



Spelling in Year 2

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| Revision of work from Year 1 | 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. |
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| New work for Year 2 | | |
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| Statutory requirements | Rules and guidelines (non-statutory) | Example words (non-statutory) |
| 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/ (“dge”) 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/ and /ʌ/ 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 |
| 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 /ɹ/ sound spelt wr at the beginning of words | This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap |
| The // or /ə/ 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 |
| The // or /ə/ 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 . | camel, tunnel, squirrel, tinsel, travel, towel |
| The // or /ə/ 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 consonant-letter- y | The y is changed to i before –es is added. | flies, tries, replies, copies, babies, carries |
| Adding –ed, –ing, –er and –est to root words ending in consonant-letter- y | 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 <i>skiing</i> and <i>taxiing</i> . | copied, copier, happier, happiest, cried, replied ... but copying, crying, replying |
| Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel-letter-consonant-letter- e | 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. | hiking, hiked, hiker, nicer, nicest, shiny |

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| 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: <i>mixing, mixed, boxer, sixes</i> . | 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 |
| The /i:/ sound spelt –ey | The plural of these words is formed by the addition of –s (<i>donkeys, monkeys</i> 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 | Very few words spell the /ɜ:/ sound (“burn”) this way. | word, work, worm, world, worth |
| The /ɔ:/ sound spelt ar after w | Very few words spell the /ɔ:/ sound (“or”) this way. | war, warm, towards |
| The /ʒ/ sound spelt s | | television, treasure, usual |
| The suffixes –ment, –ness, –ful and –less | 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) <i>argument</i> (2) root words ending in a consonant letter followed by y – see above. | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness) |
| Contractions | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i>). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> 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 |
| 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. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea . Note ‘children’ is not an exception, but is included for convenience with ‘child’. | 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. |