

# Year 2 Spelling Overview

<b>Week 1</b>	<b>Investigation 1</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Good Endings/Suffixes <b>Hypothesis:</b> All words that end with 'le' have a double consonant before			<b>Lens:</b> Rely on Phonics <b>Learning:</b> a <b>15 Words</b> – always, apple, badge, ball, ambitious, because, behind, bottle, brother, camel, can't, capital, careful, cell, child, child's right.	
<b>Week 2</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Good endings/suffixes -'il'	<b>Lens:</b> Good endings/suffixes -'y' as in very	<b>Lens:</b> Interrogate and Check Spot the error	<b>Lens:</b> Memorise Rules/Exceptions Contractions	<b>Lens:</b> Pronunciation a (cat, pain)
<b>Week 3</b>	<b>Investigation 2</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Good Endings/Suffixes. <b>Hypothesis:</b> There are more words that end in 'il', e.g. pencil than 'al' e.g. animal			<b>Lens:</b> Rely on Phonics <b>Learning:</b> ch as in children <b>15 words</b> – children, Christmas, copied, copier, copying, could, couldn't, cry, didn't, don't, donkey, door, dry, edge, enjoyment.	
<b>Week 4</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Recognising Punctuation Apostrophes for contractions	<b>Lens:</b> Good Endings/ Suffixes Words never end in 'v' always add 'e'.	<b>Lens:</b> Rely on Phonics ay, a- e, ai, ea, ey, a, aigh, eigh	<b>Lens:</b> Order of letters Past and present tense	<b>Lens:</b> Verification Good spells vs bad spells
<b>Week 5</b>	<b>Investigation 3</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Recognising Punctuation <b>Hypothesis:</b> The most common second word in a contracted for is 'have'			<b>Lens:</b> Rely on Phonics <b>Learning:</b> eye in different words <b>15 words</b> – eye, fiction, find, flies, floor, fly, fossil, fudge, fully, girl's ball, half, hasn't, hiked, hiker, hiking.	
<b>Week 6</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Good Endings/Suffixes Can you add the right suffix to these verbs to form nouns?	<b>Lens:</b> Recognising punctuation Proper nouns are a specific name and are always capitalised.	<b>Lens:</b> Inspecting a Dictionary Alphabetical order	<b>Lens:</b> Navigating a Thesaurus Synonym spectacular	<b>Lens:</b> Guesses
<b>Week 7</b>	<b>Investigation 4</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Recognising Punctuation <b>Hypothesis:</b> If there is one person that owns something the apostrophes always goes before the 's' but not for plural belongings.			<b>Lens:</b> Rely on Phonics <b>Learning:</b> ce as in ice <b>15 Words</b> – ice, key, kind, knee, knock, know, man's cup, Megan's shoe, metal, mind, money, Mostafa's bag, mother, motion, national.	

<b>Week 8</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Recognising Punctuation It's and its	<b>Lens:</b> Organising Sounds Ea, ee, e-e, e, y, ie, ey	<b>Lens:</b> Check Etymology Meaning of 'prefix'	<b>Lens:</b> Analogies Changing 1 letter to make new words	<b>Lens:</b> Noticing Families and Roots Building new words with suffix and prefix
<b>Week 9</b>	<b>Investigation 5</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Organising Sounds <b>Hypothesis:</b> The /dʒ/ sound is spelt 'dge' at the end of the word, after a short vowel sound, and 'j' at the beginning.			<b>Lens:</b> Rely on Phonics <b>Learning:</b> si as in television <b>15 words</b> – television, their, there, they're, travel, treasure, tries, tunnel, want, war, warm, watch, we're, were, where	
<b>Week 10</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> 4 Recognising Punctuation Apostrophes for contraction	<b>Lens:</b> Organising Sounds ai, -l, i-e, igh, y, ie	<b>Lens:</b> Understanding Patterns Rebuild words from their synonyms	<b>Lens:</b> I/Me Personal Spellings My focus 5	<b>Lens:</b> Recognising Parts Compound words
<b>Week 11</b>	<b>Investigation 6</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Organising Sounds <b>Hypothesis:</b> 'k', 'g' and 'w' are the only letters that are used at the beginning of words that are not pronounced.			<b>Lens:</b> Rely on Phonics <b>Learning:</b> o as in nostril <b>15 words</b> – nostril, patting, patted, pedal, pencil, playful, poor, race, replies, sadness, section, station, sugar, sure, table	
<b>Week 12</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Organising Sounds 'a' as in what	<b>Lens:</b> Understanding plurals Adding an 's' is the most common rule.	<b>Lens:</b> Illustrative Themed words - words linked to the bedroom.	<b>Lens:</b> Noticing Families and Roots Homophones and near homophones	<b>Lens:</b> Go! Speed! Write! Dictated sentences, edit for errors
<b>Week 13</b>	<b>Investigation 7</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Understanding Plurals <b>Hypothesis:</b> All words that end in 'y' when pluralised end in '-ies'.			<b>Lens:</b> Rely on Phonics <b>Learning:</b> o as in who <b>15 words</b> – who, whole, wild, world, work, worse, would, write, written, wrote, action, actual, again, age, animal.	
<b>Week 14</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Organising Sounds S or c making the /s/ sound	<b>Lens:</b> Understanding plurals -s as the most common way to pluralise	<b>Lens:</b> Interrogate and check Spotting errors	<b>Lens:</b> Memorise rules/exceptions Possessive apostrophes	<b>Lens:</b> Pronunciation Rhymes
<b>Week 15</b>	<b>Investigation 8</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Understanding Plurals <b>Hypothesis:</b> When changing singular nouns or verbs into plurals, the pluralised word always ends in -ss or -es			<b>Lens:</b> Rely on Phonics <b>Learning:</b> Sound associations <b>15 words</b> – ankle, any, audition, babies, badly, bare, bear, both, boy, boy's games, buoy, candies, capital, carries, castle	

<b>Week 16</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Understanding plurals If words end in ch, zz, sh, s or x, an –es is required to pluralise	<b>Lens:</b> Prefixes Prefix un-	<b>Lens:</b> Noticing Families and Roots Recognising the meaning of some prefixes and suffixes	<b>Lens:</b> Order of letters Words within words	<b>Lens:</b> Verification Missing letters
<b>Week 17</b>	<b>Investigation 9</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Prefixes <b>Hypothesis:</b> All of the words that begin with dis- use a prefix that means ‘making the opposite of’			<b>Lens:</b> Rely on Phonics <b>Learning:</b> Sound associations <b>15 words</b> – cat’s food, celebrate, change, charge, chimney, circle, climb, cold, copies, council, dog’s bowl, every, everybody, excited, fancy	
<b>Week 18</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Understanding plurals If words end in ch, zz, sh, s or x, an –es is required to pluralise	<b>Lens:</b> Prefixes Creating antonyms	<b>Lens:</b> Inspecting a dictionary Definitions	<b>Lens:</b> Navigating a thesaurus Negatives into positives	<b>Lens:</b> Guesses Prefix un-
<b>Week 19</b>	<b>Investigation 10</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Prefixes <b>Hypothesis:</b> The meaning of re- means ‘again’ and this can be useful in explaining that all words that use the prefix re- attached to a whole word			<b>Lens:</b> Rely on Phonics <b>Learning:</b> ee as in feel <b>15 words</b> – feel, friction, fry, gnaw, gnome, gold, happier, happiest, hold, hopeless, hour, how’s, huge, I’m, improve	
<b>Week 20</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Good endings/suffixes Regular present and past tense verbs	<b>Lens:</b> Irregular/exception words Unusual spellings	<b>Lens:</b> Analogies Letter string ‘ice’, ‘ock’, ‘it’, ‘ip’, ‘an’, ‘at’	<b>Lens:</b> Check etymology Bi- prefix	<b>Lens:</b> Quiz yourself Developing strategies
<b>Week 21</b>	<b>Investigation 11</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Irregular/exceptions words <b>Hypothesis:</b> Having an accent means that people hear and pronounce words in different ways. All people hear the phoneme /a/ in these words			<b>Lens:</b> Rely on Phonics <b>Learning:</b> el as in towel <b>15 words</b> – jewel, July, knew, lentil, many, mice, middle, Monday, monkey, most, move, nicer, nicest, nothing, old	
<b>Week 22</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Prefixes Dis- meaning reversing and un- means not	<b>Lens:</b> Irregular/exception words Tricky words	<b>Lens:</b> Understanding patterns Combinations of prefixes and suffixes	<b>Lens:</b> I/Me personal spellings My focus five	<b>Lens:</b> Recognising parts Prefix, suffix or both
<b>Week 23</b>	<b>Investigation 12</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Irregular/exceptions words <b>Hypothesis:</b> When pupils groups these common words into three sets: easy, medium and hard, we all agree which words are the most tricky			<b>Lens:</b> Rely on Phonics <b>Learning:</b> o as in only <b>15 words</b> – only, parents, plainness, plant, prove, pupil, quiet, quite, reply, sadder, saddest, shiny, sign, squash, squirre	

<b>Week 24</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Irregular/exception words Unusual high frequency spellings	<b>Lens:</b> New meaning/homophone Compound words	<b>Lens:</b> Illustrative Classroom words	<b>Lens:</b> Noticing families and roots Definitions	<b>Lens:</b> Go! Speed! Write! Numbers, colours, bedroom words
<b>Week 25</b>	<b>Investigation 13</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> New meaning/homophone <b>Hypothesis:</b> Homophones are words that have different spellings and sometimes the same meaning			<b>Lens:</b> Rely on Phonics <b>Learning:</b> a as in talk <b>15 words</b> – talk, tinsel, told, towards, tropical, unusual, usual, walk, wander, warp, water, we'll, worm, woman's book, worth	
<b>Week 26</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Irregular/exception words Unusual, high frequency spellings	<b>Lens:</b> New meaning/homophone Closed compound words	<b>Lens:</b> Interrogate and check Spot the mistake	<b>Lens:</b> Order of letters Words from the letters in 'information'	<b>Lens:</b> Verification Correcting errors
<b>Week 27</b>	<b>Investigation 14</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> New meaning/homophone <b>Hypothesis:</b> Words that are near homophones cause spelling confusions			<b>Lens:</b> Rely on Phonics <b>Learning:</b> wr as in wrap <b>15 words</b> – wrap, wreck, wrinkle, writer, you're, able, after, alley, bath, beautiful, girl's pen, break, busy, caption, cartwheel	
<b>Week 28</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Recognising punctuation Capital letters for proper nouns	<b>Lens:</b> Group/year specific Alternative spellings	<b>Lens:</b> Inspecting a dictionary Alphabetical order	<b>Lens:</b> Navigating a thesaurus Synonyms	<b>Lens:</b> Guesses Timed from definitions
<b>Week 29</b>	<b>Investigation 15</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Group/year specific <b>Hypothesis:</b> A root word can only have the suffix –ness added or –less, not both			<b>Lens:</b> Rely on Phonics <b>Learning:</b> y as in celery <b>15 words</b> – celery, centre, circular, class, clothes, counsel, cover, cried, cruel, crying, cycle, daffodil, definition, dimple, eagle	
<b>Week 30</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> New meaning/homophone Closed compound words	<b>Lens:</b> Group/year specific Diagrams	<b>Lens:</b> Analogies Word storm	<b>Lens:</b> Quiz yourself Independent study	<b>Lens:</b> Understanding patterns Jumbled words
<b>Week 31</b>	<b>Investigation 16</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Group/year specific <b>Hypothesis:</b> Root words that end in 'y' with a consonant before it, need to drop the 'y' and add 'i' before the suffix –ly and –ness are added			<b>Lens:</b> Rely on Phonics <b>Learning:</b> e-e as in scheme <b>15 words</b> – even, example, fall, fast, faster, fatter, fattest, final, fulfil, giant, giraffe, gnat, grass, great, happily	

<b>Week 32</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> New meaning/homophone Homophones	<b>Lens:</b> Syllables One syllable words with a long vowel /ei/ sound	<b>Lens:</b> l/me personal spelling Focus five	<b>Lens:</b> Recognising parts Compound words	<b>Lens:</b> Order of letters Adding a -y
<b>Week 33</b>	<b>Investigation 17</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Syllables <b>Hypothesis:</b> If you can find smaller words in larger, multi-syllabic words, they are easier to spell			<b>Lens:</b> Rely on Phonics <b>Learning:</b> a as in happiness <b>15 words</b> – happiness, having, jacket, jungle, knead, knight, knot, last, magic, making, marries, medal, Mr, Mrs, munchies	
<b>Week 34</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Group/year specific 'el' endings are less common than 'le'	<b>Lens:</b> Rely on phonics /f/ is not usually a 'ph' in short, everyday words	<b>Lens:</b> Noticing families and roots Homophone pairs	<b>Lens:</b> Go! Speed! Write! Numbers, mini-beasts, classroom themed words	<b>Lens:</b> Interrogate and check Finding errors
<b>Week 35</b>	<b>Investigation 18</b>			<b>Go Graphemes</b>	
	<b>Lens:</b> Syllables <b>Hypothesis:</b> When adding the suffix -ing to a one syllable word ending in a single consonant letter, double the consonant first before adding the -ing			<b>Lens:</b> Rely on Phonics <b>Learning:</b> o as in other <b>15 words</b> – other, parties, pass, past, path, pause, paws, penniless, people, plentiful, pours, pretty, puppies, quantity, royal	
<b>Week 36</b>	<b>Quick!</b>	<b>Stick!</b>	<b>Flick!</b>	<b>Tick!</b>	<b>Click!</b>
	<b>Lens:</b> Group/year specific Same sound but different grapheme	<b>Lens:</b> Syllables Unstressed syllables	<b>Lens:</b> Inspecting a dictionary Alphabetical order	<b>Lens:</b> Order of letters Suffix groups	<b>Lens:</b> Navigating a thesaurus Synonym families