

## Correlating the National Curriculum Year 2 requirements for spelling with work covered in Schofield & Sims Spelling

Year 2 National Curriculum requirement	Schofield & Sims Spelling reference	Notes from the non-statutory rules and guidelines
Revision of work from Year 1 Revise previously taught grapheme–phoneme correspondences (GPCs)	Spelling 2 pages 4 ( <b>ai, a-e</b> ), 5 ( <b>y, i-e, igh, ie</b> ), 6 ( <b>ow, o-e, oa, oe</b> ); 7 ( <b>ee, ea, e-e, ie</b> ), 8 ( <b>oo, u-e, ew, ue</b> )	<i>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.</i>
Adding <b>s</b> and <b>es</b> to words	Spelling 2 page 16	
Adding the prefix <b>un</b>	Spelling 2 pages 28, 29	
New consonant spelling <b>ph</b>	Spelling 2 page 30	
Division of words into syllables	Spelling 2 pages 34, 36	
The /dʒ/ sound spelt as <b>ge</b> and <b>dge</b> at the end of words, and sometimes spelt as <b>g</b> elsewhere in words before <b>e, i</b> and <b>y</b>	Spelling 1 page 24 ( <b>ge, dge</b> ) Spelling 2 page 20	<i>See: the /igh/ sound spelt <b>y</b> at the end of words, for example, cry, fly.</i>
The /s/ sound spelt <b>c</b> before <b>e, i</b> and <b>y</b>	Spelling 2 page 32	
The /n/ sound spelt <b>kn</b> and (less often) <b>gn</b> at the beginning of words	Spelling 1 page 31 ( <b>kn</b> ) Spelling 2 page 31 ( <b>kn</b> ) Spelling 3 page 30 ( <b>gn</b> )	
The /ɪ/ sound spelt <b>wr</b> at the beginning of words	Spelling 2 page 31	
The /l/ or /əl/ sound spelt <b>le</b> at the end of words	Spelling 2 page 35 Spelling 3 pages 4, 5	
The /l/ or /əl/ sound spelt <b>el</b> at the end of words	Spelling 3 page 7	
The /l/ or /əl/ sound spelt <b>al</b> at the end of words	Spelling 3 page 7	
Words ending <b>il</b>	Spelling 3 page 7	
The /aɪ/ sound spelt <b>y</b> at the end of words	Spelling 1 page 16 Spelling 2 pages 5, 13	
Adding <b>es</b> to nouns and verbs ending in consonant-letter <b>y</b>	Spelling 2 page 17	
Adding <b>ed, ing, er</b> and <b>est</b> to root words ending in consonant-letter <b>y</b>	Spelling 2 page 13 ( <b>ed, ing</b> )	
Adding the endings <b>ing, ed, er, est</b> and <b>y</b> to words ending in vowel-letter–consonant-letter <b>e</b>	Spelling 2 pages 10 ( <b>ing</b> ), 11 ( <b>ed</b> ); page 22 ( <b>y</b> ); page 23 ( <b>er, est</b> )	
Adding <b>ing, ed, er, est</b> and <b>y</b> to words of one syllable ending in a single consonant letter after a single vowel letter	Spelling 2 page 12 ( <b>ed, ing</b> ); page 22 ( <b>y</b> ); page 23 ( <b>er, est</b> )	

*continued overleaf*

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Year 2 National Curriculum requirement	Schofield & Sims Spelling reference	Notes from the non-statutory rules and guidelines	
The /ɔ:/ sound spelt <b>a</b> before <b>l</b> and <b>ll</b>	<b>Spelling 1</b> page 27 ('all' words); <b>Spelling 2</b> page 21 ('alk' words)	<i>The plural of these words is formed by the addition of s (donkeys, monkeys etc.).</i>	
The /ʌ/ sound spelt <b>o</b>	<b>Spelling 2</b> page 15, 33		
The /i:/ sound spelt <b>ey</b>	<b>Spelling 1</b> page 38 (singular) <b>Spelling 2</b> page 17 (plurals)		
The /ɒ/ sound spelt <b>a</b> after <b>w</b> and <b>qu</b>	<b>Spelling 2</b> page 18 ( <b>wa</b> ), page 19 ( <b>qua</b> )		
The /ɜ:/ sound spelt or after <b>w</b>	<b>Spelling 2</b> page 18		
The /ɔ:/ sound spelt <b>ar</b> after <b>w</b>	<b>Spelling 3</b> page 18		
The /z/ sound spelt <b>s</b>			
The suffixes <b>ment, ness, ful, less</b> and <b>ly</b>	<b>Spelling 2</b> page 24 ( <b>ful, less</b> ); page 36 ( <b>ment, ness</b> ) <b>Spelling 3</b> page 24 ( <b>ly</b> )		
Contractions	<b>Spelling 2</b> page 37		
The possessive apostrophe (singular nouns)	To be taught as grammar		
Words ending in tion	<b>Spelling 2</b> page 35		
Homophones and near-homophones	<b>Spelling 2</b> page 25		
Common exception words	<b>Spelling 2</b> Tricky word lists, pages 9, 15, 21, 27, 39  Please note: some words listed in the National Curriculum as exception words are taught as alternative spellings of phonemes, for example, <i>find, mind, behind</i> (as alternative spelling of 'i-e'). These words are not taught as exceptions in <b>Schofield &amp; Sims Spelling</b> . However, you can use a blank 'My tricky words' sheet to create a list of these words if required. A blank is provided in the <b>Teacher's Resource Book</b> and also as a free download.		<i>Programme of study: learning to spell common exception words.  Some words are exceptions in some accents but not in others – for example, past, last, fast, path and bath are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in cat. A free download, 'My tricky words extra', helps pupils to learn these words if appropriate to the accents used in your school.</i>