

## Spelling Year 2

Revision of work from Year 1	As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.
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New work for Year 2		
Statutory requirements	Rules and guidelines (non-statutory)	Example words (non-statutory)
<b>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</b>	The letter j is never used for the /dʒ/ (“dge”) sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt <b>–dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sounds (sometimes called “short” vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>–ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as <b>g</b> before <b>e, i, and y</b> . The /dʒ/ sound is always spelt as <b>j</b> before <b>a, o</b> and <b>u</b> .	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy
<b>The /s/ sound spelt c before e, i and y</b>		race, ice, cell, city, fancy
<b>The /n/ sound spelt kn and (less often) gn at the beginning of words</b>	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
<b>The /ɹ/ sound spelt wr at the beginning of words</b>	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
<b>The /l/ or /əɫ/ sound spelt –le at the end of words</b>	The <b>–le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
<b>The /l/ or /əɫ/ sound spelt –el at the end of words</b>	The <b>–el</b> spelling is much less common than <b>–le</b> . The <b>–el</b> spelling is used after <b>m, n, r, s, v, w</b> .	camel, tunnel, squirrel, tinsel, travel, towel
<b>The /l/ or /əɫ/ sound spelt –al at the end of words</b>	Not many nouns end in <b>–al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
<b>Words ending –il</b>	There are not many of these words.	pencil, fossil, nostril
<b>The /aɪ/ sound spelt –y at the end of words</b>	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
<b>Adding –es to nouns and verbs ending in consonant-letter–y</b>	The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added.	flies, tries, replies, copies, babies, carries
<b>Adding –ed, –ing, –er and –est to root words ending in consonant-letter–y</b>	The <b>y</b> is changed to <b>i</b> before <b>–ed</b> , <b>–er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
<b>Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel-letter–consonant-letter–e</b>	The <b>–e</b> at the end of the root word is dropped before <b>–ing</b> , <b>–ed</b> , <b>–er</b> , <b>–est</b> , <b>–y</b> or any other suffix beginning with a vowel letter is added.	hiking, hiked, hiker, nicer, nicest, shiny

<b>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</b>	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’). <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
<b>The /ɔ:/ sound spelt a before l and ll</b>	The /ɔ:/ sound (“or”) is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
<b>The /ʌ/ sound spelt o</b>		other, mother, brother, nothing, Monday
<b>The /i:/ sound spelt –ey</b>	The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys</i> etc.).	key, donkey, monkey, chimney, valley
<b>The /ɒ/ sound spelt a after w and qu</b>	<b>a</b> is the most common spelling for the /ɒ/ (“hot”) sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
<b>The /ɜ:/ sound spelt or after w</b>	Very few words spell the /ɜ:/ sound (“burn”) this way.	word, work, worm, world, worth
<b>The /ɔ:/ sound spelt ar after w</b>	Very few words spell the /ɔ:/ sound (“or”) this way.	war, warm, towards
<b>The /ɜ/ sound spelt s</b>		television, treasure, usual
<b>The suffixes –ment, –ness, –ful and –less</b>	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. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in a consonant letter followed by <b>y</b> – see above.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness)
<b>Contractions</b>	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i> ). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the possessive.	can’t, didn’t, hasn’t, couldn’t, it’s, I’ll
<b>The possessive apostrophe (singular nouns)</b>		Megan’s, Ravi’s, the girl’s, the child’s, the man’s
<b>Words ending in –tion</b>		station, fiction, motion, national, section
<b>Homophones and near-homophones</b>	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, be/bee, blue/blew, night/knight
<b>Common exception words</b>	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> .  <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> .  Note ‘children’ is not an exception, but is included for convenience with ‘child’.	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 – and/or others according to programme used.