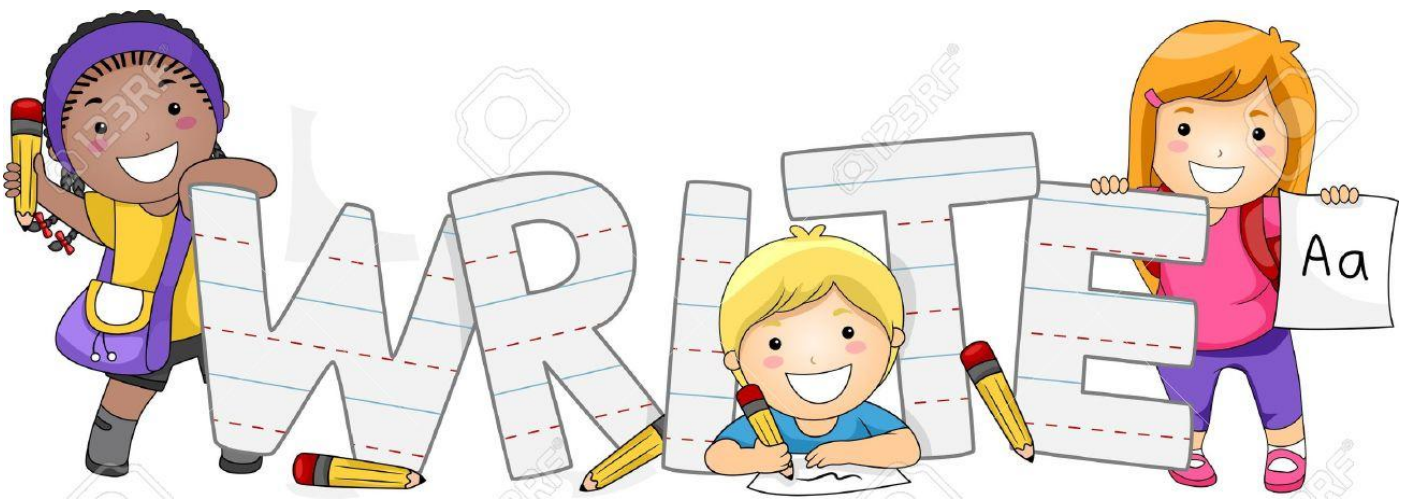


# My Spelling Rules Book



In Year 2 the children will continue to build upon their knowledge of spelling rules. At the end of Year 2 children are expected to continue to spell the Year 1 high frequency and common decodable words as well as apply a range of spelling rules to words. The children will continue to add prefixes and suffixes to words. This book outlines all of the spelling rules Year 2 children need to use and apply correctly in order to reach age-related expectations for Year 2 in Writing. This booklet is for your information to work through at home; it does not need to be sent to school. It is important to note that all spelling rules have exceptions!

# Phonic sounds

By Year Two children should recognise all of these sounds and apply them in words. They should also be able to identify which of the alphabetic sounds are vowels and which are consonants.



# Common Exception

## Words

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

# Homophones

Year Two children should be able to correctly spell a range of homophones. Homophones are different words that sound exactly the same when pronounced however, the word has different meanings. Children should know the meaning of each word so that they can apply the correct spelling in the correct context. Example words include:

<b>here/hear</b>	<b>there/their/they're</b>	
<b>night/knight</b>	<b>bare/bear</b>	<b>to/too/two</b>
<b>blue/blew</b>	<b>see/sea</b>	<b>be/bee</b>

## Near-Homophones

Year Two children should also be able to correctly spell near homophones. These are words that sound almost the same when they are pronounced. They can be tricky to spell because of their similar spelling. Example words include:

<b>quite/quiet</b>	<b>further/father</b>	<b>precede/proceed</b>
<b>desert/dessert</b>	<b>accept/except</b>	<b>compete/complete</b>

## Possessive Apostrophes

Year Two children should be able to use apostrophes to indicate possession. Example words include:

<b>girl's</b>	<b>boy's</b>	<b>dog's</b>
<b>man's</b>	<b>mum's</b>	<b>child's</b>

# Contractions

Year Two children should be able to use an apostrophe to show a missing letter. For example - it's means it is. Example words include:

<b>can't</b>	<b>couldn't</b>	<b>hadn't</b>
<b>didn't</b>	<b>it's</b>	<b>you'd</b>
<b>hasn't</b>	<b>I'll</b>	<b>isn't</b>

## Suffix 'ment'

Year Two children should be able to add the -ment suffix. Usually as the suffix starts with a consonant it can just be added to the root word. Example words include:

<b>enjoyment</b>	<b>disappointment</b>	<b>engagement</b>
<b>amusement</b>	<b>amazement</b>	<b>excitement</b>

## Suffix 'ness'

Year Two children should be able to add the -ness suffix. Usually as the suffix starts with a consonant it can just be added to the root word. Exceptions of this rule are if the word ends with a 'y' and has a consonant directly before it.

Example words include:

<b>happiness</b>	<b>sadness</b>	<b>goodness</b>
<b>kindness</b>	<b>quietness</b>	<b>greatness</b>

# Suffix 'ful'

Year Two children should be able to add the -ful suffix. Usually as the suffix starts with a consonant it can just be added to the root word. Example words include:

<b>playful</b>	<b>painful</b>	<b>colourful</b>
<b>restful</b>	<b>spiteful</b>	<b>helpful</b>

# Suffix 'less'

Year Two children should be able to add the -less suffix. Usually as the suffix starts with a consonant it can just be added to the root word. Exceptions of this rule are if the word ends with a 'y' and has a consonant directly before it. Example words include:

<b>careless</b>	<b>hopeless</b>	<b>fearless</b>
<b>penniless</b>	<b>helpless</b>	<b>useless</b>

# Suffix 'ly'

Year Two children should be able to add the -ly suffix. Usually as the suffix starts with a consonant it can just be added to the root word. Exceptions of this rule are if the word ends with a 'y' and has a consonant directly before it. Example words include:

<b>badly</b>	<b>quickly</b>	<b>slowly</b>
<b>loudly</b>	<b>happily</b>	<b>softly</b>

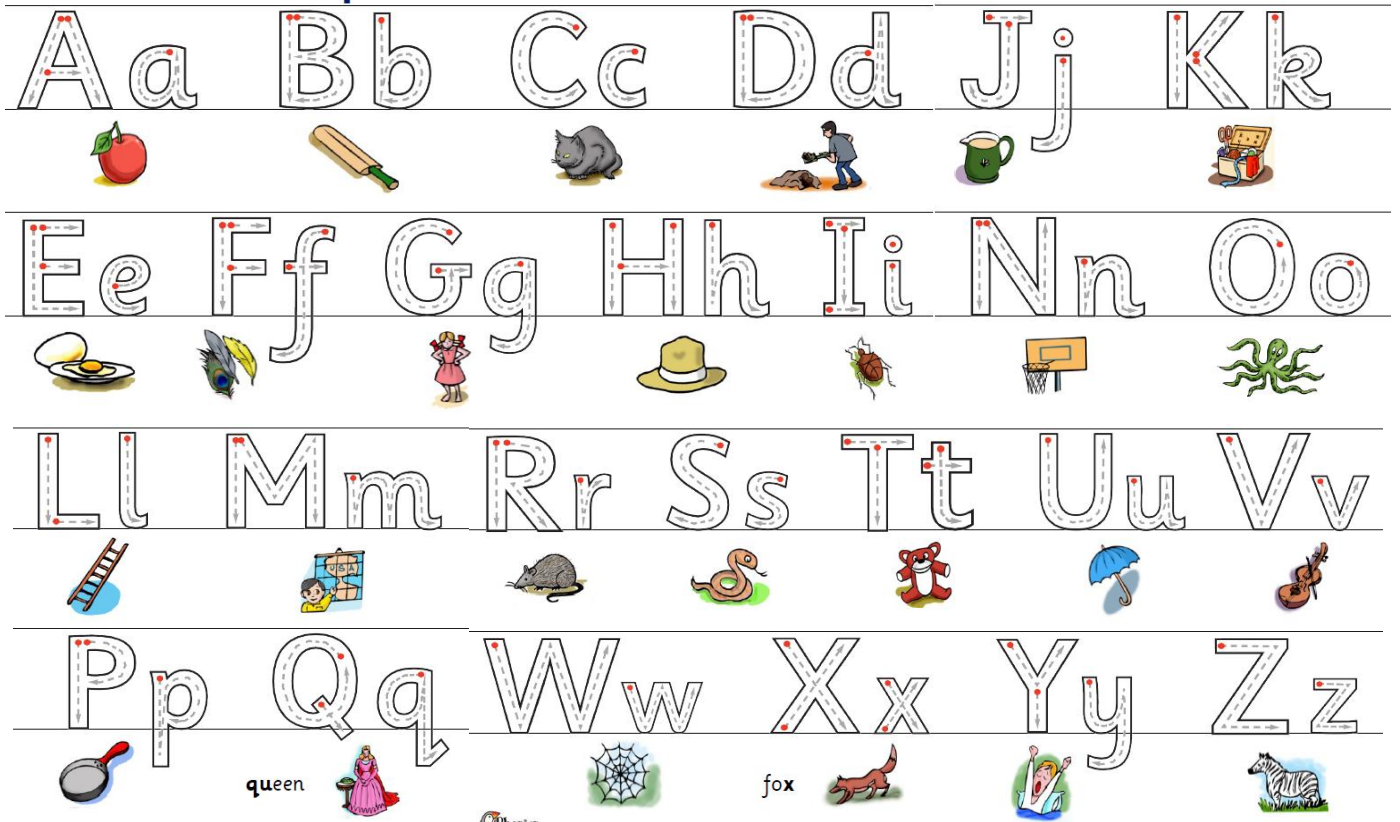


# Additional Spelling Rules

	<u>Rule</u>	<u>Example words</u>
j sound at end of word	The j sound is never used at the end of a word. If the j sound is at the end of the word when a short vowel has been used it is spelt with a 'dge'. After all other sounds it is spelt 'ge'.	badge, edge, bridge, fudge, dodge, age, huge, change
s sound spelt with c	The s sound can sometimes be spelt with a c before an e, i or y.	ice, race, cell, city, fancy
Kn, gn, wr	This is an ancient spelling. There does not appear to be a rule but children should recognise and spell the words with the sounds in.	Knock, know, knee, gnat, gnaw, write, wrong
-le or -el	The -le spelling is the most common. The -el spelling is usually used after m, n, r, v, w and more often than not s.	camel, tunnel, squirrel, table, bottle
i sound at end of words	Usually if the i sound is at the end of a word it is spelt with a y	July, fly, dry, try, reply
Add -es to nouns and verbs ending in -y	The y is changed to 'i' before 'es' is added.	tries, replies, flies, copies, babies

# Handwriting

By Year Two, children should be forming all sounds correctly in their writing. At the end of the year, they should be joining their writing independently in their work.



Year One Joins:

Year Two Joins:



