

Below is an outline of the Spelling Curriculum in Years 1 and 2.

More information on some of these terms can be found on the 'jargon buster' page of the website on the Parents menu.

These spellings will be taught at school but practise at home will help secure the children's knowledge. Try getting the children to put them into sentences as using them in context helps. Lots of reading also helps with spelling as the children get to see the correct spellings regularly.

Spelling in Year 2

Children should be able to spell all the Reception and Year 1 words (see below)

Spelling	Rules	Example words to practise at home
When you hear the /j/ sound at the end of a word it is usually spelt <i>dge</i> or <i>ge</i>	Words where the /j/ sound follows a short vowel sound are spelt <i>-dge</i> Words where the /j/ sound comes after all other sounds end in <i>-ge</i>	badge, edge, bridge, dodge, fudge, hedge, ledge, lodge, midge, judge, wedge age, huge, change, rage, orange, challenge, package, charge, bulge, village, cabbage, baggage
j or g?	Usually this is <i>g</i> before <i>e, i,</i> and <i>y</i> . It is always <i>j</i> before <i>a, o</i> and <i>u</i> .	gem, giraffe, magic, energy, giant, gigantic, ginger jacket, jar, jog, jam, adjust, joking
s or c?	The /s/ sound spelt <i>c</i> before <i>e, i,</i> and <i>y</i> .	race, rice, nice, piece, peace, cell, city, fancy, cinema, juice, slice, space, dance
The /n/ sound spelt <i>kn</i> or <i>gn</i>	There is no specific rule, these come from old English and the children need to 'just know' these words.	knock, know, knew, knee, knead, knot, knitting, kneel, knife gnat, gnaw, sign, gnash
The /r/ sound spelt <i>wr</i> at the beginning of the word.	There is no specific rule, these come from old English and the children need to 'just know' these words.	write, written, wrote, wrong, wrap, wrinkle, wrist, wrestle
The various spellings of the /ul/ sound at the end of words	<i>-e</i> is the most common. <i>-el</i> is less common and used after <i>m, n, r, s, v, w</i> and usually <i>s</i> <i>-al</i> is less common <i>-il</i> is only found on a few	table, apple, bottle, little, middle, purple, turtle, trouble camel, tunnel, squirrel, travel, towel, tinsel, cancel pedal, metal, capital, hospital, animal, petal

	words	nostril, fossil, pencil
The /I/ sound at the end of words spelt y	This is the most common spelling for this sound at the end of words.	cry, fly, July, dry, try, reply, deny, fry
Adding <i>-es</i> to nouns or verbs ending in y	The y is changed to <i>i</i> before adding <i>-es</i>	flies, replies, cries, tries, denies, flies
Adding <i>-ed</i> to a word ending in y with a consonant before it.	The y is changed to <i>i</i> before adding <i>-ed</i> ,	copied, replied, married, carried, hurried, scurried, worried, tried, fried, cried, dried
Adding <i>-er</i> to a word ending in y with a consonant before it.	The y is changed to <i>i</i> before adding <i>-er</i> .	copier, happier, sillier, funnier, merrier, carrier, worrier, drier, nastier, scarier, hairier
Adding <i>-est</i> to a word ending in y with a consonant before it.	The y is changed to <i>i</i> before adding <i>est</i> .	happiest, funniest, hairiest, silliest, nastiest, scariest, sunniest, tastiest
Adding <i>-ing</i> to a word ending in y with a consonant before it.	The y stays the same otherwise it would result in <i>ii</i> . Only <i>skiing</i> and <i>taxiing</i> have double <i>ii</i>	copying, crying, replying, hurrying, marrying, worrying
Adding <i>-ed</i> to words ending in <i>-e</i> with a consonant before it	The <i>-e</i> at the end of the root word is dropped before <i>-ed</i> (in other words, you only add 'd' to the end.)	liked, loved, baked, hiked, biked, hoped, phoned, cycled, cared, recycled
Adding <i>-er</i> to words ending in <i>-e</i> with a consonant before it	The <i>-e</i> at the end of the root word is dropped before adding <i>er</i> (in other words, you only add 'r' to the end.)	nicer, baker, carer, biker, finer, larger, later, crater, safer, simpler, recycler
Adding <i>-ing</i> to words ending in <i>-e</i> with a consonant before it	The <i>-e</i> at the end of the root word is dropped before adding <i>-ing</i> .	hiking, loving, caring, baking, taking, biting, liking, cycling
Adding <i>-est</i> to words ending in <i>-e</i> with a consonant before it	The <i>-e</i> at the end of the root word is dropped before adding <i>est</i> .	nicest, bravest, cutest, finest, rudest, safest, largest, simplest
Adding <i>-y</i> to words ending in <i>-e</i> with a consonant before it	The <i>-e</i> at the end of the root word is dropped before adding <i>-y</i> .	shiny, lazy, smoky, greasy, nosy, scary, spicy, bubbly, icy
Adding <i>-ed</i> to words of one syllable ending in a single consonant letter after a single vowel letter (e.g. splat, stop)	The last consonant letter is doubled (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixed, boxed, fixed.	patted, stopped, batted, hummed, hopped, fitted, begged, clapped, fanned, jogged, ripped, slammed, zipped, splatted
Adding <i>-er</i> to words of	The last consonant letter	sadder, fatter, runner, winner,

one syllable ending in a single consonant letter after a single vowel letter (e.g. splat, big)	is doubled (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixer, fixer	batter, wetter, stopper, jogger, thinner, bigger, hotter, potter
Adding <i>-ing</i> to words of one syllable ending in a single consonant letter after a single vowel letter (e.g. drop, hit)	The last consonant letter is doubled (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, boxing.	patting, swimming, dropping, hitting, jogging, running, stopping, hopping, popping, fitting, winning, getting
Adding <i>-est</i> to words of one syllable ending in a single consonant letter after a single vowel letter (e.g. fat, thin)	The last consonant letter is doubled (i.e. to keep the vowel 'short').	saddest, fattest, biggest, reddest, fittest, hottest, thinnest, wettest, maddest
Adding <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter (e.g. fun, run)	The last consonant letter is doubled (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	runny, funny, zippy, bitty, poppy, putty
The /or/ sound spelt a before l and ll	The /or/ sound is usually spelt as a before l and ll.	all, ball, called, tall, falling, walk, talk, always, altogether, also
The /uh/ sound spelt o	Children just need to know these words	other, mother, brother, nothing, Monday
The /ee/ sound spelt <i>-ey</i>	The plural of these words is formed by the addition of <i>-s</i> (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley, money, chutney, hockey, honey, jokey, journey
The /o/ sound spelt a after w and qu	a is the most common spelling for the /o/ (as in 'hot') sound after w and qu.	quality, watch, want, wallet, wander, squash, quantity, squad, wash, swallow, swap
The /er/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /or/ sound spelt <i>ar</i> after w	There are not many of these words.	war, ward, warm, towards, wardrobe, warning, dwarf
The /ɜ/ sound spelt s		television, treasure, usual, revision,
The suffix <i>-ment</i>	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.	enjoyment, movement, agreement, achievement, equipment, improvement, punishment, encouragement, entertainment,

	Exception: argument	
The suffix <i>-ness</i>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions: words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>sadness, sickness, illness, fullness, happiness, darkness, kindness, coldness, weakness</p> <p>happiness, grumpiness, hairiness, cheeriness, friendliness, itchinness, clumsiness</p>
The suffix <i>-ful</i>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions: Root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>careful, joyful, fearful, thoughtful, hopeful, powerful, dreadful</p> <p>plentiful, beautiful</p>
The suffix <i>-less</i>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p>	<p>hopeless, fearless, useless, clueless, helpless, endless, thoughtless, homeless, restless</p>
The suffix <i>-ly</i>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions: Root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>badly, lovely, quietly, sadly, loudly, quickly, slowly, suddenly, carefully, softly, proudly</p> <p>happily, merrily, angrily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). <i>It's</i></p>	<p>I'm, I've, I'll, I'd, he's, she's, they're, we're, it's, can't, couldn't, didn't, don't, doesn't, isn't, aren't, wasn't, weren't, haven't, hadn't,</p>

	means <i>it is</i> (e.g. It's raining) or sometimes it has (e.g. It's been raining), but <i>it's</i> is never used for the possessive.	hasn't, shouldn't, wouldn't, won't
The possessive apostrophe (singular nouns)	The apostrophe usually goes after the subject and before the object that belongs to that subject.	Megan's book, Ravi's toy, the girl's bag, the child's Dad, the woman's job, my car's engine
Words ending in <i>-tion</i>	This is the most common spelling of this sounding ending.	station, fiction, motion, national, section, relation, option, position, emotion, solution, caution, portion, exhibition, operation, situation, imagination, organisation
Homophones and near-homophones	Homophones are words which sound the same but which have different spelling and meaning. It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, flower/flour, poor/ pour
Common exception words (Common words which don't follow the expected spelling patterns.)	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, parents, Christmas - and/or others according to the programme used.	

Spelling in Year 1

Children should be able to spell all the Reception words (see below).

Spelling	Rules	Example words to practise at home
The sounds /f/, /l/, /s/, /z/ and /k/ are spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes, gas.	off, puff well, hill, spell, fill, gull, bull, will, tell miss, kiss, hiss, fuss, cross buzz, fuzz, fizz back, pack, pick, sick, clock, duck, mock, sock, speck, check, neck
The /ŋ/ sound spelt	It sounds very much like the	bank, think, honk, drink, chunk,

n before k	<i>ng</i> sound at the end of word but before the <i>k</i> it's only spelt with a <i>n</i> .	sink, sunk, pink, stink, stank, sank, tank, conkers
The /n/ sound before d		find, mind, pound, found, around, round, sound, pond, pound, mend, send
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset, rocket, packet
<i>-tch</i>	The /ch/ sound is usually spelt as <i>-tch</i> if it comes straight after a single vowel letter (or short vowel sound). Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch, match, pitch, witch, patch, sketch
The /v/ sound at the end of words	English words hardly ever end with the letter <i>v</i> , so if a word ends with a /v/ sound, the letter <i>e</i> usually needs to be added after the 'v'.	have, live, give, love, dove, glove
Adding <i>s</i> and <i>es</i> to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <i>-s</i> . If the ending sounds like 'is' and forms an extra syllable or 'beat' in the word, it is spelt as <i>-es</i> .	cats, dogs, spends, rocks, thanks, sees, stars, cars, kids catches, houses, horses, foxes, boxes, witches, matches, patches, pitches
Adding the endings <i>-ing</i> , <i>-ed</i> and <i>-er</i> to verbs where no change is needed to the root word	<i>-ing</i> and <i>-er</i> always add an extra syllable to the word and <i>-ed</i> sometimes does. The past tense of some verbs may sound as if it ends in 'id', 'd' or 't', but all these endings are spelt <i>-ed</i> . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	Looking, calling, going, seeing, jumping jumper, buzzer, hunter, teacher, looked, called, wanted, Practise spelling the <i>-ing</i> , <i>-ed</i> and <i>-er</i> endings and look out for them in reading.
Adding <i>-er</i> and <i>-est</i> to adjectives where no change is	As with verbs (see above), if the adjective ends in two consonant letters	fresher, freshest, quicker, quickest, rich, richest,

needed to the root word	(the same or different), the ending is simply added on.	harder, hardest, softer, softest, louder, loudest, smaller, smallest
Digraphs - two letters that make one sound:		
<i>ai</i> and <i>ay</i> sounds	If the <i>ai</i> sound is at the start or in the middle of a word it is usually spelt this way. The digraph <i>ai</i> is virtually never used at the end of English words. It is usually spelt <i>ay</i> .	aid, aim, rain, tail, rail, snail, brain, train, drain day, play, say, way, stay Sunday, stray, enjoy, cowboy
<i>oi</i> and <i>oy</i> sounds	If the <i>oi</i> sound is at the start or in the middle of a word it is usually spelt this way. The digraph <i>oi</i> is virtually never used at the end of English words. It is usually spelt <i>oy</i> .	oil, point, coil, boil, toilet, join, coin, spoil boy, annoy, destroy, toy, joy, enjoy
Split digraphs a-e e-e i-e o-e u-	Where the digraph is 'split' around another letter. Some adults may remember being taught it as a 'magic e'.	made, came, same, take, safe, make these, theme, complete five, ride, like, time, side, bike, slide home, those, woke, hope, hole June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden, farmyard
ee		see, tree, green, meet, week
ea (like <i>ee</i>)		sea, dream, meat, each, read, teach, speak, peach, beach, reach, pea
ea (like <i>e</i>)		head, bread, meant, instead, read (past tense)
er (stressed sound):		her, term, verb, person, herb, fern
er (unstressed ' <i>uh</i> ' sound):		better, under, summer, winter, sister, father, mother, brother, over, teacher, farmer
ir		girl, bird, shirt, first, third, skirt
ur		turn, hurt, church, burst, Thursday, curl
Long <i>oo</i> sound	Very few words end with the letters <i>oo</i> , although the few	food, pool, moon, zoo, soon, smooth, spoon, cool, food,

	that do are often words that primary children in year 1 will encounter, for example, zoo, too.	boots, troops, loo, mood
Short <i>oo</i> sound		look, looking, book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal, coal, goat, bloat, float
oe		toe, goes
ou as in <i>ow</i>	This spelling rarely comes at the end of a word.	out, about, mouth, around, sound, found, round
ou as in <i>oo</i>	The only common English word ending in ou is <i>you</i> .	group, soup
ow as in <i>ou</i>		now, how, brown, down, town, frown, clown
ow as in <i>oa</i>		own, blow, snow, grow, show
u-e, ue and ew	These can sound like <i>oo</i> Sometimes they sound like <i>you</i>	blue, clue, true, grew, flew, drew, threw, rude rescue, Tuesday, new, tune, cube, few
ie	Like <i>I</i>	lie, tie, pie, cried, tried, dried
ie	Like 'ee'	ie chief, field, thief
or		for, short, born, horse, morning
aw		saw, draw, yawn, crawl, paw, prawn
au		author, August, dinosaur, astronaut
ph	The /f/ sound is often spelt <i>ph</i> in longer words	dolphin, alphabet, phonics, elephant
wh	The question words start with this spelling	when, where, which, why wheel, while, whale, white
Trigraphs - three letters which make one sound:		
igh		high, night, light, bright, right, fright
ore		more, score, before, wore, shore
air		air, fair, pair, hair, chair, fairy, hairy
ear	Sounds like the word 'ear'	dear, hear, beard, near, year
ear	Sounds like the word 'air'	bear, pear, wear
are		bare, dare, care, share, scare
Words ending -y	These make either the <i>ee</i> sound	very, happy, funny, party, family, silly, Mummy, Daddy
Using only <i>k</i> for the /k/	The /k/ sound is spelt as <i>k</i>	Kent, sketch, kit, skin, frisky,

sound	rather than as c before e, i and y.	sky, risk
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words (Common words which don't follow the expected spelling patterns.)	will, see, you, he, that, for, they, she, this, now, all, we, then, down, are, me, them, look, my, be, with, too, her, was, went, said, were, it's, have, from, like, little, children, so, one, just, do, when, help, some, out, come, what, don't, day, oh, old, made, their, I'm, came, people, by, make, Mr, time, here, Mrs, house, saw, looked, about, very, called, your, put, asked, could do, today, of, are, was, is, his, has, I, you, your, they, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, looked.	