

Crossacres Medium Term Spelling Plan

Year 2

*Blue = National Curriculum expectations*

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| Term | Week | Expectation |
| *Autumn 1*  *(Units 1-5)* | 1 | **Unit 1:** a-e, ai, ay  *Learning to spell common exception words*  *Distinguishing between homophones and near-homophones*  *Homophones and near-homophones*  *Common exception words* |
| 2 | **Unit 2:** ee, ea, e-e  *Learning to spell common exception words*  *Distinguishing between homophones and near-homophones*  *The /n/ word spelt kn and (less often) gn at the beginning of words*  *Homophones and near-homophones*  *Common exception words* |
| 3 | **Unit 3:** i-e, igh, y  *Learning to spell common exception words*  *Common exception words* |
| 4 | **Unit 4:** o-e, oa, ow  *Learning to spell common exception words*  *Common exception words* |
| 5 | **Unit 5:** u-e, oo, ew  *Learning to spell common exception words*  *Common exception words* |
| 6-8 | *Revisit/extend expectations based on assessment information.* |
| *Autumn 2*  *(Units 6-10)* | 1 | **Unit 6:** ar  *Learning to spell common exception words*  *The /ɔ:/ sound spelt ar after w*  *Common exception words* |
| 2 | **Unit 7:** oi, oy |
| 3 | **Unit 8:** ear, ea |
| 4 | **Unit 9:** er, ir, ur  *Learning to spell common exception words*  *Common exception words* |
| 5 | **Unit 10:** ou, ow |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| Term | Week | Expectation |
| *Spring 1*  *(Units 11-15)* | 1 | **Unit 11:** or, ore, aw, au  *Learning to spell common exception words*  *Distinguishing between homophones and near-homophones*  *The /ɜ:/ sound spelt or after w*  *Homophones and near-homophones*  *Common exception words* |
| 2 | **Unit 12:** air, ear, are  *Learning to spell common exception words*  *Distinguishing between homophones and near-homophones*  *Homophones and near-homophones*  *Common exception words* |
| 3 | **Unit 13:** all, al  *Add suffixes to spell longer words, including ment, ness, ful, less, ly*  *The /ɔ:/ sound spelt a before l and ll, eg. ball* |
| 4 | **Unit 14:** unusual ‘o’ words  *The /ʌ/ sound spelt o, eg. mother* |
| 5 | **Unit 15:** un, dis |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| *Spring 2*  *(Units 16-20)* | 1 | **Unit 16:** soft c  *The /s/ sound spelt c before e, i and y* |
| 2 | **Unit 17:** soft g, ge, dge  *The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y* |
| 3 | **Unit 18:** le, el, al, il  *Learning to spell common exception words*  *The /l/ or /əl/ sound spelt –le at the end of words*  *The /l/ or /əl/ sound spelt –el at the end of words*  *The /l/ or /əl/ sound spelt –al at the end of words*  *Words ending in –il*  *Common exception words* |
| 4 | **Unit 19:** adding ‘s or s  *Learning the possessive apostrophe (singular)*  *The possessive apostrophe* |
| 5 | **Unit 20:** y ey endings  *Learning to spell common exception words*  *The /aɪ/ sound spelt –y at the end of words*  *Adding –es to nouns and verbs ending in consonant-letter-y*  *The /i:/ sound spelt –ey*  *Common exception words* |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| Term | Week | Expectation |
| *Summer 1*  *(Units 21-25)* | 1 | **Unit 21:** adding ing, ed, er  *Adding –ed, -ing, -er, and –est to a root word ending in –y with a consonant before it (Resource Book)*  *Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it*  *Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter* |
| 2 | **Unit 22:** silent letters  *Learning to spell common exception words*  *The /r/ sound spelt wr at the beginning of words*  *Common exception words* |
| 3 | **Unit 23:** wa, qua  *The /ɒ/ sound spelt a after w and qu*  *The /ɔ:/ sound spelt ar after w* |
| 4 | **Unit 24:** adding *less, ful, ness, ment, ly*  *Add suffixes to spell longer words, including ment, ness, ful, less, ly*  *The suffixes –ment, –ness, –ful , –less and –ly* |
| 5 | **Unit 25:** shortened words  *Learning to spell more words with contracted forms*  *Contractions* |
| 6 | *Revisit/extend expectations based on assessment information.* |
| *Summer 2*  *(Units 26-28)* | 1 | **Unit 26:** tion  *The /ʒ/ sound spelt s, eg. television*  *Words ending in –tion* |
| 2 | **Unit 27:** homophones  *Learning to spell common exception words*  *Distinguishing between homophones and near-homophones*  *Homophones and near-homophones*  *Common exception words* |
| 3 | **Unit 28:** y + er, y + est, y + ed  *Adding –ed, -ing, -er, and –est to a root word ending in –y with a consonant before it* |
| 4 | *Revisit/extend expectations based on assessment information.* |
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