



USING ESSENTIALSPELLING.

WELCOME TO ESSENTIALSPELLING, A TEACHING RESOURCE FROM HFL EDUCATION.

This resource can be used as a scheme for spelling on its own, or in conjunction with the school's existing scheme, to give supplementary teaching guidance. The complete resource features a suite of teaching sequences for each year group; these are designed to be taught in order, as they track back to each other and follow on in logical progression. There are 93 sequences in Year 2, which build upon phonics and spelling teaching from Reception and Y1.

The length of time needed to deliver a sequence will depend on the needs of your class and the amount of time given to the teaching of spelling each week. **As a guide, each sequence is designed to be one or two days' work if you have a daily 20-minute session of spelling.** You should therefore aim to work on two to three sequences per week across the year in order to complete the programme of study. The sequences have been ordered so that each one builds on spelling knowledge from the ones before. Words containing grapheme–phoneme correspondence (GPCs) beyond the current sequence are generally not introduced.

What is different about ESSENTIALSPELLING?

This spelling resource focuses on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just to a list of words given for that week. It also provides links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. The sequences follow the daily phonics model of **Review, Teach, Practise** and **Apply**.

Unlike other resources, **ESSENTIALSPELLING** places an emphasis on the **Review** stage of the teaching sequence. This is not "What did we learn this week?" but instead "What do we already know that might help us to spell words in this sequence?" The **Review** session is essential because it gives teachers an opportunity for

assessment for learning and gives pupils the chance to build connections between existing knowledge and new knowledge.

Similarly, the **Teach** part of the sequence has a huge focus in this resource.

ESSENTIALSPELLING provides essential knowledge, which will support teachers in explaining and unpicking the learning behind the lesson.

Wherever possible, all children should take part in all stages of the sequence, regardless of prior spelling attainment. The **Review** section always tracks back to prior learning, and the **Teach** section introduces new learning as well as strategies for tackling spelling. Unless children are supported towards age-related spellings, their learning gap will grow wider.

Occasionally, a **BUFFER ZONE** will indicate a point after which learning will be more complex. The buffer zone should not be crossed unless children are confident with the learning before it. Material after the buffer zone could be used as a challenge for some children or reviewed at a later date.

ESSENTIALSPELLING then offers the chance to tailor learning more specifically to the current needs and spelling attainment of the children, whilst allowing them all to work on the same objectives. The **Practise** and **Apply** sections give children the opportunity to rehearse spelling patterns and use them in context. Each sequence has suggestions labelled **Minor gaps** and **Major gaps**. During the **Review** section, you may feel that some children have small gaps in their knowledge and would benefit from revisiting and

reinforcing the prior learning. Furthermore, you may have noticed that this is an area of weakness in their independent writing. If this is the case, you may prefer children to work on the activities described in the **Minor gaps** section.

There may also be one or two children with very little spelling confidence. They may have large gaps in certain areas, such as choosing the appropriate vowel or knowing how to add suffixes to words. They may be in the early stages of language acquisition or have cognitive difficulties. In these cases, you might like to focus on the Major gaps section during the Practise and Apply parts of the lesson.

In either case, **it is important that groupings are fluid** and meet the needs of the children in a particular area. Children may have gaps in some areas but not in others. Use the ideas and scaffolds suggested to support children to accessing the same learning objective, but do review on a lesson-by-lesson basis.

Occasionally, children may be receiving **additional** phonics support tying into the schools Systematic Synthetic Phonic (SSP) scheme and this work will inform the pitch and content of the practise section of each spelling lesson.

The **Practise** sections are generally straightforward, and many contain resources that could be used to support the learning. However, apps and interactive whiteboard activities could be used as well as or instead of the activity provided.

Likewise, the **Apply** sections follow a regular pattern of children discussing their learning and spelling words in the context of short sentences. Spelling tests are not mentioned, but dictations will show whether learning has been assimilated. If single-word tests are given, spaced recall is more helpful than testing children on lists of words from that week. Essentially, throwing in words from previous weeks will help children bring words from short-term into long-term memory.

A low-stakes, manageable way of creating spaced repetition opportunities is "spelling tennis". This is where children work in pairs to select ten words from their partner's personal list of spellings and words from previous weeks. They then take it in turns to test each other on these words and can mark these between themselves. This makes spelling tests more relevant to individuals.

After any kind of dictation or test, it is imperative that children talk through successes and mistakes with a partner, for example, "I remembered to double the consonant here, but I forgot to include an 'e' there."

It is important that children are able to articulate their learning throughout the sequence and that teachers address any difficulties or misconceptions along the way. This resource is designed so that children can build on prior learning, make connections with existing

knowledge and learn strategies that will help them develop their spelling competence. It is through explaining what they have learnt about the patterns and processes of spelling that they will improve their ability to spell accurately.

A final point to make is about the words chosen for study. Whilst the objectives in the Year 2 Programme of Study are statutory, there are no prescribed lists of words in the national curriculum 2014. The words exemplified in **ESSENTIALSPELLING** have been chosen to fit the objectives and match the kind of vocabulary that Y2 children might find useful. Words for each sequence incorporate previously learnt GPCs, but try to avoid those that may not yet have been studied. Words chosen for the **Minor/Major gaps** sections reflect more straightforward GPCs, recap on previous objectives, or offer easier variants of the spelling pattern being studied.

Systematic Synthetic Phonics Schemes (SSPs) **ESSENTIALSPELLING** is designed to follow on from any SSP scheme. Throughout the document reference is made to phases, based on the DfE suggested progression, which is in turn based upon the original progression in Letters and Sounds. Most SSP schemes will follow this but consult your school's scheme for any variations.

CONTENTS

SPELLING SUGGESTED PROGRESSION YEAR 2

WEEK	SEQUENCE NUMBER	SEQUENCE TITLE - AUTUMN TERM (SUGGESTED PROGRESSION)	PAGE
1	1	Review Y1 common exception words	9-11
	2	Review single-syllable words ending with consonant digraphs	12-14
	3	Review the /tʃ/ sound spelt tch at the end of words or syllables	15-16
2	4	Review adding -ing with no change to the root word	17-19
	5	Review adding -ed with no change to the root word	20-22
	6	Review adding -ed and -ing with no change to the root word	23-25
3	7	Review the /dʒ/ sound spelt j or g	26-28
	8	Teach the /dʒ/ sound spelt -dge at the end of words or syllables	29-31
	9	Teach the /dʒ/ sound spelt -ge at the end of words or syllables	32-35
4	10	Review of plurals adding -s or -es with no changes to the root word	36-37
	11	Teach the /s/ sound spelt c before e, i and y	38-39
	12	Teach Y2 common exception words	40-42
5	13	Review the /eɪ/ sound spelt ai or ay	43-46
	14	Review the /eɪ/ sound spelt a-e	47-48
	15	Review the sound /eɪ/ spelt a	49-51
6	16	Review adding -ed or -ing to words containing ai or ay	52-54
	17	Review the /i:/ sound spelt ee or ea	55-60
	18	Review the /i:/ sound spelt y	61-63

WEEK	SEQUENCE NUMBER	SEQUENCE TITLE - AUTUMN TERM (SUGGESTED PROGRESSION)	PAGE
7	19	Review adding the suffix -y where there is no change to the root word	64-66
	20	Review the /i:/ sound spelt e-e or ie	67-70
8	21	Review the /a:/ sound spelt igh or i	71-73
	22	Review the /aɪ/ sound spelt i-e	74-76
	23	Review the /aɪ/ sound spelt ie and teach the /aɪ/ sound spelt y	77-80
9	24	Teach adding -ing to words with i-e: removing the e before adding -ing	81-83
	25	Review the /əʊ/ sound spelt ow or ou	84-87
	26	Review the /ɔɪ/ sound spelt oy or oi	88-90
10	27	Review the /əʊ/ sound spelt oa or o-e	91-93
	28	Review the /əʊ/ sound spelt ow or oe	94-96
	29	Review the /əʊ/ sound spelt o	97-100
11	30	Review the /u:/ sound spelt oo or u-e	101-103
	31	Review the /u:/ sound spelt ew or ue	104-105
	32	Teach homophones	106-108
12	33	Review the /ɜ:/ sound spelt ir or ur	109-111
	34	Review /ɜ:/ sound spelt er, ir or ur	112-114
	35	Review the unstressed sound /ə/ spelt er and or	115-119
13	36	Review adding the suffix -er with no change to the root word	120-122
	37	Teach -le following adjacent consonants	123-125
	38	Teach -le at the end of words containing a long vowel or short vowel sound	126-130

WEEK	SEQUENCE NUMBER	SEQUENCE TITLE - AUTUMN TERM (SUGGESTED PROGRESSION)	PAGE
14	39	Teach -el at the end of words	131-134
	40	Teach -al at the end of words	135-138
	41	Teach -il at the end of words	139-141
15		Buffer week	
16	42	Teach Y2 common exception words	142-145
	43	Teach the /ʌ/ sound spelt o	146-148
	44	Review the /v/ sound spelt ve at the end of words	149-150
17	45	Review the /ɔ:/ sound spelt or/ore	151-154
	46	Review the /ɔ:/ sound spelt aw or au	155-157
	47	Teach the sound /ɔ:/ spelt a before l and ll	158-160
18	48	Review the /ɑ:/ sound spelt ar	161-164
	49	Review the /εə/ sound spelt are	165-167
	50	Review the /εə/ sound spelt air or ear	168-170
19	51	Review the /ɪə/ sound spelt ear	171-173
	52	Review the /ε/ sound spelt ea	174-175
	53	Teach homophones	176-178
20	54	Review adding the suffix -est with no change to the root word	179-182
	55	Teach irregular plurals	183-186
	56	Teach plurals of words ending in y	187-190

WEEK	SEQUENCE NUMBER	SEQUENCE TITLE - AUTUMN TERM (SUGGESTED PROGRESSION)	PAGE
21	57	Review compound words	191-194
	58	Review adding the prefix un-	195-197
22	59	Teach adding -ed to words ending in e	198-200
	60	Teach adding -ing to words ending in e	201-203
	61	Teach adding -er and -est to words ending in e	204-206
23	62	Teach adding -y to words ending in e	207-209
	63	Teach adding -ed to words ending in y	210-213
	64	Teach adding -er or -est to words ending in y	214-218
24	65	Teach adding the suffix -ly with no change to the root word	219-222
	66	Teach adding the suffix -ly to words ending in y	223-227
	67	Teach adding the prefix un- to words with suffixes	228-231
25	68	Review the /k/ sound spelt k	232-236
	69	Review the /w/ sound spelt wh at the beginning of words	237-239
	70	Review the /f/ sound spelt ph at the beginning of words	240-241
26	71	Teach the /n/ sound spelt kn or gn at the beginning of words	242-244
	72	Teach the /r/ sound spelt wr at the beginning of words	245-246
27		Buffer week	
28	73	Review Y1 and Y2 common exception words	247-250
	74	Teach the past tense of irregular verbs	251-254
	75	Teach apostrophes for contraction	255-258

WEEK	SEQUENCE NUMBER	SEQUENCE TITLE - AUTUMN TERM (SUGGESTED PROGRESSION)	PAGE
29	76	Teach adding -ing to words and doubling the final consonant	259-262
	77	Teach adding -ed to words and doubling the final consonant	263-266
	78	Teach adding -er and -est to words and doubling the final consonant	267-270
30	79	Teach adding the suffix -ful	271-273
	80	Teach adding the suffix -less	274-277
	81	Teach adding the suffixes -ment and -ness	278-280
31	82	Teach the /a/ sound spelt a after w and q	281-283
	83	Teach the /ɜ:/ sound spelt or after w	284-287
	84	Teach the /ɔ:/ sound spelt ar after w	288-291
32	85	Teach words ending in en and -tion	292-297
	86	Teach words ending in /z/ spelt s	298-301
	87	Review creating plurals of words	302-304
33	88	Review apostrophes for contraction	305-306
	89	Teach the apostrophe for possession	307-309
	90	Review compound words	310-312
34	91	Review commonly misspelt words	313-315
	92	Review suffixes	316-318
	93	Children's choice	319-320

LEARNING OBJECTIVE:Spell words ending with **ff**, **ll**, **ss**, **zz** and **ck****SEQUENCE 2**

Y2 Review single-syllable words ending with consonant digraphs

REVIEW

Can the children tell you what a vowel is?
Can they name them all? Which letters are consonants? Can they list them?

Show them the grapheme representations for the phonemes /f/, /l/, /s/, /z/ and /k/ spelt **ff**, **ll**, **ss**, **zz** and **ck**, and ask them to read each grapheme out loud.

Explain that a grapheme is a letter or letters that make one sound. The graphemes here are all made up of two letters making one sound so we call them **digraphs**. Now display a set of words with these digraphs and ask children to read them aloud, e.g. **off**, **hill**, **dress**, **buzz**, **lock**, **stuff**, **well**, **moss**, **fizz**, **pack**.

What do they notice about these digraphs? Elicit that they are all double letters except for the digraph **ck**. Explain that **ck** is effectively a double as the **c** and the **k** both make a hard **c** sound separately and act together as a digraph.

TEACH

Ask the children to read the following words: **lake**, **pool**, **freeze**, **pose**, **snooze**, **mile**, **wife**, **soak**, **leaf**, **meal**.

Can they compare the words in this list with the first list? What difference can they see or hear between the words? Establish that the words in the first list all have double consonants, whereas the words in this list do not. Support the children to hear the difference in the vowel sounds between the words with double and single consonants.

Explain that the words with a short vowel sound: /æ/ as in **cat**, /ɛ/ as in **hen** or **head**, /ɪ/ as in **hit**, /ɒ/ as in **hot** and /ʌ/ as in **cup** all need to end in a double consonant letter. Conversely, words containing a long vowel sound: /eɪ/ as in **say** or **rain**, /i:/ as in **see** or **bead**, /aɪ/ as in **mind** or **high**, /əʊ/ as in **blow** or **cone**, /u:/ as in **room** or **blue** do not.

Check that the children can hear the difference between words like **soak** and **sock**, **pick** and **pike** and understand that **ck** performs in the same way as the other consonant digraphs in this pattern.

Exceptions: **if** is spelt with one **f**, even though the **i** is a short vowel sound; **of** is spelt with an **f** making **v** sound (and **v** is never doubled); **grass** is technically a word with a short vowel sound /æ/, but this is pronounced as ar in some accents.

Model segmenting to spell words with double consonants after short vowels:

s	n	i	ff	m	e	ss	b	u	zz
b	e	ll	l	o	ck				

PRACTISE

Invite children to chain one grapheme in each of the above examples to create new words, e.g. **miss** > **mess** or **sniff** > **stiff**. Have another go with the new words.

Can they add or subtract a letter or letters to make any more words? E.g. **lock** > **block**, **sniff** > **stiff**, **buzz** > **fuzz**, **mess** > **dress** or **fizz** > **frizz**?

Add single or double consonant letters to the words in the grid below.

APPLY

Revisit learning and discuss any misconceptions.

Dictate a couple of short sentences using any of the words explored today, for example:

Jack and Jill went up the hill.

Can you pack the socks?

You can put on the dress but it is stiff.

MINOR GAPS

Stick to CVC examples and leave out words with adjacent consonants at the beginning (CCVC).

Encourage children to build their words in a phoneme frame.

MAJOR GAPS

Provide a phoneme frame of three boxes and support children to create CVC words to match some drawings of objects such as a **hill** or a **bell**.

Alternatively, complete the phoneme frame but remove the vowel and invite the child to supply the missing letter, e.g. **h_ll** or **l_ck**.

Choose the right ending k or ck
loo
tri
boo
pi
wee
bla
sa
lo
thi

Choose the right ending l or ll
fe
do
dea
fi
sai
be
fee
too
stea

Choose the right ending f or ff
lea
flu
sni
stu
loa
thie
woo
sti
bee



LEARNING OBJECTIVE:

Practise adding **-ing** and **-ed** to root words

SEQUENCE 6

Y2 Review adding **-ing** and **-ed** with no change to the root word

REVIEW

Can the children explain the term root word? Elicit that this is a **stem** or **base** word that makes sense on its own but can have other parts added to it to change the meaning.

Now ask the children to explain the term suffix and confirm that it is a letter or letters added to the end of a root word to change its meaning slightly.

Ask children to tell a partner what they already know about adding the suffix **-ing** to words ending in a consonant digraph or adjacent consonants such as **dress**, **rock** or **bump**.

Ask them to explain what they would do and confirm that we just add these suffixes with no change to the root word.

Call out some words that fit the patterns studied the previous day and ask the children to spell them: **checked**, **jumped**, **posted**, **buzzed**, **lifted**, **wished**, **stamped**, **thanked**.

TEACH

Explain that if a word has a vowel digraph before the final consonant, then we can just add **-ing** or **-ed** on the end, with no change to the word.

l	oo	k	+ed
---	----	---	-----

f	ee	l	+ing
---	----	---	------

s	l	ee	p	+ing
---	---	----	---	------

Present the children with the following words and invite them to add **-ing** and **-ed**: **cool**, **cook**.

Check the children are able to do this, and address any misconceptions over vowel sounds or missing consonants.

Call out a couple of root words from the review list and ask the children to add the suffixes **-ing** or **-ed**, recording the words on their whiteboards.

PRACTISE

Give the children the word grid below and ask them to add **-ing** and **-ed** to each word. They should be encouraged to cover up the words before attempting to spell them in the grid. Then they can uncover the word and check before moving onto the next one.

Challenge:

Some of the words in this pattern cannot be turned into the past tense by adding **-ed**. Some children could be challenged to record the past tense of **drink**, **stick**, **sleep**, and **sing**.

APPLY

Revisit learning and discuss any misconceptions.

Dictate a couple of short sentences using any of the words explored today. For example:

Today it rained.

I rested on my bed.

The dog was barking.

Jack is not feeling very well.

MINOR GAPS

Allow the children to work through the grid without covering up the words.

MAJOR GAPS

Build CVC words containing vowel digraphs, using plastic letters on a phoneme frame, then add **-ing**: **cheep**, **look**, **rain**, **cool**, **seem**, **bark**, **cook**, **keep**.

	add -ing	add -ed
jump		
peep		
look		
drool		
thank		
seem		
moan		
bark		
scratch		
rain		
rest		
cool		



LEARNING OBJECTIVE:Spell words ending with **-dge** such as **badge****SEQUENCE 8**Y2 Teach the /dʒ/ sound spelt **-dge** at the end of words or syllables**REVIEW**

Display words: **jam**, **jump**, **gem**, **ginger**, **joke**, **giant**, **gym** and ask the children to read them aloud. What can they tell you about the phoneme consonant letters **j** and **g**? Check that all children can hear that the initial sounds are the same in each word. Remind the children that we can write the phoneme /dʒ/ as a **j** or **g** at the beginning of or within words. Can they tell you which vowel letters are a clue as to which choice of consonant to use? Elicit that

- The /dʒ/ sound is often (but not always) spelt as **g** before **e**, **i** and **y**.
- The /dʒ/ sound is always spelt as **j** before **a**, **o** and **u**.

Hide the words on the board and ask the children to record these on their whiteboards as you call them out.

TEACH

Display the words **badge** and **hedge**. What can the children tell you about the /dʒ/ sound in these words? Establish that the phoneme is heard at the end of a word or syllable. Teach the children that the letter **j** never comes at the end of a word in English. Model building the words using a phoneme frame and point to the vowel phoneme as you say it:

b	a	dge	h	e	dge	m	i	dge
l	o	dge	f	u	dge			

What can the children tell you about the vowel sound when **dge** comes at the end of a syllable? Establish that in each case we can hear a short vowel sound. At the end of a word or syllable, the /dʒ/ sound is spelt **dge** straight after the **a**, **e**, **i**, **o**, **u** (/æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/, /ʊ/) sounds.

Call out the words **dodge** and **nudge**. Can the children have a go at spelling these on their whiteboards?

BUFFER ZONE - Do not move on until children are secure with the above learning

Now model segmenting the word **fridge** and ask children to spell **bridge** independently. Check children's spellings and clarify any misconceptions. It is especially important that children understand that the **dge** is found at the end of a syllable, and more confident spellers can then go on to create multisyllabic words using this grapheme. Clap the word and demonstrate that the word **badger** has two syllables and the **dge** is at the end of the first syllable. Can the children try to write the word **badger**? Do the same for the word **fridges**.

PRACTISE

Give pairs of children a copy of the grid below and some coloured counters. Children can take it in turns to find words that have the grapheme **dge** at the end of a word or syllable. Each word will form a chain from left to right (although not necessarily all the way across). Words can only be made from graphemes adjacent to each other on the grid.

As a child identifies a word, their partner should read it aloud and say whether it is a real word. If they agree that it is correct, the children should cover each letter with a counter, and both try writing the word down. They can then remove the counters and check that they have spelt the word correctly.

At the end of the game, challenge the children to tell the class a word that they have found that they think no one else will have spotted. Explore the vocabulary.

Challenge:

Can children think of any other **dge** words that are not in the grid? (**wedge, midge, widget, splodge, smudge**, for example)

APPLY

What can the children tell you about which version of the /dz/ sound they should choose when spelling the words? Is there anything that could help us make the right choice of grapheme?

Invite the children to create sentences using the words they have found on the board.

MINOR GAPS

Give children a copy of the grid below.

Children can work in pairs or a small group to find as many words as possible that have the grapheme **dge** at the end of a syllable, by drawing a coloured line through the boxes containing the letters for that word. Each word will form a chain from left to right. A letter can be used more than once but must be adjacent to the letter before and after it in the word.

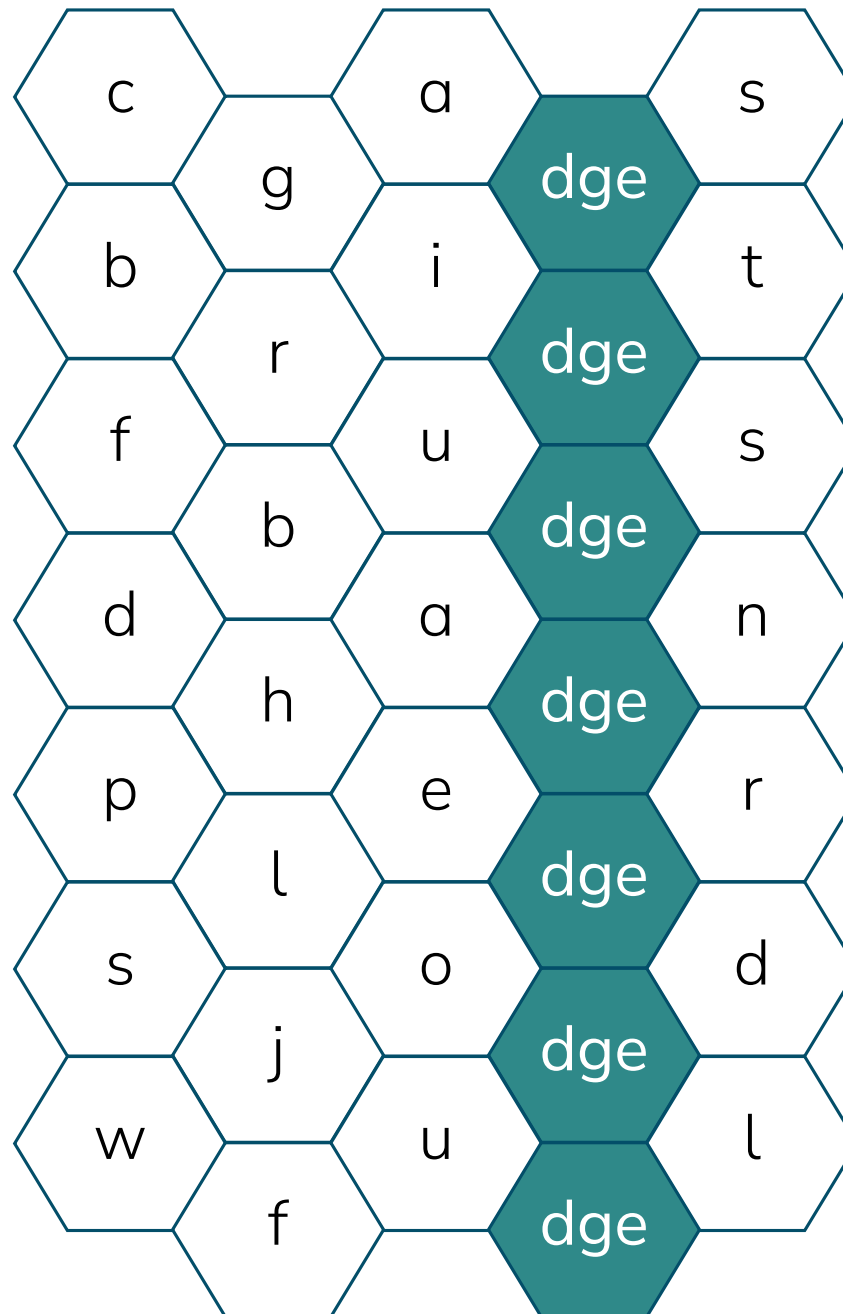
Children can then record their collection of words.

MAJOR GAPS

Focus on CVC words that begin or end with the /dz/ phoneme, using a threebox phoneme frame.

Call out words and orally segment them before asking the child to build the word onto the frame using plastic letters or cards, whereby the **dge** grapheme is joined. The child must then choose whether to represent the sound as **j** or **dge**. For example: **j-o-g, n-u-dge, l-e-dge, j-a-m, j-o-b, d-o-dge**.

Ensure the child knows the meaning of each word.



LEARNING OBJECTIVE:

Spell some more common exception words

SEQUENCE 12

Y2 Teach Y2 common exception words

REVIEW

On the whiteboard, record some of the Y1 CEWs that you have noticed the children misspelling. Together, identify the tricky parts of words the children misspell.

Now cover the words and call them out for the children to record on their whiteboards. Invite them to compare with a partner and make a note of any that they are still misspelling (e.g. in the back of their English book).

Share some mnemonics that might help the children remember the words, e.g. **There is no hay in they.**

Check that the children can read all of the Y2 words on the non-statutory word list from the national curriculum. Pay special attention to words that have GPCs taught for reading in Y1 and come up in screening checks, e.g. **grass**, **class**, **father**, to cover the alternative a phoneme taught for reading in Y1.

TEACH

Remind children that common exception words can seem like challenging words, but even they have some predictable graphemes. There is normally just one problematic bit – a letter or letters that does or do not fit our known GPCs. Together, identify the tricky parts of commonly misspelt words such as **said**. The **s** and the **d** are logical, but the **ai** does not seem to fit with the pronunciation. Show the children that this word does fit the spelling patterns for other verbs moving from present to past tense: **pay > paid**, **lay > laid** and **say > said**. (Pronunciation has possibly changed over time.)

Model how the use of mnemonics can be used to aid spelling of these words. **NB** Try not to make them too complex, and try to include the word as the first letter, so the child has less to remember. Or just create a mnemonic for the tricky bit such as:

Was = w and s / saw = s and w

Analogy also helps, e.g. **Two is like twenty, twelve or twins.**

Support children to find words that all follow the same pattern and create a silly sentence, e.g: **I am told the old gold is cold to hold.**

Non-statutory guidance from the national curriculum:

- **children** is not an exception to what has been taught so far but is included because of its relationship with **child**.
- some words are exceptions in some accents but not in others, e.g. **past**, **last**, **fast**, **path** and **bath** are not exceptions in accents where the **a** in these words is pronounced /æ/, as in **cat**.
- **great**, **break** and **steak** are the only common words where the /eɪ/ sound is spelt **ea**.

PRACTISE

Roll and Spell game below, using some of the more challenging words from the Year 1 CEW list as well as some of the highest-frequency Y2 words.

Give out the Roll and Spell game to pairs of children. You need a die and a set of different coloured counters for each child. Children roll the die and choose a word from the column of the same number. They then cover the word up and try to spell it on their whiteboard. If they can spell the word correctly, they can put one of their counters on the word. How many counters can each child get on the board?

MINOR GAPS

Focus on Y1 CEWs listed below.

MAJOR GAPS

Review Letters and Sounds Phase 3 tricky words: **he, she, me, we, be, was, all, are, my, her** (or RWI red words set 2).

Focus on the Letters and Sounds Phase 4 tricky words: **said, have, like, so, do, some, come, little, one, were, there, what, when, out.**

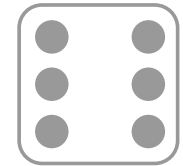
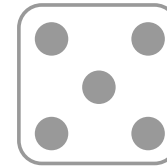
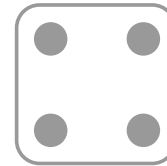
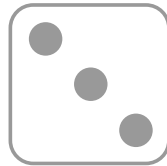
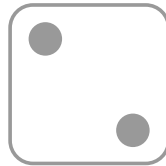
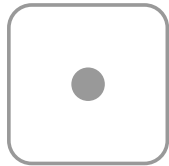
APPLY

Revisit learning and discuss any misconceptions.

Children should start seeing these words as "non-negotiable" and monitor them in their own writing. Support the children to proofread their writing and self-correct any of these words when they are misspelt.

Y1 national curriculum nonstatutory word list and guidance	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used.
Y2 national curriculum nonstatutory word list and guidance	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, Mr, Mrs, parents, Christmas – and/or others, according to the programme used.

ROLL AND SPELL



where	there	once	they	come	some
ask	friend	your	push	school	said
could	should	would	because	every	even
child	again	who	half	many	any
great	past	only	most	after	people

Play with a partner. You need a die and a set of different-coloured counters each. Take turns to roll the die and choose a word from the column of the same number. Then cover the word up and try to spell it on your whiteboard. If you can spell the word correctly, you can put one of your counters on the word. How many counters can each of you get on the board?

LEARNING OBJECTIVE:

Explore the spelling of compound words

SEQUENCE 90

Y2 Review compound words

REVIEW

Display the following words and ask the children to read them aloud:
writing, room, butter, hand, watch, bath, stop, flies.

Invite the children to try to make four new (real) words by putting the above words into pairs. They can record these on their whiteboards. Take suggestions for the new words and confirm that these are **handwriting, bathroom, stopwatch** and **butterflies**.

Ask the children whether they can remember the correct term for these type of words that are made up of two or more root words. Confirm that these are known as **compound words**.

TEACH

Teach children that they can spell these words accurately if they segment each of the sounds from the first word, check it, then begin on the second part of the word.

Model this process, choosing a few words with trickier GPCs in one or both of the root words,

e.g.

hand + writing

bath + room

stop + watch

butter + flies

PRACTISE

Pairs game: Copy the grid below onto card and ensure you have enough for between two children. Chop the words up and give a complete set of both colours to each pair of children.

Children turn the card face down and take it in turns to pick a card of each colour. If they can make a compound word from both cards, they can keep the pair. If not, they replace the cards face down and their partner takes a turn to pick two cards.

The game ends when no further pairs can be made. Note that there is more than one possibility for several of the words.

At the end of the game, children can test each other on the spellings of the words they have created.

MINOR GAPS

Children work with a partner to find the pairs, using the same activity as above.

MAJOR GAPS

Focus on building compound words for spelling, using words that do not present unusual GPCs, e.g.

bed + room

moon + light

play + time

lap + top

rain + coat

birth + day

Put each root word on a card and invite the children to create compound words. Then turn the words over and try to spell them.

APPLY

Revisit learning and discuss any misconceptions.

Can the children make up some sentences of their own using any of the compound words they have met? For example:

I left my homework in my bedroom.

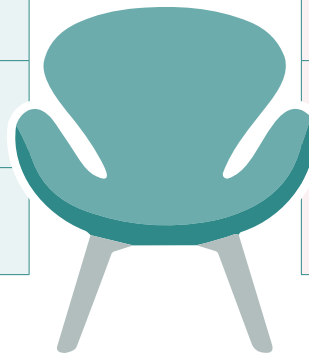
We threw snowballs at the waterfall.

My grandmother is in a wheelchair.

Can the children think of any other compound words?

COMPOUND WORD PAIRS GAME

birth	butter
stop	cheese
hand	arm
water	fire
grave	eye
under	grand
home	every
beef	some
after	tooth
cross	wheel



day	flies
watch	cake
writing	band
fall	place
yard	sight
wear	mother
work	body
burger	where
noon	paste
word	chair

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