

Year 2 Yearly Overview Spelling

	Half term 1	Half term 2
Autumn	<p>Daily RWI phonics lessons until children complete the programme then daily RWI spelling lessons.</p> <p>Discrete spelling lessons- 5 per fortnight (every term)</p> <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that includes words using the GCPs , common exception words and punctuation taught so far 	<ul style="list-style-type: none"> As in autumn 1 Spell many common exception words Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others
Spring	<ul style="list-style-type: none"> As in autumn term Spell by learning the possessive apostrophe (singular) Add suffixes to spell some longer words correctly, including -ment -less -ful -less -ly Spell some words with contracted forms. 	<ul style="list-style-type: none"> As in autumn term and spring 1 Spell by distinguishing between homophones and near homophones. Spell by learning new ways of spelling phonemes for which one or more spelling are already known, and learn some words with each spelling, including a few common homophones.
Summer	<ul style="list-style-type: none"> Add suffixes to spell most longer words correctly, including -ment -less -ful -less -ly Spell most common exception words Apply simple spelling rules and guidance, as listed in English Appendix 1. Spell some/most words with contracted forms. 	<ul style="list-style-type: none"> As in autumn, spring and summer 1 (Revisiting)
	<p>Curriculum Enhancement:</p> <ul style="list-style-type: none"> Ladybird/butterfly/caterpillar words given to all children to practise reading and spelling at home. These words are then tested in school. Pre-teaching of vocab for each topic/week. Vocab jars with key vocab in for each lesson. Spelling section on working walls. Personal dictionaries for each child to log words they find tricky to spell. 	

End of the Term Expectations:

Autumn	Spring	Summer
<p>Expected:</p> <ul style="list-style-type: none"> • To spell some butterfly words • To spell many words correctly and make plausible attempts at others (using the sounds taught during phonics lessons). • To spell many common exception words. <p>Exceeding:</p> <ul style="list-style-type: none"> • To spell many butterfly words. • To spell many topic based words correctly and independently use resources to support them with this. 	<p>Expected:</p> <ul style="list-style-type: none"> • To use displays and resources to support spelling, sometimes needing to be prompted to do so. • To begin to use the possessive apostrophe in their writing. • To begin to add suffixes to spell longer words. • To spell some words with contracted forms. • To begin to use some homophones/near homophones. <p>Exceeding:</p> <ul style="list-style-type: none"> • To independently use displays and resources to support their spelling. • To use the possessive apostrophe confidently and accurately in their writing. • To use suffixes to spell longer words, often spelling the words correctly. 	<p>Expected:</p> <ul style="list-style-type: none"> • To have finished learning to spell all butterfly words. • To add suffixes to spell most longer words. • To spell most common exception words. • To use RWI set 1, 2, 3 and the RWI additional sounds when spelling words with increasing accuracy. • To use alternative spellings for the same sounds in words. • To use some common homophones in their writing. • To spell some words with contracted forms. • To notice some errors in their spelling and either correct these or seek help to do so. <p>Exceeding:</p> <ul style="list-style-type: none"> • To spell more complex vocabulary and topic words correctly. • To edit their spelling easily and proactively. • To spell most words with contracted forms. • To spell many words correctly when using the prefixes and suffixes taught, and use these without being prompted to do so.