



Pathways to Spell

Year 2 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words (Y1)	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Words ending -y (/i:/ or /ɪ/)	<ul style="list-style-type: none">The /aɪ/ sound spelt -y at the end of words
3	<ul style="list-style-type: none">Adding s and es to words (plural of nouns and the third person singular verbs)	<ul style="list-style-type: none">Adding -es to nouns and verbs ending in -y
4	<ul style="list-style-type: none">Adding the endings -ing -ed to verbs where no change is needed to the root word	<ul style="list-style-type: none">Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter
5	<ul style="list-style-type: none">Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter	<ul style="list-style-type: none">Adding -ing -ed to words ending in e with a consonant before it
6	<ul style="list-style-type: none">Adding -ing, -ed, to words ending in e	<ul style="list-style-type: none">Adding -ing -ed to a root word ending in y with a consonant before it

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Adding the endings -er and -est to words of one syllable ending where no change is needed to the root word	<ul style="list-style-type: none">Adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter
3	<ul style="list-style-type: none">Adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter	<ul style="list-style-type: none">Adding -er, -est and -y to words ending in e with a consonant before it
4	<ul style="list-style-type: none">Adding -ing, -ed, -er, -est to words ending in e	<ul style="list-style-type: none">Adding -er, -est to a root word ending in y
5	<ul style="list-style-type: none">Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	<ul style="list-style-type: none">The /i:/ sound spelt -eyThe /ʌ/ sound spelt o
6	<ul style="list-style-type: none">Previously taught vowel digraphs/trigraphs (including alternative spellings of the same phoneme)	<ul style="list-style-type: none">Homophones and near-homophones



Pathways to Spell

Year 2 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Compound words	<ul style="list-style-type: none">Contractions
3	<ul style="list-style-type: none">Adding the prefix -un	<ul style="list-style-type: none">Contractions
4	<ul style="list-style-type: none">Adding the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words of one syllable ending where no change is needed to the root word	<ul style="list-style-type: none">The suffix -ly
5	<ul style="list-style-type: none">Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	<ul style="list-style-type: none">The suffix -ful
6	<ul style="list-style-type: none">Division of words into syllables	<ul style="list-style-type: none">Words ending in -tion

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Words with adjacent consonants	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words
3	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words
4	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words	<ul style="list-style-type: none">The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>
5	<ul style="list-style-type: none">Previously taught vowel digraphs (including alternative spellings of the same phoneme)	<ul style="list-style-type: none">The /ɔ:/ sound spelt <i>ar</i> after <i>w</i>The /ɜ:/ sound spelt <i>or</i> after <i>w</i>The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>
6	<ul style="list-style-type: none">Previously taught homophones	<ul style="list-style-type: none">Homophones and near-homophones



Pathways to Spell

Year 2 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Contractions	<ul style="list-style-type: none">Possessive apostrophe (singular nouns)
3	<ul style="list-style-type: none">Adding the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words of one syllable ending where no change is needed to the root word	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>
4	<ul style="list-style-type: none">The suffixes <i>-ly</i>, <i>ful</i>	<ul style="list-style-type: none">The suffix <i>-less</i>
5	<ul style="list-style-type: none">The /v/ sound at the end of wordsThe /ŋ/ sound spelt n before k-tch	<ul style="list-style-type: none">The /ʒ/ sound spelt s
6	<ul style="list-style-type: none">Split digraphs	<ul style="list-style-type: none">The /s/ sound spelt c before e, i and y

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)	<ul style="list-style-type: none">The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> and at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i>
3	<ul style="list-style-type: none">Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)	<ul style="list-style-type: none">The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i>
4	<ul style="list-style-type: none">Previously taught consonant digraphs	<ul style="list-style-type: none">The /n/ sound spelt kn and (less often) gn at the beginning of words
5	<ul style="list-style-type: none">Split digraphs	<ul style="list-style-type: none">The /r/ sound spelt wr at the beginning of words
6	<ul style="list-style-type: none">Previously taught homophones	<ul style="list-style-type: none">Homophones and near-homophones