

Year Two Spellings (Mrs McMann) – Summer Term 2

Weeks 1 & 2 - w/c 1st June 2026 & w/c 8th June 2026

Explore spellings using the following spelling patterns/rule:	<p>Unit focus: Why do some longer words have the spelling ti for /sh/? When it makes the sound /sh/, ti is usually followed by o, n (tion). <u>Examples include:</u> action, fiction, station, potion, attention, collection, invention, description, caption, fraction, reception, emotion, inspection, reflection</p> <p>When a root word ends with adjacent consonants, we just add the suffix. <u>Examples include:</u> -ed words: acted, invented, collected, reflected, inspected -or words: actor, inventor, collector, inspector</p>
Prickly words:	eye, shoe
Homophones:	<p>What is a homophone? Homophones are words that sound the same but are spelt differently and have different meanings, eg tale/tail. Explore words which sound the same but have different spellings and meanings. Can you write a list of these homophones? Can you also write a sentence containing these words? Make sure the sentences are punctuated correctly.</p> <p>son, sun</p>
Write sentences using spelling words:	The actor had a massive shoe collection. The inventor made a stinky potion.

Week 3 - w/c 15th June 2026

Explore spellings using the following spelling patterns/rule:	<p>Unit focus: How do I use the possessive apostrophe? We use an apostrophe and an 's' to show that something belongs to someone or something. This is called a possessive apostrophe. Add an apostrophe and an s to a name to show that something belongs to someone. <u>Examples include:</u> Zak's, Ravi's, Jess's, Hasan's, Krish's, Mrs Ahmed's, boy's, girl's, king's, goat's, queen's, unicorn's, Kim's, rabbit's, Mr Brown's, James's, baby's.</p> <p>It doesn't matter what letter a name ends in, always add an apostrophe and an s.</p>
Prickly words:	thought, through
Homophones:	<p>What is a homophone? Homophones are words that sound the same but are spelt differently and have different meanings, eg tale/tail. Explore words which sound the same but have different spellings and meanings. Can you write a list of these homophones? Can you also write a sentence containing these words? Make sure the sentences are punctuated correctly.</p> <p>whole, hole</p>
Write sentences using spelling words:	The whole class went to Sam's party. I thought I saw a hole in Mr Jones's jumper.

Explore spellings using the following spelling patterns/rule:

Unit focus: When do I swap, double or drop letters before adding a suffix? (-er, -est, -ed, -ing, -y)

When a root word ends in y, swap the y for an i before adding the suffix.

Examples include:

-er words: dry - drier/ noisy - noisier/ silly - sillier/ empty - emptier

-est words: dry - driest/ noisy - noisiest/ silly - silliest/ empty - emptiest

-ed words: dry - dried/ copy - copied/ try - tried/ reply - replied/ worry - worried

Rule breakers: trying, replying, worrying

When a root word ends in a consonant after a short vowel sound, double the consonant before adding the suffix.

Examples include:

-est words: fit - fittest/ big - biggest/ thin - thinnest

-y words: fun - funny/ wag - waggy

-er words: knit - knitter/ wrap - wrapper/ stop - stopper/ plan - planner

-ing words: knit - knitting/ wrap - wrapping/ stop - stopping/ plan - planning

-ed words: knit - knitted/ wrap - wrapped/ stop - stopped/ plan - planned

When a root word ends in a consonant then an e, drop the e before adding the suffix.

Examples include:

-est words: nice - nicest/ late - latest/ safe - safest

-y words: scare - scary/ shine - shiny/ ice - icy

-er words: care - carer/ time - timer/ whinge - whinger/ dance - dancer

-ing words: care - caring/ time - timing/ whinge - whinging/ dance - dancing

-ed words: care - cared/ time - timed/ whinge - whinged/ dance - danced/ ice - iced

When a root word ends in x, just add the suffix.

Examples include: boxer, mixing, mixed

Prickly words:

eye, shoe, thought, through

Homophones:

What is a homophone?

Homophones are words that sound the same but are spelt differently and have different meanings, eg tale/tail.

Explore words which sound the same but have different spellings and meanings. Can you write a list of these homophones? Can you also write a sentence containing these words? Make sure the sentences are punctuated correctly.

blue, blew

Write sentences using spelling words:

The nicest dogs have waggy tails.
I tried knitting a shiny scarf.

The children will be reviewing all of the spelling rules taught this year and the Year 2 Common exception words.

Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

Autumn 1 - Phase 5 Review

Autumn 1	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.

Autumn 2 - Bridge to Spelling:

Autumn 2 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?

Spring Term Spelling Units:

Term	Unit	Coverage	Prickly spellings	Homophones	
Spring 1	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
Spring 2	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

Summer Term Spelling Units:

Term	Unit	Coverage	Prickly spellings	Homophones	
Summer 1	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
Summer 2	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				