



Carr Hill Community Primary School
Year Two Spelling Scheme of Work

	Statutory Requirements Spelling Rule	Rules and Guidance (Non-statutory)	Year 2 non-statutory example words	Common Exception Words in Red
1	The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago	knock know knee gnat gnaw	door floor poor
2	The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write written wrote wrong wrap wrist	find kind
3	The /s/ sound spelt c before e, i and y		race face space ice cell	child's surname mind behind
4	The /s/ sound spelt c before e, i and y		circle city fancy bicycle spicy	child children
5	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, 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.	badge edge bridge dodge fudge	wild climb
6	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, 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.	age huge change charge bulge village	most only both
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
8	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, 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.	gem giant magic giraffe energy jacket jar join	old cold
9	The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table apple bottle little middle	gold hold told

10	The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel tunnel squirrel travel towel tinsel	pretty
11	Words ending –il	There are not many of these words.	pencil fossil nostril pupil	great break steak
12	The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal pedal capital hospital animal oval	every everyone
13	The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry fly dry try reply sly shy sky multiply July	who why

Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)

15	Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies tries replies copies babies carries cries dries families	beautiful
16	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	<u>The y is changed to i before –ed, –er and –est are added,</u> but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied copier cried crier tried trier dried drier	father
17	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	happy happier <u>happiest</u> funny funnier <u>funniest</u> easy easier <u>easiest</u>	class grass pass
18	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	<u>The y is changed to i before –ed, –er and –est are added,</u> but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copying crying replying marrying carrying flying trying drying	skiing

19	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being.	hiking hiked hiker nice nicest shiny	being
20	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes.	patting patted humming hummed dropping dropped sadder saddest fatter fattest runner runny	eye
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
22	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.	all ball call walk talk always	plant path bath
23	The /ʌ/ sound spelt o		other mother brother nothing Monday money	move prove improve
24	The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	key donkey monkey chimney valley	sure sugar
25	The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu.	want watch wander quantity squash	eye
26	The /ɜ:/ or sound spelt or after w. The stressed /er/ spelt with ‘or’.	There are not many of these words.	word work worm world worth worst	any many
27	The /ɔ:/ sound spelt ar after w The sound /or/ spelt ‘ar’ after w	There are not many of these words.	war warm towards ward reward	clothes
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
29	The /z/ sound spelt s		television treasure usual vision pleasure measure	busy
30	The suffixes –ment and –ness	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions:	enjoyment argument merriment	water

		(1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	sadness plainness happiness	
31	The suffix –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	badly slowly quickly lovely happily easily	again
32	Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't didn't hasn't couldn't it's I'll wouldn't shouldn't	parents
33	Words ending in –tion		station, fiction, motion, national, section	Christmas
34	The possessive apostrophe (singular nouns)		Megan's Ravi's the girl's the child's the man's	everybody
35	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two,	even
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
37	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	be bee quite quiet bare bear one Won Son sun	
38	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	night knight blue blew hole whole	because
39	Time words		after past hour half minute quarter	