

SPAG Terminology— specific for your year group.

For the 'catch up curriculum' you may need to look at the year group before for those SPaG objectives.

Subject	<p>The subject of the sentence is usually the person or thing carrying out an action.</p> <p>E.g. The man ate a cream cake - The man is the subject of the sentence.</p>
Object	<p>The object is usually involved in the action in some way.</p> <p>E.g. The man ate a cream cake The cream cake is the object of the sentence.</p>
Noun/Noun phrase	<p><u>Noun</u>: The name of a person, place or thing e.g. Tom, Birmingham, chair.</p> <p><u>Noun Phrase</u>: A small group of words that is used as a noun e.g. the tall tree</p>
Statement	<p>We can tell if a sentence is a statement sentence because it ends in a full stop.</p> <p>I am going to bed.</p>
Question	<p>We can tell if a sentence is a question sentence because it ends in a question mark.</p> <p>Are you going to bed?</p>
Exclamation	<p>We can tell a sentence is an exclamation sentence because it ends in an exclamation mark.</p> <p>How amazing!</p>



SPAG Terminology

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Command	Command sentences have imperative or bossy verbs which give us an instruction Cut that paper into two.
Compound	Two or more words joined together to make a new word e.g. become
Suffix	A letter or a group of letters added to the end of a word which makes a new word e.g. reading
Adjective	A word that describes another word e.g. There was a beautiful tree.
Adverb	A word that describes the verb e.g. He was running quickly.
Verb	A word which describes what a subject (often a noun) does e.g. The pencil broke.
Tense	The tense shows the time the action happens: Past tense... I went to the park. Present tense...I am going to the park
Apostrophe	Punctuation showing contraction e.g. I'm or didn't Or possession e.g. The girl's pencil
Comma	Punctuation used to separate items in a list.



Spelling Rules Year 2

The /dʒ/ sound spellt as ge and dge at the end of words, and sometimes spellt 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 spellt -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 spellt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spellt as g before e, i, and y. The /dʒ/	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spellt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spellt 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
The /r/ sound spellt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spellt -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



Spelling Rules Year 2

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
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
Words ending -il	There are not many of these words	pencil, fossil, nostril
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, July
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
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant	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.	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying



Spelling Rules Year 2

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, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single	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
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
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
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
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



Spelling Rules Year 2

The /ɜ:/ sound spelt or after w		word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w		war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -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	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
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
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section



Spelling Rules Year 2

Homophones and near-	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,
Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea.	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. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.



New Curriculum Spelling List Year 2

door	child	cold	pretty	grass	improve	parents
poor	wild	gold	beautiful	pass	sugar	Christmas
find	most	hold	after	plant	could	everybody
mind	both	told	fast	path	would	even
floor	children	every	last	bath	sure	
because	climb	great	past	hour	eye	
kind	only	break	father	move	should	
behind	old	steak	class	prove	who	
whole	many	busy	water	half	Mr	
any	clothes	people	again	money	Mrs	

