

Year 2 · Free resource

## /aɪ/ spelt y at end of words; Year 2 homophones

Year group: 2

Source: DfE, *English Appendic 1: Spelling*, National Curriculum for England (2013) — Year 2

Curriculum requirement: Statutory

### Part A: /aɪ/ spelt y at the end of words

In Year 1, children learn that y at the end of words makes the /i:/ sound (*happy, funny, baby*). In Year 2, they learn that y can also make the /aɪ/ sound at the end of shorter words.

*by, my, fly, cry, try, sky, dry, fry, spy, why, pry, sly, sty, shy, rye*

**The pattern:** these are mostly short, one-syllable words where y is the only vowel. In longer words (two or more syllables), y at the end almost always makes the /i:/ sound (*happy, funny*). In short one-syllable words, it makes /aɪ/.

**Examples**

<b>/aɪ/ sound (short words)</b>	<b>/i:/ sound (longer words)</b>
<b>by</b>	<b>baby</b>
<b>my</b>	<b>happy</b>
<b>fly</b>	<b>funny</b>
<b>cry</b>	<b>silly</b>
<b>try</b>	<b>tidy</b>
<b>sky</b>	<b>body</b>
<b>dry</b>	<b>penny</b>
<b>why</b>	<b>every</b>
<b>spy</b>	<b>angry</b>
<b>shy</b>	<b>lucky</b>

**Common mistakes**

<b>Wrong</b>	<b>Right</b>	<b>Reason</b>
<i>bie</i>	<b>by</b>	<b>y = /aɪ/ in short words</b>
<i>mie</i>	<b>my</b>	<b>y = /aɪ/</b>
<i>flie</i>	<b>fly</b>	<b>y = /aɪ/</b>
<i>skie</i>	<b>sky</b>	<b>y = /aɪ/</b>
<i>criy</i>	<b>cry</b>	<b>y at end, not iy</b>

## Part B: Year 2 statutory homophones

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*(DfE English Appendix 1: Spelling (2013) — Year 2 homophones list)*

These homophones are statutory content for Year 2. Each pair sounds identical but means something different.

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### **there / their / they're**

**there** — a place: *The book is over **there**.*

**their** — belonging to them: ***Their** bags are heavy.*

**they're** — they are: ***They're** coming at noon.*

*Memory:* **there** has *here* inside it (a place). **their** has *heir* inside it (inheritance — belonging to someone). **they're** has an apostrophe = they are.

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### **here / hear**

**here** — in this place: *Come over **here**.*

**hear** — to perceive sound: *Can you **hear** me?*

*Memory:* you **hear** with your **ear**. (h + ear = hear)

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### **quite / quiet**

*(near-homophones — slightly different)*

**quite** — to a certain degree; completely: *She was **quite** tired.*

**quiet** — without noise: *Please be **quiet**.*

*Memory:* **quite** is short and sharp. **quiet** has an extra letter and is longer — like silence stretching out.

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**see / sea**

**see** — to use one's eyes: *I can **see** the boat.*

**sea** — the ocean: *The **sea** is calm today.*

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**be / bee**

**be** — to exist; a verb: *I want to **be** a teacher.*

**bee** — an insect: *A **bee** landed on the flower.*

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**bare / bear**

**bare** — uncovered; empty: *Her **bare** feet were cold.*

**bear** — a large animal; to carry or endure: *A **bear** lives in the forest. I can't **bear** the noise.*

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**one / won**

**one** — the number 1: ***One** dog sat by the gate.*

**won** — past tense of *win*: *She **won** the race.*

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**sun / son**

**sun** — the star at the centre of our solar system: *The **sun** is bright today.*

**son** — a male child: *His **son** is seven years old.*

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**blue / blew**

**blue** — the colour: *The sky is **blue**.*

**blew** — past tense of *blow*: *The wind **blew** the leaves.*

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**new / knew**

**new** — not old; recent: *She has a **new** coat.*

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**knew** — past tense of *know*: *She **knew** the answer.*

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### **night / knight**

**night** — the time of darkness: *It was a dark **night**.*

**knight** — an armoured warrior: *The **knight** wore armour.*

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### **not / knot**

**not** — negation: *She is **not** ready.*

**knot** — a tying of rope: *Tie a **knot** in the string.*

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### **no / know**

**no** — a negative answer: ***No**, I can't come.*

**know** — to have knowledge: *I **know** the answer.*

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### **to / two / too**

**to** — direction or infinitive: *Walk **to** school. She wants **to** run.*

**two** — the number 2: *She has **two** cats.*

**too** — also; more than enough: *I want to come **too**. It's **too** hot.*

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### **Word sort activity**

*Choose the correct homophone for each sentence.*

She walked over \_\_\_\_ (there / their / they're) and picked up \_\_\_\_ (there / their / they're) coats.

Can you \_\_\_\_ (here / hear) the music from \_\_\_\_ (here / hear)?

The \_\_\_\_ (sun / son) shone brightly while her \_\_\_\_ (sun / son) played outside.

\_\_\_\_ (Know / No), I don't \_\_\_\_ (know / no) the answer.

She \_\_\_\_ (blew / blue) out the candle and the room went dark.



## Dictation sentences

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There is a **bee** on the **bare** branch over **there** — can you **hear** it?

**They're** going **to their** house by the **sea** for **two** weeks.

**My son knew** that the **sun** would **dry** the **new** towels **quite** quickly.

She **won** the race even though the **night** was dark and she couldn't **see** the path.

"**Be quiet!**" she said, and the room fell **quite** still — not a sound from **one** of them.

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*Source: DfE English Appendix 1: Spelling (2013). Homophones listed are from the statutory Year 2 content. All examples verified.*