

Little Wandle Spelling: National Curriculum coverage, Year 2

Little Wandle Spelling provides full coverage of the National Curriculum in England statutory requirements for spelling in Year 2. The following charts show how the content is covered across the Phase 5 review, Bridge to spelling and Spelling units.

Phase 5 review

Autumn 1	Coverage	Tricky words*	National Curriculum statutory requirements for spelling, Year 2
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole	The /aɪ/ sound spelt -y at the end of words The /i:/ sound spelt -ey
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents	The /ɜ:/ sound spelt or after w
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture** /sh/ sh ti ch ssi ci si	thought sure	The /ɔ:/ sound spelt a before l and ll
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh***	The /dʒ/ sound spelt as 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 /ɒ/ sound spelt a after w and qu The /ʌ/ sound spelt o
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend	

* The Little Wandle tricky words are the original tricky words from Letters and Sounds, combined with the common exception words from the English National Curriculum Year 1 and 2 Spelling appendix. Tricky words taught earlier in the programme that are now decodable are not included in the Phase 5 review.

**The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.

***'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

Bridge to spelling

Autumn 2	Coverage	National Curriculum statutory requirements for spelling, Year 2
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Homophones and near-homophones
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

Spelling units

- Common exception words with GPCs not yet learned are included in the 'Prickly spellings' column.
- Homophones and near-homophones are taught throughout (see 'Homophones' column).

Term	Unit	Coverage	Prickly spellings	Homophones	National Curriculum statutory requirements for spelling, Year 2
Spring 1	Week 1	1	once two	knight/night	The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words
	Week 2				
	Week 3	2	any many	one/won	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
	Week 4				
	Week 5	3	Review	where/wear	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y

Spelling units

Term	Unit	Coverage	Prickly spellings	Homophones	National Curriculum statutory requirements for spelling, Year 2	
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour	The / ɒ / sound spelt a after w and qu The / ɜ: / sound spelt or after w The / ɔ: / sound spelt ar after w
	Week 2					
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet	Adding -es to nouns and verbs ending in -y
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea	The /i:/ sound spelt ey
	Week 5	7	Why do some words end -le, -al, -il or -el?	Review	to/too/two	The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il The /l/ or /əl/ sound spelt -el at the end of words
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear	The /s/ sound spelt c before e, i and y
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee	The / ʒ / sound spelt s
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word?	parents because	bare/bear	The suffixes -ment, -ness, -ful, -less and -ly
	Week 4					
	Week 5	11	How can I show missing letters in a word?	Review	there/their/they're	Contractions

Spelling units

Term	Unit	Coverage	Prickly spellings	Homophones	National Curriculum statutory requirements for spelling, Year 2	
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son	Words ending in -tion
	Week 2					
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole	The possessive apostrophe (singular nouns)
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -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
	Week 5					