

## Year 2 SPaG Progression 20-21

Spelling Autumn 2											
	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6
<b>Revise</b>	-ness, -ment, -ful suffixes		Spell words from /ai/ ee/igh families		Spell words from /oa/oo/or families		Spell words from ar/air/er families		Spell words from /oi/ow families		Spell words from ending with -ing, -ed, -er, -est, y
Spelling Rules	<p>Revision from Year 1: Adding -ing, -ed to words that require no change or end in consonant followed by an 'e'.</p> <p><b>Do nothing Rule</b> For words with short vowel sounds ending in two consonant letters or words with long vowel sound NOT made by a split digraph)</p> <p><b>Drop the e</b> Word ends in an e with a consonant before it</p> <p><i>Playing, played</i> <i>Jumping, jumped, jumpy</i> <i>weeping, weeped, weepy</i></p>		<p>Adding -ing and -ed to words with short vowel sounds, ending in one consonant and words ending in consonant followed by a 'y'</p> <p><b>Double the Consonant Rule</b> (for words with short vowel sounds ending in one consonant)</p> <p><b>Change the y to an i</b> For route words ending in consonant then y, when adding -er, -est, -ed</p> <p>(Do not change y to I when adding -ing)</p>		<p>Adding -y suffix to route words</p> <p><b>Do nothing Rule</b> (for words with short vowel sounds ending in two consonant letters or words with long vowel sound NOT made by a split digraph)</p> <p><b>Drop the e</b> (word ends in an e with a consonant before it)</p> <p><b>Double the Consonant Rule</b> (for words with short vowel sounds ending in one consonant)</p>		<p>Add -er, and -est to route words</p> <p><b>Do nothing Rule</b> (for words with short vowel sounds ending in two consonant letters or words with long vowel sound NOT made by a split digraph)</p> <p><b>Drop the e</b> (word ends in an e with a consonant before it)</p> <p><b>Double the Consonant Rule</b> (for words with short vowel sounds ending in one consonant)</p> <p><b>Change 'y' to 'i' rule</b> For route words ending in consonant then y, when adding -er, -est, -ed (Do not change y to I when adding -ing)</p>		<p>Plurals: Adding -es and -s to words</p> <p>Add -s to most words, add -es where words end in s, ss, sh, ch, x,</p> <p><i>E.g.</i> <i>Pen – pens</i> <i>Sock - socks</i> <i>watch – watches</i> <i>dress – dresses</i> <i>bus – buses</i> <i>wish - wishes</i></p>		<p>Plurals: Changing the 'y' to an 'i' for words ending in a consonant followed by a 'y'.</p> <p>Y – I rule For words ending in consonant then a 'y'</p> <p><i>E.g.</i> <i>Lady – ladies</i> <i>Baby – babies</i> <i>Berry – berries</i></p> <p><b>BEWARE:</b> Words ending in consonant followed by y usually need just a -s suffix</p> <p><i>E.g.</i> <i>Monkey - monkeys</i></p>
Spelling Play Links	<a href="https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/verb-vikings">https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/verb-vikings</a>				<a href="https://www.spellingplay.co.uk/planning-and-resources/year-2/vowel-suffixes/violets-vowel-suffixes">https://www.spellingplay.co.uk/planning-and-resources/year-2/vowel-suffixes/violets-vowel-suffixes</a>		<a href="https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts">https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts</a>		<a href="https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/plural-pirates">https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/plural-pirates</a>		
CEWs	who	last	move	money	every	kind	Christmas	many	sure	class	REVISION
	mr	fast	prove	people	everybody	mind	father	child	sugar	grass	
	mrs	past	improve	only	find	behind	any	children	hour	pass	
Homophones	see, sea		fair, fare		deer, dear		Where, wear		here and hear		

## Year 2 SPaG Progression 20-21

Spelling Spring 1											
	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6
<b>Revise</b>	Plural suffixes		-ness, -ment, -ful suffixes		-ed, -er, -est, -ing, -y suffixes		Contractions		Possessive apostrophe		Soft C
Spelling Rules	<p><b>Contractions:</b> 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.</p>		<p><b>The Possessive Apostrophe:</b> (Megan's, Ravi's, the girl's, the man's)</p>		<p><b>Soft C:</b> The s sound is spelt 'c' before e, i, y (race, ice, cell, city)</p>		<p><b>Soft G:</b> In other positions the j sound is often spelt 'g' before e, i and y. (gem, giant, magic, giraffe, energy) Words ending in a /j/ sound. The j sound is never spelled with a 'j' at the end of a word, it's spelt <b>-dge</b> straight after short vowel sounds and <b>-ge</b> after long vowel sounds.</p> <p><i>E.g. nhedge, badge, dodge, age, cage, page</i></p>		<p>The j sound is never spelled with a 'j' at the end of a word, it's spelt <b>-dge</b> straight after short vowel sounds and <b>-ge</b> after long vowel sounds. (hedge, badge, dodge, age, cage, page)</p>		<p>Words ending in el and le.</p> <p>Most words end in le but if there is a m,n,r,v,w before the /l/ sound the grapheme is spelled 'el' (Most nuns run very well rule)</p> <p><i>E.g. Travel, camel, tunnel, barrel</i></p>
Spelling Play Links	<a href="https://178.62.5.157/planning-and-resources/year-2/apostrophes/the-apostrophe-with-the-big-appetite">https://178.62.5.157/planning-and-resources/year-2/apostrophes/the-apostrophe-with-the-big-appetite</a>		<a href="https://178.62.5.157/planning-and-resources/year-2/apostrophes/possessive-apostrophe">https://178.62.5.157/planning-and-resources/year-2/apostrophes/possessive-apostrophe</a>		N/A						<a href="http://www.viewpure.com/wvNeBxVuXxl?start=0&amp;end=0">http://www.viewpure.com/wvNeBxVuXxl?start=0&amp;end=0</a>
CEWs	whole hold old	cold gold told	again poor floor	door water climb	great break steak	path bath plant	because half even	eye clothes busy	pretty beautiful wild	after	Revision
Homophones	whole/hole		Your/you're		There/ their/they're		Near homophones Were/where		no/know		

## Year 2 SPaG Progression 20-21

Spelling Spring 2											
	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6
Revise	Soft G		-dge and -ge		El, le, al word endings		Words from ending with -ing, -ed, -er, -est, y		Plural Suffixes		Possessive Apostrophe
Spelling Rules	<b>The or sound is usually spelt 'a'</b> before l or ll (all, ball, call, walk, talk, always)  <b>The u sound spelt o</b> (mother, brother, nothing, Monday)		<b>The 'r' sound spelled 'wr'</b>  In words like write, wrench, wrong, wriggle		<b>Words ending in -tion:</b> (station, fiction, motion, section)		<b>Using z to say s</b> The z sound is spelt as an s in some words (television, treasure, usual)		<b>Using a to say o</b> a is the most common spelling for the 'o' sound after w and qu. (want, watch, wander, quantity, squash) <a href="https://178.62.5.157/planning-and-resources/year-2/word-families-and-letter-strings/letter-strings-countdown">https://178.62.5.157/planning-and-resources/year-2/word-families-and-letter-strings/letter-strings-countdown</a>		<b>The 'n' sound spelled gn and kn</b> In words like knock, knee, gnash and gnome
	CEWs	who mr mrs	last fast past	move prove improve	money people only	every everybody find	kind mind behind	Christmas father any	many child children	sure sugar hour	class grass pass
homophones	hour, our		week, weak		right, write		blew, blue		sail, sale		

### Responding and adapting to needs

-The 'revision' section contains suggested revision. Teachers are likely to adapt this section in response to the needs of the class.

-Teacher's may make some adaptations to the CEW revised/taught each week, in response to children's needs or the identification of words that will support a current writing project. If children are streamed for spelling, this should be agreed across the year grp so that teachers of streamed classes are up to date on the content covered by their own class.

-Summer Term is spent in revision and teachers will create plans based on the needs of the cohort. Plans will be agreed across the year grp to ensure consistency.