



# Little Wandle Spelling Progression Map

## Year 2

	Advent	Lent	Pentecost
	<ul style="list-style-type: none"> <li>Revise work done in previous years</li> </ul>	<ul style="list-style-type: none"> <li>Revise work done in previous years</li> </ul>	<ul style="list-style-type: none"> <li>Revise work done in previous years</li> </ul>
<b>Words</b>	<ul style="list-style-type: none"> <li>To spell by learning to spell common exception words. <i>people eye whole through improve move prove shoe two who beautiful their parents thought sure once again any many friend busy pretty because laugh friend</i></li> <li>To write numbers to at least 100 in numerals and in words. <i>NUMBER WORDS ZERO-TWENTY week 2, 8</i> <i>NUMBER WORDS - Tens numbers week 14</i></li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To spell by learning to spell common exception words. <i>once two any many who whole people friend move improve REVIEW</i></li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To spell by learning to spell common exception words. <i>beautiful laugh pretty, bust parents because eye shoe thought through REVIEW</i></li> <li>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.</li> </ul>
<b>Phonics, Rules and Conventions</b>	<ul style="list-style-type: none"> <li>To spell by distinguishing between homophones and near homophones. - introduce (Weeks 1-5 - recap of Phase 5, incorporating the following objectives, but not focusing on the following objectives)</li> <li>To spell words with the -y sound at the end of words <i>week 1</i></li> <li>To spell words ending with -ey <i>week 1</i> ai (a-e, ai, ay, a, eigh, ea, ey, aigh) ee (y, ee, ea, e, ie, ey, e-e) igh (igh, i-e, i, y, ie) oa (ow, o-e, o, oa, oe, ou)</li> <li>To spell words where the 'or' makes an 'er' <i>week 2</i> oo/ yoo (oo, u, u-e, ew, ue, ou, ui) air (air, are, ear, ere) ur (er, ur, ir, or, ear) ow (ow, ou)</li> <li>To spell words where the 'or' sound is spelt 'a' before 'r'</li> </ul>	<ul style="list-style-type: none"> <li>To spell by distinguishing between homophones and near homophones. <i>night/ knight, one/ won, where/ wear, our/ hour, quiet/ quite, see/ sea, to/ too/ two,</i></li> <li>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>verge, badge, large, giant, whinge, dodge, fudge, range week 5</i></li> <li>To spell words where the 'a' makes an 'o' sound after a w and qu. <i>watch, swap, squash, washes, wants, swaps, squashes, squatting week 6-7</i></li> <li>To spell words where the 'or' makes an 'er' <i>word, world working week 6-7</i></li> <li>To spell words where the 'ar' makes an 'or' after a 'w'. <i>reward, towards, quarter, watering week 6-7</i></li> <li>To spell words ending with -ey and to be able to add the</li> </ul>	<ul style="list-style-type: none"> <li>To spell by distinguishing between homophones and near homophones. <i>here/ bear, be/ bee, bear/ bare, there/ their/ they're sun/ son, whole/ hole, blue/ blew</i></li> <li>To spell words where the 'c' sound makes an 's' sound before 'e' 'i' and 'y'. <i>week 1</i></li> <li>To spell words where the 's' sound makes a 'z'. <i>week 2</i></li> <li>To spell words including apostrophes for contracted forms <i>week 5</i></li> <li>To spell words ending in 'tion'. <i>week 6 - 7</i></li> <li>To spell words including the possessive apostrophe <i>week 8</i></li> <li>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.</li> </ul>

	<p>and 'll' e.g. ball. <i>week 3</i>  or (or, a,aw, au, ore, oor, al, oar, our, augh, aur)  zh (si, su)  ch (ch, tch, ture)  sh (sh, ti, ch, ssi, si, ci)</p> <ul style="list-style-type: none"> <li>• 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>week 4</i></li> <li>• To spell words where the 'c' sound makes an 's' sound before 'e' 'i' and 'y'. <i>week 4</i></li> <li>• To spell words where the 'a' makes an 'o' sound after a w and qu. <i>week 4</i></li> <li>• To spell words where the 'o' sound makes an 'u' sound <i>week 4</i></li> </ul> <p>j (j, g, ge, dge)  s (s, ss, c, ce, se, st, sc)  u (ou)  e (ea)  i (y)  o (a)  u (o, o-e)  oo u, (ou)  schwa: er, a, or, ar, our, re)</p> <p><i>Week 5 recap of above covered so far</i>  Week 5  ie / ee/ /igh/  y /ee/ /igh/ /i/  ea /ee/ /e/ /ai/  a /a/ /ai/ /or/</p> <ul style="list-style-type: none"> <li>• To spell by distinguishing between homophones and near homophones. <i>week 6 (and Review)</i></li> <li>• 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.</li> </ul>	<p>'s' to make the plural. <i>kidneys, alley, monkeys, jellies, turnkeys, chimney, lollies, donkey week 9</i></p> <ul style="list-style-type: none"> <li>• To be able to spell words with the -le sound at the end of the word. <i>bubble, table, week 10</i></li> <li>• To spell words with the -il sound at the end of the word. <i>pencil, fossil, week 10</i></li> <li>• To spell words with the -el sound after m, n, r, s, v, w and more often than not after s. <i>tunnel, travel, week 10</i></li> <li>• To spell words with the /l/ phoneme spelt '-al' at the end of words. <i>animal, capital, week 10</i></li> <li>• 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.</li> </ul>	
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<p><b>Affixes and Roots</b></p>	<ul style="list-style-type: none"> <li>• To add –ed, –ing, –er and –est to words of one syllable ending in a single consonant letter after a single vowel letter. <i>powder, hotter, shimmer, supper, singer week 7 humming, jumping fixing, dropping (foxes, wishes, fizzes) week 9</i></li> <li>• To spell word ending in k/ck and ch/tch <i>which quick stretch beach cloak magic match kitchen week 8</i></li> <li>• To add –ed, –ing, –er and –est to a root word ending in a –y with a consonant before it. <i>carry, tidied week 10</i></li> <li>• To add –ed, –ing, –er and –est to a root word ending in a –e with a consonant before it. <i>hiding, having, making, week 10</i></li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• To add –ed, –ing, –er and –est to a root word ending in a –e with a consonant before it. <i>hoping, later, liked, scaring, dancing, scared, driver, dancer, latest, noisy, scary, shiny, bravest, nicest, safest, icy week 3-4</i></li> <li>• To add –es to nouns and verbs ending in –y. <i>flies, tires, parties, plays, pennies, enjoys, babies, dries week 8</i></li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• To add suffixes to spell longer words, including –ment, <i>week 3-4</i></li> <li>• To add –ed, –ing, –er and –est to a root word ending in a –y with a consonant before it. <i>week 9-10</i></li> <li>• To add –ed, –ing, –er and –est to a root word ending in a –e with a consonant before it. <i>week 9-10</i></li> <li>• To add –ed, –ing, –er and –est to words of one syllable ending in a single consonant letter after a single vowel letter. <i>week 9-10</i></li> <li>• 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.</li> </ul>
<p><b>Word Origins</b></p>		<ul style="list-style-type: none"> <li>• To spell words where the ‘kn’ and ‘gn’ sound makes an ‘n’ sound at the beginning of words. <i>gnome, knight, knee, design, knock, knitter, knitting, knowing, knocker, gnashing, gnawed week 1-2</i></li> <li>• To spell words where the ‘wr’ sound makes an ‘r’ sound at the beginning of words. <i>wrap, wriggle, write, wrapped, wrapper week 1-2</i></li> <li>• 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. <i>week 1-2</i></li> </ul>	