



Spelling Track Back Year 2

This document can be used to: track back learning to identify where any misconceptions or gaps in learning may be present, differentiate for pupils who need to accelerate to age-related expectations and support teachers in securing their subject knowledge. Some statements track back to both the alternative representations of a sound (graphemes) and the alternative pronunciations (phoneme) as misconceptions could be found in either of these areas. Reading has also been referred to where appropriate. To bridge the skills of reading and spelling use scaffolds such as word banks, lists, charts, displays.



Contents

3. The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
The /s/ sound spelt c before e, i and y (race, city, fancy)

4. The /n/ sound spelt kn- and (less often) gn- at the beginning of words (knock, gnat)
The /r/ sound spelt wr- at the beginning of words (write)

5. The /l/ or /əl/ sound spelt -le, -el, -al, -il at the end of words
The /aɪ/ sound spelt -y at the end of words (reply)

6. Adding -es to nouns and verbs ending in -y (flies, babies)
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copied, copier, copying, happiest, happier)
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (hiking, hiked, hiker, nicer, nicest)
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, sadder, saddest)

7. The /ɔ:/ sound spelt a before l and ll (ball, always)
The /ʌ/ sound spelt o (mother)

8. The /i:/ sound spelt -ey (donkey)
The /ɒ/ sound spelt a after w and qu (watch, squash)

9. The /ɜ:/ sound spelt or after w (word)
The /ɔ:/ sound spelt ar after w (warm)

10. The /ʒ/ sound spelt s (television)
The suffixes -ment, -ness, -ful, -less and -ly (enjoyment, merriment, sadness, happiness careful, plentiful, hopeless, badly)

11. Contractions (can't, didn't, hasn't, couldn't, it's, I'll)
The possessive apostrophe – singular nouns (Megan's, the girl's, the man's)

12. Words ending in -tion (station)

13. International Phonetic Alphabet

Spelling Track Back - Year 2

Year group statutory requirements and content to be introduced

Year 2

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, huge, gem, giant, energy)

Year 1

Revise previous learning
Soft /g/ for reading only (giant)

Letters and Sounds Phases (2-4)

Ph 2
/g/ sound spelt g-/-g (pig/gas)

Ph 3
/dʒ/ sound spelt j- (jam)

KEY

-  Phases 2-4
-  Year 1
-  Year 2
-  Tip
-  Non-statutory Guidance

[Links to reading](#)

[Tricky words for spelling](#)

Year 2

The /s/ sound spelt c before e, i and y (race, city, fancy)

Year 1

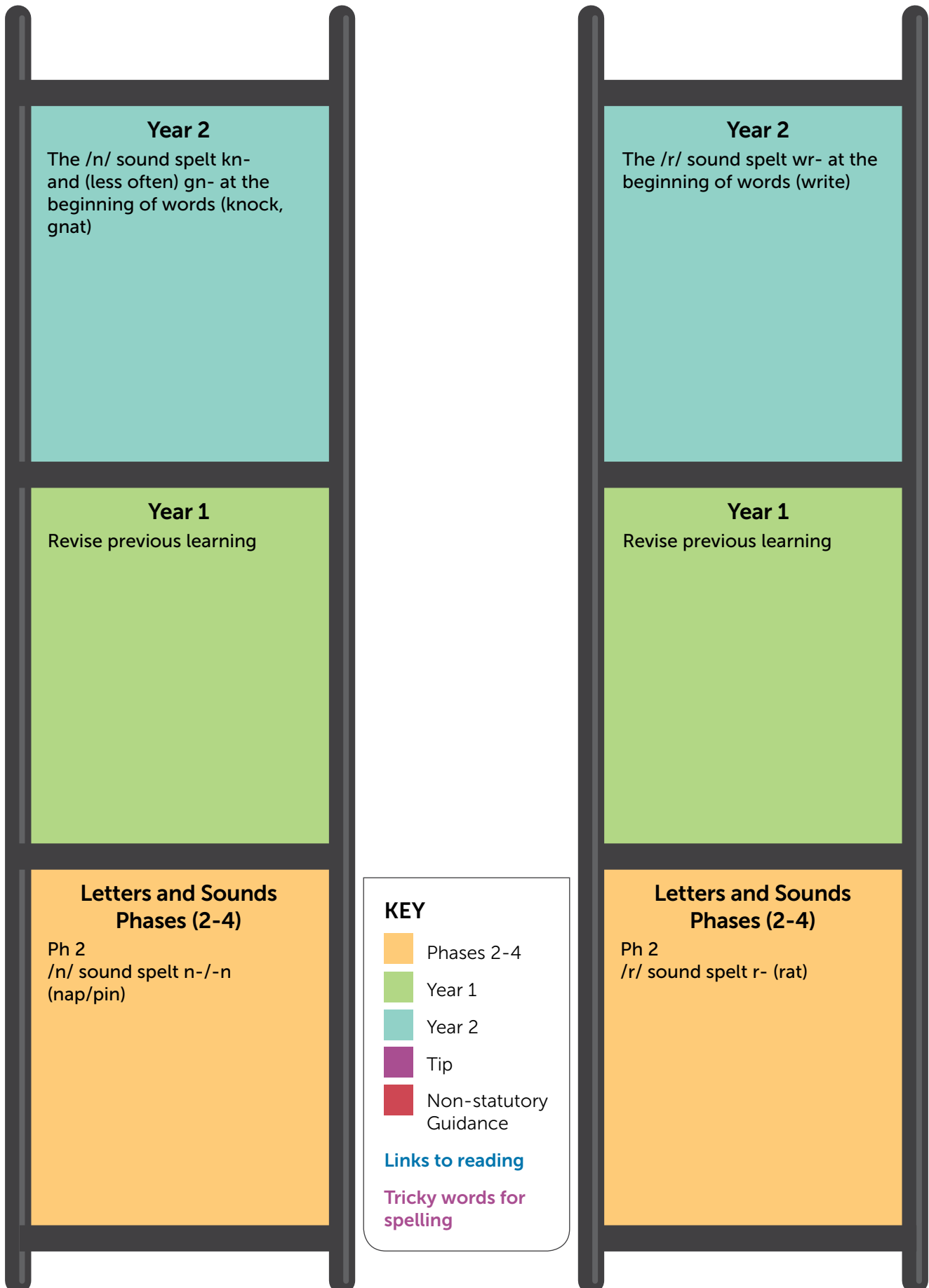
The /s/sound spelt -ss (miss)
Soft /c/ for reading only (circle)
Spelling of CEW: once

Letters and Sounds Phases (2-4)

Ph 2
/s/ sound spelt s-/-ss (sat/miss)

Spelling Track Back - Year 2

Year group statutory requirements and content to be introduced



Spelling Track Back - Year 2

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Year 2

The /l/ or /əl/ sound spelt -le at the end of words (table)

The /l/ or /əl/ sound spelt -el at the end of words (camel)

The /l/ or /əl/ sound spelt -al at the end of words

Words ending in -il (pencil)

Year 1

The sound /l/ spelt -ll (well)

Letters and Sounds Phases (2-4)

Ph 2

/l/ sound spelt l-/-ll (leg/doll)

KEY

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[Links to reading](#)

[Tricky words for spelling](#)

Year 2

The /aɪ/ sound spelt -y at the end of words (reply)

Year 1

/aɪ/ sound spelt i-e/-ie/-igh/ (five/tie/high)

Letters and Sounds Phases (2-4)

Ph 3

/aɪ/ sound spelt -igh (high)

Spelling Track Back - Year 2

Year group statutory requirements and content to be introduced

Year 2

Adding -es to nouns and verbs ending in -y (flies, babies)

Year 1

Reads words containing -s and -es including where changes are needed to the root

Adding -s and -es to words (cats, catches)

Letters and Sounds Phases (2-4)

Ph 2
/s/ sound spelt -s (cats)

Year 2

Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copied, copier, copying, happiest, happier)

Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (hiking, hiked, hiker, nicer, nicest)

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, sadder, saddest)

Year 1

Reads words containing -ed, -ing, -er and -est including where changes are needed to the root e.g. diving and biggest

Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter)

Adding -er and -est to adjectives where no change is needed to the root word (quicker, quickest)

/ə/ sound spelt er (unstressed schwa sound- farmer, better, under)

/ɜ:/ sound spelt -er/-ur/-ir (germ/burn/girl)

Tip

These may need to be reviewed as they represent digraphs in some of the endings being added.

KEY

- Phases 2-4
- Year 1
- Year 2
- Tip
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[Links to reading](#)

[Tricky words for spelling](#)

Letters and Sounds Phases (2-4)

Ph 3 /ŋ/ sound spelt -ng (ring)

Ph 3 ə/ sound spelt er (unstressed schwa sound- farmer, better, under)

/ɜ:/ sound spelt -ur (burn)

Ph 3 [Reading and spelling two syllable words \(each syllable is cvc\) e.g. sadness](#)

Ph 4 [Reading e.g. softest, hardest, floated](#)

Spelling Track Back - Year 2

Year group statutory requirements and content to be introduced

Year 2

The /ɔ:/ sound spelt a before l and ll (ball, always)

Year 1

/ɔ:/ sound spelt or/ore/aw/au (for/more/saw/haunt)

Spelling CEW: called

Letters and Sounds Phases (2-4)

Ph 3

/ɔ:/ sound spelt or (for)

Reading tricky word: all

Ph 4

Spelling tricky word: all

KEY

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Links to reading

Tricky words for spelling

Year 2

The /ʌ/ sound spelt o (mother)

Year 1

Revise previous learning

Letters and Sounds Phases (2-4)

Ph 2

/ʌ/ sound spelt u (cup)

Spelling Track Back - Year 2

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Year 2

The /i:/ sound spelt -ey
(donkey)

Year 1

Words ending -y
(/i:/ or /ɪ/ - happy)

/i:/ sound spelt -ee-/e-e/ea/ie
(tree/these/sea/chief)

Letters and Sounds Phases (2-4)

Ph 3
/i:/ sound spelt -ee- (tree)

Tricky words for reading:
he, me, she, we, be

Ph 4
Tricky words for spelling:
he, me, she, we, be

KEY

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Links to reading

Tricky words for spelling

Year 2

The /b/ sound spelt a after w
and qu (watch, squash)

Year 1

Revise previous learning

Tricky word for spelling: what

Letters and Sounds Phases (2-4)

Ph 2
/b/ sound spelt -o- (pot)

Ph 3
Tricky word for reading: was

Ph 4
Tricky word for reading: what
Tricky words for spelling: was

Spelling Track Back - Year 2

Year group statutory requirements and content to be introduced

Year 2

The /ɜ:/ sound spelt or after w
(word)

Year 1

/ɜ:/ sound spelt -er/-ur/-ir
(germ/burn/girl)

Letters and Sounds Phases (2-4)

Ph 3

/ɜ:/ sound spelt -ur (burn)

Tricky word for reading: her

Ph 4

Tricky word for spelling: her

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Tricky words for spelling

Year 2

The /ɔ:/ sound spelt ar after w
(warm)

Year 1

/ɔ:/ sound spelt or/ore/aw/au
(for/more/saw/haunt)

Letters and Sounds Phases (2-4)

Ph 3

/ɔ:/ sound spelt or (for)

Spelling Track Back - Year 2

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<p>Year 2 The /z/ sound spelt s (television)</p>	<p>Year 2 The suffixes –ment, –ness, –ful, –less and –ly (enjoyment, merriment, sadness, happiness careful, plentiful, hopeless, badly)</p>
<p>Year 1 Read new phoneme /z/ /zh/ as in treasure</p>	<p>Year 1 Reading suffixes –ment, – ness, –ful, –less and –ly</p>
<p>Letters and Sounds Phases (2-4) No related statement</p>	<p>Letters and Sounds Phases (2-4) Ph 3 Reading and spelling two syllable words (each syllable is cvc) e.g. sadness Ph 4 Reading and spelling two and three syllable words including adjacent consonants e.g. freshness</p>

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<p>Year 2</p> <p>Contractions (can't, didn't, hasn't, couldn't, it's, I'll)</p>	<p>Year 2</p> <p>The possessive apostrophe – singular nouns (Megan's, the girl's, the man's)</p>
<p>Year 1</p> <p>Spelling HFW: it's, don't</p> <p>Reading HFW: I'm, I'll, we'll, don't</p>	<p>Year 1</p> <p>Revise previous learning</p>
<p>Letters and Sounds Phases (2-4)</p> <p>No related statement</p>	<p>Letters and Sounds Phases (2-4)</p> <p>Reading possessive apostrophe in book band red</p>

KEY

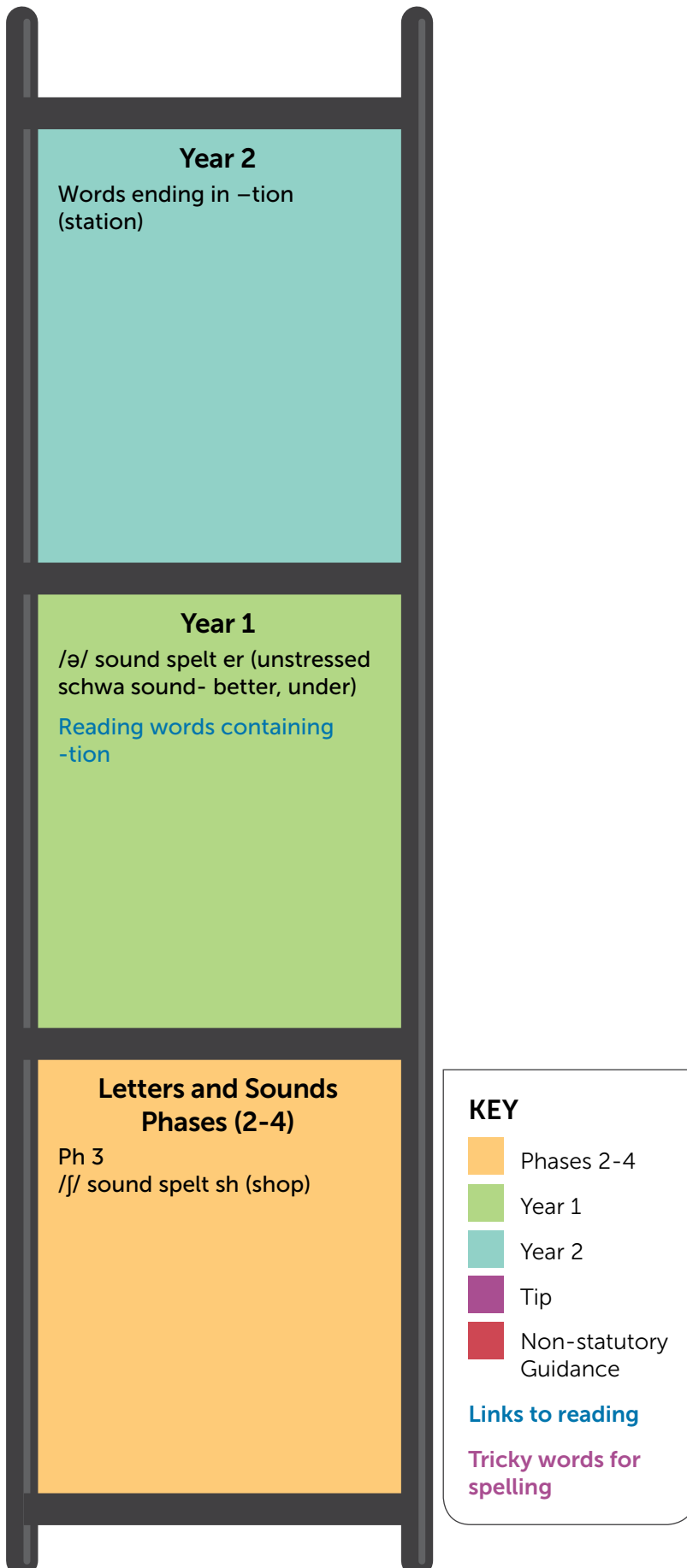
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Links to reading

Tricky words for spelling

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International Phonetic Alphabet (Non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). It is intended simply as guidance for teachers in understanding the IPA symbols used above.

Consonants

/b/	bad
/d/	dog
/ð/	this
/dʒ/	gem, jug
/f/	if, puff, photo
/g/	gum
/h/	how
/j/	yes
/k/	cat, check, key, school
/l/	leg, hill
/m/	man
/n/	man
/ŋ/	sing
/θ/	both
/p/	pet
/r/	red
/s/	sit, miss, cell
/ʃ/	she, chef
/t/	tea
/tʃ/	check
/v/	vet
/w/	wet, when
/z/	zip, hens, buzz
/ʒ/	pleasure

Vowels

/ɑ:/	father, arm
/ɒ/	hot
/æ/	cat
/aɪ/	mind, fine, pie, high
/aʊ/	out, cow
/ɛ/	hen, head
/eɪ/	say, came, bait
/ɛə/	air
/əʊ/	cold, boat, cone, blow
/ɪ/	hit
/ɪə/	beer
/i:/	she, bead, see, scheme, chief
/ɔ:/	launch, raw, born
/ɔɪ/	coin, boy
/ʊ/	book
/ʊə/	tour
/u:/	room, you, blue, brute
/ʌ/	cup
/ɜ:/	fern, turn, girl
/ə/	farmer