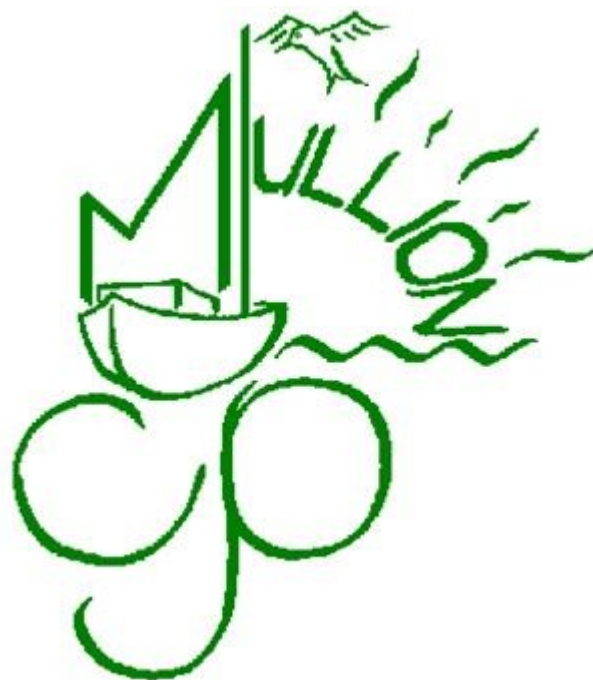




Spelling Booklet

Year 2



Speech Sounds

When we speak we use 44 speech sounds. All the words in English are made up of just 44 sounds. There are about 24 consonant speech sounds and 20 vowel sounds.

The consonant speech sounds

Some of the consonant speech sounds can be **stretched** and others can be **bounced**. The shaded boxes below contain 'stretchy' sounds.

b as in boot	c as in cat	ch as in chips	d as in dog	f as in fish	g as in gate	h as in hen	j as in jam	l as in leg	m as in moon	n as in net	ng as in king nk as in think*
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p as in pen	qu as in queen	r as in red	s as in sun	sh as in shell	t as in tree	th as in thumb	v as in vet	w as in web	x as in exercise	y as in yak	z as in zebra
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* nk = ng + k

The vowel speech sounds

✳ With your partner, take turns saying these sounds to each other.

a as in at	e as in hen	i as in in	o as in on	u as in up	ay as in day	ee as in see	igh as in high	ow as in blow
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oo as in zoo	oo as in look	ar as in car	or as in for	air as in fair	ir as in whirl	ou as in shout	oy as in boy	ire as in fire	ear as in ear	ure as in pure
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Different ways of spelling speech sounds

There are different ways to spell each of the speech sounds.

Consonant Speech Sounds

<i>b</i>	<i>c</i>	<i>ch</i>	<i>d</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>j</i>	<i>l</i>	<i>m</i>	<i>n</i>	<i>ng</i> <i>nk</i>
b bb	c k ck ch que	ch tch	d dd	f ff ph	g gg gue	h	j g ge dge	l ll le	m mm mb mn	n nn kn gn	ng nk

<i>p</i>	<i>qu</i>	<i>r</i>	<i>s</i>	<i>sh</i>	<i>t</i>	<i>th</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>
p pp	qu	r rr wr	s ss se c ce sc	sh si ti ci ch	t tt	th	v ve	w wh	x	y	z zz s se

Vowel Speech Sounds

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>	<i>ay</i>	<i>ee</i>	<i>igh</i>	<i>ow</i>	<i>oo</i>
a	e ea	i y	o a	u o ou	ay a-e ai eigh a ei ey aigh	ee e-e ea e y ey ei ie	igh i-e y ie i	ow o-e oa o oe	oo u-e ew ue oe ou

<i>oo</i>	<i>ar</i>	<i>or</i>	<i>air</i>	<i>ir</i>	<i>ou</i>	<i>oy</i>	<i>ire</i>	<i>ear</i>	<i>ure</i>
oo	ar a	or ore oor aw au a ar	air are ear	ir ur er or	ou ow	oy oi	ire	ear eer	ure

Year 2 Common Exception Words

These are the statutory words that all children in Year 2 are expected to be able to spell. They are words that do not follow the rules and patterns of spelling. The children learn these as 'orange words' throughout spelling lessons.

Common exception words for Year 2



Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents

Year 2 Spelling Sequence

Read, Write Inc Spellings – Year 2 (2A)

Unit	Spelling Focus
Unit 1	The 'or' sound spelt a before l and ll
Unit 2	Soft c
Unit 3	Adding the suffix -y
Unit 4	Adding the suffix -y
Unit 5	Adding the suffix -ly
Unit 6	The 'n' sound spelt kn and gn
Unit 7	The 'igh' sound spelt y
Unit 8	Adding the suffix -ing
Unit 9	Adding the suffix -ing
Unit 10	The 'j' sound spelt j g ge dge
Unit 11	The 'o' sound spelt a after w and qu
Unit 12	Adding the suffix -ed
Unit 13	Adding the suffix -ed
Unit 14	Adding the suffix -ed

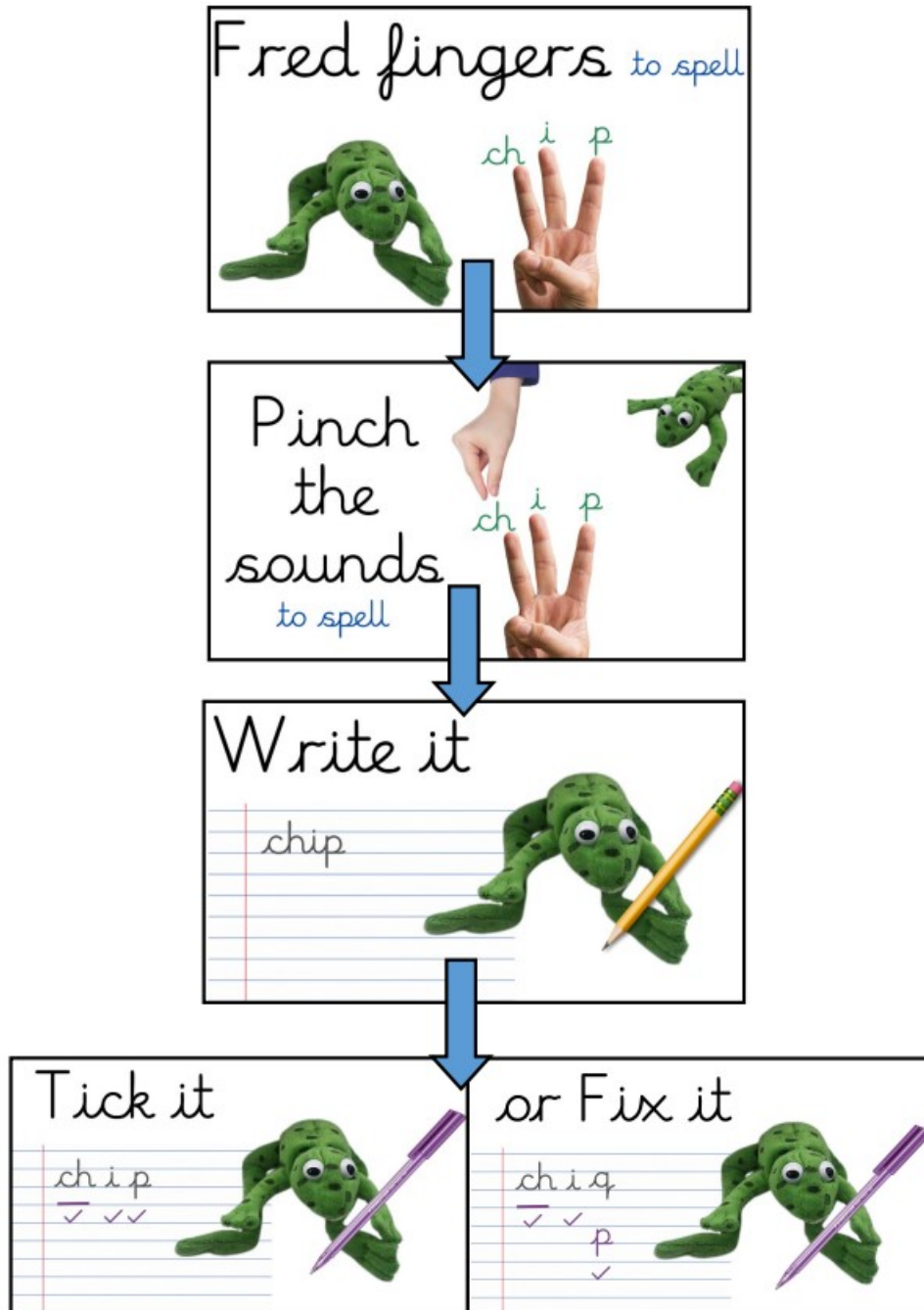
Year 2 Spelling Sequence

Read, Write Inc Spellings – Year 2 (2B)

Unit	Spelling Focus
Unit 1	The r sound spelt wr
Unit 2	Adding the suffixes -er or -est
Unit 3	Adding the suffixes -er or -est
Unit 4	Adding the suffixes -er or -est
Unit 5	The ee sound spelt ey
Unit 6	Adding the suffix -ness
Unit 7	Adding the suffix -ness
Unit 8	Words ending in -le
Unit 9	Words ending in -el
Unit 10	Words ending in -al
Unit 11	Adding the suffix -ful
Unit 12	Adding the suffix -less
Unit 13	Adding the suffix -ment
Unit 14	Words ending in -tion
Unit 15	Adding the suffix -es

Spelling Strategies

Through Read Write Inc phonics lessons, the children are taught to spell with Fred. Fingers They segment the sounds in words to spell them. They also use this strategy with multisyllabic words.



Spelling Strategies

Once they are secure with Fred Fingers, we introduce them to the wider spelling strategies below. They continue to build on their skills of Fred Fingers (named spelling fingers in KS2) as this is an integral part of our strategy.

This flowchart shows the process we use for spelling an unfamiliar or new word. It applies everything they have been taught in a practical and systematic way.

