

Common exception words stage 3

door	floor	poor	because	find	kind	mind
child	behind	children	wild	climb	most	only
both	old	cold	gold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents
Christmas	thirty	forty	fifty	sixty	seventy	eighty
ninety	hundred	January	February	March	April	May
June	July	August	September	October	November	December

Spellings in Year Two



A guide for how to support your child

In Year Two, just like in Year One, there are certain words and spelling patterns that your children should be able to read and write by the end of the year.

On the following pages we have provided you with the lists that we will be working on in school. Children are expected to know and apply a majority of these spelling rules by the end of Year 2.

In school - Each week, most children will focus on a specific spelling pattern, talking about it, finding and writing words with this particular pattern. Some children will recap specific sounds that they are not secure on. At BPS we use the Read, Write Inc. reading and spelling scheme. Children are taught both skills regularly. The words/patterns will be recapped and rehearsed most days. We will check at the beginning of the year the words that your child knows how to spell and then again periodically over the year, to check their progress.

When we feel they should be able to spell certain words correctly we will write '**sp**' next to any they have spelt wrong in their work. The children will then be expected to correct these independently to help to reinforce their correct spelling.

At home – To help your children you could:

1. Make flash cards, working on only a few at a time, encouraging the children to read them on sight and also to spell them, both verbally and on paper.
2. Talk about a spelling pattern and different words that contain this pattern.
3. Write them in fun ways and different places. Use a paintbrush with water on the path. Use their finger in a tray of sand or on the beach.
4. Choose a word/spelling pattern and challenge your child to spot it in the book they are reading.
5. Choose a word/spelling pattern and say/write a sentence that includes it.

	Examples
The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y or always as j if before a, o and u.	Badge, edge, bridge, dodge, fudge Age, huge, change, charge, bulge, village Gem, giant, magic, giraffe, energy Jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y	Race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	Knock, know, knee Gnat, gnaw
The /r/ sound spelt wr at the beginning of words	Write, written, wrote, wrong, wrap
The /l/ sound spelt -le at the end of words	Able, apple, bottle, little, middle
The /l/ sound spelt -el at the end of words	Camel, tunnel, squirrel, travel, towel, tinsel
The /l/ sound spelt -al at the end of words	Metal, pedal, capital, hospital, animal
Words ending –il (there are not many of these)	Pencil, fossil, nostril
The /igh/ sound spelt –y at the end of words	Cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y (the y is changed to i before –es is added)	Fly – flies, cry – cries, try – tries, reply – replies, baby – babies, carry - carries
Adding the endings –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it.	Hike – hiker, hiking, hiked Nice – nicer, nicest Shine - shiny
The /u/ sound spelt o	Other, mother, brother, nothing, Monday
The /or/ sound spelt a before l and ll	Ball, call, all, walk, talk, always

The sound/ee/ spelt -ey	Monkey, key, chimney, valley
The sound /er/ spelt or after w	Word, worm, work, world, worth
The sound /or/ spelt ar after w	War, warm, towards
The sound spelt s	Television, treasure, usual
The suffixes –ment, -ness, -ful, -less and -ly Exceptions: <ol style="list-style-type: none"> 1. Argue – argument 2. Root words ending in –y with a consonant before it but only if the root word has more than one syllable. 	Enjoy – enjoyment Sad – sadness Care – careful Play – playful Hope – hopeless Plain – plainness (plain + ness) Merry – merriment Happy – happiness, happily Plenty – plentiful Penny - penniless

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Contractions (apostrophe shows where letter or letters would be if the words were written in full e.g. can't – cannot) It's means it is or sometimes it has but it's is never used for the possessive i.e. belonging to it.	Can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe	Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion	Station, fiction, motion, nation, section
Homophones and near homophones (words which sound the same but which have different meanings and spellings)	There/their/they're Here/hear Quite/quiet See/sea Bare/bear One/won Sun/son To/two/too Be/bee Blue/blew Night/knight

