

## *Spelling and Grammar overview of skills*

<i>Year Two</i>		
<p><i>Revision:</i> All letters of the alphabet and the sounds they most commonly represent. Consonant digraphs and the sounds they represent. Vowel digraphs which have been taught and the sounds they represent. The process of segmenting words into sounds before choosing the correct grapheme to represent the sounds. Words with adjacent consonants. Letters and sounds Phase 5. Year One common Exception words and words from the first 100 high frequency word list. Days of the week.</p>		
<i>Statutory Guidance</i>	<i>Example Words</i>	<i>Nessy Links</i>
The sound 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, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	Island 5  Island 6
The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words	race, ice, cell, city, fancy knock, know, knee, gnat, gnaw	Island 6
wr at the beginning of words	Write, written, wrote, wrong, wrap	
–le at the end of words	table, apple, bottle, little, middle	Island 5
–el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel	Island 9
al at the end of words	metal, pedal, capital, hospital, animal	Island 9
Words ending –il	pencil, fossil, nostril	
y at the end of words	cry, fly, dry, try, reply, July	Island 1
Adding –es to nouns ending in-y	Cries, flies, tries, babies, carries, replies	Island 7
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	<b>The y is changed to i before -ed, -er, -est but not -y</b> copied, copier, happier, happiest, cried, replied <b>...but</b> copying, crying, replying	Island 4 Island 5-6
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	Island 2 Island 4 Island 5-6
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	Island 2 Island 4 Island 5-6
The suffixes –ment, –ness, –ful, –less and ‘-ly’	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily	Island 6

a before l and ll	all, ball, call, walk, talk, always	Island 9
o	other, mother, brother, nothing, Monday	
The /p/ sound spelt a after w and qu	want, watch, wander, quantity, squash	
The /ɜ:/ sound spelt or after w	word, work, worm, world, worth	
The /ɔ:/ sound spelt ar after w	war, warm, towards	Island 6
The /ʒ/ sound spelt s	television, treasure, usual	Island 7
Apostrophes for Contractions	can't, didn't, hasn't, couldn't, it's, I'll	
Apostrophes for possession (singular nouns)	Megan's, Dave's, the girl's, the child's, the man's	
Words ending in -tion	station, fiction, motion, national, section	Island 7
Homophones and near-homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	Island 8
<p><b>Exception words:</b> 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> <p><b>High Frequency words taken from the next 200 word list/ months of the year/ numbers written in words</b></p>		
<i>Grammar Skills</i>		
Word	<i>Revise: Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</i>	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	<i>Revise: How words can combine to make sentences. Joining words and joining clauses using and. Write words, phrases and simple sentences and read back own attempts</i>	<ul style="list-style-type: none"> <li>Conjunctions: Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> </ul>

		<ul style="list-style-type: none"> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>Identify types of sentence ; statement, question, exclamation or command</li> </ul>
Text	<i>Revise: Sequencing sentences to form short narratives</i>	<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense in writing</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]</li> </ul>
Punctuation	<i>Revise: Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</i>	<ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>
Terminology for pupils	<i>Revise: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</i>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma