



## SPELLING IN YEAR 2

How to support your  
child at home.

# WHY TEACH SPELLING?

Teachers want their pupils to become fluent and effective writers; accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

# SPELLING EXPECTATION IN YEAR 2

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

- spell many common exception words

As well as...

- Can spell many of the Y1 common exception words

- Can spell words ending in -ing, -ed, est and -er (where no change is needed to the root word)

- Can spell words containing the range of Y1 phonemes

- Can spell words using the prefix -un

- Can spell plural nouns by adding -s and -es

# COMMON EXCEPTION WORDS

- Words that cannot be sounded out.
- Really important that children learn the letter names rather than sounds as the sounds won't help them to read the words.

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

And

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

Children know these as 'window words' or 'brick words' and these are displayed consistently in every classroom so that children get to know them and where to find them.

# CURSIVE HANDWRITING

- Cursive handwriting has been proven to improve spelling results.
- It enables children to remember the shape of the whole word rather than individual letters.
- All practice of spelling should be cursive.
- All resources sent home will be cursive.

# PHONICS

## Spelling in Year 2

In Year 2, children take a more in-depth look at the phonic rules and patterns of different words. For example, they may look at one particular sound and then see how it is represented in different words.

Can you see which sound the following four words have in common?

*hedge jem village join*

In these four words, the same sound is made by a different group of letters: 'dge', 'g', 'ge' and 'j'.

# YEAR 2

Silent letters k, g and w (as in 'knock', 'gnat' and 'write')

Words ending le, el, al and il (as in 'meddle', 'tunnel', 'animal', 'pencil')

Verbs ending y which then changes to ies and ied (as in 'copy', 'copies' and 'copied')

Dropping the e off the end of a word when adding -ing, -ed, -er (as in 'hiking', 'hiked' and 'hiker')

Words which need a consonant to be doubled before adding -ing, -ed (as in 'pat', 'patting', 'patted')

Unusual uses of vowels, such as 'o' being used for the 'u' sound ('other') and 'a' being used for the 'o' sound ('warm')

Words containing suffixes (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -less

Words where apostrophes are used to show contractions, such as: 'do not' changing to 'don't'

Words ending -tion such as ('fiction')

# PREFIXES AND SUFFIXES

A prefix is a string of letters that are added to the beginning of a root word, changing its meaning.

-un

A suffix is a string of letters that are added to the end of a root word, changing its meaning.

-er -ed -ing -est -ful -ment -less -ness



# PHONICS

Year 2 is a time for children to consolidate their phonics knowledge and refine their skills so that they become able to make choices about which sound is most appropriate for what they need.

They begin to learn about exceptions to spelling rules.

Eg. 'ear' sound in the words 'hear' 'earth' 'pearl'

Homophones, which are pairs of words that sound the same, but are spelt differently (such as: 'hear' and 'here')

# WAYS TO HELP YOUR CHILD AT HOME

- Look, say, analyse, cover, write, check.
- Highlight the hard bit and talk about it
  - Eg friend
- Find a way to remember unusual spelling patterns, say it as it looks or link to an image
- If a word has multiple syllables, break it down and look at the separate parts.
- Write the word in the palm of your hand with your finger- muscle memory will help to remember the shape of the letters.
- Sing the word- used by American spelling bees. Put the letters to a tune!

# WAYS TO HELP YOUR CHILD AT HOME

- Writing on foil with Sharpie pens.
- Practicing outside with chalk or wet paintbrushes.
- Take a word for a walk.
- Triangle words.

t  
to  
tod  
toda  
today



# WAYS TO HELP YOUR CHILD AT HOME

- Type words.
- Make words from cut out letters, fridge magnets, letter tiles.
- Role reversal: you write the words making some 'mistakes' and let the child be the teacher.
- Repetition, repetition, repetition.

# WAYS TO HELP YOUR CHILD AT HOME

“I find the best way to learn new words is to write them over and over again. To make it more interesting for my daughter, we don’t just use pencil and paper – she also practises with bath crayons on the wall tiles, a mini whiteboard and pavement chinks in the garden.”

“I write my daughter’s words on sticky notes and put them in places where I know she’ll see them often, such as in her lunch box and on her mirror. She can then glance at them in passing, which helps them sink in.”

“Word puzzles help my children with their spellings. I often make word searches or crosswords using their weekly words, and we play Hangman with them, too.”