



Term	Autumn	Spring	Summer
Revisit	Phase 5 GPCs as required by pupils	The /l/ or /əl/ sound spelt '-le' at the end of words	The possessive apostrophe (singular nouns)
Homophones	Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two)	quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant	Revision of all homophones taught so far
Apostrophes		The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	The possessive apostrophe (singular nouns)
Phonics	<ul style="list-style-type: none"> The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words 	<p>The /aɪ/ sound spelt 'y' at the end of words</p> <p>The /i:/ sound spelt '-ey'</p> <p>The /r/ sound spelt '-wr' at the beginning of words</p> <p>The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</p>	<p>The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)</p> <p>The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>The /ʌ/ sound spelt 'o'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p>
Common Exception Words	aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.	Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils	All Year 2 words not taught so far.
Prefixes and Suffixes	<i>Revise adding -ed, -ing and other appropriate suffixes to words with no change needed.</i>	<p>Adding endings '-ing-, '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it</p> <p>Adding '-ing-, '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>The suffixes '-ful', '-less' and '-ly'</p> <p>Words ending in '-tion'</p>	<p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</p> <p>The suffixes '-ment', '-ness',</p> <p><i>Teach prefix -un and any other appropriate prefixes.</i></p>



<p>Spelling strategies</p>	<p>Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> • Segmentation • Using a GPC chart • Using spelling journals, word banks, the environment, a working wall. • Word sort • Which one looks right? 	<p>Strategies at the point of writing</p> <ul style="list-style-type: none"> • Have a go • Using the working wall to find correct spellings of high frequency and common exception words • Using an alphabetically-ordered word bank 	<p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> • Introduce individual Have a Go sheets if not established already • Teach using analogy to spell a word you don't know
<p>Proofreading</p>	<p>After writing, teach pupils to:</p> <ul style="list-style-type: none"> • Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception/tricky words. • Ensure that guidance on marking is used to support children's proofreading. 	<p>After writing, teach pupils to:</p> <ul style="list-style-type: none"> • Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception / tricky words. • Use dictionary skills <p>Ensure that guidance on marking is used to support pupils' proofreading.</p>	<p>After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> • Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception or tricky words. • Ensure that guidance on marking is used to support pupils' proofreading.
<p>Learning and practising spellings.</p>	<p>Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> • Identify the tricky part of the word • Segmentation strategy • Look, Say, Cover, Write, Check • Rainbow write • Saying the word in a funny way 	<ul style="list-style-type: none"> • If not already introduced, introduce the use of spelling journals. • Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> • Segmentation • Look, Say, Cover, Write, Check • Using mnemonics • Saying the word in a funny way 	<ul style="list-style-type: none"> • Secure learning routines with resources, for example spelling journals or environmental print. <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> • Writing in the air • Tracing over the word • Rainbow writing • Look, say, cover, write, check