

| Our week by week Spelling lesson focus in Y2- Autumn Term 1 |                                                                                                                                                                                                                          |
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| 1                                                           | Single syllable words ending with consonant digraphs e.g. much, push, path<br>Review the /tʃ/ sound spelt tch at the end of words or syllables e.g. match, pitch                                                         |
| 2                                                           | Review adding -ing with no change to the root word e.g. playing, crying<br>Review adding -ed with no change to the root word e.g. jumped, locked                                                                         |
| 3                                                           | Review the /dʒ/ sound spelt j or g e.g. jelly, join, magic, giant<br>Teach the /dʒ/ sound spelt -dge at the end of words e.g. bridge, ledge<br>Teach the /dʒ/ sound spelt -ge at the end of words e.g. cage, large, huge |
| 4                                                           | Plurals adding -s or -es with no changes to the root word e.g. catches, skips<br>Teach the /s/ sound spelt c before e, i and y e.g. spicy, rice, city                                                                    |
| 5                                                           | Review the /eɪ/ sound spelt ai or ay e.g. pay, day, wait, train<br>Review the /eɪ/ sound spelt a-e e.g. make, came, made, plane<br>Review the sound /eɪ/ spelt a e.g. lady, baby, apron, table                           |
| 6                                                           | Adding -ed or -ing to words containing ai or ay wating/ed, palying/ed<br>Review the /i:/ sound spelt ee or ea e.g. see/sea, week/weak, meet/meat<br>Review the /i:/ sound spelt y e.g. cherry, happy, very               |

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