

Spelling Sessions Yearly Overview – Year 2



Block	Week	Common exception words	Spelling Shed list	Part 1- Revision	Part 2 – New spelling pattern
Week 1- Relearning Y1 patterns Day 1- ve (e.g. give, love, have, five...) Day 2- y making the 'ee' sound (e.g. very, funny, happy, party...) Day 3- ll, ff, ss, zz (e.g. puff, bell, grass, fizz...)					
Week 2- Relearning Y1 patterns Day 1- ck (e.g. clock, back...) Day 2- wh (e.g. when, which, while...) Day 3- nk (e.g. bank, honk, tank...)					
1	1	old gold	13	Day 1 Y1: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck puff fluff bell doll grass kiss buzz fizz clock back Day 2 Y1: The /n/ sound spelt n before k bank honk tank pink think Day 3 Y1: -tch catch kitchen hutch ditch match fetch notch witch patch watch Day 4 Y1: The /v/ sound at the end of words give have love five save	The long vowel 'i' spelled with a y at the end of words (Spelling Shed 13) cry fly dry reply July shy spy sky why

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	2	because cold	4	Day 1	<p>Y1: Adding s and es to words (plural of nouns and the third person singular of verbs) flowers boxes lunches apples beaches trees dishes dogs peaches clouds</p>	<p>The /s/ sound spelled c before e, l and y. (Spelling Shed 4)</p> <p>Note: Words that have an /s/ sound spelled with a 'c', have an 'e', 'i' or 'y' after the /s/ sound.</p> <p>race ice cell city fancy lace space circle circus rice</p>
				Day 2	<p>Y1: Adding the endings –ing and –ed to verbs where no change is needed to the root word hunting buzzing jumping walking shouting hunted buzzed jumped walked shouted</p>	
				Day 3	<p>Y1: Adding –er and –est to adjectives where no change is needed to the root word fresher quicker higher hardest darkest</p>	
				Day 4	<p>Y1: Words ending –y (/i:/ or / /) very happy funny party family</p>	

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3	water told	6	Day 1	<u>The long vowel 'i' spelled with a y at the end of words- R1</u> e.g. cry fly dry	<u>The 'or' sound spelled 'a' before ll and ll</u> (Spelling Shed 22) Note: The sound 'or' can be spelled with an 'a' when the sound is before an 'l' or 'll'. all ball call walk talk always fall small also bald
			Day 2	<u>Y1: New consonant spellings ph and wh</u> dolphin phonics when which while alphabet elephant where wheel white	
			Day 3	<u>Y1: Using k for the /k/ sound</u> kit skin sketch basket	
			Day 4	<u>Y1: Adding the prefix -un</u> unhappy undo unload unfair unlock	
4	again hold	12	Day 1	<u>The /s/ sound spelled c before e, l and y- R1</u> e.g. race ice cell	<u>Homophones and near- homophones 1</u> (Spelling Shed 31) Note: Same sound, different spellings and meanings. there their here hear see sea too two blue blew
			Day 2	<u>Y1: Compound words</u> football playground farmyard bedroom blackberry	
			Day 3	Revise any Y1 rules/patterns that ch found tricky	
			Day 4	Revise any Y1 rules/patterns that ch found tricky	
5	every could	22	Day 1	<u>The 'or' sound spelled 'a' before ll and ll - R1</u> e.g. all ball call	<u>Homophones and near- homophones 2</u> (Spelling Shed 32) quiet quite bare bear sun son be bee night knight
			Day 2	Revise any Y1 rules/patterns that ch found tricky	
			Day 3	Revise any Y1 rules/patterns that ch found tricky	
			Day 4	Revise any Y1 rules/patterns that ch found tricky	

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6	only everybody	31	Day 1	<u>Homophones and near-homophones 1- R1</u> e.g. there/ their here/ hear	<p><u>The /n/ sound spelled kn and gn at the beginning of words</u> (Spelling Shed 5)</p> <p>Note: These words use 'kn' or 'gn' at the start for the 'n' sound. Children need to learn these spellings as there are no rules as to which spelling might be used.</p> <p>knock know knee knit knew knight gnome kneel gnat gnaw</p>
			Day 2	<u>The long vowel 'i' spelled with a y at the end of words- R2</u> e.g. cry fly dry	
			Day 3	Revise any Y1 rules/patterns that ch found tricky	
			Day 4	Revise any Y1 rules/patterns that ch found tricky	
2	1	32	Day 1	<u>Homophones and near-homophones 2- R2</u> e.g. quiet/ quite bare/ bear	<p><u>The /r/ sound spelled 'wr' at the beginning of words</u> (Spelling Shed 7)</p> <p>Note: Some words have a silent 'w' at the start creating a /r/ sound.</p> <p>write written wrong wrap wren wrecked wrapped wriggle wrestle wrote</p>
			Day 2	<u>The /s/ sound spelled c before e, i and y- R2</u> e.g. race ice cell	
			Day 3	Revise any Y1 rules/patterns that ch found tricky	
			Day 4	Revise any Y1 rules/patterns that ch found tricky	
2	should door	18	Day 1	<u>The /n/ sound spelled kn and gn at the beginning of words- R1</u> e.g. knock know knee	<p><u>Adding 'ing' to words ending in 'e' with a consonant before it</u> (Spelling Shed 17)</p> <p>Note: When adding 'ing' to words that end in 'e', the 'e' must be removed.</p> <p>hiking shining surprising joking hoping smiling loving writing coming caring</p>
			Day 2	<u>The 'or' sound spelled 'a' before ll and ll – R2</u> e.g. all ball call	
			Day 3	Revise any Y1 rules/patterns that ch found tricky	
			Day 4	Revise any Y1 rules/patterns that ch found tricky	

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3	people floor	5	Day 1	<u>The /r/ sound spelled 'wr' at the beginning of words- R1</u> e.g. write written wrong	<u>Adding '-es' to nouns and verbs ending in 'y</u> (Spelling Shed 14) Note: Remove the 'y' and add 'ies'. flies tries replies cries copies babies carries spies supplies lorries
			Day 2	<u>Homophones and near-homophones 1- R2</u> e.g. there/ their here/ hear	
			Day 3	Revise any Y1 rules/patterns that ch found tricky	
			Day 4	Revise any Y1 rules/patterns that ch found tricky	
4	Christmas even	7	Day 1	<u>Adding 'ing' to words ending in 'e' with a consonant before it- R1</u> e.g. hiking shining surprising	<u>Adding '-ed' to words ending in y</u> (Spelling Shed 15) Note: Change the 'y' to an 'i' then add 'ed'. copied replied spied fried applied relied identified multiplied magnified supplied
			Day 2	<u>Homophones and near-homophones 2- R2</u> e.g. quiet/ quite bare/ bear	
			Day 3	<u>The long vowel 'i' spelled with a y at the end of words- R3</u> e.g. cry fly dry	
			Day 4	Revise any Y1 rules/patterns that ch found tricky	
5	poor clothes	17	Day 1	<u>Adding '-es' to nouns and verbs ending in 'y- R1</u> e.g. flies tries replies	<u>Adding '-er' to words ending in y</u> (Spelling Shed 16) Note: Change the 'y' to an 'i' then add 'er'. happier happiest angriest angrier drier driest tidier tidiest funnier funniest
			Day 2	<u>The /n/ sound spelled kn and gn at the beginning of words- R2</u> e.g. knock know knee	
			Day 3	<u>The /s/ sound spelled c before e, l and y- R3</u> e.g. race ice cell	
			Day 4	Revise any Y1 rules/patterns that ch found tricky	

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	6	mind who	14	Day 1	<u>Adding '-ed' to words ending in y- R1</u> e.g. copied replied spied	<u>Adding '-ing' to words of one syllable (Spelling Shed 20)</u> Note: When adding 'ing' to words of one syllable, the last letter is doubled to keep the short vowel sound. patting humming dropping running hopping clapping sitting flipping wrapping slipping
	Day 2			<u>The /r/ sound spelled 'wr' at the beginning of words- R2</u> e.g. write written wrong		
	Day 3			<u>The 'or' sound spelled 'a' before ll and ll – R3</u> e.g. all ball call		
	Day 4			Revise any Y1 rules/patterns that ch found tricky		
3	1	find hour	15	Day 1	<u>Adding '-er' to words ending in y- R1</u> e.g. happier happiest angriest	<u>Adding '-ed' to words of one syllable (Spelling Shed 21)</u> Note: When adding 'ed' to words of one syllable, the last letter is doubled to keep the short vowel sound. patted hummed dropped clapped clipped wrapped napped ripped drummed dragged
				Day 2	<u>Adding 'ing' to words ending in 'e' with a consonant before it- R2</u> e.g. hiking shining surprising	
				Day 3	<u>Homophones and near-homophones 1- R3</u> e.g. there/ their here/ hear	
				Day 4	Revise any Y1 rules/patterns that ch found tricky	
	2	kind eye	16	Day 1	<u>Adding '-ing' to words of one syllable- R1</u> e.g. patting humming dropping	<u>Adding 'er' to words ending in 'e' with a consonant before it (Spelling Shed 19)</u> Note: When a word ends with a 'e' and there is a consonant before that 'e' then 'r' is added straight on the end to create the 'er' sound, 'd' is added to make the 'ed' sound and 'st' is added to create the 'est' sound. nicer writer baker hoped loved largest closest looser safer simpler
				Day 2	<u>Adding '-es' to nouns and verbs ending in 'y- R2</u> e.g. flies tries replies	
				Day 3	<u>Homophones and near-homophones 2- R3</u> e.g. quiet/ quite bare/ bear	
				Day 4	Revise any Y1 rules/patterns that ch found tricky	

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3	whole half	20	Day 1	<u>Adding '-ed' to words of one syllable- R1</u> e.g. patted hummed dropped	<u>Words with the spelling 'a' after w and qu.</u> (Spelling Shed 26) Note: 'a' is used after a w or qu to make the /o/ sound. want watch wander wand quality quad wasps squat quantity squash
			Day 2	<u>Adding '-ed' to words ending in y- R2</u> e.g. copied replied spied	
			Day 3	<u>The /n/ sound spelled kn and gn at the beginning of words- R3</u> e.g. knock know knee	
			Day 4	<u>The long vowel 'i' spelled with a y at the end of words- R4</u> e.g. cry fly dry	
4	behind money	21	Day 1	<u>Adding '-er' to words ending in 'e' with a consonant before it- R1</u> e.g. nicer writer baker	<u>The /l/ or /ul/ sound spelled '-le' at the end of words</u> (Spelling Shed 8) Note: Words ending in 'le' are usually pronounced 'ul' following a consonant. This is the most common spelling of this sound at the end of words. table apple bottle little middle bubble cable uncle ankle eagle
			Day 2	<u>Adding '-er' to words ending in y- R2</u> e.g. happier happiest angriest	
			Day 3	<u>The /r/ sound spelled 'wr' at the beginning of words- R3</u> e.g. write written wrong	
			Day 4	<u>The /s/ sound spelled c before e, l and y- R4</u> e.g. race ice cell	

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	5	child parents	19	Day 1	<u>Words with the spelling 'a' after w and qu – R1</u> e.g. want watch wander	<p><u>The /l/ or /ul/ sound spelled 'e' at the end of words</u> (Spelling Shed 9)</p> <p>Note: This spelling is used after m, n, r, s, v, w and commonly s.</p> <p>camel tunnel squirrel travel towel tinsel hazel vowel angel jewel</p>
				Day 2	<u>Adding '-ing' to words of one syllable- R2</u> e.g. patting humming dropping	
				Day 3	<u>Adding 'ing' to words ending in 'e' with a consonant before it- R3</u> e.g. hiking shining surprising	
				Day 4	<u>The 'or' sound spelled 'a' before ll and ll – R4</u> e.g. all ball call	
	6	climb children	26	Day 1	<u>The /l/ or /ul/ sound spelled '-le' at the end of words- R1</u> e.g. table apple bottle	<p><u>The /l/ or /ul/ sound spelled 'al' at the end of words</u> (Spelling Shed 10)</p> <p>Note: These words are pronounced 'l' or 'ul'.</p> <p>medal petal capital hospital animal equal final pedal local magical</p>
				Day 2	<u>Adding '-ed' to words of one syllable- R3</u> e.g. patted hummed dropped	
				Day 3	<u>Adding '-es' to nouns and verbs ending in 'y- R3</u> e.g. flies tries replies	
				Day 4	<u>Homophones and near-homophones 1- R4</u> e.g. there/ their here/ hear	
4	1	wild any	8	Day 1	<u>The /l/ or /ul/ sound spelled 'e' at the end of words- R1</u> e.g. camel tunnel squirrel	<p><u>Words ending in '-il.'</u> (Spelling Shed 11)</p> <p>pencil fossil nostril pupil April gerbil lentil evil anvil basil</p>
				Day 2	<u>Adding 'er' to words ending in 'e' with a consonant before it- R2</u> e.g. nicer writer baker	
				Day 3	<u>Adding '-ed' to words ending in y- R3</u> e.g. copied replied spied	
				Day 4	<u>Homophones and near-homophones 2- R4</u> e.g. quiet/ quite bare/ bear	

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2	move many	9	Day 1	<u>The /l/ or /ul/ sound spelled '-al' at the end of words- R1</u> e.g. medal petal capital	<p><u>The suffixes '-ment' and '-ness'.</u> (Spelling Shed 29)</p> <p>Note: The suffixes '-ment' and '-ness' can usually be added straight on to the end of root words.</p> <p>payment enjoyment agreement achievement adjustment darkness rudeness sadness greatness kindness</p>
			Day 2	<u>Words with the spelling 'a' after w and qu – R2</u> e.g. want watch wander	
			Day 3	<u>Adding '-er' to words ending in y- R3</u> e.g. happier happiest angriest	
			Day 4	<u>The /n/ sound spelled kn and gn at the beginning of words- R4</u> e.g. knock know knee	
3	prove Mr	10	Day 1	<u>Words ending in '-il.'</u> R1 e.g. pencil fossil nostril	<p><u>The suffixes '-ful' and '-less'</u> (Spelling Shed 30)</p> <p>Note: If a suffix starts with a consonant letter. It is added straight onto most root words.</p> <p>careful playful thankful helpful wonderful useless careless homeless hopeless spotless</p>
			Day 2	<u>The /l/ or /ul/ sound spelled '-le' at the end of words- R2</u> e.g. table apple bottle	
			Day 3	<u>Adding '-ing' to words of one syllable- R3</u> e.g. patting humming dropping	
			Day 4	<u>The /r/ sound spelled 'wr' at the beginning of words- R4</u> e.g. write written wrong	

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4	improve Mrs	11	Day 1	<u>The suffixes '-ment' and '-ness- R1</u> e.g. payment enjoyment agreement	<u>Words ending in '-tion'</u> (Spelling Shed 33) Note: Sometimes it is clear to spot the root word in words ending with 'tion', but other times there is no clear root. station fiction motion nation education action injection caption fraction competition
			Day 2	<u>The /l/ or /ul/ sound spelled '-el' at the end of words- R2</u> e.g. camel tunnel squirrel	
			Day 3	<u>Adding '-ed' to words of one syllable- R3</u> e.g. patted hummed dropped	
			Day 4	<u>Adding 'ing' to words ending in 'e' with a consonant before it- R4</u> e.g. hiking shining surprising	
5	sugar both	29	Day 1	<u>The suffixes '-ful' and '-less' - R1</u> e.g. careful playful thankful	<u>The /j/ sound spelled -dge at the end of words</u> (Spelling Shed 1) Note: The rule is that this sound follows a short vowel sound. badge edge bridge dodge fudge ridge smudge judge wedge lodge
			Day 2	<u>The /l/ or /ul/ sound spelled '-al' at the end of words- R2</u> e.g. medal petal capital	
			Day 3	<u>Adding 'er' to words ending in 'e' with a consonant before it- R3</u> e.g. nicer writer baker	
			Day 4	<u>Adding '-es' to nouns and verbs ending in 'y- R4</u> e.g. flies tries replies	
6	great pretty	30	Day 1	<u>Words ending in '-tion'- R1</u> e.g. station fiction motion	<u>The /j/ sound spelled -ge at the end of words.</u> (Spelling Shed 2) Note: This spelling comes after all sounds other than the short vowels. age huge change charge bulge village range orange hinge stage
			Day 2	<u>Words ending in '-il.' R2</u> e.g. pencil fossil nostril	
			Day 3	<u>Words with the spelling 'a' after w and qu – R3</u> e.g. want watch wander	
			Day 4	<u>Adding '-ed' to words ending in y- R4</u> e.g. copied replied spied	

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5	1	break most	33	Day 1	<u>The /j/ sound spelled –dge at the end of words- R1</u> e.g. badge edge bridge	Contractions (Spelling Shed 34) Note: The apostrophe shows where a letter or letters would be if the words were written in full. can't didn't hasn't couldn't it's wasn't doesn't mustn't I'll she'd
				Day 2	<u>The suffixes '-ment' and '-ness- R2</u> e.g. payment enjoyment agreement	
				Day 3	<u>The /l/ or /ul/ sound spelled '-le' at the end of words- R3</u> e.g. table apple bottle	
				Day 4	<u>Adding '-er' to words ending in y- R4</u> e.g. happier happiest angriest	
	2	steak father	24	Day 1	<u>The /j/ sound spelled –ge at the end of words.-R1</u> e.g. age huge change	The /j/ sound spelled with a g (Spelling Shed 3) gem gym giant magic giraffe energy digit engine religion gentle
				Day 2	<u>The suffixes '-ful' and '-less' - R2</u> e.g. careful playful thankful	
				Day 3	<u>The suffixes '-ment' and '-ness- R3</u> e.g. payment enjoyment agreement	
				Day 4	<u>Adding '-ing' to words of one syllable- R4</u> e.g. patting humming dropping	
	3	sure beautiful	36	Day 1	<u>Contractions- R1</u> e.g. can't didn't hasn't	The short vowel sound 'o' (Spelling Shed 23) Note: Some words contain the sound 'u' which is spelled using an 'o'. other mother brother nothing cover money some dozen wonder done
				Day 2	<u>Words ending in '-tion'- R2</u> e.g. station fiction motion	
				Day 3	<u>The /l/ or /ul/ sound spelled '-al' at the end of words- R3</u> e.g. medal petal capital	
				Day 4	<u>Adding '-ed' to words of one syllable- R4</u> e.g. patted hummed dropped	

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4	assess and recap CEW needed	1	Day 1	The /i/ sound spelled with a g- R1 e.g. gem gym giant	The /ee/ sound spelled '–ey' (Spelling Shed 25) key donkey monkey chimney valley trolley journey turkey jockey kidney
			Day 2	The /i/ sound spelled –dge at the end of words- R2 e.g. badge edge bridge	
			Day 3	Words ending in '-il.' R3 e.g. pencil fossil nostril	
			Day 4	Adding 'er' to words ending in 'e' with a consonant before it- R4 e.g. nicer writer baker	
5		2	Day 1	The short vowel sound 'o'- R1 e.g. other mother brother	The /er/ sound spelled with o or ar. (Spelling Shed 27) Note: 'or' makes an 'er' sound after the w e.g. work. 'ar' makes an 'or' sound after the w e.g. warn word work worm world worth war warm towards warn warned
			Day 2	The /i/ sound spelled –ge at the end of words.-R2 e.g. age huge change	
			Day 3	The /l/ or /ul/ sound spelled '–el' at the end of words- R3 e.g. camel tunnel squirrel	
			Day 4	Words with the spelling 'a' after w and qu – R4 e.g. want watch wander	
6		34	Day 1	The /ee/ sound spelled '–ey'- R1 e.g. key donkey monkey	The /z/ sound spelled s (Spelling Shed 28) television treasure usual measure pleasure decision vision leisure version visual
			Day 2	Contractions- R2 e.g. can't didn't hasn't	
			Day 3	The suffixes '-ful' and '-less' - R3 e.g. careful playful thankful	
			Day 4	The /l/ or /ul/ sound spelled '–le' at the end of words- R4 e.g. table apple bottle	

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6	1		3	Day 1	<u>The /er/ sound spelled with o or ar. – R1</u> e.g. word work worm	Recap of Year 2 patterns as needed.
				Day 2	<u>The /j/ sound spelled with a g- R2</u> e.g. gem gym giant	
				Day 3	<u>Words ending in '-tion'- R3</u> e.g. station fiction motion	
				Day 4	<u>The /l/ or /ul/ sound spelled '-el' at the end of words- R4</u> e.g. camel tunnel squirrel	
	2		23	Day 1	<u>The /z/ sound spelled s – R1</u> e.g. television treasure usual	Recap of Year 2 patterns as needed.
				Day 2	<u>The short vowel sound 'o'- R2</u> e.g. other mother brother	
				Day 3	<u>The /j/ sound spelled -dge at the end of words- R3</u> e.g. badge edge bridge	
				Day 4	<u>The /l/ or /ul/ sound spelled '-al' at the end of words- R4</u> e.g. medal petal capital	
	3		25	Day 1	Recap of Year 2 patterns as needed.	Recap of Year 2 patterns as needed.
				Day 2	<u>The /ee/ sound spelled '-ey'- R2</u> e.g. key donkey monkey	
				Day 3	<u>The /j/ sound spelled -ge at the end of words.-R3</u> e.g. age huge change	
				Day 4	<u>Words ending in '-il.' R4</u> e.g. pencil fossil nostril	

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4		27	Day 1	Recap of Year 2 patterns as needed.	Recap of Year 2 patterns as needed.
			Day 2	<u>The /er/ sound spelled with o or ar. – R2</u> e.g. word work worm	
			Day 3	<u>Contractions- R3</u> e.g. can't didn't hasn't	
			Day 4	<u>The suffixes '-ment' and '-ness- R4</u> e.g. payment enjoyment agreement	
5		28	Day 1	Recap of Year 2 patterns as needed.	Recap of Year 2 patterns as needed.
			Day 2	<u>The /z/ sound spelled s – R2</u> e.g. television treasure usual	
			Day 3	<u>The /j/ sound spelled with a g- R3</u> e.g. gem gym giant	
			Day 4	<u>The suffixes '-ful' and '-less' - R4</u> e.g. careful playful thankful	
6		35	Day 1	Recap of Year 2 patterns as needed.	Recap of Year 2 patterns as needed.
			Day 2	Recap of Year 2 patterns as needed.	
			Day 3	<u>The short vowel sound 'o'- R3</u> e.g. other mother brother	
			Day 4	<u>Words ending in '-tion'- R4</u> e.g. station fiction motion	

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	Homophones/near homophones
	Punctuation links
	Sounds and spelling choices
	Suffixes
	Prefixes
	Statutory/ Common Exception Words
	Mixed revision

R1, R2, R3, R4	How many times a rule/pattern has been revised Approximate timings: R1 – 2 weeks after spelling first taught R2 – 3 weeks after R1 R3 – 4 weeks after R2 R4 – 5 weeks after R3
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Common exception words not included in plan:

bath
path
fast
last
past
class
grass
pass
after
plant

These words are not exception words for most children in our school but will be taught if needed.

Possessive apostrophes (singular) will be taught in other literacy teaching time.