

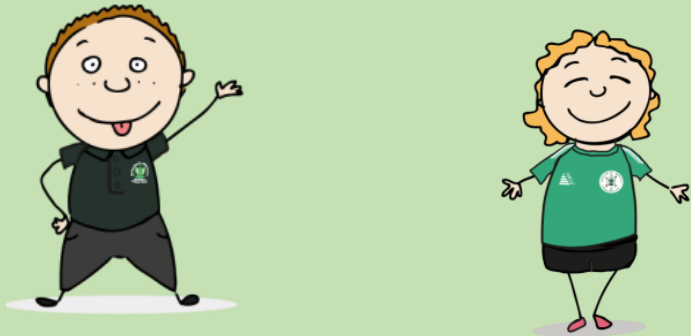
Nettlestone Spelling Map for Year 2

The green pages show the Statutory Spelling Patterns to be taught in each year group.

(You will find these in the National Curriculum document.)

All of the statutory objectives are written in **bold font**.

Together with these, you will find examples and explanations. These are non-statutory and intended to provide useful guidance only.



Each year, we are carefully analysing Common Spelling Errors made in the children's book work.

On the orange pages, for each year group, you will find lists of words children are commonly misspelling, and also the spelling patterns requiring revisiting.

All teachers are aware of these errors and actively use this analysis to inform teaching and learning in this area.



Year 2


Autumn Term	Spring Term	Summer Term
<p>Revisit Phase 5 GPCs as required by children</p> <p>The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.</p> <p>Example words: badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust</p> <p>The /s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>Example words: race, ice, cell, city, fancy</p> <p>The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</p> <p>Example words: knock, know, knee, gnat, gnaw</p> <p>/ai/ sound spelt 'i' in common exception words</p> <p>Example words <i>find, kind, mind, behind, child(children), wild, climb</i> as well as others as needed by pupils</p>	<p>The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p>Example words: little, middle, table, apple, bottle</p> <p>The /ai/ sound spelt 'y' at the end of words</p> <p>Example words: cry, fly, dry, try, reply, July</p> <p>The /i:/ sound spelt '-ey' and that these words are made plural by simply adding 's'</p> <p>Example words: Key, monkey, donkey, chimney, valley</p> <p>The /r/ sound spelt '-wr' at the beginning of words</p> <p>Example words: write, written, wrote, wrong, wrap</p> <p>The /ɒ/ sound spelt 'a' after 'w' and 'qu'</p> <p>Example words: want, watch, wander, quantity, squash</p> <p>The sound /z/ spelt 's'</p> <p>Example words: television, treasure, usual</p>	<p>The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>Example words: Camel, tunnel, squirrel, travel, towel, tinsel</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>Example words: metal, pedal, capital, hospital, animal</p> <p>The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)</p> <p>Example words: pencil, fossil, nostril</p> <p>The /ɑ:/ sound spelt 'a' before 'l' and 'll'</p> <p>Example words: all, ball, call, walk, talk, always</p> <p>The /ɑ:/ sound spelt 'ar' after 'w'</p> <p>Example words: word, work, worm, world, worth</p> <p>The /ʌ/ sound spelt 'o'</p> <p>Example words: other, mother, brother, nothing, Monday</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Example words: word, work, worm, world, worth</p> <p>Common exception words All Year 2 words not taught so far</p>
<p>Adding '-ies' to nouns and verbs ending in 'y'</p> <p>Example words: flies, tries, replies, copies, babies, carries</p>	<p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' with a consonant before it</p> <p>Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it</p> <p>Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter</p>	<p>The suffixes '-ment', '-ness'</p> <p>Example words: Enjoyment, sadness</p> <p>The suffixes '-ful', '-less' and '-ly'</p> <p>Example words: Careful, playful, hopeless, helpless, badly</p> <p>Words ending in '-tion'</p> <p>Example words: station, fiction, motion, national, section</p>
<p>Introduce Homophones</p> <p>Example words: there/their, no/know, to/two/too hear/here, our/are new/knew, one/won, quite/quiet, night/knight, not/knot,</p> <p>Common exception words</p>	<p>Homophones and near homophones -revise previous and add homophones with apostrophes</p> <p>Example words: they're/there/their, your/you're no/know, to/two/too hear/here, our/are, your/you're new/knew, one/won, quite/quiet, of/off</p> <p>Apostrophes</p> <p>The possessive apostrophe (singular nouns)</p> <p>Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Common exception words</p>	<p>Homophones</p> <p>Revision of all homophones taught so far, with particular emphasis on they're/there/their, no/know, to/two/too hear/here, our/are, your/you're, of/off, which are common spelling errors throughout the school</p> <p>Apostrophes</p> <p>The possessive apostrophe (singular nouns)</p> <p>Common exception words</p>



Year 2 Common Exception Words (non-statutory examples from National Curriculum)

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

Year 2 Cohort-specific needs to be addressed 2022-2023

<p>Year 1 Common Exception Words are friend they there to you your</p> <p>Year 2 Common Exception Words People money</p>	<p>Revision of split vowel digraphs Example errors: scales -scals shapes -shaps spade -spad make -macke side(ways) -sidways life(boat) -lifbot</p>	<p>Emerging errors to tackle before becoming embedded</p> <p>Use of 'ck' (Both added unnecessarily and missing) rock -roc shark -sharck</p> <p>'ast' and 'lm' endings *Don't add in 'r' fast -farst calm -carm Take note when teaching Year 2 Common Exception Words: fast, last, past</p>
<p>Common Words all beach came don't family goes have little make nice nose put really saw small smell some then two under when with</p>	<p>The 'ch' and 'sh' grapheme at the end of words lunch -lunsh</p> <p>Homophones their/there/(they're -to be added after teaching of apostrophes for contractions) too/to/two sea/see</p> 	<p>Errors relating to Statutory learning for Year 2 (as yet to be addressed)</p> <p>Rules for adding 'ing'</p> <p>Adding 'ing' to words ending 'e' have -having (common error -haveing) shine -shining (error -shinning)</p> <p>Doubling the final consonant before adding 'ing' If the word has one syllable and one vowel and it ends in a single consonant, double the final consonant before you add 'ing', 'ed', 'er', 'est' running -runing digging -diging</p>