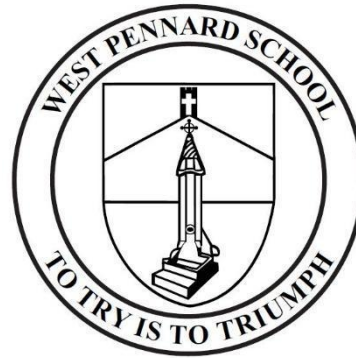




West Pennard C of E Primary School

Phonics and Spelling Progression (Year 2)

(2025-2026)

Our school vision...

'Since God so loved us, so we must love one another'

(1 John 4 v11)

Valuing our Christian foundation, we care for each other and our world.

We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.

Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.

Phonics/Spelling

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach the children to use a range of effective spelling strategies;
- Encourage creativity and the use of more ambitious vocabulary in their writing;
- Enable children to write independently;
- Enhance proof reading and editing skills;
- Encourage children to identify patterns in words and spellings;
- Promote a positive and confident attitude towards spelling;
- Help children to use a range of dictionaries and spell checks effectively;
- Help children recognise that spelling is a lifelong skill;
- Provide equal opportunities for all pupils to achieve success in spelling.
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Specific sessions following the Spelling Bug programme are taught at least three times a week in EYFS and Key Stage 1. In KS2 spelling is taught based upon the New 2014 National Curriculum framework using Westover Green resources. Throughout Key Stage 2 small groups of children may work with TAs continuing with the appropriate phase of Letters and Sounds, or interventions such as Toe by Toe, where phonic knowledge is not yet embedded.

Phonics/Spellings Progressions (Year 2)

Children work through revision of phonics phrase and then move on to spelling patterns linked to their phonic knowledge.

Phonic Phase	Statutory requirements	Example words (non-statutory)	Rules and guidance (non-statutory)
2+	Common exception words	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 programme used.	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea . Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.
5	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, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	The letter j is never used for the /dʒ/ (“dge”) sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʊ/ and /ʌ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, 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.
5	The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy	
5	The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.
5	The /ɹ/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap	This spelling probably also reflects an old pronunciation.
5	The /aɪ/ sound spelt -y at the end of words	cry, fly, dry, try, reply, July	This is by far the most common spelling for this sound at the end of words.
5	The /ʌ/ sound spelt o	other, mother, brother, nothing, Monday	
5	The /i:/ sound spelt -ey	key, donkey, monkey, chimney, valley	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys</i> , etc.).
5	Homophones and near-homophones	there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	It is important to know the difference in meaning between homophones.
6	Adding -es to nouns and verbs ending in -y	flies, tries, replies, copies, babies, carries	The y is changed to i before -es is added.
6	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .

Phonic Phase	Statutory requirements	Example words (non-statutory)	Rules and guidance (non-statutory)
6	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. The exception is <i>being</i> .
6	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, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .
6	The /ɒ/ sound spelt a after w and qu	want, watch, wander, quantity, squash	a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu.
6	The /ɜ:/sound spelt or after w	word, work, worm, world, worth	There are not many of these words.
6	The /ɔ:/sound spelt ar after w	war, warm, towards	There are not many of these words.
6	The /z/ sound spelt s	television, treasure, usual	
6	The suffixes –ment, –ness, –ful, –less and ‘-ly’	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.
>6	Contractions	can’t, didn’t, hasn’t, couldn’t, it’s, I’ll	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t</i> – <i>cannot</i>). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the possessive.
>6	Words ending in –tion	station, fiction, motion, national, section	
5 and 6	The /ɔ:/ sound spelt a before l and ll	all, ball, call, walk, talk, always	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.
	Consolidation		
grammar	The possessive apostrophe (singular nouns)	Megan’s, Ravi’s, the girl’s, the child’s, the man’s	