



Mayfield Primary School

Overview for No Nonsense Spelling in the Year 2

Here at Mayfield we follow No Nonsense Spelling.

By the beginning of year 2, children should know most of the letter sounds taught in EYFS and YR1. The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

Throughout the year the children will be taught to:

- develop a range of personal strategies for learning new and irregular words.
- develop a range of personal strategies for spelling at the point of composition.
- develop a range of strategies for checking and proofreading spellings after writing.

Through No Nonsense Spelling children will be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular), for example, the girl's book
- distinguishing between homophones and near homophones
- adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'
- applying spelling rules and guidelines, as listed in English Appendix 1
- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Spelling Journals

Within our sessions the children will use spelling journals. The spelling journals enable:

- pupils to take responsibility for their spelling learning
- pupils to refer back to previous learning
- teachers to see how pupils are tackling tricky bits of spelling
- teachers and pupils to discuss spelling with parents and carers

Special Educational Needs (SEN)

Children who are unable to fully access the No Nonsense Spelling Programme will still be involved in the session where appropriate. They may also be taught specific sounds according to their needs and/or Individual Educational Plan (IEP).

Term 1

Revisit

Phase 5 GPCs as required by pupils

Homophones

Introduce Year 2 homophones when relevant. (example homophones: *see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two*)

Year 2 phonics

- The sound /dʒ/ spelt '-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

Common exception words

/aɪ/ sound spelt 'i' in common

exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.

Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children's proofreading.

Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.

- Identify the tricky part of the word
- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way

Term 2

Revisit

The /l/ or /əɫ/ sound spelt '-le' at the end of words

Homophones and near homophones *quite/quiet, night/knight, new/knew, not/knot, they're/there/their* and others as relevant

Apostrophe

The possessive apostrophe (singular nouns) Apostrophe for contractions (*can't, didn't, hasn't, it's, couldn't, I'll, they're*)

Year 2 phonics

The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey'

The /r/ sound spelt '-wr' at the beginning of words

The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'

Common exception words

Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils

Suffixes

Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter

Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly'

Words ending in '-tion'

Strategies at the point of writing

- Have a go
- Using the working wall to find correct spellings of high frequency and common exception words
- Using an alphabetically-ordered word bank

Proofreading:

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception / tricky words.
- Use dictionary skills

Ensure that guidance on marking is used to support pupils' proofreading.

Learning and Practising spellings

- If not already introduced, introduce the use of spelling journals.
- Focus on learning of knowledge and patterns taught this term

Remind pupils of the following strategies:

- Segmentation
- Look, Say, Cover, Write, Check
- Using mnemonics
- Saying the word in a funny way

Term 3

Revisit

The possessive apostrophe (singular nouns)

Homophones

Revision of all homophones taught so far

Apostrophe

The possessive apostrophe (singular nouns)

Year 2 phonics

The /l/ or /əl/ sound spelt '-el' at the end of words

The /l/ or /əl/ sound spelt '-al' at the end of words

The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)

The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'

The /ʌ/ sound spelt 'o'

The /ɜ:/ sound spelt 'or' after 'w'

Common exception words

All Year 2 words not taught so far

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'

The suffixes '-ment', '-ness',

Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies

- **Introduce individual Have a Go sheets if not established already**
- **Teach using analogy to spell a word you don't know**

Proofreading

After writing, secure routines for proofreading:

- **Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.**
- **Check writing for mistakes in common exception or tricky words.**
- **Ensure that guidance on marking is used to support pupils' proofreading.**

Learning and practising spellings

- **Secure learning routines with resources, for example spelling journals or environmental print.**

Remind pupils of the following strategies:

- **Writing in the air**
- **Tracing over the word**
- **Rainbow writing**
- **Look, say, cover, write, check**

Throughout Year 2

Common Exception Words

These can be found in the children's home reading record or below. By the end of the year children are expected to read and spell all of these words accurately.

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