

## Ready Steady Spelling: Termly Progression Overview

Year 2	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	CEW's/ NC POS Word Lists
<b>Autumn 1</b>	<p><b>*Y1 Introduce:</b> /f/, /l/, /s/, /z/, /k/ sounds as <b>-ff, -ll, -ss, -zz, -ck</b> after a single vowel</p> <p><b>*Y1 Introduce:</b> /ch/ spelt as <b>-tch</b> after a single vowel</p> <p><b>*Y1 Introduce:</b> /v/ sound at the end of word e.g. live, have</p> <p><b>*Y1 Introduce:</b> Adding <b>-s</b> and <b>-es</b> to words</p> <p><b>*Y1 Introduce:</b> Adding <b>-ing, -ed, -er</b> to verbs with no change to the root word</p> <p><b>¥ Y1 Introduce:</b> Days of the week, months of the year and seasons</p> <p><b>Introduce:</b> Compound words</p>	<p><b>Embed Y1 CEWs:</b> was, said, some, come, when, what, school, once, friend</p>
<b>Autumn 2</b>	<p><b>*Y1 Introduce:</b> Adding <b>-er, -est</b> to adjectives with no change to the root word</p> <p><b>*Y1 Introduce:</b> Digraphs <b>-ai, -oi</b></p> <p><b>*Y1 Introduce:</b> Digraphs <b>-ay, -oy</b></p> <p><b>*Y1 Introduce:</b> Digraph <b>-oo</b></p> <p><b>*Y1 Introduce:</b> Digraphs <b>u-e, -ew</b></p> <p><b>*Y1 Introduce:</b> Digraph <b>-ph, -wh</b></p> <p><b>*Y1 Introduce:</b> The spelling of the phoneme /k/ as <b>-k</b></p> <p><b>*Y1 Introduce:</b> Adding the prefix <b>un</b> with no change to the root word</p> <p><b>Introduce:</b> homophones and near homophones</p> <p><b>*Y1 Reinforce:</b> Adding <b>-es</b>, adding <b>-ed</b> with /t/ sound, adding <b>-ed</b> with /d/ sound</p>	<p><b>Embed Y1 CEWs:</b> different, people</p> <p><b>Introduce Y2 CEW's:</b> Because, more, door, floor, poor, Christmas, again</p>
<b>Spring 1</b>	<p><b>Introduce:</b> Adding <b>-es</b> to nouns and verbs ending in <b>-y</b></p> <p><b>Introduce:</b> Adding <b>-ed, -ing, -er, -est</b> to root words ending in <b>-y</b> with a consonant before it. E.g. copy, copied</p> <p><b>Introduce:</b> Adding <b>-ed, -ing, -er, -est</b> and <b>-y</b> to a root word ending in <b>-e</b> with a consonant before it. E.g. hike- hiked</p> <p><b>Introduce:</b> /or/ sound spelt as <b>a</b> before <b>l</b> and <b>ll</b></p> <p><b>Introduce:</b> /u/ sound spelt as <b>o</b></p> <p><b>Introduce:</b> Possessive apostrophe <b>-s</b> (singular nouns)</p>	<p><b>Introduce Y2 CEW's:</b> wild, climb, most both, only, every, everybody, who, whole</p>
<b>Spring 2</b>	<p><b>Introduce:</b> /j/ sound spelt <b>-dge, -ge</b> at the end of word and <b>-g</b> before an i, e, y</p> <p><b>Introduce:</b> /s/ sound spelt <b>-c</b> before e, i, y and <b>-j</b> before o, a, u</p> <p><b>Introduce:</b> Contractions for omitted letter (s)</p> <p><b>Introduce:</b> /ie/ sound spelt at <b>-y</b> at the end of words</p> <p><b>Introduce:</b> /l/ sound spelt <b>-le, -el, -al, -il</b> at the end of words</p> <p><b>Introduce:</b> /n/ sound spelt <b>kn</b> at the beginning of words (silent letters)</p> <p><b>Introduce:</b> /n/ sound spelt <b>gn</b> at the beginning of words (silent letters)</p> <p><b>Introduce:</b> /w/ sound spelt <b>wr</b> at the beginning of words (silent letters)</p> <p><b>Reinforce:</b> Possessive apostrophe <b>-s</b> (singular nouns)</p>	<p><b>Introduce Y2 CEW's:</b> steak, great, break, pretty, beautiful, half, child, children, parents</p>

## Ready Steady Spelling: Termly Progression Overview

<b>Summer 1</b>	<p><b>Introduce:</b> Adding <b>-ing, -ed, -er, -est &amp; -y</b> to words of one syllable, ending with a single vowel and single consonant E.g pat – patting</p> <p><b>Introduce:</b> /ee/ sound spelt as <b>-ey</b> (inc adding the plural <b>-s</b>)</p> <p><b>Introduce:</b> /o/ sound spelt as <b>a</b> following w or qu</p> <p><b>Introduce:</b> /ur/ sound spelt as <b>o</b> following w</p> <p><b>Introduce:</b> /or/ sound spelt as <b>ar</b> following w</p> <p><b>Introduce:</b> /zh/ sounds spelt as an <b>s</b></p> <p><b>Introduce:</b> Suffixes <b>-ment, -ness, -ful, -less</b> and <b>-ly</b> (with no change to root word)</p> <p><b>Introduce:</b> Suffixes <b>-ment, -ness, -ful, -less</b> and <b>-ly</b> (with a change to root word)</p> <p><b>Introduce:</b> Words ending in <b>-tion</b></p>	<p><b>Introduce Y2 CEW's:</b> even, hour, eye, water, move, prove, improve, any, many,</p>
<b>Summer 2</b>	<p><b>Reinforce:</b> Adding <b>-ing, -ed, -er, -est</b> to root words ending in <b>-y</b> with a consonant before it E.g hurry - hurried</p> <p><b>Reinforce:</b> Adding <b>-ed, -ing, -er, -est</b> and <b>-y</b> to a root word ending in <b>-e</b> with a consonant before it. E.g smile - smiling</p> <p><b>Reinforce:</b> Possessive apostrophe <b>-s</b> (singular nouns)</p> <p><b>Introduce:</b> New additional compound words</p> <p><b>Reinforce:</b> Adding <b>-ing, -ed, -er, -est &amp; -y</b> to words of one syllable, ending with a single vowel and single consonant E.g pat – patting</p> <p><b>Introduce:</b> New additional homophones and near homophones</p> <p>¥ <b>Y1 Reinforce:</b> Months of the year, days of the week and seasons</p>	<p><b>Introduce Y2 CEW's:</b> sure, sugar, could, should, would, clothes, busy, money</p>

\*These have been taught as previous GPC's in most phonic programmes. They are now being introduced with statutory spelling rules and guidance taken from the Y1 National Curriculum

¥ Days of the week are taken from the statutory requirements of the Y1 Writing -transcription. Months and Seasons which are non-statutory, but very useful for children to know at this age