

Spellings in Year 2

This document gives you some of the key spellings patterns that are looked at in Year 2. Much of this information has been taken from the Oxford Owl website which is a useful resource that is freely accessible. <https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-2-age-6-7/>

There are a number of additional words that we have suggested that your child can learn and practise - they could practise writing them in different types of sentences (statements, commands, questions and exclamations). You may wish to add further words to each spelling pattern list.

Spelling common exception words

This list of words is something that you should all be familiar with. Children should be able to read, write and spell these words accurately by the end of Year 2.

Common exception words for Year 2



Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

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

Spelling contraction words

These are words where the apostrophe shows where a letter or letters would be when the word is written in full (e.g. don't instead of do not). They should know what the full form is as well.

can't	don't	it's	she's
didn't	isn't	we've	won't
hasn't	they're	I'll	they'll
couldn't	you've	I'm	I've

Spelling words by adding suffixes like -ing, -ies, -er, -ed, and -est

Suffixes are morphemes (groups of letters that mean something on their own) that are added at the end of a root or root word to change the meaning. Prefixes are morphemes added at the front of a word.

cry	reply	hum	shine	sad	baby	hike
crying	replying	humming	shiny	sadly	babies	hiking
cried	replied	hummed	shinier	saddest	carry	hiked
cries	replies	drop	shone	sadder	carrying	hiker
try	copy	dropping	pat	run	carried	nice
trying	copying	dropped	patting	runner	carries	nicer
tried	copied	fatter	patted	running	happier	nicest
tries	copies	fattest	being	runny	happiest	nicely

Further suffixes like -ment, -ness, -ful, -less, and -ly to spell longer words

Here's a range of other words with different suffixes - great for more complex sentences.

slowly	helpfully	sadness	careful	careless	Enjoyment
quickly	hopefully	happiness	playful	hopeless	agreement
proudly	carefully	brightness	colourful	penniless	arrangement
lazily	gracefully	lateness	plentiful	fearless	argument
lightly	helplessly	silliness	beautiful	thoughtless	disappointment
happily	hopelessly	ugliness	fearful	useless	refreshment
gently	carelessly	gloominess	helpful	worthless	punishment
angrily	thoughtlessly	strangeness	hopeful	helpless	merriment

Spelling words by adding prefixes like un-

The prefix un- is added to the beginning of a word without any change to the spelling of the root word.

unhappy	undo	unload
unfair	unlock	unclear

Spelling and Recognising Homophones

These are words that sound the same but have different meanings and may have different spellings (e.g. sea / see).

there	too	sun	bare	blue	hair
their	two	son	bear	blew	hare
they're	to	be	one	night	made
here	sea	bee	won	knight	maid
hear	see				

Spelling Compound Words

These are two words that are both morphemes (groups of letters that mean something on their own) that join together to make a single word (e.g. sunflower). What other words can the children create?

whiteboard	sunflower	whiteboard	farmyard
superman	earring	football	bedroom
rainbow	lipstick	playground	teapot
toothbrush	popcorn	blackberry	jellyfish

Learning the singular possessive apostrophe

Apostrophes are used for two main purposes, both of which are taught to children in Year 2:

1. Showing contractions (missing letters). For example, 'I'm' for 'I am' or 'shouldn't' for 'should not'.
2. Showing possession, who or what something belongs to. For example, 'Paul's bike' or 'the girl's voice'.

Children can try to find these words in the books they read to understand which form they are using. They can also practise creating sentences that use an apostrophe - both for contractions and possession.