

# Year 2

Spelling - revision of work from Year 1	As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.	
Spelling - new work for Year 2	Rules and guidance (non-statutory)	Example words (non-statutory)
<p><b>Statutory requirements</b></p> <p>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</p>	<p>The letter j is never used for the /dʒ/ ("dge") sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /e/, /i/, /u/, /o/, /v/ and /ʌ/ sounds (sometimes called 'short vowels'). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy</p> <p>jacket, jar, jog, join, adjust</p>
<p>The /s/ sound spelt c before e, i and y</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p>	<p>race, ice, cell, city, fancy</p> <p>knock, know, knee, gnat, gnaw</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>	<p>This spelling probably also reflects an old pronunciation.</p>	<p>write, written, wrote, wrong, wrap</p>
<p>The /r/ sound spelt wr at the beginning of words</p>	<p>The -le spelling is the most common spelling for this sound at the end of words.</p>	<p>table, apple, bottle, little, middle</p>
<p>The /l/ or /eɪ/ sound spelt -le at the end of words</p>	<p>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.</p>	<p>camel, tunnel, squirrel, travel, towel, tinsel</p>
<p>The /l/ or /eɪ/ sound spelt -al at the end of words</p>	<p>Not many nouns end in -al, but many adjectives do.</p>	<p>metal, pedal, capital, hospital, animal</p>
<p>Words ending -il</p>	<p>There are not many of these words.</p>	<p>pencil, fossil, nostril</p>
<p>The /aɪ/ sound spelt -y at the end of words</p>	<p>This is by far the most common spelling for this sound at the end of words.</p>	<p>cry, fly, dry, try, reply, July</p>
<p>Adding -es to nouns and verbs ending in -y</p>	<p>The y is changed to i before -es is added.</p>	<p>flies, tries, replies, copies, babies, carries</p>
<p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p>	<p>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 <i>skiing</i> and <i>taxiing</i>.</p>	<p>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</p>

<p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p>	<p>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. The exception is <i>being</i>.</p>	<p>hiking, hiked, hiker,</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>The last consonant letter of the root word is doubled to keep the /æ/, /e/, /i/, /u/, /ɒ/ and /ʌ/ sound (ie to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p>	<p>patting, patted, humsadder, saddest, fat</p>
<p>The /ɔ:/ sound spelt a before l and ll</p>	<p>The /ɔ:/ sound ("or") is usually spelt as a before l and ll.</p>	<p>all, ball, call, walk, t</p>
<p>The /ʌ/ sound spelt o</p>		<p>other, mother, broth</p>
<p>The /i:/ sound spelt -ey</p>	<p>The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc</i>).</p>	<p>key, donkey, monke</p>
<p>The /ɒ/ sound spelt a after w and qu</p>	<p>a is the most common spelling for the /ɒ/ ('hɒt') sound after w and qu.</p>	<p>want, watch, wande</p>
<p>The /ɜ:/ sound spelt or after w</p>	<p>There are not many of these words.</p>	<p>word, work, worm, v</p>
<p>The /ɔ:/ sound spelt ar after w</p>	<p>There are not many of these words.</p>	<p>war, warm, towards</p>
<p>The /ɜ/ sound spelt s</p>		<p>television, treasure,</p>
<p>The suffixes -ment, -ness, -ful, -less and -ly</p>	<p>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. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in 't' with a consonant before it: <i>bat</i></p>	<p>enjoyment, sadness, plainness (plain + ness), badly</p>

<p><b>Common exception words</b></p>	<p>Some words are exceptions in some accents but not in others – eg <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i>.  <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</p>	<p>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'.</p>
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