



Spelling Coverage Plan Year 2

TERM	WEEK	THREAD	OBJECTIVES
			<ul style="list-style-type: none"> • Revise work done in previous years.
A D V E N T	1-2	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>door, floor, poor, because</i> • To spell by distinguishing between homophones and near homophones. <i>see, sea, be, bee</i> • To spell 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 <i>cage, huge, village, stage, badge, bridge, edge, fridge, fudge</i> • To spell words with the 'ge' and 'dge' at the end of words and sometimes spelt as a 'g' elsewhere in words before 'e' 'i' and 'y'. <i>giant, magic, gem, energy, gel, giraffe, Egypt</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	3, 4, 5	WORDS PHONICS, RULES <i>and CONVENTIONS</i> AFFIXES and ROOTS	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>find, kind, mind, behind, child, children</i> • To spell by distinguishing between homophones and near homophones. <i>sun, son, blue, blen, no, know</i> • To add -ed, -ing, -er and -est to a root word ending in a -y with a consonant before it. <i>cry- cried- crying</i> <i>dry- dried- drying- drier-driest</i> <i>fly- flying</i> <i>carry- carried-carrying-carrier</i> <i>happy- happier, happiest</i> <i>angry- angrier, angriest</i> • To add -ed, -ing, -er and -est to a root word ending in a -e with a consonant before it. <i>hope- hoped, hoping</i> <i>joke- joked, joking</i> <i>smile- smiled, smiling,</i> <i>brave- braver, bravest</i> <i>large- larger, largest</i> • To add -ed, -ing, -er and -est to words of one syllable ending in a single consonant letter after a single vowel letter. <i>stop- stopped, stopping</i> <i>big- bigger, biggest</i> <i>fat- fatter, fattest</i> <i>run- runner, running</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	6, 7	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>wild, climb, most, only</i> • To spell by distinguishing between homophones and near homophones. <i>here, bear, bare</i> • To spell words where the 'c' sound makes an 's' sound before 'e' 'i' and 'y'. <i>silence, circus, pencil, scissors, space, face, icy, juicy, cycle, bicycle, spicy</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.

	8	<p>WORDS</p> <p>PHONICS, RULES <i>and CONVENTIONS</i></p> <p>WORD ORIGINS</p>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>both, old</i> • To spell by distinguishing between homophones and near homophones. <i>to, too, two</i> • To spell words where the 'kn' and 'gn' sound makes an 'n' sound at the beginning of words. <i>gnam, gnat, gnome, knee, knock, know, knight</i> • To spell words where the 'wr' sound makes an 'r' sound at the beginning of words. <i>write, wrong, wrap, wrist</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	9	<p>WORDS</p> <p>PHONICS, RULES <i>and CONVENTIONS</i></p>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>cold, gold</i> • To spell by distinguishing between homophones and near homophones. <i>I, eye</i> • To spell words with the -le sound at the end of the word. <i>table, apple, bottle, little, middle, castle, wobble</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	10	<p>WORDS</p> <p>PHONICS, RULES <i>and CONVENTIONS</i></p>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>hold, told</i> • To spell by distinguishing between homophones and near homophones. <i>for, four</i> • To spell words where the 'a' makes an 'o' sound after a w and qu e.g. want, quantity. <i>want, watch, squasb, wander, squad, quality, quantity</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	11	<p>WORDS</p> <p>PHONICS, RULES <i>and CONVENTIONS</i></p>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>every, everybody</i> • To spell by distinguishing between homophones and near homophones. <i>flour, flower</i> • To spell words where the 'ar' makes an 'or' after a 'w'. e.g. war, warm. <i>war, warm, towards, warn, warning, warned, ward, wart</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	12, 13	<p>WORDS</p> <p>PHONICS, RULES <i>and CONVENTIONS</i></p>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>even, great, break, steak</i> • To spell by distinguishing between homophones and near homophones. <i>night, knight hole, whole</i> • To write numbers to at least 100 in numerals and in words. NUMBER WORDS ZERO-TWENTY NUMBER WORDS- Tens numbers • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.



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L E N T			<ul style="list-style-type: none"> • Revise work done in previous years.
	1	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>pretty, beautiful</i> • To spell by distinguishing between homophones and near homophones. <i>deer, dear</i> • To spell words with the –el sound after m, n, r, s, v, w and more often than not after s. <i>camel, cruel, travel, jewel, tinsel, label</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	2	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>after, fast</i> • To spell by distinguishing between homophones and near homophones. <i>one, won</i> • To spell words with the /l/ phoneme spelt ‘-al’ at the end of words. <i>medal, total, arrival, general, normal, oval, loyal, factual</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	3	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>last, past</i> • To spell by distinguishing between homophones and near homophones. <i>quite, quiet</i> • To spell words with the –il sound at the end of the word. <i>evil, pupil, until, fossil, gerbil, nostril, pencil</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
4, 5	WORDS PHONICS, RULES <i>and CONVENTIONS</i> AFFIXES and ROOTS	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>father, class</i> • To spell by distinguishing between homophones and near homophones. <i>your, you’re</i> • To spell words with the –y sound at the end of words e.g. cry. <i>cry, dry, fly, try, reply, July</i> • To add –es to nouns and verbs ending in –y e.g. flies. <i>cries, flies, babies, families, lorries, carries, copies, tries, cherries, fairies, daisies</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far. 	

	6-13	<p>WORDS</p> <p>PHONICS, RULES and CONVENTIONS</p> <p>AFFIXES and ROOTS</p>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>grass, pass</i> • To spell by distinguishing between homophones and near homophones. <i>their, there, they're</i> • To form nouns using suffixes such as –ness and –er and by compounding. <i>sadness, illness, fitness, happiness, cooker, fixer, speaker, singer, washer</i> • To spell by learning to spell common exception words. <i>plant, path</i> • To spell by distinguishing between homophones and near homophones. <i>so, sew</i> • To form nouns using suffixes such as –ness and –er and by compounding. <i>homework, bedroom, cardboard, goalkeeper, housework</i> • To spell by learning to spell common exception words. <i>bath, hour</i> • To spell by distinguishing between homophones and near homophones. <i>write, right</i> • To form adjectives using suffixes such as –ful and –less. <i>harmful, hurtful, joyful, painful, tearful, careless, useless, wireless, hopeless</i> • To spell by learning to spell common exception words. <i>move, prove</i> • To spell by distinguishing between homophones and near homophones. <i>pair, pear</i> • To use the suffixes –er and –est in adjectives and the use of –ly to turn adjectives into adverbs. <i>rich, richer, richest</i> <i>big, bigger, biggest</i> <i>sad, sadder, saddest</i> <i>happy, happier, happiest</i> • To spell by learning to spell common exception words. <i>improve, sure</i> • To spell by distinguishing between homophones and near homophones. <i>sore, saw</i> • To use the suffixes –er and –est in adjectives and the use of –ly to turn adjectives into adverbs. <i>tightly, badly, slowly, hungrily, highly, softly, sweetly, kindly, nicely</i> • To spell by learning to spell common exception words. <i>sugar, eye</i> • To spell by distinguishing between homophones and near homophones. <i>eight, ate</i> • To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. <i>enjoyment, careful, hopeless, illness, softly</i> • To spell by learning to spell common exception words. <i>could, should</i> • To spell by distinguishing between homophones and near homophones. <i>whale, wail</i> • To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. <i>happiness, penniless, merriment, plentiful, luckily</i> • To spell by learning to spell common exception words. <i>would, who</i> • To spell by distinguishing between homophones and near homophones. <i>tale, tail</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
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TERM	WEEK	THREAD	OBJECTIVES
P E N T E C O S T			<ul style="list-style-type: none"> • Revise work done in previous years.
	1-2	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>whole, any, many, clothes</i> • To spell words where the 'or' sound is spelt 'a' before 'l' and 'll' e.g. ball. <i>ball, stall, walnut, walk, chalk, talk</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	3	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>busy, people</i> • To spell words where the 'o' sound makes an 'u' sound e.g. other. <i>brother, wonder, glove, nothing, woman, money</i> • To spell words ending with -ey and to be able to add the 's' to make the plural. <i>honey, donkey, turkey, keys, valley, trolley</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	4	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>water, again</i> • To spell words where the 'or' makes an 'er' e.g. work, worm. <i>word, worm, worth, worse, crossword</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	5	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>half, money, Mr, Mrs</i> • To spell words where the 's' sound makes a 'z' e.g. television, treasure. <i>decision, usually, conclusion, leisure, pleasure, revision, vision</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	6-7	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To spell by learning to spell common exception words. <i>parents, Christmas</i> • To spell by distinguishing between homophones and near homophones. <i>bean, been and night and knight</i> • To spell words ending in 'tion' e.g. station, motion. <i>nation, action, potion, caution, emotion, mention, section, creation, location, position</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.

	8	PHONICS, RULES and CONVENTIONS	<ul style="list-style-type: none"> • To spell by distinguishing between homophones and near homophones. <i>knows, nose and plain, plane</i> • To spell words where the 's' sound makes a 'z' e.g. television, treasure. <i>decision, usually, conclusion, leisure, pleasure, occasion, revision, vision division, television, treasure, measure</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.
	9-12	PHONICS, RULES and CONVENTIONS AFFIXES and ROOTS	<ul style="list-style-type: none"> • To spell by distinguishing between homophones and near homophones <i>red, read, some, sum</i> • To add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. <i>dreadful, thankful, faithful, truthful, useful, forgetful, hopeful, graceful, wonderful, painful, powerful, playful</i> • To spell by distinguishing between homophones and near homophones <i>week, weak, which, witch</i> • To add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. <i>spotless, painless, boneless, tasteless, thoughtless, useless, careless, toothless, harmless, helpless, homeless, priceless, restless</i> • To spell by distinguishing between homophones and near homophones <i>through, threw, meet, meat</i> • To add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. RECAP, focus on –NESS words <i>badness, lateness, likeness, bitterness, blindness, dampness, cleverness, shyness, sickness, happiness</i> • To spell by distinguishing between homophones and near homophones <i>not, knot, male, mail</i> • To add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. RECAP, focus on –MENT words <i>enjoyment, assessment, amusement, agreement, payment, pavement, movement, excitement, measurement, encouragement, embarrassment</i> • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.