

Phonics and Spelling Objectives Year Two

Phonic Phases

I can read and spell the following graphemes. I can usually use the graphemes to spell a wide range of words correctly.

ore (more)	aw (saw)	au (author)	ear (bear)	are (dare)	tch (catch)	v (have)	y (happy)	k (k not c before an e, i or y)	
er (hammer)	ir (bird)	oo (took)	oe (toe)	ou (out)	ow (blow)	ue (blue)	ew (new)	ie (tie)	ie (thief)
ay	oy	a-e	e-e	i-e	o-e	u-e	ea (sea)	ea (head)	er (her)
Phase 5 (not strictly Letters and Sounds Phase 5)									

ar	or	ur	er	ow	oi	ear	air	ure
sh	ch	th	ng	ai	ee	igh	oa	oo
j	v	w	x	y	z	zz	qu	
Phase 3								

Spelling Patterns

I can read and spell words containing the following spelling patterns.

-ly suffix (sadly, final)	'or' after 'w' (warm)	-il (pencil)	-al (metal)	-el (camel)	-le (table)	'a' before 'l' or 'll' (walk; ball)	'a' after 'w' or 'qu' (want; squash)	-er suffix (smaller)	-est suffix (smallest)	-ly (happily)	'o' (other)
'ey' (monkey)	-er; -est; -ing-; -ed; -y ~ 1 syllable (sadder; saddest; patting; patted; runny)			-er; -est; -ing-; -ed ~ ending -y (happier; happiest; copied; copying)			-er; -est; -ing-; -ed; -y ~ ending -e (hiker; hiking; hiked; nicest; shiny)		-y at end (cry; dry)	'r' at beginning (write)	
'n' as 'kn' (knock)	Adding -es to words ending in -y (flies from fly)			's' as 'c' before e, i and y (race; city; fancy)		'ge' and 'dge' (huge; dodge)	'tion' (motion)	's' (treasure)	Contractions (can't; couldn't)	Possessive apostrophe (dog's bone)	Common homophones (here/hear)
Spelling Patterns											

High Frequency Words

I can read and spell the following 50 HFW.

WW5	wanted	everyone	take	find	more	I'll	shouted	something	thought	through
WW4	school	home	who	didn't	know	can't	again	new	after	our
WW3	away	good	want	over	how	going	where	would	took	think
WW2	oh	their	people	Mr	Mrs	looked	called	asked	could	don't
WW1	house	about	your	day	made	came	make	here	saw	very

Writing and SPaG Objectives Year Two

				I can spell common exception words.
				I am learning new ways of spelling phonemes for which one or more spellings are already known and learn some words for each spelling.
				I can spell words with 's' like 'treasure'.
			I can proof read my work to check for spelling, grammar and punctuation mistakes.	I can spell words with 'or' after 'w' (warm).
			I can use the progressive form of verbs in the present and past tense.	I can spell words with 'a' after 'w' or 'qu' (want and squash).
			I can use co-ordination (using or, and or but).	I can spell words containing 'o' such as 'other'.
			I can use subordination (using when, if, that, or and because).	I can spell words with 'a' before 'l' and 'll' such as 'ball' and 'walk'.
				I can spell common homophones.
				I can write words ending in 'tion' such as 'motion'.
		I can think about what I am going to write, encapsulate what I want to say, sentence by sentence.	I write in a consistent tense (past and present).	I can use the possessive apostrophe such as 'the dog's bone'.
		I can proof-read my work to check for errors in spelling, grammar and punctuation.	I can add more detail (expanded noun phrases) to describe and specify e.g. the bright, green caterpillar.	I can use contractions such as 'can't' and 'couldn't'.
		I can read aloud what I have written and make the meaning clear.		I can use the suffixes -er and -est in adjectives and -ly to turn adjectives into adverbs.
I can write from memory simple sentences dictated to me.		I re-read my work to make sure my writing makes sense.	I can use correct grammatical words from Appendix 2 when discussing my writing.	I can use the suffixes -ment, -ness, -ful, -less and -ly.
I can apply the spelling rules from Appendix 1.		I can evaluate my work with others.	I can write sentences with different forms such as statements, questions, exclamations and commands.	I can spell the 'i' sound spelt -ey such as 'monkey'.
I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.			I am learning how to use both familiar and new punctuation correctly including using apostrophes for contractions and for the possessive.	I can add -er, -ing, -ed and -est to words with one syllable e.g. pat
I can distinguish between homophones and near homophones.		I can write down ideas and/or key words, including new vocabulary.		I can add -er, -ing, -ed and -est to root words ending in -e.
			I am learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks and commas in a list.	I can add -er, -ing, -ed and -est to root words ending in -y.
I can use the possessive apostrophe for example 'the dog's bone'.		I can say and plan out loud what I am going to write about.		I can add -es to nouns and verbs ending in 'y' such as 'fly' to 'flies'.
I am learning to spell more words with contracted forms.	I use spacing between words that reflects the size of the letters.	I can write for different purposes.	I am learning how to use commas in a list.	I can spell words with -y at the end of words such as 'dry' and 'cry'.
I can spell words that don't follow common rules.	I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	I can write poetry.		I can spell the -le, -al, -el and 'il' sounds such as 'table', 'metal', camel and 'pencil'.
		I can write about real events.		I can write the 'r' sound spelt 'wr' at the beginning of words such as 'write'.
I am learning new ways for spelling words which sound the same but have different meanings.	I have started using some of the diagonal and horizontal strokes needed to join letters, when adjacent to one another, are best left unjoined.	I can write narratives.	I am learning how to use exclamation marks and question marks.	I can write words with the 'n' sound spelt as 'kn' such as 'knock'.
				I can write words with the 's' sound spelt as 'c' before i, e, y.
I am learning to spell words by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	I form lower-case letters of the correct size relative to one another.	I have developed a positive attitude towards and stamina for writing by writing a range of texts.	I am learning how to use full stops and capital letters.	I can write sounds spelt as 'ge' or 'dge' at the end of words such as 'huge' and 'badge'.
Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar & Punctuation	Spelling Rules