



### Previously learned rules from Autumn 2

- Continued revision of Phase 5 GPCs
- Homophones (to/two/too/here/hear, one/ won, sun/son)
- The phoneme spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'
- /s/ phoneme spelt 'c' before 'e', 'i' and 'y'
- Revision of the /n/ phoneme spelt 'kn' and 'gn' at the beginning of words
- Common exception words for Year 2

### Spring 1 spelling rules:

- /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

#### Key vocabulary

|                      |  |
|----------------------|--|
| <b>Grapheme</b>      | A letter, or combination of letters, that corresponds to a single phoneme within a word.   |
| <b>Phoneme</b>       | The sound a letter or group of letters makes in a word- e.g in cat there are three phonemes 'c' 'a' 't'  |
| <b>Root word</b>     | 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. |
| <b>Compound word</b> | A compound word contains at least two root words- e.g whiteboard and bookshop  |
| <b>Vowel</b>         | The letters a,e,i,o,u  |
| <b>Consonants</b>    | Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u are vowels.  |
| <b>Homophone</b>     | Two different words are homophones if they sound exactly the same when pronounced.   |
| <b>Suffix</b>        | A suffix is an 'ending', used at the end of one word to turn it into another word- e.g teacher   |
| <b>Prefix</b>        | A prefix is added at the beginning of the word to alter the meaning of the word- e.g disappear   |
| <b>Etymology</b>     | 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.            |
| <b>Morphology</b>    | A word's morphology is its internal make-up in terms of root words and suffixes or prefixes.   |
| <b>GPC</b>           | 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 endings to words

##### Rainbow writing

flying nicest braver

Using coloured pencils in different ways can help to make parts of words memorable. Your child could highlight the tricky parts of the word or write the tricky part in a different colour. They could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.

#### A range of phonemes

##### Drawing around the word to show the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Ask your child to look carefully at the shape of the word and the letters in each box and then get them to try to write the word making sure that they get the same shape.



#### Contractions

##### Quick write

You could all out the full words (would not) and ask your child to write down contracted form (wouldn't) . You could make this competitive and ask them to beat their score or time each week.