Year 2 Spelling Half Termly overviews

Year 2 Autumn 1
Phase 5 review

	Coverage	Tricky words
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 whole
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
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
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**
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.

Year 2 Autumn 2
Bridge to spelling

	Coverage
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?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
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?
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?

Year 2 Spring 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
Week 2				
Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
Week 4				
Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	*Review*	where/wear

Year 2 Spring 2

	Unit	Coverage	Prickly spellings	Homophones
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
Week 2				
Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
Week 5	7	Why do some words end -le, -al, -il or -el?	*Review*	to/too/two

Year 2 Summer 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
Week 4				
Week 5	11	How can I show missing letters in a word?	*Review*	there/their/ they're

Year 2 Summer 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
Week 2				
Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	*Review*	blue/blew
Week 5				