

# Year 2 Core Subject Essentials

Spellings:

## New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	



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## Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /e/, /i/, /o/, /u/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
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	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /eɪ/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i/ or /eɪ/ sound spelt –ei at the end of words	The –ei spelling is much less common than –ie. The –ei spelling is used after m, n, r, s, v, w and more often than not after e.	camel, tunnel, squirrel, travel, towel, tinsel
The /i/ or /eɪ/ sound spelt –ai at the end of words	Not many nouns end in –ai, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –ii	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound 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.	files, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. <b>Exception:</b> being.	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before i and ii	The /ɔ:/ sound ('or') is usually spelt as a before i and ii.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -e (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
The /e/ sound spelt a after w and qu	a is the most common spelling for the /e/ ('hgt') sound after w and qu.	want, watch, wander, quantity, squash
The /ɛ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /j/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p><b>Exceptions:</b></p> <p>(1) argument</p> <p>(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot).</p> <p>It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Rav's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the <i>difference</i> in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <i>a</i> in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <i>ea</i>.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, 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 – and/or others according to programme used.</p> <p><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

## Maths National Curriculum (Y2):

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

**2 Times Table**

$2 \times 1 = 2$   
 $2 \times 2 = 4$   
 $2 \times 3 = 6$   
 $2 \times 4 = 8$   
 $2 \times 5 = 10$   
 $2 \times 6 = 12$   
 $2 \times 7 = 14$   
 $2 \times 8 = 16$   
 $2 \times 9 = 18$   
 $2 \times 10 = 20$   
 $2 \times 11 = 22$   
 $2 \times 12 = 24$

**2 Times Table**

$2 + 2 = 1$   
 $4 + 2 = 2$   
 $6 + 2 = 3$   
 $8 + 2 = 4$   
 $10 + 2 = 5$   
 $12 + 2 = 6$   
 $14 + 2 = 7$   
 $16 + 2 = 8$   
 $18 + 2 = 9$   
 $20 + 2 = 10$   
 $22 + 2 = 11$   
 $24 + 2 = 12$

**5 Times Table**

$5 \times 1 = 5$   
 $5 \times 2 = 10$   
 $5 \times 3 = 15$   
 $5 \times 4 = 20$   
 $5 \times 5 = 25$   
 $5 \times 6 = 30$   
 $5 \times 7 = 35$   
 $5 \times 8 = 40$   
 $5 \times 9 = 45$   
 $5 \times 10 = 50$   
 $5 \times 11 = 55$   
 $5 \times 12 = 60$

**5 Times Table**

$5 + 5 = 1$   
 $10 + 5 = 2$   
 $15 + 5 = 3$   
 $20 + 5 = 4$   
 $25 + 5 = 5$   
 $30 + 5 = 6$   
 $35 + 5 = 7$   
 $40 + 5 = 8$   
 $45 + 5 = 9$   
 $50 + 5 = 10$   
 $55 + 5 = 11$   
 $60 + 5 = 12$

**10 Times Table**

$10 \times 1 = 10$   
 $10 \times 2 = 20$   
 $10 \times 3 = 30$   
 $10 \times 4 = 40$   
 $10 \times 5 = 50$   
 $10 \times 6 = 60$   
 $10 \times 7 = 70$   
 $10 \times 8 = 80$   
 $10 \times 9 = 90$   
 $10 \times 10 = 100$   
 $10 \times 11 = 110$   
 $10 \times 12 = 120$

**10 Times Table**

$10 + 10 = 1$   
 $20 + 10 = 2$   
 $30 + 10 = 3$   
 $40 + 10 = 4$   
 $50 + 10 = 5$   
 $60 + 10 = 6$   
 $70 + 10 = 7$   
 $80 + 10 = 8$   
 $90 + 10 = 9$   
 $100 + 10 = 10$   
 $110 + 10 = 11$   
 $120 + 10 = 12$

## Addition

hundreds	tens	ones
3	5	8
	3	7
3	9	5

## Subtraction (with 2-digit numbers)

hundreds	tens	ones
1	4	7
	1	8
1	2	9

## Multiplication

$3 \times 5 = \square$   
 $5 \times 3 = \square$

$12 = 3 \times 4$        $12 = 4 \times 3$

## Division

$20 \div 4 = \square$        $20 \div 5 = \square$

The whole is nine. There are three equal parts. What is the value of each part?

$9 \div 3 = \square$

