

Year 2 (Practice Book 2B) short-term revision mapping				
Unit	Content	Rule/explanation	Examples	Extra Practice Zone Activities
Unit 1	The r sound spelt wr	Some words begin with the r sound spelt wr . It is a silent w . Silent w only ever comes before the letter r .	wrap, wreck, wrong, wrist, wrinkle etc.	<i>Silent Letters (Y5-6)</i>
Unit 2	Adding the suffixes -er or -est (1) (words where no change is needed; words ending in e)	No change is needed to most root words before adding -er or -est . If a word ends in e , we drop the e before adding -er or -est .	faster/fastest, louder/loudest, softer/softest etc. larger/largest, nicer/nicest, ruder/rudest etc.	Swap, Double or Drop? Spell the Root
Special focus 1	Red words: <i>many, some, should, come, any, would</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 suffixes -er or -est (2) (swapping y for i)	If a word ends in y , we swap the y for an i before adding -er or -est .	happier/happiest, sillier, silliest, funnier/funniest etc.	Swap, Double or Drop?
Unit 4	Adding the suffixes -er or -est (3) (doubling consonant, where the root word ends in short vowel plus consonant)	If a word ends in a short vowel sound (a, e, i, o, u) + a consonant, we double the consonant before adding -er or -est .	sadder/saddest, slimmer/slimmest, wetter/wettest etc.	Swap, Double or Drop? Spell the Root
Special focus 2	Homophones: <i>see/sea, there/their, too/two, for/four, nose/knowns, ate/eight</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	The ee sound spelt ey	In some words, the ee sound is spelt ey . <i>In the words money, monkey and honey, the o makes an u sound.</i>	key, donkey, chimney, trolley, money etc.	Spell the Vowel <i>Odd Rhyme Out (Y3-6)</i>
Unit 6	Adding the suffix -ness (1) (adding to a root word where no change is needed to the root word)	We can add the suffix -ness to many root words to make a noun .	sadness, illness, lateness etc.	Swap, Double or Drop? Spell the Root
Special focus 3	Words ending in -il <u>and</u> words where s makes the zh sound	Some words end in -il . The vowel sound is so short we can hardly hear it. In some words, the letter s makes the zh sound.	pupil, pencil, fossil, nostril, evil, stencil, council, peril etc. treasure, usual, television, revision, measure etc.	Word Endings
Unit 7	Adding the suffix -ness (2) (swapping y for i)	If a root word ends in a consonant + y , we swap the y for an i before adding the suffix -ness .	dizziness, bossiness, sloppiness etc.	Swap, Double or Drop? Rule Breakers
Unit 8	Words ending in -le	Most words with two syllables that end in the / sound are spelt with le .	rattle, simple, table, middle etc.	
Special focus 4	Homophones: <i>seen/scene, wait/weight, hole/whole, sighed/side, new/knew</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	Words ending in -el	The ending that sounds like / can be spelt el .	camel, angel, travel, tunnel, label, tinsel etc.	Word Endings
Unit 10	Words ending in -al	The ending that sounds like / can be spelt al . Lots of adjectives end in al .	plural, comical, animal, capital, festival etc.	Word Endings
Special focus 5	The ir sound spelt or after w	In some words, the letters or after w make the ir sound.	worm, world, work, worth, worst, worse, password, workshop, workers etc.	Spell the Vowel <i>Odd Rhyme Out (Y3-6)</i>
Unit 11	Adding the suffix -ful	We can add the suffix -ful to root words to make adjectives. We always drop the last l from the word full to make the suffix -ful . <i>If the root word ends in a consonant + y, we swap the y for an i before adding the suffix -ful.</i>	thankful, colourful, painful etc. beautiful etc.	Swap, Double or Drop? Rule Breakers Spell the Root
Unit 12	Adding the suffix -less	The suffix -less means 'without'. If we say that people are fearless, we mean they are without fear. We can add the suffix -less to root words to make an adjective .	painless, sleepless, hopeless etc.	Swap, Double or Drop? Rule Breakers Spell the Root
Special focus 6	Contractions and apostrophes: <i>I've, we'd, they've, you've, you'd, they'd</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 . Sometimes we squeeze out almost all of the letters in a word and replace with an apostrophe .	<i>See contractions in column B</i>	
Unit 13	Adding the suffix -ment	When we add a suffix to a root word, we make a new word. We can add the suffix -ment to a verb to make a noun.	treatment, amazement, judgement etc.	Swap, Double or Drop? Rule Breakers Spell the Root
Unit 14	Words ending in -tion	The sh sound can be spelt ti in the middle of words. It can be followed by on to make the ending -tion , which sounds like shun .	station, lotion, fiction, section, option etc.	Swap, Double or Drop?
Unit 15	Adding the suffix -es	We swap the y for an i before adding -es .	nouns: bodies, babies, families etc. verbs: cries, carries, flies etc.	Playing with Plurals
Special focus 7	Possessive apostrophes	To show that something belongs to someone or something, we add an apostrophe and an s .	Joel's, the tigress's, our friend's etc.	