

In Year 2, children take a more in-depth look at the phonic rules and patterns of different words. For example, they may look at one particular sound and then see how it is represented in different words.

Can you see which sound the following four words have in common?

hedge jem village join

In these four words, the same sound is made by a different group of letters: 'dge', 'g', 'ge' and 'j'.

To make this clear to children, teachers may give them various words to look at and ask them to underline the recurring sound. They may be given ten or more words and asked to group them according to their spelling patterns (so 'hedge' would be grouped with 'badge', 'gem' with 'giant', 'village' with 'charge' and 'join' with 'jet').

In their weekly spelling lists, children will cover various spelling patterns, including the following:

- Silent letters k, g and w (as in 'knock', 'gnat' and 'write')
- Words ending le, el, al and il (as in 'meddle', 'tunnel', 'animal', 'pencil')
- Verbs ending y which then changes to ies and ied (as in 'copy', 'copies' and 'copied')
- Dropping the e off the end of a word when adding -ing, -ed, -er (as in 'hiking', 'hiked' and 'hiker')
- Words which need a consonant to be doubled before adding -ing, -ed (as in 'pat', 'patting', 'patted')
- Unusual uses of vowels, such as 'o' being used for the 'u' sound ('other') and 'a' being used for the 'o' sound ('warm')
- Words containing suffixes (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -less
- Words where apostrophes are used to show contractions, such as: 'do not' changing to 'don't'
- Words ending -tion such as ('fiction')
- Homophones, which are pairs of words that sound the same, but are spelt differently (such as: 'hear' and 'here')

Children will also learn another group of common exception words (or tricky words). These are words commonly found in the English language, but which do not follow the phonic rules that have been taught so far. Examples of these in Year 2 are: 'sugar' and 'boxer'.

Teachers will give children lists of spellings to learn at home, but will also need to provide various activities for them to do at school. They may be given their spelling words to do as handwriting practice. They may also be given worksheets in which certain words are missing and need to be filled in, given the context of a sentence. Children may be given cards to match up (for example, root words and suffixes).

Preparing for the weekly spelling test also becomes a permanent homework task for most Y2 children.

The 2014 national curriculum groups spellings for Years 3 and 4 together, so it is up to a teacher's discretion which spellings they decide to give out in which year group. Spelling lists will also be differentiated within each year group, according to each child's ability

In Years 3 and 4, the following spelling rules and patterns will be taught:

- Adding -er, -ing to verbs, for example: 'beginner' and 'beginning'
- Words containing 'y' where it sounds like 'i', such as 'myth' and 'gym'
- Words containing 'ou' where it sounds like 'u' such as 'young' and 'touch'
- Words containing prefixes (groups of letters added to the start of a word) such as mis-, dis-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-
- Words containing suffixes (groups of letters added to the end of each word) such as -ation, -ly
- Words ending -sure and -ture (such as 'measure' and 'creature')
- Words ending -sion, -tion, -ssion, -cian (such as 'confusion', 'rejection', 'permission' and 'musician')
- Words ending -ous (such as 'dangerous' and 'courageous')
- Words containing ch where it sounds like 'sh' or 'k' (such as 'chef' and 'scheme')
- Words ending -gue and -que (such as 'league' and 'antique')
- Homophones (pairs of words that sound the same but are spelled differently, for example: 'meddle' and 'medal')

Teachers will vary in how they teach spellings and how much time is spent on spelling during the week. They may use the spellings during handwriting practice, so that children are practising both skills at the same time. They may also give children activities to do, such as writing the words into sentences, making cards for matching two parts of a word, fill-the-gap worksheets or quizzes to test on spellings learnt.

Now that children are in KS2 the onus will also be on them to make sure they learn their spellings at home for a weekly spelling test.

Year 1 is a foundation year for spelling, with children being taught important spelling patterns and exception words as well as how split digraphs work.

In Year 1, children will be doing lots of phonics work to help them with their spelling. This phonics work will consist of looking at how different sounds are spelled in different words.

Children will go over all the [phonemes](#) (sounds) they learned in Reception. They will learn both digraphs (sounds made by two letters, such as 'ee' or 'ir') and trigraphs (sounds made by three letters, such as 'igh' and 'tch').

They will look at how **the same sounds can be made by different groups of letters**, for example:

- oy and oi (as in 'toy' and 'coin')
- ai and ay (as in 'rain' and 'say')
- ir, er and ur (as in 'dirt', 'fern' and 'turn')
- ow and ou (as in 'cow' and 'round')
- ow and oe (as in 'flow' and 'toe')
- ue and ew (as in 'glue' and 'flew')
- ie and igh (as in 'pie' and 'sigh')
- or, ore and aw (as in 'for', 'more' and 'raw')
- air and are (as in 'fair' and 'dare')

They will also look at how **the same groups of letters can make different sounds**, for example:

- ea in 'bead' and 'bread'
- oo in 'food' and 'wood'
- ear in 'bear' and 'fear'

Year 1 children will also learn about [split digraphs](#). As mentioned earlier, a digraph is two letters that make up one sound. Sometimes, when the digraph is made up of two vowels, a consonant appears between the two vowels, splitting up the digraph. For example, the word 'bite' is made up of the sounds 'b', 'ie' and 't', however, the 't' in this word splits up the vowel digraph 'ie', so that it is spelt 'bite'.

Here are some other examples of split digraphs:

- o_e as in 'rope'
- a_e as in 'tape'
- e_e as in 'theme'
- u_e as in 'tune'

As well as their phonics learning, Year 1 children will learn spellings of words that have particular patterns, for example:

- Words ending ff, ck, zz, ll, ss such as 'fluff', 'luck', 'buzz', 'fill' and 'kiss'
- Words ending nk such as 'bunk' and 'sink'
- Words with two [syllables](#), such as 'ticket' and 'kitchen'
- Words ending ve such as 'have' and 'live'
- Adding -es to the end of plurals and verbs, for example: 'hutch' becomes 'hutches' and 'stitch' becomes 'stitches'
- Adding -ing, -ed and -er to words, such as: 'jump' which changes to 'jumping', 'jumped' and 'jumper'
- Adding 'er' and 'est' to adjectives to make the comparative and superlative form, such as 'kind' which changes to 'kinder' and 'kindest'
- Words ending y, such as 'happy' and 'funny'
- Words containing ph or wh, such as 'telephone' and 'which'

- Adding the **prefix** un- to change the meaning of a word, for example: 'fit' to 'unfit'
- Compound words, which are words made up of two short words, such as 'football' and 'playground'

Children will also be taught what are now referred to as '**common exception words**' (sometimes called tricky words). These are words commonly found in the English language, but which do not follow the phonic rules that have been taught so far. Examples of these in Year 1 are: 'were', 'once', 'school', 'house'.

The importance of parental help at home at this stage cannot be over-stressed. Year 1 is a crucial year for spelling, when all the vital phonics ground work is laid down ready for future years