

Where does Spelling with Grammarsaurus meet the National Curriculum objectives?

Y2



Spelling with Grammarsaurus

National Curriculum Objective	Morphology sequence unit	Submorphemic grapheme pattern units	Commonly misspelt unit	Writing unit
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	vowels and consonants		dg	
The /s/ sound spelt c before e, i and y	vowels and consonants			
The /n/ sound spelt kn and (less often) gn at the beginning of words		kn gn		
The /r/ sound spelt wr at the beginning of words		wr		
The // or /ə/ sound spelt -le at the end of words			// or /ə/ spelt le	
The // or /ə/ sound spelt -el at the end of words			// or /ə/ spelt el	
The // or /ə/ sound spelt -al at the end of words			// or /ə/ spelt al	



Words ending -il			/ə/ spelt il	
The /aɪ/ sound spelt -y at the end of words	vowels and consonants -y			Non-chronological report: Marvellous Minibeasts
Adding -es to nouns and verbs ending in -y	-s -es			Non-chronological report: Marvellous Minibeasts
Adding -ed, -ing, -er and -est to a root word* ending in -y with a consonant before it *Where the NC refers to a 'root word', this is a base or stem.	-ed -ing -est -er			Recount (letter): Little Red Recount (diary): Charles Darwin's journey Narrative (setting description): Sleeping Beauty's castle
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	-ed -ing -y -est -er			Non-chronological report: Marvellous Minibeasts Recount (letter): Little Red Recount (diary): Charles Darwin's journey Narrative (setting description): Sleeping Beauty's castle
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	-ed -ing -y -est -er			Non-chronological report: Marvellous Minibeasts Recount (letter): Little Red Recount (diary): Charles Darwin's journey
The /ɔ:/ sound spelt a before l and ll			/ɔ:/ spelt a before l and ll	
The /ʌ/ sound spelt o			/ʌ/ spelt o	
The /i:/ sound spelt -ey			/i:/ sound spelt -ey (an ey word ending can sometimes be the suffix -ey, e.g. chimney)	

The /b/ sound spelt a after w and qu			/b/ spelt a after w and qu	
The /z:/ sound spelt or after w			/z:/ spelt or after w	
The /ɔ:/ sound spelt ar after w			/ɔ:/ spelt ar after w	
The /ʒ/ sound spelt s	 -ure Y3 Summer 1			Biography (Y3): Mystique - The evil fairy
The suffixes –ment, –ness, –ful, –less and –ly				Narrative: Mighty Marrow Narrative (setting description): Sleeping Beauty's castle Explanation: How do butterflies change?
Contractions				Recount (diary): Escape the fire! Instructions: How to be a mighty explorer Recount (diary): Charles Darwin's journey
The possessive apostrophe (singular nouns)				Instructions: How to be a mighty explorer Recount (diary): Charles Darwin's journey
Words ending in –tion* *This is the suffix -ion. The <t> comes from the base or stem e.g. erupt in eruption.	 -ion Y3 Autumn 2			Narrative: Stone Age Girl Narrative: Land of Whale Songs
Homophones and near-homophones			homophones and near homophones	
Common exception words				These are spread across all writing units. If you do not follow our writing, choose CEW per unit and teach them in context.

