



Guide for Parents
Year 2 Spelling
Spring 2

Previously learned rules from Spring 1

- /i/ phoneme spelt 'y' (cry, fly, dry, July)
- Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)
- Adding endings '-ing', '-ed', '-er', '-est' and 'y' to words
- Revision of the phoneme spelt 'le' at the end of words and following a consonant
- /e/ phoneme spelt 'ey'
- Near homophones (quite/quiet)
- /r/ phoneme spelt 'wr'
- Common exception words

Spring 2 spelling rules:

- The phoneme spelt 'a' after 'w' and 'qu' (want, quantity, squash)
- The phoneme spelt 's' in treasure and usual
- Homophones (new/knew, there, their, they're)
- Adding '-es' to verbs and nouns ending in 'y'
- The possessive apostrophe (singular nouns)
- Adding suffixes '-ful', '-less' and '-ly'
- Words ending '-tion'
- Common exception words

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, you 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.

Adding '-es' tp verbs and nouns ending in 'y'

Finish my sentence

I fly	he	I carry	he	You could say or pick up a card, reads it out loud. Your child can then write down the missing word they can.
I cry	he	I reply	he	
I copy	he	one baby	two	
one lady	two	one party	two	
one jelly	two	one lorry	two	

Apostrophe for singular possession

Silly sentences

Bob's cheese was blue with yellow spots on it.

This strategy is useful in showing that your child has understood where and when to use an apostrophe for singular possession

Homophones

Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.

