

Year 2 (Practice Book 2A) short-term revision mapping				
Unit	Content	Rule/explanation	Examples	Extra Practice Zone Activities
Unit 1	The or sound spelt a before l and ll	In some words, the or sound is spelt a when it comes before l or ll . <i>Remember that the letter l is silent.</i>	all, tall, ball, call, fall, hall, wall etc. also, almost, always, already etc. talk, walk, chalk, stalk etc.	Spell the Vowel <i>Odd Rhyme Out (Y3-6)</i> <i>Silent Letters (Y5-6)</i>
Unit 2	Soft c	When c comes just before i , y or e , it usually makes the s sound. It is called soft c .	city, cell, exercise, icy, cycle, rice, mice, fancy, face, race etc.	
Special focus 1	Red words: <i>where, could, there, want, was, would, what</i>	Red words contain a sound with an odd spelling ... we need to <i>stop and think</i> about the odd part of the word before we write it.	<i>See red words in column B</i>	<i>Odd Rhyme Out (Y3-6)</i>
Unit 3	Adding the suffix -y (1) (to words ending in a short vowel and a consonant)	We can add -y to many root words to make adjectives. For some words, we double the final consonant before adding -y .	sloppy, funny, boggy, muddy, nutty, spotty etc.	Swap, Double or Drop? Spell the Root
Unit 4	Adding the suffix -y (2) (to words ending in e)	We can add -y to some root words ending in e to make adjectives. We drop the e before adding -y .	whiny, lazy, wavy, breezy, crazy, bony, smoky, shiny etc.	Swap, Double or Drop?
Special focus 2	Homophones: <i>sea/sea, son/sun, blew/blue, knight/night, saw/sore, quite/quiet</i>	Words that sound the same but have different meanings and spellings are called homophones .	<i>See homophones in column B</i>	Sounds the Same
Unit 5	Adding the suffix -ly (to words to make adverbs)	We can add the suffix -ly to root words to make an adverb. <i>When a word ends in a y, we swap the y for an i before adding -ly.</i>	loudly, badly, bravely, stupidly etc. happily, easily etc.	Swap, Double or Drop? Rule Breakers Spell the Root
Unit 6	The n sound spelt kn and gn	Some words begin with the n sound spelt kn . It is a silent k . Silent k only ever comes before the letter n . The n sound at the start of words can also be spelt gn . This isn't a very common spelling! Like the silent k at the start of words, the silent g used to be said aloud.	knew, knot, knight, knit etc. gnat, gnaw, gnome, gnash etc.	<i>Silent Letters (Y5-6)</i>
Special focus 3	Red words: <i>money, people, busy, half</i>	Red words contain a sound with an odd spelling ... we need to <i>stop and think</i> about the odd part of the word before we write it.	<i>See red words in column B</i>	<i>Odd Rhyme Out (Y3-6)</i>
Unit 7	The igh sound spelt y	Lots of words end with the igh sound spelt y . If the end of a word sounds like igh , it is almost always spelt with a y .	shy, dry, fly, nearby, terrify etc.	Spell the Vowel
Unit 8	Adding the suffix -ing (1) (to words ending in a short vowel and a consonant)	If a word ends in a short vowel sound (a, e, i, o, u) + a consonant, we double the consonant before adding the suffix -ing . <i>Never double the letters w or x.</i>	putting, knotting, drumming, tripping, nodding, clapping etc.	Swap, Double or Drop? Rule Breakers Spell the Root
Special focus 4	Homophones: <i>there/their, no/know, right/write, to/too, week/weak, see/sea</i>	Words that sound the same but have different meanings and spellings are called homophones .	<i>See homophones in column B</i>	Sounds the Same
Unit 9	Adding the suffix -ing (2) (to words ending in e or ie)	If a word ends in e , we drop the e before adding the suffix -ing . <i>A few words end in -ie. We must swap -ie for y before adding -ing.</i>	baking, riding, making, shining, racing, phoning etc. lying, tying, dying etc.	Swap, Double or Drop? Rule Breakers
Unit 10	The j sound	The j sound is always spelt j before a, o and u . The j sound is often spelt g before e, i or y . The j sound is spelt ge at the end of words. The j sound is often spelt dge at the end of a word after the short vowel sounds a, e, i, o, u .	jacket, jar, jog etc. gentle, giant, magic etc. charge, fringe, large etc. badge, fudge, ledge etc.	
Special focus 5	Contractions and apostrophes: <i>I'm, I'll, you're, he's, they're, she'll, we're</i>	Sometimes we squash two words together to make one word. One or two letters are squeezed out. An apostrophe has taken their place. We call these contractions .	<i>See contractions in column B</i>	
Unit 11	The o sound spelt a after w and qu	In some words, the o sound is spelt a when it follows w or qu .	was, want, wash, watch, wand etc. squat, quarrel, quality, squash etc.	Spell the Vowel <i>Odd Rhyme Out (Y3-6)</i>
Unit 12	Adding the suffix -ed (1) (to words ending in two consonant letters and words ending in a short vowel and a consonant)	If a word ends in two consonants, just add -ed . If a word ends in a short vowel sound (a, e, i, o, u) + a consonant, we double the consonant before adding -ed .	painted, hunted, jumped, buzzed etc. patted, jetted, dropped, nipped etc.	Swap, Double or Drop? Spell the Root
Special focus 6	The u sound spelt o <u>and</u> the or sound spelt ar after w	Sometimes the u sound is spelt with the letter o . Sometimes the letters ar after the letter w make the or sound.	mother, brother, other, nothing, Monday etc. towards, swarm, reward, warm etc.	Spell the Vowel <i>Odd Rhyme Out (Y3-6)</i>
Unit 13	Adding the suffix -ed (2) (swapping y for i)	If a word ends in a consonant + y , we swap the y for an i before adding -ed . <i>Some root words ending in a consonant + y can end in the igh sound but others end in the ee sound.</i>	cried, replied, dried, tried etc. hurried, copied, studied etc.	Swap, Double or Drop?
Unit 14	Adding the suffix -ed (3) (dropping e to add -ed , and revision of doubling the final consonant and swapping y for i)	If a word ends in e , we drop the e before adding -ed . If a word ends in a short vowel sound (a, e, i, o, u) + a consonant, we double the consonant before adding -ed . If a word ends in a consonant + y , we swap the y for an i before adding -ed .	poked, piled, trickled, waved etc. rotted, jogged, tapped, flipped etc. fried, denied, multiplied, cried etc.	Swap, Double or Drop?
Special focus 7	Possessive apostrophes	To show that something belongs to someone or something, we add an apostrophe and an s . If a word ends in s or ss , we can still add an apostrophe and an s .	the girl's, the cup's, Bella's etc. the lionness's cubs, the princess's castle etc.	