Further Guidance and Spelling Rules Which May Be Covered In Year 2



ge' or 'dge'?

Children may work on learning spellings of words ending in 'ge' and 'dge', e.g. edge, lodge and breakage, understanding that the letter 'j' is never used to end the spelling of a word.

We use 'dge' after a short vowel sound but 'ge' after any other sound.

At other points within the word, a letter 'g' is used before letters y, i or e, such as gem and magic. A 'j' is used before u, o or a, such as join and adjust.

's' or 'c'?

A 'c' is used before letters y, i or e, in words such as cell and fancy.

kn / gn / wr

Your child may work on learning spellings which begin with these letters, such as gnome and knit.

'-el' or '–le'?

In year 2, children may work on words ending in 'le', such as little or stable, understanding that '-el' is less common but used after the following letters: w, v, r, n, m and s, e.g. travel, fennel and trowel.

In addition to this, children may learn how to spell words ending in 'al' and 'il', such as animal, carnival and pencil, so not to confuse with words ending in 'el' and 'le'.

words ending in '-tion'

Children may learn this spelling pattern in year 2.

words ending in 'y'

To prevent children from misspelling the ending with an 'i', children may be taught that 'y' is the most common ending for this sound, e.g. reply and fly.

adding '-es'

When adding '-es' to verbs and nouns ending in '-y', children may be taught that the 'y' becomes an 'i' before the '-es' is added, e.g. hurry – hurries and berry – berries.

the possessive apostrophe

When saying something belongs to someone else we add an apostrophe to show belonging, e.g. the teacher's apple or the cat's toy. This may be taught in Year 2.

adding '-ing', '-er', '-est' and '-ed'

If the word ends in 'y' (with a consonant before it), such as 'carry', we change the 'y' for a 'i' then add the ending, e.g. carried, carrier or happiest. The exception is with '-ing' as we keep the 'y' and do not change it to 'i'. Exceptions to this rule include taxiing and skiing.

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adding '-ing', '-er', '-est', '-ed' and '-y'

Adding the above to words ending in 'e' (with a consonant before it) means that we must remove the 'e' and add the chosen ending, e.g. take – taking and pose – posed. An exception to this rule is the word 'being'.

If adding the endings listed above to one syllable words ending in a consonant but preceded by a vowel, we must double the last consonant first, e.g. pat – patting and hum – hummed. An exception to this rule is that the letter 'x' must never be doubled, e.g. mix – mixing (no double x).

adding '-s' to words ending in '-ey'

This is a nice simple rule! To turn any word ending in 'ey' into its plural form, just add 's', for example, valley – valleys.

using 'a'

Your child may be taught that the most common letter after 'w' and 'qu' is 'a'. They may learn the exceptions such as: worm, word and worth.

adding the suffixes –ness, -ful, -ment, -ly and –less

The general rule is that if a suffix ends in a consonant, like the above, you can add it to most words without having to do anything, e.g. useful, likeness, priceless, quickly and payment. The main exceptions occur when the word ends in 'y', with a consonant before it and the word containing more than one syllable, e.g. happiness.

contractions (shortened forms)

These are words such as we'll, they've and haven't which contain an apostrophe. The apostrophe stands in for missing letters, for example, we'll is the shortened form of 'we will', missing out the second 'w' and 'i' and replacing with the apostrophe.

A very common error is putting in an apostrophe where it isn't needed, e.g. using it's to indicate something belongs to 'it' when in fact it means it is or it has.