

Year 2 Phonics and Spelling

| Term 1.1 | Revisit and Review | GPCs | Example | Common Exceptions | Spellings (Statutory Spelling) |
|----------|---|---|---|-----------------------------------|------------------------------------|
| Week 1 | Revise all Year R and Year 1 GPCs. ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh | Teach new GPCs: le , – the most common spelling of this sound | Words with the /l/ or /əl/ sound spelt –le at the end of words: table, apple, bottle, little, middle, horrible, terrible | the, to, no, go, l | beautiful, door, floor, poor, busy |
| Week 2 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le | Teach new GPCs: el – much less common than le. This spelling is used after m, n, r, s, v, w | Words with the /l/ or /əl/ sound spelt el: camel, tunnel, squirrel, travel, tinsel, barrel | he, she, we, me, be | |
| Week 3 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el | Revise all Year R and Year 1 GPC's and taught Year 2 GPCs Teach new GPCs: al – not many nouns end in al but many adjectives do Teach new GPCs: -il - there are not many of these words | Words with the /l/ or /əl/ sound spelt al: metal, pedal, capital, hospital, animal, royal, loyal, mental Words with the /l/ or /əl/ sound spelt il: pencil, fossil, nostril, | was, you, they, all, are, my, her | |
| Week 4 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al | Revise all Year R and Year 1 GPC's and taught Year 2 GPCs Teach new GPCs: c - Teach new GPCs: dge – after short vowels | Words with the /s/ sound spelt c: race, city, fancy, ice, cell, circle, bicycle, Words with the / dʒ/ sound spelt dge: badge, edge, bridge, dodge, fudge | a, do, today, of, | |
| Week 5 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge | Revise all Year R and Year 1 GPC's and taught Year 2 GPCs Teach new GPCs: ge – after all sounds it is spelt –ge at the end of a word Teach new GPCs: g , - is sometimes used before e, l and y j – is always spelt as j before a, o and u | Words with the / dʒ/ sound spelt ge: age, huge, change, charge, bulge, village Words with the / dʒ/ sound spelt g: giant, gem, magic, giraffe, energy, Words with the / dʒ/ sound spelt j: jacket, jar, jog, join, adjust | said, says, were, is, his, has | |
| Week 6 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j | | | | |

| Term 1.2 | Revisit and Review | GPCs | Example | Common Exceptions | Statutory Spellings |
|----------|--|--|---|--------------------|---|
| Week 1 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j | Revise all Year R and Year 1 GPC's and taught Year 2 GPCs Teach new GPCs: -y – at the end of words and is the most common | Words with the / aɪ/ sound spelt -y: cry, fly, dry, try, shy, reply, July, | your, they, so, by | most, only, both, old, again, any, many |
| Week 2 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y | Revise all Year R GPCs and taught Year 1 GPCs Teach new GPCs: es – adding –es to nouns and verbs ending in -y | The y is changed to i before –es is added: flies, tries, cries, replies, copies, babies, carries | here, there, where | |
| Week 3 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y | Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it 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 | love, come, some | cold, gold, hold, told, Christmas |
| Week 4 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |

| Term 2.1 | Revisit and Review | GPCs | Example | Common Exceptions | Statutory Spellings |
|----------|---|--|---|------------------------------|--|
| Week 1 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y | 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 | nicer, nicest, hiking, hiker, hiked shiny, shinier, shiniest | one, once | because, every, everybody, even, |
| Week 2 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y | | | | |
| Week 3 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y | Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter 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 | ask, friend, school | great, break, steak, pretty, Mr, Mrs, parents |
| Week 4 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y | The /n/ sound spelt 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 | put, push, pull, full | |
| Week 5 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y | The /r/ sound spelt wr at the beginning of words. This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap, | house, our | after, fast, last, past, half |
| Week 6 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oe, ue, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y | The /ɔ:/ sound ('or') is usually spelt as a before l and ll . | all, ball, call, walk, talk, always | | |

| Term 2.2 Term 3.1 | Revisit and Review Revisit and Review | GPCs GPCs | Example Example | Common Exceptions Common Exceptions | Statutory Spellings Statutory Spellings |
|----------------------|---|---|--|---|---|
| Week 1 Week 1 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, are, er, ay, a_e, e_e, er, ir, yow, oi, ear, air, ure, er, ay, a_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y, o, ey, a, or, ar | The /w/ sound spelt o 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. | other, mother, brother, nothing, enjoyment, sadness, playful, Monday, hopeless, plainness (plain-ness), thoughtfulness, badly | Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. | father, class, grass, pass, money, clothes, sure, sugar, eye, who, whole, |
| Week 2 Week 2 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, are, er, ay, a_e, e_e, er, ir, yow, oi, ear, air, ure, er, ay, a_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y, o, ey, a, or, ar | 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 | | |
| Week 3 Week 3 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, are, er, ay, a_e, e_e, er, ir, yow, oi, ear, air, ure, er, ay, a_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y, o, ey, a, or, ar | The /b/ sound spelt a after w and qu Homophones and near-homophones a is the most common spelling for the /b/ ('hot') sound after w and qu. It is important to know the difference in meaning between homophones. The /z/ sound spelt or after w There are not many of these words. The /o:/ sound spelt ar after w There are not many of these words. | want, watch, wander, quantity, there/their/they re, here/hear, slash, wasp, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, work, word, worm, world, worth, be/bee, blue/blew, night/knight, war, warm, towards | | plant, path, bath, hour Select commonly misspelt words according to your class |
| Week 4 | Revise all Year R and Year 1 GPCs and taught Year 2 GPCs ck, ff, ll, ss, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, are, er, ay, a_e, e_e, er, ir, yow, oi, ear, air, ure, er, ay, a_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y, o, ey, a, or, ar | Spelling revision Words ending in -tion | television, treasure, usual station, fiction, motion, national, section | | |
| Week 5 Week 5 | | SATS | | | |
| Week 6 Week 6 | | | | | |
| | ay, a_e, e_e, ie, y, ea/ea, oy, i_e, o_e, oo, oo, u_e, ew, au, aw, ore, ou, are, ir, oo, tch, ve, ph, wh, le, el, il, al, c, dge, ge, g, j, y, o, ey, a, or, ar, s | | | | |

