

Red Rose Year 2 Spelling – Progression Trajectory

Alternative Graphemes for Phonemes		
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 -ing, -ed and -er and -est to words where no change is needed to the root. Add the suffix -ly to words where no change is needed to the root.
	Week 4	Words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll, they're</i> .
	Week 5	/n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat</i> . Spell correctly and distinguish between homophones, no/know not/knot new/knew .
	Week 6	Add -es to nouns and verbs ending in -y, e.g. <i>copies, babies</i> .
Spring 1	Week 1	/s/ sound spelt c before e, i and y, e.g. <i>ice, cell</i> . /dʒ/ sound spelt as ge and dge at the end (e.g. <i>age, badge</i>), and spelt as g elsewhere (e.g. <i>magic, giant</i>).
	Week 2	/l/ sound spelt -le at the end of words, e.g. <i>table, apple</i> . Add suffix -ly to words ending in -le, e.g. <i>crumbly gently wrinkly horribly cuddly</i>
	Week 3	Add the endings -ing, -ed to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, 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, fitter, fittest</i> .
	Week 5	Spell correctly, distinguish between homophones, there/their/they're your/you're .
	Week 6	/ax/ sound spelt -y at the end of words, e.g. <i>try, reply</i> . /i:/ sound spelt -ey, e.g. <i>key, donkey</i> .
Spring 2	Week 1	Add suffixes -ful and -less, e.g. <i>playful, careful, careless, hopeless</i> .
	Week 2	Add the endings -ing and -ed to words ending in -e with a consonant before it, e.g. <i>hiking, hiked</i> .
	Week 3	Add the endings -er and -est to words ending in -e with a consonant before it, e.g. <i>bake, baker, nice, nicer, nicest</i> .
	Week 4	Use the possessive apostrophe (singular), e.g. <i>the girl's book</i> .
	Week 5	/l/ sound spelt -el at the end of words, e.g. <i>camel, tunnel</i> . /l/ sound spelt -al at the end of words, e.g. <i>pedal, capital</i> . /l/ sound spelt -il at the end of words, e.g. <i>pencil, fossil, nostril</i> .
	Week 6	/r/ sound spelt wr at the beginning e.g. <i>wrote, wrong</i> . Spell correctly, distinguish between homophones, to, two too; be, bee .
Summer 1	Week 1	Add suffixes -ness and -ment, e.g. <i>happiness, sadness, enjoyment, excitement</i> .
	Week 2	Add the endings -ed and -ing to a root word ending in -y with a consonant before it, e.g. <i>copy - copied, copying</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, happy - happier, happiest</i> .
	Week 4	Spell correctly, distinguish between the homophones, see/sea blue/blew flower/flour sun/son here/hear some/sum hole/whole bear/bare there/their/they're .
	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	/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> . /ʒ/ sound spelt s , e.g. <i>television, usual</i> .
	Week 2	/ɒ/ sound spelt a after w and qu, e.g. <i>wander, quantity</i> . /ɜ:/ sound spelt or after w, e.g. <i>word, worm</i> . /ɔ:/ sound spelt ar after w, e.g. <i>war, warm</i> .
	Week 3	Spell correctly and distinguish between near homophones, quite/quiet one/won are/our of/off .
	Week 4	Add the ending -y where no change is needed to the root. 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, run, runny, mud, muddy, fun, funny, slop, sloppy</i> . Add the ending -y to words ending in -e with a consonant before it, e.g. <i>shine, shiny, scare, scary</i> .
	Week 5	Spell more words with contracted forms, e.g. <i>won't, should've, would've</i> . Use the possessive apostrophe (singular), e.g. <i>Mrs Pilkington's handkerchief</i> .
	Week 6	Review suffixes -ly -ful -less -ness -ment. Add the suffix -ly to words ending in -y.