

## Year 2 Spelling Overview – JC Spelling Book

W/C	Year 2 Spelling overview 2-3x a week- investigations/spelling patterns learned and taught in good morning task (Wednesday, Thursday/Friday)		
Week 1	<b>Investigation 1</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
6 <sup>th</sup> September	<b>Lens: Good Endings/Suffixes</b> <b>Hypothesis:</b> All words that end with ‘le’ have a double consonant before e.g. bottle.		<b>Lens: Rely on Phonics</b> <b>Learning: a</b> <b>15 Words – always,</b> apple, badge, ball, ambitious, because, behind, bottle, brother, camel, can’t, capital, careful, cell, child, child’s right.
Week 2	<b>Quick!</b>		<b>Stick!, Flick!</b>
13 <sup>th</sup> September	<b>Lens: Good endings/suffixes</b> -‘il’		<b>Lens: Good endings/suffixes</b> -‘y’ as in very
Week 3	<b>Investigation 2</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
20 <sup>th</sup> September	<b>Lens: Good Endings/Suffixes</b> <b>Hypothesis:</b> There are more words that end in ‘il’, e.g. pencil than ‘al’ e.g. animal.		<b>Lens: Rely on Phonics</b> <b>Learning ch as in children</b> <b>15 words – children,</b> Christmas, copied, copier, copying, could, couldn’t, cry, didn’t, don’t, donkey, door, dry, edge, enjoyment.
Week 4	<b>Stick!</b>	<b>Flick!</b>	<b>Click!</b>
27 <sup>th</sup> September	<b>Lens: Good Endings/ Suffixes</b> Words never end in ‘v’ always add ‘e’.	<b>Lens: Rely on Phonics</b> ay, a-e, ai, ea, ey, a, aigh, eigh	<b>Lens: Verification</b> Good spells vs bad spells
Week 5	<b>Tick!</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
4 <sup>th</sup> October	<b>Lens: Order of letters</b> Past and present tense		<b>Lens: Rely on Phonics</b> <b>Learning- eye in different words</b> <b>15 words – eye,</b> fiction, find, flies, floor, fly, fossil, fudge, fully, girl’s ball, half, hasn’t, hiked, hiker, hiking.
Week 6	<b>Quick!</b>		<b>Stick!</b>
11 <sup>th</sup> October	<b>Lens: Good Endings/Suffixes</b> Can you add the right suffix to these verbs to form nouns?		<b>Lens: Recognising punctuation</b> Proper nouns are a specific name and are always capitalised.
Week 7	<b>Investigation 4</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
18 <sup>th</sup> October	<b>Lens: Recognising Punctuation</b> <b>Hypothesis:</b> If there is one person that owns something the apostrophes always goes before the ‘s’ but not for plural belongings.		<b>Lens: Rely on Phonics</b> <b>Learning: ce as in ice</b>

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			<b>15 Words</b> – ice, key, kind, knee, knock, know, man’s cup, Megan’s shoe, metal, mind, money, Mostafa’s bag, mother, motion, national.
<b>Week 8</b>	<b>Quick!</b>	<b>Flick!</b>	<b>Flick!</b>
<b>1<sup>st</sup> November</b>	<b>Lens: Recognising Punctuation</b> It’s and its	<b>Lens: Organising Sounds</b> Ea, ee, e-e, e, y, ie, ey	<b>Lens: Check Etymology</b> Meaning of ‘prefix’
<b>Week 9</b>	<b>Investigation 5</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
<b>8<sup>th</sup> November</b>	<b>Lens: Organising Sounds</b> <b>Hypothesis:</b> The /dʒ/ sound is spelt ‘dge’ at the end of the word, after a short vowel sound, and ‘j’ at the beginning.		<b>Lens: Rely on Phonics</b> <b>Learning: si as in television</b> <b>15 words</b> – television, their, there, they’re, travel, treasure, tries, tunnel, want, war, warm, watch, we’re, were, where.
<b>Week 10</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Tick!</b>
<b>15<sup>th</sup> November</b>	<b>Lens: Recognising Punctuation</b> Apostrophes for contraction	<b>Lens: Organising Sounds</b> ai, -l, i-e, igh, y, ie	<b>Lens: Recognising Parts</b> Compound words
<b>Week 11</b>	<b>Investigation 6</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
<b>22<sup>nd</sup> November</b>	<b>Lens: Organising Sounds</b> <b>Hypothesis:</b> ‘k’, ‘g’ and ‘w’ are the only letters that are used at the beginning of words that are not pronounced.		<b>Lens: Rely on Phonics</b> <b>Learning o as in nostril</b> <b>15 words</b> – nostril, patting, patted, pedal, pencil, playful, poor, race, replies, sadness, section, station, sugar, sure, table.
<b>Week 12</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Click!</b>
<b>29<sup>th</sup> November</b>	<b>Lens: Organising Sounds</b> ‘a’ as in what	<b>Lens: Understanding plurals</b> Adding an ‘s’ is the most common rule.	<b>Lens: Go! Speed! Write!</b>  Dictated sentences, edit for errors
<b>Week 13</b>	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
<b>6<sup>th</sup> December</b>	<b>Lens: Understanding Plurals</b> <b>Hypothesis:</b> All words that end in ‘y’ when pluralised end in ‘-ies’.		<b>Lens: Rely on Phonics</b> <b>Learning: o as in who</b> <b>15 words</b> – who, whole, wild, world, work, worse, would, write, written, wrote, action, actual, again, age, animal.
<b>Week 14</b>	<b>Quick!</b>	<b>Flick!</b>	<b>Tick!</b>
	<b>Lens: Organising Sounds</b>	<b>Lens: Interrogate and check</b>	<b>Lens: Memorise rules/exceptions</b>

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	S or c making the /s/ sound	Spotting errors	Possessive apostrophes
Week 15	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: Understanding Plurals</b> <b>Hypothesis:</b> When changing singular nouns or verbs into plurals, the pluralised word always ends in –ss or –es		<b>Lens: Rely on Phonics</b> <b>Learning: Sound associations</b> <b>15 words</b> – ankle, any, audition, babies, badly, bare, bear, both, boy, boy’s games, buoy, candies, capital, carries, castle
Week 16	<b>Quick!</b>	<b>Stick!</b>	<b>Click!</b>
	<b>Lens: Understanding plurals</b> If words end in ch, zz, sh, s or x, an –es is required to pluralise	<b>Lens: Prefixes</b> Prefix un-	<b>Lens: Noticing Families and Roots</b> Building new words with suffix and prefix
Week 17	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: Prefixes</b> <b>Hypothesis:</b> All of the words that begin with dis- use a prefix that means ‘making the opposite of’		<b>Lens: Rely on Phonics</b> <b>Learning: Sound associations</b> <b>15 words</b> – cat’s food, celebrate, change, charge, chimney, circle, climb, cold, copies, council, dog’s bowl, every, everybody, excited, fancy
Week 18	<b>Quick!</b>		<b>Tick!</b>
	<b>Lens: Understanding plurals</b> If words end in ch, zz, sh, s or x, an –es is required to pluralise		<b>Lens: Order of letters</b> Words within words
Week 19	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: Prefixes</b> <b>Hypothesis:</b> The meaning of re- means ‘again’ and this can be useful in explaining that all words that use the prefix re- attached to a whole word		<b>Lens: Rely on Phonics</b> <b>Learning: ee as in feel</b> <b>15 words</b> – feel, friction, fry, gnaw, gnome, gold, happier, happiest, hold, hopeless, hour, how’s, huge, I’m, improve
Week 20	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>
	<b>Lens: Good endings/suffixes</b> Regular present and past tense verbs	<b>Lens: Irregular/exception words</b> Unusual spellings	<b>Lens: Analogies</b> Letter string ‘ice’, ‘ock’, ‘it’, ‘ip’, ‘an’, ‘at’
Week 21	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: Irregular/exceptions words</b> <b>Hypothesis:</b> Having an accent means that people hear and pronounce words in different ways. All people hear the phoneme /a/ in these words		<b>Lens: Rely on Phonics</b> <b>Learning: el as in towel</b> <b>15 words</b> – jewel, July, knew, lentil, many, mice, middle, Monday, monkey, most, move, nicer, nicest, nothing, old

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Week 22	<b>Quick!</b>	<b>Stick!</b>	<b>Click!</b>
	<b>Lens: Prefixes</b> Dis- meaning reversing and un- means not	<b>Lens: Irregular/exception words</b> Tricky words	<b>Lens: Quiz yourself</b> Developing strategies
Week 23	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: Irregular/exceptions words</b> <b>Hypothesis:</b> When pupils groups these common words into three sets: easy, medium and hard, we all agree which words are the most tricky		<b>Lens: Rely on Phonics</b> <b>Learning: o as in only</b> <b>15 words</b> – only, parents, plainness, plant, prove, pupil, quiet, quite, reply, sadder, saddest, shiny, sign, squash, squirrel
Week 24	<b>Quick!</b>	<b>Stick!</b>	<b>Click!</b>
	<b>Lens: Irregular/exception words</b> Unusual high frequency spellings	<b>Lens: New meaning/homophone</b> Compound words	<b>Lens: Go! Speed! Write!</b> Numbers, colours, bedroom words
Week 25	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: New meaning/homophone</b> <b>Hypothesis:</b> Homophones are words that have different spellings and sometimes the same meaning		<b>Lens: Rely on Phonics</b> <b>Learning: a as in talk</b> <b>15 words</b> – Talk, tinsel, told, towards, tropical, unusual, usual, walk, wander, warp, water, we'll, worm, woman's book, worth
Week 26	<b>Stick!</b>	<b>Flick!</b>	<b>Click!</b>
	<b>Lens: New meaning/homophone</b> Closed compound words	<b>Lens: Interrogate and check</b> Spot the mistake	<b>Lens: Verification</b> Correcting errors
Week 27	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: New meaning/homophone</b> <b>Hypothesis:</b> Words that are near homophones cause spelling confusions		<b>Lens: Rely on Phonics</b> <b>Learning: wr as in wrap</b> <b>15 words</b> – wrap, wreck, wrinkle, writer, you're, able, after, alley, bath, beautiful, girl's pen, break, busy, caption, cartwheel
Week 28	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>
	<b>Lens: Recognising punctuation</b> Capital letters for proper nouns	<b>Lens: Group/year specific</b> Alternative spellings	<b>Lens: Inspecting a dictionary</b> Alphabetical order
Week 29	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: Group/year specific</b>		<b>Lens: Rely on Phonics</b>

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	<b>Hypothesis:</b> A root word can only have the suffix –ness added or –less, not both		<b>Learning: y as in celery</b> <b>15 words</b> – celery, centre, circular, class, clothes, counsel, cover, cried, cruel, crying, cycle, daffodil, definition, dimple, eagle
<b>Week 30</b>	<b>Tick!</b>		<b>Click!</b>
	<b>Lens: Quiz yourself</b> Independent study		<b>Lens: Understanding patterns</b> Jumbled words
<b>Week 31</b>	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: Group/year specific</b> <b>Hypothesis:</b> Root words that end in ‘y’ with a consonant before it, need to drop the ‘y’ and add ‘i’ before the suffix –ly and –ness are added		<b>Lens: Rely on Phonics</b> <b>Learning: e-e as in scheme</b> <b>15 words</b> – even, example, fall, fast, faster, fatter, fattest, final, fulfil, giant, giraffe, gnat, grass, great, happily
<b>Week 32</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Tick!</b>
	<b>Lens: New meaning/homophone</b> Homophones	<b>Lens: Syllables</b> One syllable words with a long vowel /ei/ sound	<b>Lens: Order of letters</b> Adding a -y
<b>Week 33</b>	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: Syllables</b> <b>Hypothesis:</b> If you can find smaller words in larger, multi-syllabic words, they are easier to spell		<b>Lens: Rely on Phonics</b> <b>Learning: a as in happiness</b> <b>15 words</b> – happiness, having, jacket, jungle, knead, knight, knot, last, magic, making, marries, medal, Mr, Mrs, munchies
<b>Week 34</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Tick!</b>
	<b>Lens: Group/year specific</b> ‘el’ endings are less common than ‘le’	<b>Lens: Rely on phonics</b> /f/ is not usually a ‘ph’ in short, everyday words	<b>Lens: Go! Speed! Write!</b> Numbers, mini-beasts, classroom themed words
<b>Week 35</b>	<b>Investigation</b>		<b>Go Grapheme Grafters – Spelling Practice</b>
	<b>Lens: Syllables</b> <b>Hypothesis:</b> When adding the suffix –ing to a one syllable word ending in a single consonant letter, double the consonant first before adding the -ing		<b>Lens: Rely on Phonics</b> <b>Learning: o as in other</b> <b>15 words</b> – other, parties, pass, past, path, pause, paws, penniless, people, plentiful, pours, pretty, puppies, quantity, royal
<b>Week 36</b>	<b>Quick!</b>		<b>Tick!</b>
	<b>Lens: Group/year specific</b> Same sound but different grapheme		<b>Lens: Order of letters</b> Suffix groups
			<b>Click!</b> <b>Lens: Navigating a thesaurus</b> Synonym families