



Melbourne
Infant School

Year 2 Spelling Meeting



Spelling Choices

The children learn lots of spelling choices at school. The important thing to note is that in writing they should be at least considering and using one of them.

Phases 2 3 5

Grapheme Chart


| | | | | | | | | | | | | |
|-------|---------|-----|-----|------|--------|------|-----|-----|------|----|----|-----|
| | | | | | | | | | | | | |
| s | a | t | p | i | n | m | d | g | o | c | e | u |
| ss | | | | | kn | mb | | | (w)a | k | ea | o |
| c(e) | | | | | gn | | | | | ck | | |
| c(i) | | | | | | | | | | ch | | |
| c(y) | | | | | | | | | | | | |
| sc | | | | | | | | | | | | |
| st(l) | r | h | b | f | l | j | v | w | x | y | z | qu |
| se | wr | | | ff | ll | g(e) | | wh | | | zz | |
| | | | | ph | le | g(i) | | | | | se | |
| | | | | | | g(y) | | | | | | |
| | | | | | | dge | | | | | | |
| | | | | | | | | | | | | |
| ch | sh | th | ng | ai | ee | igh | oa | oo | oo | ar | or | ur |
| tch | ch | | | ay | ea | ie | ow | ew | u | | aw | er |
| | c(ial) | | | a-e | e-e | i-e | o-e | ue | oul | | al | ir |
| | c(ian) | | | eigh | ie | y | o | u-e | | | al | ear |
| | t(ion) | | | ey | y | i | oe | | | | | |
| | ss(ion) | | | ei | ey | | | | | | | |
| | | | | | | | | | | | | |
| ow | oi | ear | air | ure | zh | | | | | | | |
| ou | oy | ere | are | | s(ion) | | | | | | | |
| | | eer | ear | | s(ual) | | | | | | | |
| | | | | | s(ure) | | | | | | | |

Sun, Apple, Tap, Pan, Insect, Nest, Mat, Dog, Goat, Octopus, Cat, Elephant, Umbrella, Rat, Hat, Bag, Fan, Leg, Jam, Van, Web, Fox, Yell, Zip, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Owl, Coins, Ear, Chair, Manure, Treasure

Pearson

Common Exception Words

Children need to learn to be able to spell the Year 1 and 2 Common Exception words (Ninja Words). The children should be able to independently write these during writing opportunities and each classroom has them visible for the children to refer to.



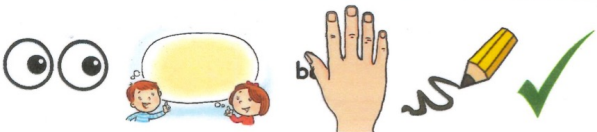


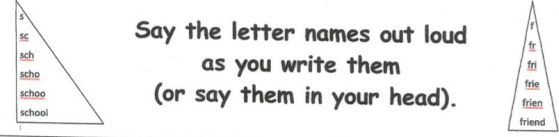

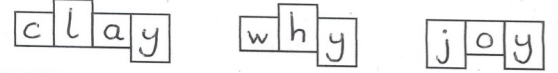
Year 1 and 2
Common Exception Words Mat


Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

| | | | | | | | | |
|--|---|--|---|--|---|---|--|--|
| <u>Aa</u> a after again any are ask | <u>Bb</u> bath be beautiful because behind both break busy by | <u>Cc</u> child children Christmas class climb clothes cold come could | <u>Dd</u> do door | <u>Ee</u> even every everybody eye | <u>Ff</u> fast father find floor friend full | <u>Gg</u> go gold grass great | <u>Hh</u> half has he here his hold hour house | <u>Ii</u> I improve is |
| <u>Kk</u> kind | <u>Mm</u> many me mind money most move Mr Mrs my | <u>Nn</u> no | <u>Oo</u> of old once one only our | <u>Pp</u> parents pass past path people plant poor pretty prove pull push put | <u>Ss</u> said says school she should so some steak sugar sure | <u>Tt</u> the there they to today told | <u>Ww</u> was water we were where who whole wild would | <u>Yy</u> you your |
| <u>Ll</u> last love | ar or ur ow oi ear air ure er | | | ai ee igh oa oo | | | | |
| ch sh th ng qu | | | | twinkl visit twinkl.com | | ss ff ll zz | | |

Spelling Strategies

We use many different strategies in school to practice spellings – usually in SODA time.

| | |
|--|---|
| <p>Look, say, cover, write, check</p> |  |
| <p>Sound buttons and sound lines</p> | <p>A ● for a sound with 1 letter and a ___ for a sound with 2 or more letters.</p> <p>b ● ea ch s o ● ck c a ke</p> |
| <p>Quick-write</p> |  <p>How many times can you write it in 30 seconds?</p> |
| <p>Drawing a picture around the word</p> |  |
| <p>Rainbow writing</p> | <p>says says says says says says says</p> |
| <p>Pyramid words Triangle words</p> | <p>Say the letter names out loud as you write them (or say them in your head).</p>  |
| <p>Clap the syllables</p> |  <p>Clap the syllables in a word.</p> <p>to-day tur-key al-pha-bet</p> |
| <p>Count the letters</p> | <p>house</p> <p>1 2 3 4 5</p> |
| <p>Boxing up</p> |  |



Spelling Assessment

From the Teacher Assessment Framework; in their independent writing;

Children **working towards** the expected standard can;
'spell **some** common exception words'

Children **working at the expected** standard can;
'spell **many** common exception words'

Children working at the **greater depth** standard can;
'spell **most** common exception words'



Spelling Vocabulary

- Root Word
- Patterns
- Prefix
- Suffix
- Contractions
- Homophones and Near Homophones

Spelling patterns

The **j** grapheme is never used at the end of English words. Instead, **-dge** is used after short vowel sounds and **-ge** is used after any other sound.

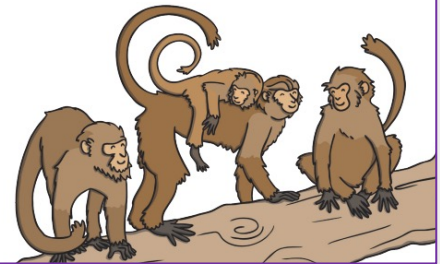
Example words:
badge, edge, bridge
huge, change, village



The **ee** sound is sometimes spelt **ey** at the end of a word. To make these words plural, you just add an **s**.

The possessive apostrophe is placed before the **-s** for a singular noun.

Example words:
Megan's, Ravi's, the girl's, the child's,
a man's



Usually spelling patterns that can be applied to groups of words or grammar aspects.



Prefixes and Suffixes

words where no change is needed to the **root words** can be changed by adding -ing, -ed, -er, -est or un-

buzzing

started

higher

brightest

unlock

Suffixes continued

a letter or group of letters can be added to the end of a word to make a new word with a slightly different meaning

enjoyment

careful / careless

sadness

proudly

Adding **-est** to the end of a word.

When adding **-est** to a root word ending in **y** (with a consonant before it), change the **y** to an **i**, then add **-est**.

Example words:

happiest, funniest, silliest

When adding **-est** to a root word ending in **e** (with a consonant before it), drop the **e**, then add **-est**.

Example words:

nicest, finest, rudest

When adding **-est** to one syllable words, the last consonant letter of the root word is **doubled**.

Example words:

saddest, fattest, slimmest





Contractions

an apostrophe used in place of a missing letter

I + will = I'll

I + am = I'm



we + will = we'll



Homophones and Near Homophones

| | | |
|--------------|--------------|----------------|
| there | their | they're |
| to | too | two |

bare

bear

one

won

sun

son

here

hear

see

sea

be

bee

quite

quiet

blue

blew

night

knight

