



# Wootton Bassett Infants' School

## Spelling progression: Year 2

These spellings are for the children in Year 2 who are working at the expected level for spellings and phonics. Any children working on the phonics phases in terms of their reading and phonics will also work on these for their spellings. They will follow the Year 1 progression document with their spellings linked to the phonics phase they are working on.

Term 1	Spellings	Words taught/revised and words for spelling books
Week 1	Initial Phonics/spelling Assessments	
Week 2	Recap long phoneme /ai/	train, made, great, gate, way, brake, they, break, steak, wait
Week 3	Recap long phoneme /ee/	see, seed, be, week, meat, bean, seen, even, every, everybody, money, people, here
Week 4	Recap long phoneme /igh/	write, night, sigh, try, fly, fight, bite, right, kite, my
Week 5	Recap long phoneme /oa/	so, toe, blow, road, roll, slow, toad, load, go,
Week 6	Recap /(y),oo/	Blue, glue, too, to, two, do, prove, improve, move
Week 7	Introducing Common Exception words	Y2 CEW list to be sent home for assessment after half term

Term 2	Spellings	Words taught/revised and words for spelling books
Week 1	Assessment - Common Exception Words	
Week 2	Adding the suffix s and -es for plurals	cats, eyes, runs, shouts, bushes, catches, washes, buses, passes
Week 3	Adding ed to verbs	hop, hopped, skip, skipped, jump, jumped, dance, danced, smile, smiled
Week 4	Adding ing to verbs	hopping, dancing, skipping, smiling, hoping, jumping
Week 5	Adding er to verbs to denote the person doing the action	runner, writer, reader, jumper, dancer, leader, teacher, footballer,



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Week 6	Adding -ing to a word ending in -y with a consonant before it	copying, crying, replying, marrying, carrying, flying, trying, drying, skiing, multiplying
Week 7	Common Exception Words revision	Common Exception Words revision

Term 3	Spellings	Words taught/revised and words for spelling books
Week 1	Adding the suffix -es	flies, multiplies, ladies, babies, carries, copies, bodies, families
Week 2	Adding er or est to words where there is no change/ words ending in e	fast, faster, fastest, slow, slower, slowest, brave, braver, bravest
Week 3	Adding er or est where the root word ends in a short vowel plus consonant	Mad, madder, maddest, wet, wetter, wettest, big, bigger, biggest
Week 4	Adding er est swapping y for i	happier, happiest, slimier, slimiest, tastier, tastiest, shinier, shiniest, replied, cried, funniest
Week 5	Adding -y to words ending in a short vowel and a consonant	funny, muddy, foggy, spotty, sloppy, happy, floppy,
Week 6	Adding -y to words ending in e	Shiny, lazy, crazy, breezy, wavy, spiky,
Week 7	Common Exception Words revision	Common Exception Words revision

Contractions taught through grammar/ writing opportunities



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Term 4	Spellings	Words taught/revised and words for spelling books
	Common Exception Words assessments	
Week 1	Adding ly to make adverbs	Sadly, quickly, slowly, loudly, quietly, bravely
Week 2	The sound /or/spelt a before l or ll	all, ball, call, walk, talk, always, small, fall, wall, altogether
Week 3	The sound /u/ spelt with an 'o'	Other, mother, brother, nothing, Monday, money, cover, discover, wonder, honey
Week 4	J spelt as ge, dge at the end of words and g before e, i and y	Gentle, giant, giraffe, energy, large, badge, bridge, magic, age, village, edge, huge
Week 5	Soft c (before i, y or e)	Price, concert, city, pencil, cycle, fancy, bicycle, space, circle, ice, face
Week 6	Common Exception Words revision	Common Exception Words revision sent home for revision with targeted words



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Term 5	Spellings	Words taught/revised and words for spelling books
Week 1	The sound /l/ spelt with -le at the end of words	Table, apple, bottle, little, middle, able, wobble, multiple, dazzle, riddle
Week 2	The sound /l/ spelt with an -el at the end of words	Camel, tunnel, squirrel, travel, towel, bagel, vowel, jewel
Week 3	The sound /l/ spelt with '-il' and '-al' at the end of words	Pencil, fossil, nostril, pupil, metal, pedal, capital, hospital, animal oval
Week 4	Adding -ing to words ending in a short vowel and a consonant	Clapping, drumming, shopping, grabbing, swimming, chatting, knitting, beginning, skipping, running
Week 5	Adding ing to words ending in -e or -ie	Making, smiling, sliding, shining, tickling, lying, shading, shuffling, bouncing, dancing, oozing, halving
Week 6	Adding ed to words ending in two consonant letters or a short vowel and a consonant	painted, jumped, buzzed, shopped, skipped, grabbed, dropped, hugged, skipped, chatted,
Week 7	Adding -ed, swapping y for i	dried, replied, multiplied, hurried, copied, carried, married, lied, tried, cried

Common Exception words revision for homework for those children who still need to learn them



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## Spelling progression: Year 2

Term 6	Spellings	Words taught/revised and words for spelling books
	Common Exception Words assessment	
Week 1	Adding the suffix -ful	joyful, thankful, cheerful, hopeful, painful, beautiful, colourful, thoughtful,
Week 2	Adding the suffix -less	endless, helpless, careless, harmless, sleepless, pointless, hopeless,
Week 3	Adding the suffix -ment	treatment, enjoyment, payment, agreement, punishment, basement,
Week 4	Adding the suffix -ness to a root word swapping -y for -i	cheekiness, dizziness, sleepiness, bossiness, stickiness, fussiness
Week 5	Words ending in -tion	potion, fiction, fraction, option, station, nation, anticipation
Week 6	Homophones	to, too, two, there, their, they're, hear, here, wear, where, bare, bare, see, sea,
Week 7	No spellings	