

phonemes
homophones
graphemes
prefixes
suffixes

Cracking
Spelling™

Year Two

Introduction

This spelling programme is designed to support and guide teachers in delivering the spelling expectations from the National Curriculum.

It is a prescriptive programme that focuses on ensuring children develop an investigative approach to spelling. Within the programme, there is also the focus on the grammar understanding of the words that are the focus of the sessions. Therefore, the words have been colour coded in the sessions to show their function in sentences (see 8-word class sheet that follows). If a word can function in a variety of ways, it has been left without colour to indicate so.

In addition to this, rather than children learning the common exception words out of context, these have been included throughout the sessions. In the dictated sentences that have been provided as examples, the Year 1 common exception words have been highlighted and the Year 2 common exception words have been highlighted to indicate their use – there should be an expectation throughout the year that the children should be spelling these correctly.

The teaching sequence

This sequence comprises of three short sessions (approximately 15-20 minutes) every week. The sequence is designed to be used flexibly; the number of sessions spent on each part of the sequence will vary according to the needs and ability of the children.

The programme and activities are designed to build the children's spelling vocabulary by introducing new words and giving continual practice of words already introduced.

A detailed teaching approach is outlined in each session, indicating what the teaching practitioner should say highlighted in grey and the expected response from the pupils in yellow.

Revise

The approaches described in the first part of the sequence are activities with two purposes: to revise and secure prior learning and to introduce and explain new learning.

Teach

This second part of the sequence introduces the new learning, using teacher modelling and involving the children in the new learning.

Practise

This part of the sequence provides the children with the opportunity to explore and investigate independently, in pairs or in small groups, using strategies to practise and consolidate the new learning.

Apply

This final part of the sequence gives children the opportunity to apply their learning in writing, both through a short, dictated piece, by composing their own sentence or spelling tests (set out like end of key stage tests).

The key principle is that the children are learning about words rather than given words to learn.

The aim of each unit is that the children understand the patterns and structures of words and can apply their learning to their writing.

Spelling Teaching Sequence

Revise

What do we already know?
Activities to confirm prior knowledge.

Teach

How the pattern/rule/structure works.
Model spelling examples.
Define the rules, pattern and conventions.
Whole class/paired/individual spelling practice.

Practise

Range of interactive activities for children to explore and investigate the new learning.
Whole class/paired/individual spelling practice.

Apply

Apply in writing.

8-word classes

Noun - a name given to people, places, things, events, qualities and ideas	Verb - is a ‘doing’ or ‘being’ (‘being’ - am, is, are, was, were, have, has, had) word
Determiner - specify a noun a, an, the this, that, those my, your, his some, every	Adjective - give more information about pronouns and nouns
Pronoun - replace nouns I, you, he, she, it, me, him, her, we, they, us, them possessive pronoun – mine, his/hers, yours, ours, theirs relative pronoun – who, that, which, where, when, whose	Adverb - give extra meaning to a verb, adjective, another adverb or a whole sentence time – now, then, yesterday manner – slowly, hard, quietly place – outside, everywhere degree – very, quite, really
Preposition - show time (at midnight/during the film/on Friday) - position (at the station/in a field) - direction (to the station/over a fence) - relationship (with me, for the day) - cause/reason(because of, in spite of. instead of, due to)	Conjunction <u>Coordinating</u> - join words, phrases or clauses that are of equal status – and, but, so, or <u>Subordinating</u> - join clauses that are not of equal status - because, if, although, since, before, as, while, whenever, once, when, after

Common Exception words – Year 1

a, all, are, ask, asked, be, by, come, do, friend, full, go, has, he, here, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, they, there, to, today, was, we, were, where, you, your

Common Exception words – Year 2

after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would

National Curriculum Statutory Requirements from Appendix 1

Autumn 1	- 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 - The /s/ sound spelt c before e, i and y - The /n/ sound spelt kn and (less often) gn at the beginning of words - The /r/ sound spelt wr at the beginning of words
Autumn 2	- The /l/ or /əl/ sound spelt -le at the end of words - The /l/ or /əl/ sound spelt -el at the end of words - The /l/ or /əl/ sound spelt -al at the end of words - Words ending in -il - The /ʒ/ sound spelt s - The /ɔ:/ sound spelt a before l and ll
Spring 1	- The /ʌ/ sound spelt o - Homophones and near-homophones - Words ending in -tion
Spring 2	- The /i:/ spelt -ey (incl. plurals) - The /ɒ/ sound spelt a after w and qu - The /ɜ:/ sound spelt or after w - The /ɔ:/ sound spelt ar after w
Summer 1	- The /aɪ/ sound spelt -y at the end of words - Adding -es to nouns and verbs ending in -y - Contractions - The possessive apostrophe (singular nouns)
Summer 2	- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it - Adding -ed, -ing, -er, -est and -y to words ending in -e with a consonant before it - Adding -ed, -ing, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter - The suffixes -ment, -ness, -ful, -less, and -ly

Spelling Overview 15-to-20-minute sessions

Autumn 1			
Week 1	Revise – ordering and naming the letters of the alphabet the /j/ phoneme – grapheme j Word sort	Teach - the /j/ phoneme spelt with the grapheme g Alternative grapheme sheet	Teach – the /j/ phoneme spelt with the graphemes ge or dge Alternative grapheme sheet
Week 2	Practise – /j/ phoneme spelt with the graphemes g, ge or dge Phoneme spotter Alternative grapheme sheet	Practise – /j/ phoneme spelt with the graphemes ge or dge Word sort Alternative grapheme sheet	Apply - /j/ phoneme spelt with the graphemes ge or dge Dictation
Week 3	Revise – the /s/ phoneme spelt with the graphemes s and ss Word sort Alternative grapheme sheet	Teach - the /s/ phoneme spelt c before e, i and y Alternative grapheme sheet	Practise - the /s/ phoneme spelt c before e, i and y Word sort Words containing ci, cy and ce
Week 4	Apply – the /s/ phoneme spelt c before e, i and y Spelling test	Revise - the /n/ phoneme spelt with the graphemes n and nn Word sort Alternative grapheme sheet	Teach - the /n/ phoneme spelt kn and gn at the beginning of words Match the definition
Week 5	Practise - the /n/ phoneme spelt kn and gn at the beginning of words Word sort Alternative grapheme sheet	Apply – the /n/ phoneme spelt kn and gn at the beginning of words Dictation	Revise – the /r/ phoneme spelt with the graphemes r and rr Word sort Alternative grapheme sheet
Week 6	Teach - the /w/ phoneme spelt wr at the beginning of words Word sort Alternative grapheme sheet	Practise – the /w/ phoneme spelt wr at the beginning of words Sentence challenge	Apply - the /w/ phoneme spelt wr at the beginning of words Spelling test

Autumn 1
Week 1
Session 1 - Revise

What is the **alphabet**? The **alphabet** is the 26 letters that make up all the words in our English language.

Display the letters of the **alphabet** from Week 1 Revise activities – not in order.

Children have a pack of these letters of the **alphabet** in pairs/groups.

In pairs/groups, the children order the letters of the **alphabet**.

Say the **alphabet** together – first as letter sounds and then as letter names.

The **alphabet** is made up of **vowels** and **consonants**. These letters have been coloured to show which are **vowels** and which are **consonants**. The **vowels** are orange. How many **vowels** are there in the **alphabet**? There are 5 **vowels**.

What are the 5 **vowels**? The 5 **vowels** are **a, e, i, o, u**. – encourage short **vowel** sound rather than letter name.

The **consonants** are blue. How many **consonants** are there in the **alphabet**? There are 21 **consonants**.

What are the 21 **consonants**? The 21 **consonants** are **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z** – encourage sound rather than letter name.

Revisit the term **phoneme**. What is a **phoneme**? A **phoneme** is the sound a letter or a group of letters make.

Revisit the term **grapheme**. What is a **grapheme**? A **grapheme** is a letter/s that represents the **phoneme**.

Word sort

Using the word sort cards in the Week 1 Revise activities, read each one, as a class, to check pronunciation.

(Although **jog, jump** and **join** can function as **verbs** or **nouns**, for this unit they are acting as **verbs**. **job, jam, jaw, jar, jail, jet, object** and **subject** can function as a **verb** or **noun**, for this unit they are acting as **nouns**. **joint** can function as a **noun, verb** or **adjective**, for this unit it is acting as a **noun**).

What **phoneme**/sound do all the words have in common? They all have the **/j/ phoneme**/sound in the word.

How is the **/j/ phoneme**/sound spelt in these words? The **/j/ phoneme**/sound is spelt **j**. (use letter names not the sound).

What **graphemes**/letters are after the **j grapheme**/letter? The **graphemes**/letters after the **j grapheme**/letter are **a, e, o** and **u**.

Are these **vowels** or **consonants**? These are **vowels**.

Where is the **j grapheme**/letter in most of the words? The **j grapheme**/letter is at the start of most of the words.

In the 2 words, **subject** and **object**, that do not have the **j grapheme**/letter at the start, what do they have in common? They both end in **ject**.

Partner talk – Are there any words that you are unsure what they mean?

Session 2 - Teach

Display words in Week 1 Teach activities – set 1. Read each one, as a class, to check pronunciation.

giant, gym, gem, germ, German, engine, digit, rigid, magic, tragic, logic, genius

(Although **giant, magic** and **German** can function as **adjectives** or **nouns**, for this unit they are acting as **nouns**).

What **phoneme**/sound do all the words have in common? **They all have the /j/ phoneme/sound in the word.**

How is the **/j/ phoneme**/sound spelt in these words? **The /j/ phoneme/sound is spelt g.** (use letter names not the sound).

Partner talk – Are there any words that you are unsure what they mean?

Model adding **giant, gym** and **genius** to the 'alternative **graphemes - /j/ phoneme**' sheet in Week 1 Teach activities, highlighting the **grapheme**/letter(s) representing the **/j/ phoneme**/sound and the **grapheme**/letter after the **g grapheme**/letter.

Provide children with the set 1 words and write these to complete the 'alternative **graphemes - /j/ phoneme**' sheet in Week 1 Teach activities. Can they highlight the **grapheme**/letter that make the **/j/ phoneme**/sound and the **grapheme**/letter after the **g grapheme**/letter?

What **graphemes**/letters are after the **g grapheme**/letter? **The graphemes/letters after the g grapheme/letter are e, i and y.**

(There are 3 columns but they are only filling in one – the other columns are for the following Teach session).

Session 3 - Teach

Display words in Week 1 Teach activities – set 2. Read each one, as a class, to check pronunciation.

barge, large, page, damage, message, strange, orange, badge, edge, hedge, fridge, bridge, dodge, splodge, nudge, fudge

(Although **damage** and **dodge** can function as **verbs** or **nouns**, for this unit they are acting as **verbs**. **barge, page, message, edge, hedge, bridge** and **fudge** can function as **verbs** or **nouns**, for this unit they are acting as **nouns**).

What **phoneme**/sound do all the words have in common? **They all have the /j/ phoneme/sound in the word.**

How is the **/j/ phoneme**/sound spelt in these words? **The /j/ phoneme/sound is spelt ge and dge.** (use letter names not the sound).

Partner talk – Are there any words that you are unsure what they mean?

Model adding **barge, damage, strange, badge, edge** and **fridge** to the 'alternative **graphemes - /j/ phoneme**' sheet in Week 1 Teach activities, highlighting the **grapheme**/letters representing the **/j/ phoneme**/sound and the **grapheme**/letter before the **ge** and **dge graphemes**/letters.

Provide children with the set 2 words and write these to complete the 'alternative **graphemes - /j/ phoneme**' sheet in Week 1 Teach activities. Can they highlight the **grapheme**/letter(s) that make the **/j/ phoneme**/sound and the **grapheme**/letter before the **ge** and **dge grapheme**/letter?

What **graphemes**/letters are before the **ge grapheme**/letters? **The graphemes/letters before the ge grapheme/letters are r, a and n.**

What **graphemes**/letters are before the **dge grapheme**/letters? **The graphemes/letters before the dge grapheme/letters are a, e, i, o and u.**

Let's have a look at the words ending in **dge**. What do you notice about the **grapheme**/letter before the **dge**, are these **vowels** or **consonants**? **These are vowels.**

Are these short **vowel phonemes**/sounds or long **vowel phonemes**/sounds? **They are short vowel phonemes/sounds** (or use whatever terminology children are used to from their **phonic** programme).

Week 2

Session 3 – Apply

Review learning.

What are the two different spellings that we have focused on when we hear the /j/ **phoneme**/sound at the end of a word? The two different spellings that we have focused on at the end of a word when we hear the /j/ **phoneme**/sound are **ge** and **dge**.

What **graphemes**/letters are before the **ge** **grapheme**/letters? The **graphemes**/letters before the **ge** **grapheme**/letters are **r, a** and **n**.

What **graphemes**/letters are before the **dge** **grapheme**/letters? The **graphemes**/letters before the **dge** **grapheme**/letters are **a, e, i, o** and **u**.

What did you notice about the **grapheme**/letter before the **dge**, were these **vowels** or **consonants**? These were **vowels**.

Were these short **vowel phonemes**/sounds or long **vowel phonemes**/sounds? They were short **vowel phonemes**/sounds (or use whatever terminology children are used to from their **phonic** programme).

Dictate 4 sentences – 2 with **ge** and 2 with **dge** - of your own using words from the unit or choose from the ones below.

Hear it, say it, write it.

*Dictation

- Children in pairs and either number 1 or number 2.
- Teacher dictates the whole sentence as a whole sentence.
- Repeat twice so that the children hear the sentence 3 times.
- After hearing 3 times, number one says to number 2, then number 2 says to number 1 – repeat this.
- Finally, children write the sentence.

You should **change** your clothes before you go out.

Too much water could **damage** the grass.

They need more money to **improve** the bridge.

For **Christmas** I would love a **sledge**.

Our **village** is beautiful.

At school we have a **large** **Christmas** tree every year.

She told me that the jelly needs to be kept in the **fridge**.

I could not **budge** the door to the house.