



**CORPUS CHRISTI**  
We are His body, living and learning as one.



## SS John Fisher & Thomas More Year 2 Spelling Long Term Plan

### Revision from year 1.

Phonics knowledge continues to underpin spelling but morphology becomes important as pupils begin to learn about root words and suffixes.  
Show the relationship between the meaning and spelling of words.

Aut 1 Book 2A	Unit	Spelling Pattern	Word Suggestions
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<p>Week 1</p>	<p>Unit 1 Adding the prefixes dis-and in-</p>	<p>Prefixes are a group of letters which we add to a word to change the meaning. The prefixes dis- incapable, incomplete, incorrect, independent, invisible and in- means 'not' or the opposite of something (similarly to the prefix in-).</p> <table border="1" data-bbox="931 233 1621 612"> <thead> <tr> <th>root word</th> <th>Prefix -dis + root word</th> </tr> </thead> <tbody> <tr> <td>like</td> <td>dislike</td> </tr> <tr> <td>agree</td> <td>disagree</td> </tr> <tr> <td>obey</td> <td>disobey</td> </tr> <tr> <td>connect</td> <td>disconnect</td> </tr> <tr> <td>appear</td> <td>disappear</td> </tr> <tr> <td>approve</td> <td>disapprove</td> </tr> </tbody> </table> <table border="1" data-bbox="931 638 1621 909"> <thead> <tr> <th>root word</th> <th>Prefix -in + root word</th> </tr> </thead> <tbody> <tr> <td>action</td> <td>inaction</td> </tr> <tr> <td>visible</td> <td>invisible</td> </tr> <tr> <td>human</td> <td>inhuman</td> </tr> <tr> <td>capable</td> <td>incapable</td> </tr> </tbody> </table>	root word	Prefix -dis + root word	like	dislike	agree	disagree	obey	disobey	connect	disconnect	appear	disappear	approve	disapprove	root word	Prefix -in + root word	action	inaction	visible	invisible	human	inhuman	capable	incapable	<p>Disagree, disappear, disapprove, dishonest, dislike, incapable, incomplete, incorrect, independent, invisible</p>
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<p>Week 2</p>	<p>Unit 2 Adding im- to root words beginning with m or p</p>	<p>Sometimes we can add a prefix that means 'not' or 'opposite to a root word to make an antonym.</p> <p>If a root word begins with the letter m or p, the prefix in-, changes to im- e.g.  mature immature  possible impossible</p>	<p>immature, immortal, immoral, impatient, imperfect, impolite, impossible</p>																								
<p>Week 3</p>	<p>Unit 2 (continued) Revise adding prefixes im-, in-, dis- and un-</p>	<p>All of these prefixes can be added to a root word to change the meaning of the word. All prefixes mean 'not' or the opposite.</p>	<p>disconnect, dishonest, immature, immoral, impatient, imperfect, impolite, impossible, incapable, incomplete, incorrect, independent, infrequent, invisible, unhappy, unkind, unlock, unsafe</p>																								

Week 4	Special Focus 1 Orange words with silent letters	Orange words are the common exception words in Y3 and Y4 Spelling Appendix for the National Curriculum in England.  Orange words contain a sound with an odd spelling.  Some words contain a letter which is silent or very quiet when we say the word aloud.	answer, island, February, length, strength, business
Week 5	Unit 3 Adding the suffix -ous	When we add the suffix -ous we might need to change the root word.  If the word ends with an e, we have to drop the e before adding -ous.  fame + ous = famous	dangerous, enormous, fabulous, generous, hazardous, jealous, mountainous, nervous, perilous, poisonous, pompous, ridiculous, tremendous, venomous
Week 6	Unit 3 (continued) Adding the suffix -ly to -adding -ly. ous words	The -ous words to not need to change when adding -ly	fabulously, nervously, famously, generously
Week 7	Focus on learning a selection of jumping orange words.  Revise any units that the children found difficult.		
<b>Aut 2 Book 2A</b>	<b>Unit</b>	<b>Spelling Pattern</b>	<b>Word Suggestions</b>
<b>Week 1</b>	Spelling test (20 words from Autumn 1 spellings)  Recap spelling patterns that the children struggled with on the test.		
<b>Week 2</b>	Unit 4 Adding the suffix -ly	Adding the suffix -ly to an adjective changes it into an adverb. You can just add -ly onto some root words.  It's different if the root word ends in le. Then we swap the le for ly.	Badly, carefully, comically, completely, cuddly, feebly, finally, gently, giggly, horribly, humbly, merrily, nicely, politely, rudely, simply, smugly, suddenly, wrinkly

		<table border="1"> <tr> <td>root word</td> <td>swap -le for -ly</td> </tr> <tr> <td>horrible</td> <td>horribly</td> </tr> <tr> <td>gentle</td> <td>gently</td> </tr> <tr> <td>simple</td> <td>simply</td> </tr> <tr> <td>feeble</td> <td>feebly</td> </tr> </table>	root word	swap -le for -ly	horrible	horribly	gentle	gently	simple	simply	feeble	feebly	
root word	swap -le for -ly												
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<b>Week 3</b>	Unit 4 Words ending in -ture	<p>The -ture spelling sounds like chuh.</p> <p>Some words have endings that sound like chuh but are root words ending in tch or ch and the suffix -er:</p> <p>catcher teacher richer They are not -ture words</p>	adventure, capture, creature, departure, feature, fixture, fracture, furniture, future, mixture, nature, picture, puncture, sculpture, temperature, texture										
<b>Week 4</b>	Unit 5 Words ending in -ture with suffixes -s and -ed	<p>The suffix -s can be added onto the root word</p> <p>Words ending in -ture ending in -ture with suffixes -s and -ed e.g. pictures</p> <p>When adding the suffix -ed to root words ending in -ture, drop the e before adding the -ed. e.g. pictured</p>	pictures, captured, departures, sculptures, creatures, mixtures, fractured										
<b>Week 5</b>	Special Focus 2 Homophones	Homophones are groups of words which sound the same when you say them but have different brake spellings and meanings.	where, wear, meet, meat, great, grate, bear, bare, break,										
<b>Week 6</b>	Unit 6 (prior learning) Root words before adding suffix -ation	Children learn how to spell the root words before they learn how to change the words when adding the suffix.	Admire, adore, alter, cancel, explain, explore, inform, observe, prepare, realise, reserve, sense, separate, tempt										
<b>Week 7</b>	<p>Assessment week</p> <p>Focus on learning orange words</p> <p>Recap any units that the children have struggled on</p>												

Spring 1 Book 2A	Unit	Spelling Pattern	Word Suggestions												
<b>Week 1</b>	Spelling test (20 words from Autumn term spellings) Recap spelling patterns that the children struggled with on the test.														
<b>Week 2</b>	Unit 6 Adding -ation verbs to them into nouns.	<p>We can add -ation to some verbs to change them into nouns.</p> <p>If the verb ends in a form nouns consonant we just add the suffix: inform + ation = information</p> <p>But if the verb ends in e we must drop the e before adding -ation.</p> <table border="1" data-bbox="931 488 1617 887"> <thead> <tr> <th data-bbox="931 488 1274 600">root word</th> <th data-bbox="1274 488 1617 600">root word + suffix -ation OR drop the e before adding -ation</th> </tr> </thead> <tbody> <tr> <td data-bbox="931 600 1274 655">inform</td> <td data-bbox="1274 600 1617 655">information</td> </tr> <tr> <td data-bbox="931 655 1274 711">limit</td> <td data-bbox="1274 655 1617 711">limitation</td> </tr> <tr> <td data-bbox="931 711 1274 767">sense</td> <td data-bbox="1274 711 1617 767">sensation</td> </tr> <tr> <td data-bbox="931 767 1274 823">admire</td> <td data-bbox="1274 767 1617 823">admiration</td> </tr> <tr> <td data-bbox="931 823 1274 887">prepare</td> <td data-bbox="1274 823 1617 887">preparation</td> </tr> </tbody> </table> <p>Weird Word Warning! There are some words that contain -ation as part of the root word and not as a suffix.            For example:            station            Nation</p>	root word	root word + suffix -ation OR drop the e before adding -ation	inform	information	limit	limitation	sense	sensation	admire	admiration	prepare	preparation	admiration, adoration, alteration, cancellation, explanation, exploration, information, observation, plantation, preparation, realisation, reservation, sensation, separation, temptation
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inform	information														
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sense	sensation														
admire	admiration														
prepare	preparation														
<b>Week 3</b>	Unit 7 Words with the c sound spelt ch	The letters ch made the c sound in the Greek language.	ache, anchor, chaos, character, chemical, chemist, chorus, echo, mechanic, orchestra, scheme, school, stomach												
<b>Week 4</b>	Unit 7 (continued) Words with the c sound spelt ch	The letters ch made the c sound in the Greek language.	Characters, chemistry, anchored, stomachs, mechanics, schemed, aching, orchestras, ached												

<b>Week 5</b>	Unit 8 Words with the sh sound spelt ch	In the French language, the sh sound is almost always spelt with the letters ch. There are quite a lot of English words that have been borrowed from the French language and have kept the French spelling. However, not all of the words with the sh sound and ch spelling are French	brochure, chalet, chandelier, charade, chef, chute, machine,
<b>Week 6</b>	Assessment week Focus on learning orange words Recap any units that the children have struggled on.		

<b>Spring 2 Book 2B</b>	<b>Unit</b>	<b>Spelling Pattern</b>	<b>Word Suggestions</b>
<b>Week 1</b>	Spelling test (20 words from spring 1 spellings) Recap spelling patterns that the children struggled with on the test.		

<b>Week 2</b>	Unit 8 Words with the c sound spelt ch with suffixes	In the French language, the sh sound is almost always spelt with the letters ch. There are quite a lot of English words that have been borrowed from the French language and have kept the French spelling. However, not all of the words with the sh sound and ch spelling are French	Parachuting, machinery, chutes, chefs, chalets, brochures														
<b>Week 3</b>	Special Focus 3 The short i sound spelt y	Sometimes the letter y in a word (other than at the end) makes a short i sound.	Egypt, myth, gym, pyramid, mysterious, mystery, syllable, cymbals, cygnet														
<b>Week 4</b>	Unit 9 Spelling root words before adding the suffix -ion	<p>The suffix is -i-o-n, un, but when we add -ion, but when we add -ion to words ending in t or te - the new ending sounds like shun and is spelt -tion .</p> <p>If the verb ends in the letter t, we just add - ion: collect + ion = collection</p> <p>But if the verb ends in te we must drop the e before adding -ion: Concentrate = concentration</p> <table border="1" data-bbox="929 598 1621 1029"> <thead> <tr> <th data-bbox="929 598 1274 683">root word</th> <th data-bbox="1274 598 1621 683">Root word + suffix -ion OR drop the e before adding -ion</th> </tr> </thead> <tbody> <tr> <td data-bbox="929 683 1274 742">correct</td> <td data-bbox="1274 683 1621 742">correction</td> </tr> <tr> <td data-bbox="929 742 1274 801">attract</td> <td data-bbox="1274 742 1621 801">attraction</td> </tr> <tr> <td data-bbox="929 801 1274 860">construct</td> <td data-bbox="1274 801 1621 860">construction</td> </tr> <tr> <td data-bbox="929 860 1274 919">locate</td> <td data-bbox="1274 860 1621 919">location</td> </tr> <tr> <td data-bbox="929 919 1274 978">concentrate</td> <td data-bbox="1274 919 1621 978">concentration</td> </tr> <tr> <td data-bbox="929 978 1274 1029">exaggerate</td> <td data-bbox="1274 978 1621 1029">exaggeration</td> </tr> </tbody> </table>	root word	Root word + suffix -ion OR drop the e before adding -ion	correct	correction	attract	attraction	construct	construction	locate	location	concentrate	concentration	exaggerate	exaggeration	Action, attraction, celebration, collection, concentration, construction, correction, education, exaggeration, hesitation, injection, invention, location, subtraction
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Summer 1 Book 2B	Unit	Spelling Pattern	Word Suggestions
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<b>Week 1</b>	Spelling test (20 words from Spring term spellings) Recap spelling patterns that the children struggled with on the test.																
<b>Week 2</b>	Unit 9 Adding the suffix -ion	<p>The suffix is -i-o-n, un, but when we add -ion, but when we add -ion to words ending in t or te - the new ending sounds like shun and is spelt -tion .</p> <p>If the verb ends in the letter t, we just add - ion:          collect + ion = collection</p> <p>But if the verb ends in te we must drop the e before adding -ion:          Concentrate = concentration</p> <table border="1" data-bbox="931 403 1619 831"> <thead> <tr> <th data-bbox="931 403 1274 488">root word</th> <th data-bbox="1274 403 1619 488">Root word + suffix -ion OR drop the e before adding -ion</th> </tr> </thead> <tbody> <tr> <td data-bbox="931 488 1274 544">correct</td> <td data-bbox="1274 488 1619 544">correction</td> </tr> <tr> <td data-bbox="931 544 1274 600">attract</td> <td data-bbox="1274 544 1619 600">attraction</td> </tr> <tr> <td data-bbox="931 600 1274 655">construct</td> <td data-bbox="1274 600 1619 655">construction</td> </tr> <tr> <td data-bbox="931 655 1274 711">locate</td> <td data-bbox="1274 655 1619 711">location</td> </tr> <tr> <td data-bbox="931 711 1274 767">concentrate</td> <td data-bbox="1274 711 1619 767">concentration</td> </tr> <tr> <td data-bbox="931 767 1274 831">exaggerate</td> <td data-bbox="1274 767 1619 831">exaggeration</td> </tr> </tbody> </table>	root word	Root word + suffix -ion OR drop the e before adding -ion	correct	correction	attract	attraction	construct	construction	locate	location	concentrate	concentration	exaggerate	exaggeration	action, attraction, celebration, collection, concentration, construction, correction, education, exaggeration, hesitation, injection, invention, location, subtraction
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<b>Week 3</b>	Unit 10 Spelling root words before adding the suffix -ian	Children should be confident with spelling root words before they add the suffix.	electric, magic, mathematics, music, optics, politics														
<b>Week 4</b>	Unit 10 Adding the suffix -ian	<p>Remembering how -ion can be added onto words ending in t or te, we can add -ian onto words ending with c.</p> <p>When adding -ian onto words that end in c, we change them into nouns that mean a person who does or is something.          E.g. magic - magician</p> <p>So if the root word ends in the letter c we just add -i-a-n:</p> <table border="1" data-bbox="931 1225 1619 1342"> <thead> <tr> <th data-bbox="931 1225 1274 1281">root word</th> <th data-bbox="1274 1225 1619 1281">Root word + suffix -ian</th> </tr> </thead> <tbody> <tr> <td data-bbox="931 1281 1274 1342">magic</td> <td data-bbox="1274 1281 1619 1342">magician</td> </tr> </tbody> </table>	root word	Root word + suffix -ian	magic	magician	magician, electrician, musician, optician, politician										
root word	Root word + suffix -ian																
magic	magician																



		<table border="1"> <tr> <td>electric</td> <td>electrician</td> </tr> <tr> <td>music</td> <td>musician</td> </tr> <tr> <td>optic</td> <td>optician</td> </tr> </table> <p>If the root word ends in cs we must drop the s before adding -ian: politics + ian = politician</p>	electric	electrician	music	musician	optic	optician	
electric	electrician								
music	musician								
optic	optician								
<b>Week 5</b>	Unit 11 Adding the prefix re-	<p>Prefixes are little groups of letters that we can add to the front of a word to change its meaning.</p> <p>The prefix 're' means 'again' or 'for a second time'. We can just add the prefix re- because there are no letters to swap, double or drop.</p>	reappear, rearrange, rebuilding, reconnect, recycle, redecorate, redo, refresh, reheat, renew, replace, replay, rewrite						
<b>Week 6</b>	<p>Focus on learning orange words</p> <p>Recap any units that the children have struggled on.</p>								

Summer 2 Book 2B	Unit	Spelling Pattern	Word Suggestions
<b>Week 1</b>	Spelling test (20 words from Summer 1 spellings)		

	Recap spelling patterns that the children struggled with on the test.												
<b>Week 2</b>	Special Focus 4 Homophones	Homophones are groups of words which sound the same when you say them but have different spellings and meanings.	whether, weather, ball, bawl, not, knot, plain, plane										
<b>Week 3</b>	Unit 12 Adding the prefix anti-	<p>Anti- can be added to the front of some other words to show that someone or something is 'against' or 'opposite'.</p> <p>Like most other prefixes, we can just add the prefix anti- to root words - no need to swap, double or drop any letters.</p> <table border="1"> <thead> <tr> <th>root word</th> <th>prefix -anti + root word</th> </tr> </thead> <tbody> <tr> <td>freeze</td> <td>antifreeze</td> </tr> <tr> <td>clockwise</td> <td>anticlockwise</td> </tr> <tr> <td>social</td> <td>antisocial</td> </tr> <tr> <td>septic</td> <td>antiseptic</td> </tr> </tbody> </table> <p>The word 'antibiotic' is a combination of anti + biotic from the Greek word 'bios' meaning 'life'. It sounds as though antibiotics are against life, and yet we use them to keep us well when we are ill. However, they are anti- or against the life of harmful bacteria. They kill harmful bacteria to keep us healthy.</p>	root word	prefix -anti + root word	freeze	antifreeze	clockwise	anticlockwise	social	antisocial	septic	antiseptic	Antibiotic, anti-climax, anticlockwise, antifreeze, antiseptic, antisocial
root word	prefix -anti + root word												
freeze	antifreeze												
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<p><b>Week 4</b></p>	<p>Unit 13 Adding the prefix super-</p>	<p>Super- can be added to the front of some words to show that something is out of the ordinary, greater or more powerful than others.</p> <p>We can just add the prefix super- to root words. No need to swap, double or drop any letters.</p> <table border="1" data-bbox="931 288 1617 687"> <thead> <tr> <th>Root word</th> <th>prefix -super + root word</th> </tr> </thead> <tbody> <tr> <td>man</td> <td>superman</td> </tr> <tr> <td>woman</td> <td>superwoman</td> </tr> <tr> <td>human</td> <td>superhuman</td> </tr> <tr> <td>hero</td> <td>superhero</td> </tr> <tr> <td>size</td> <td>supersize</td> </tr> <tr> <td>star</td> <td>superstar</td> </tr> </tbody> </table>	Root word	prefix -super + root word	man	superman	woman	superwoman	human	superhuman	hero	superhero	size	supersize	star	superstar	
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<p><b>Week 5</b></p>	<p>Unit 14 Adding the prefix sub-</p>	<p>Sub- can be added to the front of other words to show that something is 'below' or 'underneath'.</p> <p>We can just add the prefix sub- to root words. No need to swap, double or drop any letters.</p> <table border="1" data-bbox="931 991 1617 1334"> <thead> <tr> <th>root word</th> <th>prefix sub- + root word</th> </tr> </thead> <tbody> <tr> <td>zero</td> <td>subzero</td> </tr> <tr> <td>way</td> <td>subway</td> </tr> <tr> <td>marine</td> <td>submarine</td> </tr> <tr> <td>title</td> <td>subtitle</td> </tr> <tr> <td>heading</td> <td>subheading</td> </tr> </tbody> </table>	root word	prefix sub- + root word	zero	subzero	way	subway	marine	submarine	title	subtitle	heading	subheading	<p>subdivide, subheading, submarine, submerge, subsoil, subtitle, subway, sub-zero</p>		
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<b>Week 6</b>	Assessment week			
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