

Ready Steady Spelling: Termly Progression Overview

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

Ready Steady Spelling: Termly Progression Overview

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