



Writing – Year 2 National Curriculum Coverage

Year 2 English Units of Work

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		Traditional Tales & Fables Hamilton Trust	Instructions: Cooking Write Instructions Hamilton Trust	Poems on a theme – Family Poems Write own poems. Hamilton Trust	Stories about the Wild Hamilton Trust	Animal Diaries & Recounts Recount and Diary writing Hamilton Trust	Poems on a theme – Monster Poems Write own poems	Quest Stories Hamilton Trust	Dinosaurs Recount writing Hamilton Trust	Poems on a theme – Bird Poems Write own poems. Hamilton Trust	Specific Spelling & Grammar Sessions	Cross-Curricular Writing
Phonics and Spelling Rules	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.											
	To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).											
	To apply further Y2 spelling rules and guidance (see below)											
Common Exception Words	To spell most Y1 and Y2 common exception words correctly.											
Prefixes and Suffixes	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.											
Further Spelling Conventions	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.											
	To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.											

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

*, which includes:

the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);

the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);

the /r/ sound spelt 'wr' (e.g. write, written);

the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);

the /aɪ/ sound spelt

-y (e.g. cry, fly, July);

adding -es to nouns and verbs ending in

-y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);

adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and

the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);

the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);

the /i:/ sound spelt

-ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);

the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)

the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);

the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);

the /z/ sound spelt 's' (e.g. television, usual).

exceptions to the rules;

adding the endings

-ing, -ed, -er, -est and -y to words ending in -e with

a consonant before (including exceptions);

adding -ing, -ed,

-er, -est and -y to words of one syllable ending in a single consonant letter after a single

vowel letter (including

exceptions);