



**Spelling at  
Sandhills Primary  
School.  
Year 2**

A parents guide



Firstly, THANK YOU for your support. WE NEED YOU to help us assist your child in becoming a confident speller.

In this booklet, you will find detailed the spelling expectation for your child's phase (Lower or upper Key Stage) along with some tools which we hope will be useful to you in helping your child at home.

- Strategies for learning spellings.
- Phase related spelling requirements.
- Charts of the High Frequency words.
- Useful and fun websites.

Spelling is embedded into the weekly English curriculum but in addition, your child will have a weekly list of spellings as part of their home learning which will come either from the programme of study for their year group or from a vocabulary bank related to their topic.

The spellings will be tested through dictation in class, with the expectation that they are used and practised in class written work. Any opportunity you have to draw attention to spellings from home learning lists in your child's reading will help to strengthen their memory and highlight the word in its proper context.

## Happy Spelling

Here are some of the strategies that will help your child become a confident and accurate speller:

- sounding words out: breaking the word down into phonemes (e.g. c-a-t, sh-e-ll) – many words cannot be sounded out so other strategies are needed;
- dividing the word into syllables, say each syllable as they write the word (e.g. re-mem-ber);
- using the Look, say, cover, write, check strategy: look at the word and say it out aloud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- using mnemonics as an aid to memorising a tricky word (e.g. people: people eat orange peel like elephants; could: OULucky Duck);
- finding words within words (e.g. a rat in separate);
- make links between the meaning of words and their spelling (e.g. sign, signal, signature) – this strategy is used at a later stage than others;
- working out spelling rules for themselves – a later strategy;
- using a dictionary as soon as they know how to.

Encourage your child to have a go at spelling words they are unsure of. This will give them the opportunity to try out spelling strategies and to find those that they find useful. You can help them to use the strategies outlined above and praise their efforts.

Below is a list of the spelling that is covered in Year 2 in addition to revision of year 1 work.

Spelling in year 2 is mostly phonics based.

Sound to learn	advice	examples
j sound spelt ge or dge	J never used at the end of a word. dge used after a short vowel sound	j ar, jam, edge, fudge, badge, page, charge, cage.
the s sound spelt c before e, i, or y.		city, nice, circus, space, fancy
n sound spelt gn or kn at the start of words.	Hundreds of years ago, these now silent letters would have been sounded.	gnome, gnaw, knee, knight, know, knew, knock
r sound spelt wr at the start of words.		write, wrote, written, wreck, wren
l sound spelt le at the end of words.	This is the most common spelling for this sound at the end of words.	table, stable, uncle, castle, jungle, bottle, apple
l sound spelt el at the end of words.	Much less common.	label, angel, model, tunnel, towel, cruel, funnel, barrel
l sound spelt al at the end of words.	Many adjectives end in al but not many nouns.	total, vocal, petal, animal, pedal
l sound spelt il at the end of words.	Few words end with this spelling.	pencil, gerbil, fossil, nostril, April
i sound spelt y at the end of words.	By far the most common spelling.	cry, fry, dry, supply, shy, reply
plurals of nouns ending in y	change the y to i and add es	fly/flies, family/families
adding ed, er, est or ing to words ending in y	change y to i and add suffix except in case of ing which would make a double ii. Only words with double i are skiing, taxiing	happier, happiest, crying, tried, trying
adding ed, er, est, ing or y to root words ending in e.	The e is dropped before adding any suffix beginning with a vowel. Exception - being	hoping, taped, safest
adding ed, er, est ing or y to one syllable words with a short vowel sound	double the final consonant before adding the suffix.	pat/patted, sit/sitting, fit/fittest
the 'all' sound	tends to be ll at the end of a root word but single l within a root word.	call, ball, fall, always, walk, talk.
The u sound spelt o.		come, done, above, brother, mother, love, other
The ee sound spelt ey	The plurals of these just add s.	key, monkey, donkey, valley, chimney
The o sound spelt a after w and qu.		want, was, squat, what, wash, watch, quarrel
The er sound spelt or after w		worm, word, work, world
The or sound spelt ar after w		war, warm, ward, warmth
suffixes ment, less, ful, ness and ly.	usually add straight onto the root word. Exceptions: words ending in consonant y and 'argument'	enjoyment, hopeless, helpful, happiness, softly
contractions	and apostrophe is inserted to represent the missing letter/s. It's always means it is. Its (meaning belonging to it) does not have an apostrophe.	isn't, couldn't, he's, don't, I'll, you're, it's
The possessive apostrophe		Megan's, the dog's bone
Words ending in tion		station, motion, action

Homophones and near homophones.	It is important to know the difference in the meaning of these words.	there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two
Common exception words	could should would cold gold hold told every everybody even great break steak pretty beautiful after fast last past clothes busy people water money father class grass pass plant path bath hour half Mr Mrs parents Christmas again	door floor poor because find kind mind behind child children wild climb most only both old move prove improve sure sugar eye who whole any many

First 100 high frequency words in order - these are the most common words that occur when reading.

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

Next 200 common words in order of frequency (where water is the most frequent and grow is the least frequent.)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know let's	well fun	sea any	found better	laughed lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

# Useful Websites

Here are some useful websites that provide fun spelling practice.  
Many are interactive:

[www.woodlands-junior.kent.sch.uk/interactive/literacy](http://www.woodlands-junior.kent.sch.uk/interactive/literacy)

[www.crickweb.co.uk](http://www.crickweb.co.uk)

[www.bbc.co.uk/bitesize/english](http://www.bbc.co.uk/bitesize/english)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.ictgames.com/literacy](http://www.ictgames.com/literacy)

[www.learninggamesforkids.com/word\\_games](http://www.learninggamesforkids.com/word_games)