

Red Rose Year 2 Spelling – Progression Trajectory

| Alternative Graphemes for Phonemes | |
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| Autumn 1 | Week 1 /ee/ alternative graphemes |
| | Week 2 /oo/ and /y(oo)/ alternative graphemes |
| | Week 3 /ai/ alternative graphemes |
| | Week 4 /igh/ alternative graphemes |
| | Week 5 /oa/ alternative graphemes |
| | Week 6 /ow/ alternative graphemes /oi/ alternative graphemes /ar/ alternative graphemes |
| Autumn 2 | Week 1 /u/ alternative graphemes /or/ alternative graphemes |
| | Week 2 /ur/ alternative graphemes /air/ alternative graphemes |
| Spelling Progression | |
| Week 3 | Add the endings -ing , -ed , -er and -est to words where no change is needed to the root, e.g. <i>plant</i> , <i>planting</i> , <i>planted</i> ; <i>poor</i> , <i>poorer</i> , <i>poorest</i> . Add the suffix -ly to words where no change is needed to the root, e.g. <i>kind</i> , <i>kindly</i> ; <i>slow</i> , <i>slowly</i> ; <i>careful</i> , <i>carefully</i> . |
| Week 4 | Words with contracted forms, e.g. <i>can't</i> , <i>didn't</i> , <i>couldn't</i> , <i>it's</i> , <i>I'll</i> , <i>hasn't</i> , <i>they're</i> . |
| Week 5 | Spell correctly and distinguish between the homophones, no/know, nit/knit, not/knot, night/knight and need/knead. The /n/ sound spelt kn and gn at the beginning of words, e.g. <i>knee</i> , <i>gnat</i> . The /n/ sound spelt gn at the end of words, e.g. <i>sign</i> , <i>design</i> . |
| Week 6 | Add -es to nouns and verbs ending in -y , e.g. <i>baby</i> , <i>babies</i> ; <i>copy</i> , <i>copies</i> . |
| Spring 1 | Week 1 The /s/ sound spelt c before e, i and y, e.g. <i>ice</i> , <i>cell</i> . The /dʒ/ sound spelt ge and dge at the end, e.g. <i>age</i> , <i>badge</i> , and spelt as g elsewhere, e.g. <i>magic</i> , <i>giant</i> . |
| | Week 2 The /l/ sound spelt -le at the end of words, e.g. <i>table</i> , <i>apple</i> . Add the suffix -ly to words ending in -le , e.g. <i>crumble</i> , <i>crumbly</i> ; <i>gentle</i> , <i>gently</i> ; <i>wrinkle</i> , <i>wrinkly</i> . |
| | Week 3 Add the endings -ing and -ed to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>pat</i> , <i>patting</i> , <i>patted</i> . |
| | Week 4 Add the endings -er and -est to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>fit</i> , <i>fitter</i> , <i>fittest</i> . |
| | Week 5 Spell correctly and distinguish between the homophones, there/their/they're and your/you're. |
| | Week 6 The /ar/ sound spelt -y at the end of words, e.g. <i>try</i> , <i>reply</i> . The /i:/ sound spelt -ey , e.g. <i>key</i> , <i>donkey</i> . |
| Spring 2 | Week 1 Add the suffixes -ful and -less , e.g. <i>play</i> , <i>playful</i> ; <i>care</i> , <i>careful</i> , <i>careless</i> ; <i>hope</i> , <i>hopeful</i> , <i>hopeless</i> . |
| | Week 2 Add the endings -ing and -ed to words ending in -e with a consonant before it, e.g. <i>hike</i> , <i>hiking</i> , <i>hiked</i> . |

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| | Week 3 | Add the endings -er and -est to words ending in -e with a consonant before it, e.g. <i>nice, nicer, nicest</i> . |
| | Week 4 | Use the possessive apostrophe (singular), e.g. <i>the girl's book</i> . |
| | Week 5 | The /l/ sound spelt -el at the end of words, e.g. <i>camel, tunnel</i> . The /l/ sound spelt -al at the end of words, e.g. <i>pedal, capital</i> . The /l/ sound spelt -il at the end of words, e.g. <i>pencil, nostril</i> . |
| | Week 6 | The /r/ sound spelt wr at the beginning of words, e.g. <i>wrote, wrong</i> . Spell correctly and distinguish between the homophones, <i>to/two/too</i> and <i>be/bee</i> . |
| Summer 1 | Week 1 | Add the suffixes -ness and -ment , e.g. <i>sad, sadness; happy, happiness; enjoy, enjoyment; excite, excitement</i> . |
| | Week 2 | Add the endings -ing and -ed to a root word ending in -y with a consonant before it, e.g. <i>copy, copying, copied</i> . |
| | Week 3 | Add the endings -er and -est to a root word ending in -y with a consonant before it, e.g. <i>pretty, prettier, prettiest</i> . |
| | Week 4 | Spell correctly and distinguish between the homophones, <i>see/sea, blue/blew, flower/flour, sun/son, here/hear, some/sum, hole/whole, bear/bare</i> and <i>there/their/they're</i> . |
| | Week 5 | The /ɔ:/ sound spelt a before l and ll , e.g. <i>call, walk</i> . The /ɔ:/ sound spelt ar after w , e.g. <i>war, warm</i> . |
| | Week 6 | The /ʌ/ sound spelt o , e.g. <i>mother, Monday</i> . |
| Summer 2 | Week 1 | Spell words ending in -tion , e.g. <i>station, fiction</i> . The /ʒ/ sound spelt s , e.g. <i>television, usual</i> . |
| | Week 2 | The /ə/ sound spelt a after w and qu , e.g. <i>wander, quantity</i> . The /ɜ:/ sound spelt or after w , e.g. <i>word, worm</i> . |
| | Week 3 | Spell correctly and distinguish between the near homophones, <i>quite/quiet, one/won, are/our</i> and <i>of/off</i> . |
| | Week 4 | Add the ending -y to words where no change is needed to the root, e.g. <i>dirt, dirty; crisp, crispy</i> . Add the ending -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>chat, chatty; mud, muddy</i> . |
| | Week 5 | Add the ending -y to words ending in -e with a consonant before it, e.g. <i>shine, shiny; scare, scary</i> . Spell more words with contracted forms, e.g. <i>won't, should've, would've</i> . |
| | Week 6 | Use the possessive apostrophe (singular), e.g. <i>Mrs Pilkington's handkerchief</i> . Review the suffixes -ly, -ful, -less, -ness and -ment . Add the suffix -ly to words ending in -y , e.g. <i>happy, happily</i> . |