

## Read Write Inc. Spelling Year 2

### Curriculum in England matching chart

National Curriculum English programmes of study Year 2	<i>Read Write Inc. Spelling</i>
<b>Reading – word reading</b>	
<b>Pupils should be taught to:</b>	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	Throughout Year 2 programme.
Read accurately by blending the sounds in words that contain the graphemes taught so far.	Throughout Year 2 programme.
Read accurately words of two or more syllables that contain the same graphemes as above.	Throughout Year 2 programme.
Read words containing common suffixes.	<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
Read further common exception words.	<i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words.
<b>Writing – transcription</b>	
<b>Pupils should be taught to:</b>	
Spell by:	
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning to spell common exception words.</li> </ul>	Word banks online. <i>Jumping Red words</i> – every unit.
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms.</li> </ul>	<i>Practice Book 2A</i> Special focus 5: Contractions and apostrophes (p.40). <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43).
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular).</li> </ul>	<i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54). <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43).
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones.</li> </ul>	<i>Practice Book 2A</i> Special focus 2: Homophones (p.19).

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly .	<i>Practice Book 2B</i> Unit 13: Adding the suffix <b>–ment</b> (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix <b>–ness 1</b> (p.19) and adding the suffix <b>–ness 2</b> (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix <b>–ful</b> (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix <b>–less</b> (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix <b>–ly</b> (p.20).
Apply spelling rules and guidance, as listed in <u>English Appendix 1</u> .	See <u>Appendix 1</u> grid below.
Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.	Dictation activities in every unit, throughout the programme.

English Appendix 1: Spelling Year 2 content	<i>Read Write Inc. Spelling</i>
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.	Year 2A Unit 10 The <b>j</b> sound.
The /s/ sound spelt c before e, i and y.	Year 2A Unit 2 Soft <b>c</b> .
The /n/ sound spelt kn and (less often) gn at the beginning of words.	Year 2A Unit 6 The <b>n</b> sound spelt <b>kn</b> and <b>gn</b> .
The /r/ sound spelt wr at the beginning of words.	Year 2B Unit 1 The <b>r</b> sound spelt <b>wr</b> .
The /l/ or /əl/ sound spelt –le at the end of words.	Year 2B Unit 8 Words ending in <b>–le</b> .
The /l/ or /əl/ sound spelt –el at the end of words.	Year 2B Unit 9 Words ending in <b>–el</b> .
The /l/ or /əl/ sound spelt –al at the end of words.	Year 2B Unit 10 Words ending in <b>–al</b> .
Words ending –il.	Year 2B Special Focus 3 Words ending in <b>–il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The /aɪ/ sound spelt –y at the end of words.	Year 2A Unit 7 The <b>igh</b> sound spelt <b>y</b> .
Adding –es to nouns and verbs ending in –y.	Year 2B Unit 15 Adding the suffix <b>–es</b> (where the root word ends in <b>y</b> ).
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	Year 2A Unit 13 Adding the suffix <b>–ed</b> (2) (swapping <b>y</b> for <b>i</b> ). Year 2B Unit 3 Adding the suffixes <b>–er</b> or <b>–est</b> (2) (swapping <b>y</b> for <b>i</b> ).
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.	Year 2A Unit 4 Adding the suffix <b>–y</b> (2) (to words ending in <b>e</b> ). Year 2A Unit 9 Adding the suffix <b>–ing</b> (2) (to words ending in <b>e</b> or <b>ie</b> ). Year 2A Unit 14 Adding the suffix <b>–ed</b> (3) (dropping <b>e</b> to add <b>–ed</b> , and revision of doubling final consonant and swapping <b>y</b> for <b>i</b> ). Year 2B Unit 2 Adding the suffixes <b>–er</b> or <b>–est</b> (1) (words where no change is needed; words ending in <b>e</b> ).

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.	Year 2A Unit 3 Adding the suffix <b>–y</b> (1) <i>(to words ending in a short vowel and a consonant)</i> . Year 2A Unit 8 Adding the suffix <b>–ing</b> (1) <i>(to words ending in a short vowel and a consonant)</i> . Year 2B Unit 4 Adding the suffixes <b>–er</b> or <b>–est</b> (3) <i>(doubling consonant, where the root word ends in short vowel plus consonant)</i> .
The /ɔ:/ sound spelt a before l and ll.	Year 2A Unit 1 The <b>or</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b> .
The /ʌ/ sound spelt o.	Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
The /i:/ sound spelt –ey.	Year 2B Unit 5 The <b>ee</b> sound spelt <b>ey</b> .
The /ɒ/ sound spelt a after w and qu.	Year 2A Unit 11 The <b>o</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b> .
The /ɜ:/ sound spelt or after w.	Year 2B Special Focus 5 The <b>ir</b> sound spelt <b>or</b> after <b>w</b> .
The /ɔ:/ sound spelt ar after w.	Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
The /z/ sound spelt s.	Year 2B Special Focus 3 Words ending in <b>–il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The suffixes –ment, –ness, –ful, –less and –ly.	Year 2A Unit 5, <b>–ly</b> Adding the suffix <b>–ly</b> <i>(to words to make adverbs)</i> . Year 2B Unit 6, <b>–ness</b> (1) Adding the suffix <b>–ness</b> (1) <i>(adding to a root word with no change to the root word)</i> . Year 2B Unit 7, <b>–ness</b> (2) Adding the suffix <b>–ness</b> (2) <i>(swapping y to i)</i> . Year 2B Unit 11, <b>–ful</b> Adding the suffix <b>–ful</b> Year 2B Unit 12, <b>–less</b> Adding the suffix <b>–less</b> . Year 2B Unit 13, <b>–ment</b> Adding the suffix <b>–ment</b> .
Contractions.	Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 6 Contractions and apostrophes.
Possessive apostrophe (singular nouns).	Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 7 Possessive apostrophes.
Words ending in –tion.	Year 2B Unit 14 Words ending in <b>–tion</b> .
Homophones and near-homophones.	Year 2A Special Focus 2 Homophones. Year 2A Special Focus 4 Homophones. Year 2B Special Focus 2 Homophones.
Common exception words.	Red words (including all the common exception words for Year 2) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping red words</i> , <i>Dictation</i> and <i>Words to log and Learn</i> .