

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.* |
| 5 | *Revisit/extend expectations based on assessment information.* |
| 6 | *Revisit/extend expectations based on assessment information.* |