



Year 2 Spelling Overview

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| Week 1 | Investigation 1 | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: Good Endings/Suffixes Hypothesis: All words that end with 'le' have a double consonant before e.g. bottle. Including Baseline Assessment | | | Lens: Rely on Phonics Learning: a 15 Words – always, apple, badge, ball, ambitious, because, behind, bottle, brother, camel, can't, capital, careful, cell, child, child's right. | |
| Week 2 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Good endings/suffixes -'il' | Lens: Good endings/suffixes -'y' as in very | Lens: Interrogate and Check Spot the error | Lens: Memorise Rules/Exceptions Contractions | Lens: Pronunciation a (cat, pain) |
| Week 3 | Investigation 2 | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: Good Endings/Suffixes Hypothesis: There are more words that end in 'il', e.g. pencil than 'al' e.g. animal. | | | Lens: Rely on Phonics Learning: ch as in children 15 words – children, Christmas, copied, copier, copying, could, couldn't, cry, didn't, don't, donkey, door, dry, edge, enjoyment. | |
| Week 4 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Recognising Punctuation Apostrophes for contractions | Lens: Good Endings/Suffixes Words never end in 'v' always add 'e'. | Lens: Rely on Phonics ay, a-e, ai, ea, ey, a, aigh, eigh | Lens: Order of letters Past and present tense | Lens: Verification Good spells vs bad spells |
| Week 5 | Investigation 3 | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: Recognising Punctuation Hypothesis: The most common second word in a contracted for is 'have'. | | | Lens: Rely on Phonics Learning: eye in different words 15 words – eye, fiction, find, flies, floor, fly, fossil, fudge, fully, girl's ball, half, hasn't, hiked, hiker, hiking. | |
| Week 6 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Good Endings/Suffixes Can you add the right suffix to these verbs to form nouns? | Lens: Recognising punctuation | Lens: Inspecting a Dictionary Alphabetical order | Lens: Navigating a Thesaurus Synonym spectacular | Lens: Guesses |

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| | | Proper nouns are a specific name and are always capitalised. | | | |
| Week 7 | Investigation 4 | | Go Grapheme Grafters – Spelling Practice | | |
| | Lens: Recognising Punctuation Hypothesis: If there is one person that owns something the apostrophes always goes before the 's' but not for plural belongings. | | Lens: Rely on Phonics Learning: ce as in ice 15 Words – ice, key, kind, knee, knock, know, man's cup, Megan's shoe, metal, mind, money, Mostafa's bag, mother, motion, national. | | |
| Week 8 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Recognising Punctuation It's and its | Lens: Organising Sounds Ea, ee, e-e, e, y, ie, ey | Lens: Check Etymology Meaning of 'prefix' | Lens: Analogies Changing 1 letter to make new words | Lens: Noticing Families and Roots Building new words with suffix and prefix |
| Week 9 | Investigation 5 | | Go Grapheme Grafters – Spelling Practice | | |
| | Lens: Organising Sounds Hypothesis: The /dʒ/ sound is spelt 'dge' at the end of the word, after a short vowel sound, and 'j' at the beginning. | | Lens: Rely on Phonics Learning: si as in television 15 words – television, their, there, they're, travel, treasure, tries, tunnel, want, war, warm, watch, we're, were, where. | | |
| Week 10 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Recognising Punctuation Apostrophes for contraction | Lens: Organising Sounds ai, -i, i-e, igh, y, ie | Lens: Understanding Patterns Rebuild words from their synonyms | Lens: I/Me Personal Spellings My focus 5 | Lens: Recognising Parts Compound words |
| Week 11 | Investigation 6 | | Go Grapheme Grafters – Spelling Practice | | |
| | Lens: Organising Sounds Hypothesis: 'k', 'g' and 'w' are the only letters that are used at the beginning of words that are not pronounced. | | Lens: Rely on Phonics Learning o as in nostril 15 words – nostril, patting, patted, pedal, pencil, playful, poor, race, replies, sadness, section, station, sugar, sure, table. | | |
| Week 12 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Organising Sounds 'a' as in what | Lens: Understanding plurals Adding an 's' is the most common rule. | Lens: Illustrative Themed words - words linked to the bedroom. | Lens: Noticing Families and Roots Homophones and near homophones | Lens: Go! Speed! Write! Dictated sentences, edit for errors |
| Week 13 | Investigation | | Go Grapheme Grafters – Spelling Practice | | |
| | Lens: Understanding Plurals Hypothesis: All words that end in 'y' when pluralised end in '-ies'. | | Lens: Rely on Phonics Learning: o as in who | | |

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| | 15 words – who, whole, wild, world, work, worse, would, write, written, wrote, action, actual, again, age, animal. | | | | |
| Week 14 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Organising Sounds S or c making the /s/ sound | Lens: Understanding plurals -s as the most common way to pluralise | Lens: Interrogate and check Spotting errors | Lens: Memorise rules/exceptions Possessive apostrophes | Lens: Pronunciation Rhymes |
| Week 15 | Investigation | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: Understanding Plurals Hypothesis: When changing singular nouns or verbs into plurals, the pluralised word always ends in –ss or –es | | | Lens: Rely on Phonics Learning: Sound associations 15 words – ankle, any, audition, babies, badly, bare, bear, both, boy, boy's games, buoy, candies, capital, carries, castle | |
| Week 16 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Understanding plurals If words end in ch, zz, sh, s or x, an –es is required to pluralise | Lens: Prefixes Prefix un- | Lens: Noticing Families and Roots Recognising the meaning of some prefixes and suffixes | Lens: Order of letters Words within words | Lens: Verification Missing letters |
| Week 17 | Investigation | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: Prefixes Hypothesis: All of the words that begin with dis- use a prefix that means 'making the opposite of' | | | Lens: Rely on Phonics Learning: Sound associations 15 words – cat's food, celebrate, change, charge, chimney, circle, climb, cold, copies, council, dog's bowl, every, everybody, excited, fancy | |
| Week 18 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Understanding plurals If words end in ch, zz, sh, s or x, an –es is required to pluralise | Lens: Prefixes Creating antonyms | Lens: Inspecting a dictionary Definitions | Lens: Navigating a thesaurus Negatives into positives | Lens: Guesses Prefix un- |
| Week 19 | Investigation | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: Prefixes Hypothesis: The meaning of re- means 'again' and this can be useful in explaining that all words that use the prefix re- attached to a whole word | | | Lens: Rely on Phonics Learning: ee as in feel 15 words – feel, friction, fry, gnaw, gnome, gold, happier, happiest, hold, hopeless, hour, how's, huge, I'm, improve | |
| Week 20 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Good endings/suffixes | Lens: Irregular/exception words Unusual spellings | Lens: Analogies Letter string 'ice', 'ock', 'it', 'ip', 'an', 'at' | Lens: Check etymology Bi- prefix | Lens: Quiz yourself Developing strategies |

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| | Regular present and past tense verbs | | | | |
| Week 21 | Investigation | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: Irregular/exceptions words Hypothesis: Having an accent means that people hear and pronounce words in different ways. All people hear the phoneme /a/ in these words | | | Lens: Rely on Phonics Learning: el as in towel 15 words – jewel, July, knew, lentil, many, mice, middle, Monday, monkey, most, move, nicer, nicest, nothing, old | |
| Week 22 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Prefixes Dis- meaning reversing and un- means not | Lens: Irregular/exception words Tricky words | Lens: Understanding patterns Combinations of prefixes and suffixes | Lens: I/Me personal spellings My focus five | Lens: Recognising parts Prefix, suffix or both |
| Week 23 | Investigation | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: Irregular/exceptions words Hypothesis: When pupils groups these common words into three sets: easy, medium and hard, we all agree which words are the most tricky | | | Lens: Rely on Phonics Learning: o as in only 15 words – only, parents, plainness, plant, prove, pupil, quiet, quite, reply, sadder, saddest, shiny, sign, squash, squirrel | |
| Week 24 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Irregular/exception words Unusual high frequency spellings | Lens: New meaning/homophone Compound words | Lens: Illustrative Classroom words | Lens: Noticing families and roots Definitions | Lens: Go! Speed! Write! Numbers, colours, bedroom words |
| Week 25 | Investigation | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: New meaning/homophone Hypothesis: Homophones are words that have different spellings and sometimes the same meaning | | | Lens: Rely on Phonics Learning: a as in talk 15 words – talk, tinsel, told, towards, tropical, unusual, usual, walk, wander, warp, water, we'll, worm, woman's book, worth | |
| Week 26 | Quick! | Stick! | Flick! | Tick! | Click! |
| | Lens: Irregular/exception words Unusual, high frequency spellings | Lens: New meaning/homophone Closed compound words | Lens: Interrogate and check Spot the mistake | Lens: Order of letters Words from the letters in 'information' | Lens: Verification Correcting errors |
| Week 27 | Investigation | | | Go Grapheme Grafters – Spelling Practice | |
| | Lens: New meaning/homophone Hypothesis: Words that are near homophones cause spelling confusions | | | Lens: Rely on Phonics Learning: wr as in wrap 15 words – wrap, wreck, wrinkle, writer, you're, able, after, alley, bath, beautiful, girl's pen, break, caption, cartwheel | |
| Week 28 | Quick! | Stick! | Flick! | Tick! | Click! |

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| | Lens: Recognising punctuation Capital letters for proper nouns | Lens: Group/year specific Alternative spellings | Lens: Inspecting a dictionary Alphabetical order | Lens: Navigating a thesaurus Synonyms | Lens: Guesses Timed from definitions |
| Week 29 | Investigation Lens: Group/year specific Hypothesis: A root word can only have the suffix –ness added or –less, not both | | Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: y as in celery 15 words – celery, centre, circular, class, clothes, counsel, cover, cried, cruel, crying, cycle, daffodil, definition, dimple, eagle | | |
| Week 30 | Quick! Lens: New meaning/homophone Closed compound words | Stick! Lens: Group/year specific Diagrams | Flick! Lens: Analogies Word storm | Tick! Lens: Quiz yourself Independent study | Click! Lens: Understanding patterns Jumbled words |
| Week 31 | Investigation Lens: Group/year specific Hypothesis: Root words that end in ‘y’ with a consonant before it, need to drop the ‘y’ and add ‘i’ before the suffix –ly and –ness are added | | Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: e-e as in scheme 15 words – even, example, fall, fast, faster, fatter, fattest, final, fulfil, giant, giraffe, gnat, grass, great, happily | | |
| Week 32 | Quick! Lens: New meaning/homophone Homophones | Stick! Lens: Syllables One syllable words with a long vowel /ei/ sound | Flick! Lens: I/me personal spelling Focus five | Tick! Lens: Recognising parts Compound words | Click! Lens: Order of letters Adding a -y |
| Week 33 | Investigation Lens: Syllables Hypothesis: If you can find smaller words in larger, multi-syllabic words, they are easier to spell | | Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: a as in happiness 15 words – happiness, having, jacket, jungle, knead, knight, knot, last, magic, making, marries, medal, Mr, Mrs, munchies | | |
| Week 34 | Quick! Lens: Group/year specific ‘el’ endings are less common than ‘le’ | Stick! Lens: Rely on phonics /f/ is not usually a ‘ph’ in short, everyday words | Flick! Lens: Noticing families and roots Homophone pairs | Tick! Lens: Go! Speed! Write! Numbers, mini-beasts, classroom themed words | Click! Lens: Interrogate and check Finding errors |
| Week 35 | Investigation Lens: Syllables Hypothesis: When adding the suffix –ing to a one syllable word ending in a single consonant letter, double the consonant first before adding the -ing | | Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: o as in other 15 words – other, parties, pass, past, path, pause, paws, penniless, people, plentiful, pours, pretty, puppies, quantity, royal | | |
| Week 36 | Quick! | Stick! | Flick! | Tick! | Click! |

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| | Lens: Group/year specific Same sound but different grapheme | Lens: Syllables Unstressed syllables | Lens: Inspecting a dictionary Alphabetical order | Lens: Order of letters Suffix groups | Lens: Navigating a thesaurus Synonym families |
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