

ESSENTIALspelling

Year 2



Using ESSENTIALspelling

Welcome to ESSENTIALspelling, a teaching resource from Herts for Learning.

This resource can be used as a scheme for spelling on its own, or in conjunction with the school's existing scheme, to give supplementary teaching guidance. The complete resource features a suite of teaching sequences for each year group; these are designed to be taught in order, as they track back to each other and follow on in logical progression. There are 93 sequences in Year 2.

The length of time needed to deliver a sequence will depend on the needs of your class and the amount of time given to the teaching of spelling each week. **As a guide, each sequence is designed to be one or two days' work if you have a daily 20-minute session of spelling.** You should therefore aim to work on two to three sequences per week across the year in order to complete the programme of study. The sequences have been ordered so that each one builds on spelling knowledge from the ones before. Words containing grapheme–phoneme correspondence (GPCs) beyond the current sequence are generally not introduced.

What is different about ESSENTIALspelling?

This spelling resource focuses on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just to a list of words given for that week. It also provides links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. The sequences follow the daily phonics model of **Review, Teach, Practise** and **Apply**.

Unlike other resources, **ESSENTIALspelling** places an emphasis on the **Review** stage of the teaching sequence. This is not "What did we learn this week?" but instead "What do we already know that might help us to spell words in this sequence?" The **Review** session is essential because it gives teachers an opportunity for assessment for learning and gives pupils the chance to build connections between existing knowledge and new knowledge.

Similarly, the **Teach** part of the sequence has a huge focus in this resource. **ESSENTIALspelling** provides essential knowledge, which will support teachers in explaining and unpicking the learning behind the lesson.

Wherever possible, all children should take part in all stages of the sequence, regardless of prior spelling attainment. The **Review** section always tracks back to prior learning, and the **Teach** section introduces new learning as well as strategies for tackling spelling. Unless children are supported towards age-related spellings, their learning gap will grow wider.

Occasionally, a **BUFFER ZONE** will indicate a point after which learning will be more complex. The buffer zone should not be crossed unless children are confident with the learning before it. Material after the buffer zone could be used as a challenge for some children or reviewed at a later date.

ESSENTIALspelling then offers the chance to tailor learning more specifically to the current needs and spelling attainment of the children, whilst allowing them all to work on the same objectives. The **Practise** and **Apply** sections give children the opportunity to rehearse spelling patterns and use them in context. Each sequence has suggestions labelled **Minor gaps** and **Major gaps**. During the **Review** section, you may feel that some children have small gaps in their knowledge and would benefit from

revisiting and reinforcing the prior learning. Furthermore, you may have noticed that this is an area of weakness in their independent writing. If this is the case, you may prefer children to work on the activities described in the **Minor gaps** section.

There may also be one or two children with very little spelling confidence. They may have large gaps in certain areas, such as choosing the appropriate vowel or knowing how to add suffixes to words. They may be in the early stages of language acquisition or have cognitive difficulties. In these cases, you might like to focus on the **Major gaps** section during the **Practise** and **Apply** parts of the lesson.

In either case, **it is important that groupings are fluid** and meet the needs of the children in a particular area. Children may have gaps in some areas but not in others. Use the ideas and scaffolds suggested to support children to accessing the same learning objective, but do review on a lesson-by-lesson basis.

The **Practise** sections are generally straightforward, and many contain resources that could be used to support the learning. However, apps and interactive whiteboard activities could be used as well as or instead of the activity provided.

Likewise, the **Apply** sections follow a regular pattern of children discussing their learning and spelling words in the context of short sentences. Spelling tests are not mentioned, but dictations will show whether learning has been assimilated. If single-word tests are given, spaced recall is more helpful than testing children on lists of words from that week. Essentially, throwing in words from previous weeks will help children bring words from short-term into long-term memory.

A low-stakes, manageable way of creating spaced repetition opportunities is "spelling tennis". This is where children work in pairs to select 10 words from their partner's personal list of spellings and words from previous weeks. They then take it in turns to test each other on these words and can mark these between themselves. This makes spelling tests more relevant to individuals.

After any kind of dictation or test, it is imperative that children talk through successes and mistakes with a partner, for example, "I remembered to double the consonant here, but I forgot to include an 'e' there."

It is important that children are able to articulate their learning throughout the sequence and that teachers address any difficulties or misconceptions along the way. This resource is designed so that children can build on prior learning, make connections with existing knowledge and learn strategies that will help them develop their spelling competence. It is through explaining what they have learnt about the patterns and processes of spelling that they will improve their ability to spell accurately.

A final point to make is about the words chosen for study. Whilst the objectives in the Year 2 Programme of Study are statutory, there are no prescribed lists of words in the national curriculum 2014. The words exemplified in **ESSENTIALspelling** have been chosen to fit the objectives and match the kind of vocabulary that Y2 children might find useful. Words for each sequence incorporate previously learnt GPCs, but try to avoid those that may not yet have been studied. Words chosen for the **Minor/Major gaps** sections reflect more straightforward GPCs, recap on previous objectives, or offer easier variants of the spelling pattern being studied.

CONTENTS

Spelling suggested
progression Year 2

Week	Sequence number	Sequence title Autumn term (suggested progression)	Page
1	1	Review Y1 common exception words	10–12
	2	Review single-syllable words ending with consonant digraphs	13–15
	3	Review the /tʃ/ sound spelt tch at the end of words or syllables	16–17
2	4	Review adding -ing with no change to the root word	18–20
	5	Review adding -ed with no change to the root word	21–23
	6	Review adding -ed and -ing with no change to the root word	24–26
3	7	Review the /dʒ/ sound spelt j or g	27–28
	8	Teach the /dʒ/ sound spelt -dge at the end of words or syllables	29–31
	9	Teach the /dʒ/ sound spelt -ge at the end of words or syllables	32–35
4	10	Review of plurals adding -s or -es with no changes to the root word	36–37
	11	Teach the /s/ sound spelt c before e, i and y	38–39
	12	Teach Y2 common exception words	40–42
5	13	Review the /eɪ/ sound spelt ai or ay	43–46
	14	Review the /eɪ/ sound spelt a-e	47–48
	15	Review the sound /eɪ/ spelt a	49–51
6	16	Review adding -ed or -ing to words containing ai or ay	52–54

	17	Review the /i:/ sound spelt ee or ea	55–60
	18	Review the /i:/ sound spelt y	61–63
7	19	Review adding the suffix -y where there is no change to the root word	64–66
	20	Review the /i:/ sound spelt e-e or ie	67–70
8	21	Review the /aɪ/ sound spelt igh or i	71–73
	22	Review the /aɪ/ sound spelt i-e	74–76
	23	Review the /aɪ/ sound spelt ie and teach the /aɪ/ sound spelt y	77–80
9	24	Teach adding -ing to words with i-e: removing the e before adding -ing	81–83
	25	Review the /aʊ/ sound spelt ow or ou	84–87
	26	Review the /ɔɪ/ sound spelt oy or oi	88–90
10	27	Review the /əʊ/ sound spelt oa or o-e	91–93
	28	Review the /əʊ/ sound spelt ow or oe	94–96
	29	Review the /əʊ/ sound spelt o	97–100
11	30	Review the /u:/ sound spelt oo or u-e	101–103
	31	Review the /u:/ sound spelt ew or ue	104–105
	32	Teach homophones	106–108
12	33	Review the /ɜ:/ sound spelt ir or ur	109–111
	34	Review /ɜ:/ sound spelt er, ir or ur	112–114
	35	Review the unstressed sound /ə/ spelt er and or	115–119
13	36	Review adding the suffix -er with no change to the root word	120–122

	37	Teach -le following adjacent consonants	123–125
	38	Teach -le at the end of words containing a long vowel or short vowel sound	126–130
14	39	Teach -el at the end of words	131–134
	40	Teach -al at the end of words	135–138
	41	Teach -il at the end of words	139–141
15		Buffer week	

Week	Sequence number	Spring term Sequence title (suggested progression)	Page
16	42	Teach Y2 common exception words	142–145
	43	Teach the /ʌ/ sound spelt o	146–148
	44	Review the /v/ sound spelt ve at the end of words	149–150
17	45	Review the /ɔ:/ sound spelt or/ ore	151–154
	46	Review the /ɔ:/ sound spelt aw or au	155–157
	47	Teach the sound /ɔ:/ spelt a before l and ll	158–160
18	48	Review the /ɑ:/ sound spelt ar	161–164
	49	Review the /ɛə/ sound spelt are	165–166
	50	Review the /ɛə/ sound spelt air or ear	167–169
19	51	Review the /ɪə/ sound spelt ear	170–172
	52	Review the /ɛ/ sound spelt ea	173–174

	53	Teach homophones	175–177
20	54	Review adding the suffix -est with no change to the root word	178–180
	55	Teach irregular plurals	181–184
	56	Teach plurals of words ending in y	185–187
21	57	Review compound words	188–191
	58	Review adding the prefix un-	192–194
22	59	Teach adding -ed to words ending in e	195–197
	60	Teach adding -ing to words ending in e	198–200
	61	Teach adding -er and -est to words ending in e	201–203
23	62	Teach adding -y to words ending in e	204–206
	63	Teach adding -ed to words ending in y	207–210
	64	Teach adding -er or -est to words ending in y	211–214
24	65	Teach adding the suffix -ly with no change to the root word	215–218
	66	Teach adding the suffix -ly to words ending in y	219–221
	67	Teach adding the prefix un- to words with suffixes	222–224
25	68	Review the /k/ sound spelt k	225–228
	69	Review the /w/ sound spelt wh at the beginning of words	229–231
	70	Review the /f/ sound spelt ph at the beginning of words	232–233
26	71	Teach the /n/ sound spelt kn or gn at the beginning of words	234–235

	72	Teach the /r/ sound spelt wr at the beginning of words	236–237
27		Buffer week	

Week	Sequence number	Spelling suggested progression Year 2 summer term	Page
28	73	Review Y1 and Y2 common exception words	238–240
	74	Teach the past tense of irregular verbs	241–244
	75	Teach apostrophes for contraction	245–247
29	76	Teach adding -ing to words and doubling the final consonant	248–251
	77	Teach adding -ed to words and doubling the final consonant	252–255
	78	Teach adding -er and -est to words and doubling the final consonant	256–258
30	79	Teach adding the suffix -ful	259–260
	80	Teach adding the suffix -less	261–263
	81	Teach adding the suffixes -ment and -ness	264–266
31	82	Teach the /ɒ/ sound spelt a after w and q	267–268
	83	Teach the /ɜ:/ sound spelt or after w	269–272
	84	Teach the /ɔ:/ sound spelt ar after w	273–276
32	85	Teach words ending in en and -tion	277–281
	86	Teach words ending in /z/ spelt s	282–285
	87	Review creating plurals of words	286–288

33	88	Review apostrophes for contraction	289–290
	89	Teach the apostrophe for possession	291–293
	90	Review compound words	294–296
34	91	Review commonly misspelt words	297–299
	92	Review suffixes	300–302
	93	Children’s choice	303–304

Review

Display words: *jam, jump, gem, ginger, joke, giant, gym* and ask the children to read them aloud. What can they tell you about the phoneme consonant letters *j* and *g*? Check that all children can hear that the initial sounds are the same in each word.

Remind the children that we can write the phoneme /dʒ/ as a *j* or *g* at the beginning of or within words. Can they tell you which vowel letters are a clue as to which choice of consonant to use? Elicit that

- The /dʒ/ sound is often (but not always) spelt as *g* before *e, i* and *y*.
- The /dʒ/ sound is always spelt as *j* before *a, o* and *u*.

Hide the words on the board and ask the children to record these on their whiteboards as you call them out.

Teach

Display the words *badge* and *hedge*. What can the children tell you about the /dʒ/ sound in these words? Establish that the phoneme is heard at the end of a word or syllable. Teach the children that the letter *j* never comes at the end of a word in English.

Model building the words using a phoneme frame and point to the vowel phoneme as you say it:

b	a	dge
---	---	-----

h	e	dge
---	---	-----

m	i	dge
---	---	-----

l	o	dge
---	---	-----

f	u	dge
---	---	-----

What can the children tell you about the vowel sound when *dge* comes at the end of a syllable? Establish that in each case we can hear a short vowel sound. At the end of a word or syllable, the /dʒ/ sound is spelt *dge* straight after the *a, e, i, o, u* (/æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/, /ʊ/) sounds.

Call out the words *dodge* and *nudge*. Can the children have a go at spelling these on their whiteboards?

BUFFER ZONE

Do not move on until children are secure with the above learning

Now model segmenting the word *fridge* and ask children to spell *bridge* independently. Check children's spellings and clarify any misconceptions. It is especially important that children understand that the *dge* is found at the end of a syllable, and more confident spellers can then go on to create multisyllabic words using this grapheme. Clap the word and demonstrate that the word *badger* has two syllables and the *dge* is at the end of the first syllable. Can the children try to write the word *badger*? Do the same for the word *fridges*.

Practise

Give pairs of children a copy of the grid below and some coloured counters. Children can take it in turns to find words that have the grapheme *dge* at the end of a word or syllable. Each word will form a chain from left to right (although not necessarily all the way across). Words can only be made from graphemes adjacent to each other on the grid.

As a child identifies a word, their partner should read it aloud and say whether it is a real word. If they agree that it is correct, the children should cover each letter with a counter, and both try writing the word down. They can then remove the counters and check that they have spelt the word correctly.

At the end of the game, challenge the children to tell the class a word that they have found that they think no one else will have spotted.

Challenge:

Can children think of any other *dge* words that are not in the grid? (*wedge*, *midge*, *widget*, *splodge*, *smudge*, for example)

Minor gaps

Give children a copy of the grid below. Children can work in pairs or a small group to find as many words as possible that have the grapheme *dge* at the end of a syllable, by drawing a coloured line through the boxes containing the letters for that word. Each word will form a chain from left to right. A letter can be used more than once but must be adjacent to the letter before and after it in the word. Children can then record their collection of words.

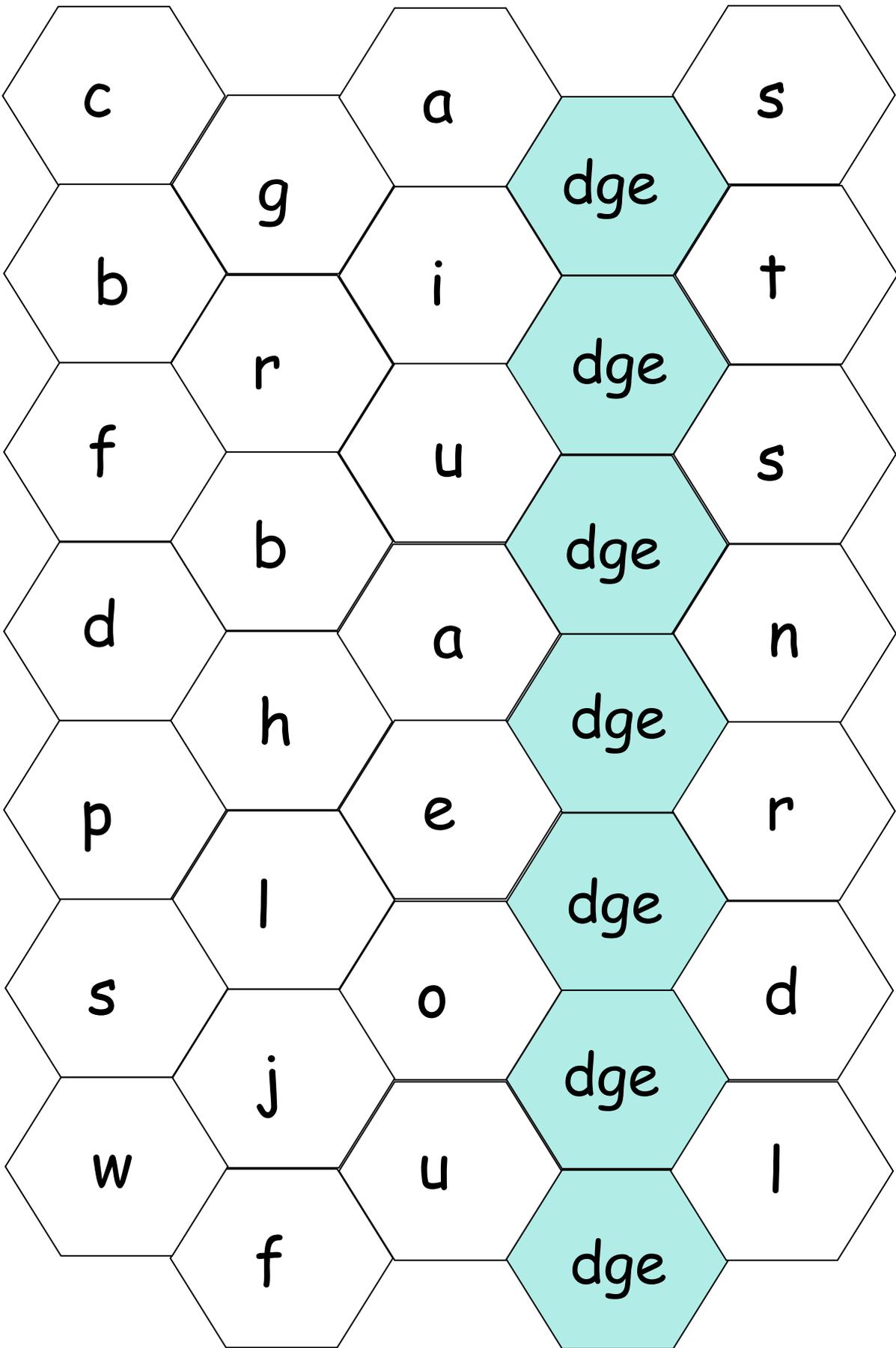
Major gaps

Focus on CVC words that begin or end with the /dʒ/ phoneme, using a three-box phoneme frame. Call out words and orally segment them before asking the child to build the word onto the frame using plastic letters or cards, whereby the *dge* grapheme is joined. The child must then choose whether to represent the sound as *j* or *dge*. For example: *j-o-g*, *n-u-dge*, *l-e-dge*, *j-a-m*, *j-o-b*, *d-o-dge*. Ensure the child knows the meaning of each word.

Apply

What can the children tell you about which version of the /dʒ/ sound they should choose when spelling the words? Is there anything that could help us make the right choice of grapheme?

Invite the children to create sentences using the words they have found on the board.



Review

On the whiteboard, record some of the Y1 CEWs that you have noticed the children misspelling.

Together, identify the tricky parts of words the children misspell.

Now cover the words and call them out for the children to record on their whiteboards. Invite them to compare with a partner and make a note of any that they are still misspelling (e.g. in the back of their English book).

Share some mnemonics that might help the children remember the words, e.g. *There is no hay in they*.

Check that the children can read all of the Y2 words on the non-statutory word list from the national curriculum.

Pay special attention to words that have GPCs taught for reading in Y1 and come up in screening checks, e.g. *grass, class, father*, to cover the alternative a phoneme taught for reading in Y1.

Teach

Remind children that common exception words can seem like challenging words, but even they have some predictable graphemes. There is normally just one problematic bit – a letter or letters that does or do not fit our known GPCs. Together, identify the tricky parts of commonly misspelt words such as *said*. The *s* and the *d* are logical, but the *ai* does not seem to fit with the pronunciation. Show the children that this word does fit the spelling patterns for other verbs moving from present to past tense: *pay > paid, lay > laid* and *say > said*. (Pronunciation has possibly changed over time.)

Model how the use of mnemonics can be used to aid spelling of these words. **NB** Try not to make them too complex, and try to include the word as the first letter, so the child has less to remember. Or just create a mnemonic for the tricky bit such as:

Was = w and s / saw = s and w

Analogy also helps, e.g. *Two is like twenty, twelve or twins.*

Support children to find words that all follow the same pattern and create a silly sentence, e.g: *I am told the old gold is cold to hold.*

Non-statutory guidance from the national curriculum:

- *children* is not an exception to what has been taught so far but is included because of its relationship with *child*.
- Some words are exceptions in some accents but not in others, e.g. *past, last, fast, path* and *bath* are not exceptions in accents where the *a* in these words is pronounced /æ/, as in *cat*.
- *great, break* and *steak* are the only common words where the /ei/ sound is spelt *ea*.

Practise

Roll and Spell game below, using some of the more challenging words from the Year 1 CEW list as well as some of the highest-frequency Y2 words.

Give out the Roll and Spell game to pairs of children. You need a die and a set of different-coloured counters for each child. Children roll the die and choose a word from the column of the same number. They then cover the word up and try to spell it on their whiteboard. If they can spell the word correctly, they can put one of their counters on the word. How many counters can each child get on the board?

Minor gaps

Focus on Y1 CEWs listed below.

Major gaps

Review Letters and Sounds Phase 3 tricky words: *he, she, me, we, be, was, all, are, my, her* (or RWI red words set 2). Focus on the Letters and Sounds Phase 4 tricky words: *said, have, like, so, do, some, come, little, one, were, there, what, when, out*.

Apply

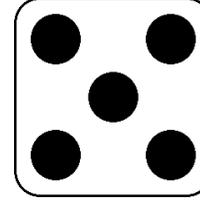
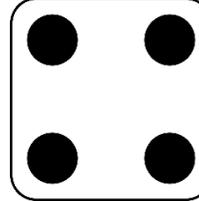
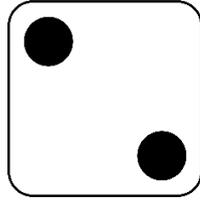
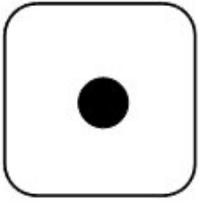
Revisit learning and discuss any misconceptions.

Children should start seeing these words as "non-negotiable" and monitor them in their own writing. Support the children to proofread their writing and self-correct any of these words when they are misspelt.

Y1 national curriculum non-statutory word list and guidance	<i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</i> – and/or others, according to the programme used
Y2 national curriculum non-statutory word list and guidance	<i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i> – and/or others, according to the programme used

Common exception words

Roll and Spell



where

there

once

they

come

some

ask

friend

your

push

school

said

could

should

would

because

every

even

child

again

who

half

many

any

great

past

only

most

after

people

Play with a partner. You need a die and a set of different-coloured counters each. Take turns to roll the die and choose a word from the column of the same number. Then cover the word up and try to spell it on your whiteboard. If you can spell the word correctly, you can put one of your counters on the word. How many counters can each of you get on the board?