compound words	L1: Practical fitting 2 words together to make a new word. Using compound words in sentences (dictation – whiteboards).

	-y making the ee sound (very, happy, funny) and I (cry, dry, reply, July)	L2 Sorting words with I and ee sounds. Add to pattern trees (BOOKS) L3: BOOK application to sentences Spelling test: very happy cry July love come some clothes cold could

Spring 2

Spiralled skill repeated
New learning (Y2 content)

Week	Teach	Apply
1	Adding –ed, –er and –est to a root word ending in –y with a consonant before it. **But rule not applying to the -ing suffix.** copied, copier, happier, happiest, cried, replied ...but copying, crying, replying	L1: Focus on adding -ed. Practical examples on whiteboards. Talk about why -ing doesn't follow the rule. L2: Focus on -er and -est. Practical with examples. L3: BOOK application. Complete a suffix grid and apply to sentences. Challenge write a definition for the rule. Spelling test: happier cried happiest crying of are here door even every
2	Revisit plural suffixes Possessive apostrophes	L1: s/es/ies. Practise applying to words. Can chn remember the rules? L2: Introduce and practical. PowerPoint game L3: BOOK application. Labelling items with name and nouns. Spelling test: puppies

		man's girl's cat's there where is everybody eye fast
3	Doubling consonant adding suffixes -ing, -ed, – er and -est Contractions	L1: Practical applying suffixes to words, L2: Examples. Squeeze-o-meter. Matching cards. L3: BOOK application. Writing contractions. Changing sentences from 2 root words to contraction. Spelling test: don't can't wasn't isn't his has I fast father find
4	Adding the endings – ing and –ed to words ending in –e with a consonant before it The /n/ sound spelt kn and (less often) gn at the beginning of words knock, know, knee, gnat, gnaw	L1: Practical using example words L2: PowerPoint with examples, L3: Colour code the kn/gn in the spelling sorted into a table. Apply to sentences. Spelling test: knock know gnaw gnome put full pull floor gold grass
5	Adding the endings –er, –est and –y to words ending in –e with a consonant before it The /r/ sound spelt wr at the beginning of words write, written, wrote, wrong, wrap The /l/ or /əl/ sound spelt –le at the end of words table, apple, bottle, little, middle	L1: Revisit suffixes practically L2: BOOK application. PowerPoint. Words with wr sheet. L3: BOOK application. Colour coding. Using words in sentences. Spelling test: write wrong

	or The /l/ or /əl/ sound spelt –el at the end of words	little tunnel push our once great half hold
6	Adding –ed, –er and –est to a root word ending in –y with a consonant before it. The /dʒ/ sound spelt as ge and dge at the end of words badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village	L1: Revisit suffixes practically L2: Introduce and find words in mosaic colour code picture (practical) L3: BOOK application. Colour code and apply words to sentences Spelling test: badge bridge age huge one was today hour improve kind