

Little Wandle Spelling: National Curriculum coverage, Year 2

Phase 5 review

As well as reviewing Phase 5 content, the Phase 5 review provides coverage of some aspects of the National Curriculum statutory requirements for spelling at Year 2, including some common exception words (see 'Tricky words' column).

Autumn 1	Coverage	Tricky words	National Curriculum statutory requirements for spelling, Year 2
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye although	The /aɪ/ sound spelt -y at the end of words
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents	The /ɜ:/ sound spelt or after w
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure	The /ɔ:/ sound spelt a before l and ll
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**	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 The /s/ sound spelt c before e, i and y The /ɒ/ sound spelt a after w and qu The /ʌ/ sound spelt o
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend	

*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.

**'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

Bridge to spelling

Autumn 2	Coverage	National Curriculum statutory requirements for spelling, Year 2
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Homophones and near-homophones
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

Spelling units

- Common exception words with GPCs not yet learned are included (see 'Prickly spellings' column).
- Homophones and near-homophones are taught throughout (see 'Homophones' column).

Term	Unit	Coverage	Prickly spellings	Homophones	National Curriculum statutory requirements for spelling, Year 2	
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	one once	knight/night	The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words
	Week 2					
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	two again	one/won	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
	Week 4					
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	any many	where/wear	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

Spelling units

Term	Unit	Coverage	Prickly spellings	Homophones	National Curriculum statutory requirements for spelling, Year 2	
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour	The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w
	Week 2					
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	eye people	quite/quiet	Adding -es to nouns and verbs ending in -y
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	journey friend	see/sea	The /i:/ sound spelt ey
	Week 5	7	Why do some words end -le, -el, -al or -il?	move improve	to/too/two	The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	says said	here/hear	The /s/ sound spelt c before e, i and y
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee	The /ʒ/ sound spelt s
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word?	parents because	bare/bear	The suffixes -ment, -ness, -ful, -less and -ly
	Week 4					
	Week 5	11	How can I show missing letters in a word?	beautiful laugh	there/their/they're	Contractions

Spelling units

Term	Unit	Coverage	Prickly spellings	Homophones	National Curriculum statutory requirements for spelling, Year 2	
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	sure sugar shoe	sun/son	Words ending in -tion
	Week 2					
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	Mr Mrs (Ms)	whole/hole	The possessive apostrophe (singular nouns)
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	thought through	blue/blew	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
	Week 5					