

Wellstead Primary School
Spelling Overview Year 2



Autumn Y2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Mainly HfW and the new objectives/investigations			Mainly topic words and HfW for the next half term		
	<p>Revisit/Investigate</p> <p>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y badge, edge, bridge, dodge, fudge, age, huge, change, village, giant, giraffe, jacket, jar, jog, join</p>		<p>Revisit/Investigate</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>Copied, copier, happier, happiest, cried, replied but copying, replying, crying</p>		<p>homophones</p> <p>sea/see</p> <p>one/won</p> <p>new/knew</p> <p>to/two/too</p> <p>their/there/they're</p>	
		<p>Practise</p> <p>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p>		<p>Practise</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p>		<p>The possessive apostrophe (singular nouns)</p> <p>Megan's, the girl's, the child's, the man's</p>
	<p>Teach,</p> <p>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p>		<p>Teach</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p>		<p>homophones</p> <p>sea/see</p> <p>one/won</p> <p>new/knew</p> <p>to/two/too</p> <p>their/there/they're</p>	
		<p>Apply and assess</p>		<p>Apply and assess</p>		<p>The possessive apostrophe (singular nouns)</p> <p>Megan's, the girl's, the child's, the man's</p>
	<p>Teach</p> <p>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p>		<p>Teach</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p>		<p>homophones</p> <p>sea/see</p> <p>one/won</p> <p>new/knew</p> <p>to/two/too</p> <p>their/there/they're</p>	

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	Mainly HfW and the new objectives/investigations			Mainly topic words and HfW for the next half term		
	<p>Revisit/Investigate The /s/ sound spelt c before e, i and y</p> <p>Race, ice, cell, city, fancy</p>		<p>Revisit/Investigate The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>knock, know, knee, gnat, gnaw</p>		<p>Homophones Quite/quiet Bare/bear Sun/son Be/bee Night/knight</p>	
		<p>Pracise The /s/ sound spelt c before e, i and y</p> <p>Race, ice, cell, city, fancy</p>		<p>Practise The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>knock, know, knee, gnat, gnaw</p>		<p>Contractions</p> <p>Can't, didn't, hasn't, it's, couldn't, I'll</p>
	<p>Teach The /s/ sound spelt c before e, i and y</p> <p>Race, ice, cell, city, fancy</p>		<p>Teach The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>knock, know, knee, gnat, gnaw</p>		<p>Homophones Quite/quiet Bare/bear Sun/son Be/bee Night/knight</p>	
		<p>Apply and assess</p>		<p>Apply and assess</p>		<p>Contractions</p> <p>Can't, didn't, hasn't, it's, couldn't, I'll</p>
	<p>Teach The /s/ sound spelt c before e, i and y</p> <p>Race, ice, cell, city, fancy</p>		<p>Teach The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>knock, know, knee, gnat, gnaw</p>		<p>Homophones Quite/quiet Bare/bear Sun/son Be/bee Night/knight</p>	

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Spring Y2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Mainly HfW and the new objectives/investigations			Mainly topic words and HfW for the next half term		
	<p>Revisit/Investigate The sound spelt -y at the end of words /aɪ/ cry, fly, dry, try, reply, July</p>		<p>Revisit/Investigate Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Hiking, hiked, hiker, nicer, nicest, shiny</p>		<p>Revisit/Investigate The /l/ or /əl/ sound spelt -le at the end of words Table, apple, bottle The /l/ or /əl/ sound spelt -el at the end of words camel, tunnel, squirrel, travel, towel, tinsel The /l/ or /əl/ sound spelt -al at the end of words Metal, pedal, capital, hospital, animal</p>	
		<p>Practise The sound spelt -y at the end of words /aɪ/ cry, fly, dry, try, reply, July</p>		<p>Practise Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Hiking, hiked, hiker, nicer, nicest, shiny</p>		<p>Practise 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</p>
	<p>Teach The sound spelt -y at the end of words /aɪ/ cry, fly, dry, try, reply, July</p>		<p>Teach Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Hiking, hiked, hiker, nicer, nicest, shiny</p>		<p>Practise 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</p>	
		Apply and assess		Apply and assess		Apply and assess
	<p>Teach The sound spelt -y at the end of words /aɪ/ cry, fly, dry, try, reply, July</p>		<p>Teach Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Hiking, hiked, hiker, nicer, nicest, shiny</p>			

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	Mainly HfW and the new objectives/investigations			Mainly topic words and HfW for the next half term		
	<p>Revisit/Investigate The /i:/ sound spelt -ey</p> <p>key, donkey, monkey, chimney, valley</p>		<p>Revisit/Investigate The /r/ sound spelt wr at the beginning of words</p> <p>write, written, wrote, wrong, wrap</p>		<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Patted, patting, hummed, humming, dropping, dropped, adder, saddest, fatter, fattest, running, runny</p>	
		<p>Practise The /i:/ sound spelt -ey</p> <p>key, donkey, monkey, chimney, valley</p>		<p>Practise The /r/ sound spelt wr at the beginning of words</p>		<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p>
	<p>Teach The /i:/ sound spelt -ey</p> <p>key, donkey, monkey, chimney, valley</p>		<p>Teach The /r/ sound spelt wr at the beginning of words</p>		<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	
		<p>Apply and assess</p>		<p>Apply and assess</p>		<p>Apply and assess</p>
	<p>Teach The /i:/ sound spelt -ey</p> <p>key, donkey, monkey, chimney, valley</p>		<p>Teach The /r/ sound spelt wr at the beginning of words</p>		<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	

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Summer Y2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Mainly HfW and the new objectives/investigations			Mainly topic words and HfW for the next half term		
	Revisit/Investigate The suffixes -ment, -ness, enjoyment, sadness, hopeless, happiness, merriment		Revisit/Investigate Adding -es to nouns and verbs ending in -y Flies, ties, cries, replies, copies, babies, carries		Revisit/Investigate Other, mother, brother, nothing, Monday	
		Practise The suffixes -ment, -ness,		Practise Adding -es to nouns and verbs ending in -y		Words ending in -tion Station, fiction, motion, national, section
	Teach The suffixes -ment, -ness,		Practise Adding -es to nouns and verbs ending in -y		Practise Other, mother, brother, nothing, Monday	
		Apply and assess		Apply and assess		Words ending in -tion Station, fiction, motion, national, section
	Teach The suffixes -ment, -ness,		Practise Adding -es to nouns and verbs ending in -y		Apply and assess Other, mother, brother, nothing, Monday	

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	Mainly HfW and the new objectives/investigations			Mainly topic words and HfW for the next half term		
	<p>Revisit/Investigate The sound spelt a after w and qu /ɒ/ Want, watch, wander, squash, quantity</p> <p>The sound spelt or after w /ɜ:/ word, work, worm, world, worth</p> <p>The /c:/ sound spelt ar after w War, warm towards</p>		<p>Revisit/Investigate The sound spelt s /ɜ:/ Treasure, television, usual</p>		<p>Revisit/Investigate The /ɔ:/sound spelt a before l and ll</p> <p>Call, tall, ball, walk, talk, always</p>	
		<p>Teach The sound spelt a after w and qu /ɒ/ Revisit/Investigate The sound spelt or after w /ɜ:/ The /c:/ sound spelt ar after w</p>		<p>Practise The sound spelt s /ɜ:/</p>		<p>Words ending -il Pencil, fossil, nostril</p>
	<p>Practise The sound spelt a after w and qu /ɒ/ Revisit/Investigate The sound spelt or after w /ɜ:/ The /c:/ sound spelt ar after w</p>		<p>Teach The sound spelt s /ɜ:/</p>		<p>Teach and practise The /ɔ:/sound spelt a before l and ll</p> <p>Call, tall, ball, walk, talk, always</p>	
		<p>Apply and assess</p>		<p>Apply and assess</p>		<p>Words ending -il Pencil, fossil, nostril</p>
	<p>Teach The sound spelt a after w and qu /ɒ/ Revisit/Investigate The sound spelt or after w /ɜ:/ The /c:/ sound spelt ar after w</p>		<p>Teach The sound spelt s /ɜ:/</p>		<p>Apply and assess The /ɔ:/sound spelt a before l and ll</p> <p>Call, tall, ball, walk, talk, always</p>	

Additional teaching of common exception words to be taught in any additional weeks over the different terms e.g. week 7 of Autumn term 1 and 2.