

Year 2 – Phonics / Spelling Overview

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 |

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 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 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 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 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 | | | | |