



Spelling

Year 2

Throughout Crowle Primary Academy, we teach spelling daily. In Foundation Stage and year 1, it is taught as a part of phonics sessions and in some writing lessons. From year 2, children take part in dedicated spelling lessons.

The National Curriculum outlines which patterns should be taught at each stage; we teach these patterns to the children through a variety of activities. This booklet is intended to show you which spelling patterns your child will be taught this year and provides you with any spelling rules, examples of the rules being used and exceptions to the rules, to enable you to support your child at home.

The spelling curriculum is organised into the following sections: year 1, year 2, years 3 & 4 and years 5 & 6.

If you have any questions about this spelling guide, please speak to your child's teacher.

Apostrophes to show possession (singular nouns)	When a noun 'owns something,' you use an apostrophe to show this.	Megan – Megan's doll Ravi – Ravi's book child – The child's pen man – The man's drink	
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Using tion to make the 'shun' sound	No rule	station fiction motion national section	
Homophones / near homophones	The spellings for different meanings need to be learnt.	there / their / they're here / hear see / sea bare / bear to / two / too be / bee blue / blew night / knight one / won quiet / quite	

Children in Year 2 are also taught 'common exception words' which are words that don't follow regular rules. Sometimes local accents can affect whether a word follows a rule as it is pronounced differently. Some examples of exception rules include: 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, past, father, class, grass, pass, plant, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, many, any, clothes, busy, people, water, again, half, money, Mr, Mrs, parents & Christmas.

ur sound spelt or	After w, some words use or for the ur sound	word work worm worth world	
or sound spelt ar	After w, some words use ar for the or sound	war warm towards	
'zsh' sound spelt s	No rule	treasure television usual casual	

Suffixes starting with consonants	<p>Suffixes starting with consonants are usually just added straight onto words.</p> <p>With words with more than one syllable ending: consonant y eg. <i>merry</i> the y must be changed to an i</p>	<p>enjoyment sadness careful playful hopeless badly</p> <p>merry – merriment happy – happiness, happily plenty – plentiful penny – penniless</p>	Argue – argument (take away the e)
Apostrophes for contractions	An apostrophe must be used to show where letters are missing	can not – can't it is – it's has not – hasn't could not – couldn't I will – I'll	

Year 2 Spelling Curriculum			
Spelling pattern	Rules / guidance	Examples	Exceptions
Use g, dge and ge to make the j sound	<p><i>The letter j is never used to make the j sound at the end of words in English</i></p> <p>At the end of a word:</p> <p>After a short vowel sound, use dge</p> <p>After all other letters apart from short vowel sounds, use ge at the end of a word</p> <p>When the j sound is not at the end, the most usual spelling is g if it is followed by an e, i or y</p> <p>Before o, a and u, it is always spelt j</p>	<p>badge, <u>ed</u>ge, br<u>id</u>ge, <u>od</u>ge, <u>fu</u>dge</p> <p>age, huge, village, bulge, change</p> <p>gem, giant, magic, giraffe</p> <p>jacket, jar, jo<u>e</u>, jo<u>i</u>n, adj<u>u</u>st</p>	
s sound spelt c	Before e, y and i, the s sound is spelt with a c	ice, cell, city, fancy	
n sound spelt using kn and gn	No rule	knock, know, knee, gnat, gnaw	
r sound spelt wr	No rule	write, written, wrote, wrong, wrap	

l sound at the end of a word	The most common spelling for the 'l' sound at the end of words is le	table, apple, bottle, little, middle	Hospital, animal
	After m, r, s, v, w and n, (and sometimes s) it is spelt el	camel, tunnel, squirrel, travel, towel, tinsel	
	Many adjectives end in al (but not many nouns)	metal, pedal, capital	
	Rarely, it is used but this doesn't follow a rule.	pencil, fossil, nostril	
The i sound spelt y	At the end of a word, the 'i' sound is usually spelt y	fly, cry, dry, reply, July	
Adding es to nouns / verbs ending in y	When a word ends with a y , you change the y to an i before adding es .	cry – cries baby – babies try – tries carry - carries	

Adding suffixes to words ending: consonant y	Adding ed, er & est , the y is changed to an i	copy – copied happy – happier, happiest reply – replies	
	When adding ing , the y remains	copying crying replying	

Adding ing, ed, er, est & y to words ending: consonant e eg. like	The e is removed before adding ing, ed, er, est & y or other suffixes beginning with a vowel letter.	hike- hiking, hiker nice – nicer, nicest shine - shiny	being – e remains
Adding ing, ed, er, est & y to one syllable words ending: single vowel, single consonant eg. pat	The final consonant is doubled	pat – patted, patting hum – humming, hummed drop – dropped, dropping sad – sadder, saddest fat - fatter	x is never doubled: mixing boxer, sixes

Making words ending ey into plurals	When ey is used to make the 'ee' sound, you add an s to make it a plural	donkey – donkeys monkey – monkeys key – keys chimney – chimneys valley - valleys	
'or' sound spelt a	Before l or ll , the or sound is made using an a	ball call walk talk	
u sound spelt o	No rule	mother other brother Monday	
o sound spelt a	After w and qu , you usually use 'a' to make the o sound	watch want wander quantity squash	