



Guide for Parents
Year 2 Spelling
Autumn 1

Moving on from phonics

Phase 6 phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers. Their next step in their spelling journey will be to continue to apply their phonics knowledge as they learn about

- Prefixes and suffixes—'in-' and '-ed'
- Common exception words for Year 2
- The contracted forms of words (would not = wouldn't)
- The possessive apostrophe (singular) -'the girl's book'
- Homophones and near homophones
- Spelling rules

Autumn 1 spelling rules:

- Revision of Phase 5 GPCs
- Homophones (sea/see, be/bee, blue/blew)
- the phoneme spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)
- Common exception words for Year 2

Key vocabulary

Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word.
Phoneme	The sound a letter or group of letters makes in a word— e.g in cat there are three phonemes 'c' 'a' 't'
Root word	A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes— acting- the root word is act.
Compound word	A compound word contains at least two root words- e.g whiteboard and bookshop
Vowel	The letters a,e,i,o,u
Consonants	Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u are vowels.
Homophone	Two different words are homophones if they sound exactly the same when pronounced.
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word- e.g teacher
Prefix	A prefix is added at the beginning of the word to alter the meaning of the word- e.g disappear
Etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.
Morphology	A word's morphology is its internal make-up in terms of root words and suffixes or prefixes.
GPC	Grapheme Phoneme Correspondence

Common exception words for Year 2

It is expectation that pupils in Year 2 understand the meaning of and are able to spell the following words fluently.

door	old	last	eye	Mr
floor	cold	past	could	Mrs
poor	gold	father	should	parents
because	hold	class	would	Christmas
find	told	grass	who	
kind	every	pass	whole	
mind	everybody	plant	any	
behind	even	path	many	
child	great	bath	clothes	
children	break	hour	busy	
wild	steak	move	people	
climb	pretty	prove	water	
most	beautiful	improve	again	
only	after	sure	half	
both	fast	sugar		

How can you support their spelling practice?

Each week, your child should practise their spellings in their homework books. They will be given a spelling home learning sheet with their spelling rule for that week and their spellings will be recorded in their planners. In order to practise this half term's spellings you could try the following strategies that are most appropriate for this half term's spellings.

Common exception words

Quick write

This technique focuses on your child's speed and fluency when spelling words. The aim is to write as many words as possible within a time constraint. For example, in two minutes ask your child to write as many words as possible with the /i/ phoneme from their weekly spelling. This can be turned into a variety of competitive games including beating their time or score each time they play.

Homophones

Homophone match

One technique to practise your child's understanding of homophones is through matching the correct spelling to the word. For example using blew and blue images you could read out the following sentences or create your own and your child hold up the correct image card.

The wind blew and blew.

Blue is my favourite colour.

I could see a bird from my window.

The sea was beautiful today.