



# St. Bede's Catholic Primary School



## Medium Term Plan – Spelling

Skills	Year 2
Phonics and Spelling Rules	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance, which includes:</p> <ul style="list-style-type: none"><li>• the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li><li>• the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li><li>• the /r/ sound spelt 'wr' (e.g. write, written);</li><li>• the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</li><li>• the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li><li>• adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li><li>• adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</li><li>• adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</li><li>• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li><li>• the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</li><li>• the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</li><li>• the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</li><li>• the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</li><li>• the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</li><li>• the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</li><li>• the /z/ sound spelt 's' (e.g. television, usual).</li></ul>
Common Exception Words	To spell most Y1 and Y2 common exception words correctly.

*'Shine like a lantern, in the presence of the Lord'.*



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Prefixes and Suffixes	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
Further Spelling Conventions	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>

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