

## Year 2 Phonics Autumn Term overview

Autumn 1 - Revisit and consolidate Phase 5 (alternative spellings)	Autumn 2- Phase 6 Teaching spelling strategies and homophones.				
Wk 1-6	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5
<p>Recap on phase 5 / alternative spelling for phonemes taught in Year 1 - ai, ay, a-e, ee, ea, e-e, ie, i-e, igh, y, oa, o-e, oe, ow, oo, ue, ew, er, ur, ir, or, oor, au, aw, ou, ow, + rare spelling alternatives</p> <p>Teach how to use a GPC choices chart when writing</p>	<p>Teach, practise and apply spelling strategies at the point of writing p185 and poster on p192 (L and S)</p> <ol style="list-style-type: none"> <li>Say the word, segment into phonemes and choose graphemes. For longer words split into syllables first (p175 L and S)</li> <li>Think of other words that sound the same. Does that help you to spell the word? (Analogy)</li> <li>Use your spelling log, word bank, environmental print, working wall.</li> </ol> <p>After writing: Teach children to use a dictionary to check their spelling at the proof-reading stage, and how to use a spell-checker appropriately p186 (L and S)</p> <p>Check writing for mistakes in common exception/tricky words.</p>		<p>Teach children how to learn and practise spellings including words taught in new knowledge, common exception/tricky words and individual target words.</p> <ol style="list-style-type: none"> <li>identify the tricky part of the word</li> <li>use a memory strategy to support you with learning the tricky part of the word. See p179 - 183 (L and S) for memory strategies, activities and routines</li> </ol> <p>Secure the spelling of the first 100 high frequency words and use these to practise learning and remembering with the above strategies.</p>		<p>Teach : ur/ - hurt, er - her, ir - girl, or - work (ear - learn, our - journey, ere - were)</p> <p>The /ur/ sound after w:</p> <p>When an /ur/ sound follows the letter w (not qu) it is usually spelt or, e.g word, worm, work (were is an exception) (p187 L and S)</p>
<p>Revise any homophones e.g. be/bee</p>	<p>Teach homophones: sea/see</p>		<p>Teach homophones: blue/blew</p>	<p>Teach homophones: hole/whole, flour/flower</p> <p>Teach common exception word: <u>hour</u></p>	<p>Teach homophones: new/knew</p> <p>Teach common exception word: <u>beautiful</u></p>

	<b>Focused Phase 3/ 4 work</b>	<b>Ongoing Phase 1 work:</b>	<b>Parent/School Partnership</b>	<b>Assessment</b>
<b>Letter Focus/ Recognition</b>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>Recap phase 5 alternative spellings and revisit constantly.</li> <li>Continue to support using JP actions/ RWI.</li> <li>Assess children who are needing intervention with phonics.</li> <li>Use alternative JP flower/ tree posters to support alternative spellings.</li> </ul> <p>Autumn 2:</p> <ul style="list-style-type: none"> <li>Practise recognition and recall of phase 5 alternative spelling for phonemes</li> <li>Teach, practise and apply spelling strategies at the point of writing - use of word mats, writing wall, environmental print, dictionaries, spelling logs</li> <li>Practise reading and writing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming songs and poetry.</li> <li>Continued rhyme and alliteration practice</li> <li>Recognising syllables in 2 syllable words</li> </ul>	<ul style="list-style-type: none"> <li>Phonic and Reading workshop for Parents</li> <li>Phonic books continue to be sent home- differentiated where appropriate</li> <li>Reading books sent home</li> <li>Word Lists (whizzy words) sent home to practise reading/ writing. Children can practise applying words by writing in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Children are read with weekly- Ind or Guided read</li> <li>Individual Phonics check/ word lists each <math>\frac{1}{2}</math> term</li> <li>Autumn term assessments</li> <li>Assess children on their segmenting skills through writing activities undergone each <math>\frac{1}{2}</math> term (ind writing)</li> <li>Handwriting assessments</li> </ul>
<b>Letter Formation/ Handwriting</b>	<ul style="list-style-type: none"> <li>Multi- sensory practice</li> <li>Pencil control</li> <li>Correct formation modelled on IWB and with children</li> <li>Begin write dance programme (consolidate some of the red book or begin green book) as an additional support - 1 big movement session and then follow up sessions each week</li> </ul> <p><b>Handwriting</b> Between 3-4 sessions per week (inc write dance): In handwriting books Introduce using a handwriting pen when children are ready. You will need to spend time reinforcing consistency of size, clear ascenders and descenders, correct formation and orientation and making capitals larger and clear.</p> <ul style="list-style-type: none"> <li>Revise handwriting families with key words (see below) again your session may take the form of individual letter formation, followed by a key word to reinforce that letter and maybe a short sentence to apply rules.</li> </ul>			
<b>Blending</b>	<ul style="list-style-type: none"> <li>Oral blending/sound talk</li> </ul>			

	<ul style="list-style-type: none"> <li>Letter games and activities</li> <li>Word boxes</li> <li>Blending VC, CVC and CCVC and CVCC, CCVCC words</li> <li>practise reading and spelling words with adjacent consonants and learned graphemes</li> </ul>			
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>Have a go - does it look right?</li> <li>How to use GPC choices board/chart</li> <li>Using the environment</li> <li>Spelling journals/ word books - segmentation strategy and matching correct number of phonemes to graphemes</li> <li>What is the tricky bit? Highlighting/colouring to remember</li> <li>Chunking and applying syllable strategy</li> <li>Using a dictionary</li> </ul>			
<b>Segmenting</b>	<ul style="list-style-type: none"> <li>Teaching and practicing segmenting for spelling using IWB</li> <li>Segmenting in children's written work</li> </ul>			
<b>Tricky words/ HFW READING</b>	<ul style="list-style-type: none"> <li>Practise reading and spelling HF and polysyllabic words</li> <li>Reading the first 100 high frequency words and use these to practise learning and remembering with the above strategies (see above in week coverage)</li> <li>Kinaesthetic/visual -writing in the air, with both hands, little finger etc; writing on partner's back, on hand etc.</li> </ul>			
<b>Tricky words/ HFW SPELLING</b>	<ul style="list-style-type: none"> <li>Practise reading and spelling HF and polysyllabic words</li> <li>Writing Phase 5 decodable words: don't, day, old, made, I'm, came, by, make, time, here, house, saw, about, very, your, put</li> <li>Writing Phase 5 tricky words: Oh, their, people, Mr, Mrs, looked, called, asked, could</li> </ul>			

## Year 2 Phonics Spring Term overview

Spring 1					Spring 2					
Focus: contractions, alternative spelling patterns, suffixes Begin to teach children how to proof read their writing for spelling.					Focus: suffixes, possessive apostrophe, adding endings Begin to teach children how to proof read their writing for spelling.					
<p>Teach: The /s/ sound spelt c before e, i and y eg race, ice, cell, city, fancy</p> <p>Teach: The sound spelt -y at the end of words /ai/ cry, fly, dry, try, reply, July Add to journals</p>	<p><b>Revisit</b> The /l/ sound spelt -le at the end of words Table, apple, bottle, little, middle</p> <p><b>Teach</b> Contractions Can't, didn't, hasn't, it's, couldn't, I'll, they're Add to journals</p>	<p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Hiking, hiked, hiker, nicer, nicest, shiny</p>	<p><b>Teach</b> adding the suffixes -ly :sadly, happily, badly and -y (dropping the e) shiny</p> <p><b>Teach:</b> The /i:/ sound spelt -ey key, donkey, monkey, chimney, valley</p>	<p><b>Revisit:</b> <b>Strategies at the point of writing</b> Revise using a GPC choices chart for the /r/ phoneme with spellings - r, -rr, -wr</p> <p><b>Teach:</b> The /r/ sound spelt -wr at the beginning of words  write, written, wrote, wrong, wrap</p>	<p>Teach adding -y to words of one syllable ending in a single consonant letter after a single vowel eg sunny, runny, funny</p> <p>The /n/ sound spelt kn and gn at the beginning of words: eg knock, know, knee, gnat, gnaw</p>	<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel Patted, patting, hummed, humming, dropping, dropped, adder, saddest, fatter, fattest, running, runny</p>	<p>The sound spelt a after w and qu /o/ Want, watch, wander, squash, quantity</p> <p>The sound spelt s /3/ Treasure, television, usual</p>	<p>Adding -es to nouns and verbs ending in -y Flies, cries, replies, copies, babies, carries</p>	<p>The possessive apostrophe (singular nouns) Megan's, the girl's, the child's, the man's Add to journals</p> <p>Teach sound spelt <b>ar</b> after w e.g. war, warm, towards</p>	<p>The suffixes -ful, -less and -ly Careful, playful, hopeless, badly, happily Add to journals</p>
<p>Write common exception words: <u>find</u>, <u>kind</u>, <u>mind</u>, <u>behind</u>, <u>child/ren</u>, <u>wild</u>, <u>most</u>, <u>both</u>, <u>gold</u>, <u>hold</u>, <u>told</u>, <u>whole</u> <b>Rarer GPCs to teach</b> do, wolf</p>		<p>Teach common exception word: <u>pretty</u></p> <p><b>Rarer GPCs to teach</b> friend water, any, father gym, fly</p>	<p>Teach common exception words: <u>could</u>, <u>should</u>, <u>would</u> <b>Rarer GPCs to teach</b> young, shoulder great</p>	<p>Teach near homophones: quite/quiet</p>	<p>Teach homophones:night/knight</p>	<p>Homophones to/too/two, one/won, sun/son, bare/bear</p>	<p>Teach common exception words:<u>great</u>, <u>break</u>, <u>steak</u></p>	<p>Teach homophones: write/right</p>	<p>Teach homophones one/won</p>	<p>Teach homophones: be/bee Teach common exception word: <u>climb</u></p>



	Focused Phase 6	Ongoing Phase 1 work:	Parent/School Partnership	Assessment
<b>Letter Focus/ Recognition</b>	<ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations as they are learned</li> <li>Teach alternative spellings of phonemes for writing</li> <li>Practise reading and writing sentences</li> <li>Use alternative JP flower/ tree posters to support alternative spellings.</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming songs and Nursery rhymes</li> <li>Continued rhyme and alliteration practice</li> </ul>	<ul style="list-style-type: none"> <li>Word books / whizzy words continue to be sent home with new focus from each week. Inc focus homophones, contractions. Children can practise applying words by writing in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Children are read with weekly- Ind or Guided read</li> <li>Individual Phonics check/ word lists each <math>\frac{1}{2}</math> term</li> </ul>
<b>Letter Formation/ Handwriting</b>	<ul style="list-style-type: none"> <li>Multi- sensory practice</li> <li>Pencil control</li> <li>Correct formation modelled on IWB and with children</li> <li>Begin write dance programme (green book) as an additional support - 1 big movement session and then follow up sessions each week</li> </ul> <p><b>Handwriting</b> Between 3-4 sessions per week. In handwriting books. Digraph/trigraph variations incorporating key words that apply the phonemes.</p> <ul style="list-style-type: none"> <li>❖ Ai ay a-e ey eigh</li> <li>❖ Ee ea e-e y</li> <li>❖ Ie igh y i-e</li> <li>❖ Oa oe o-e ow</li> <li>❖ Ue u-e oo ew</li> <li>❖ Oo u ew oul</li> <li>❖ Oo u-e e woe</li> <li>❖ Ou ow ough</li> <li>❖ Oi oy</li> <li>❖ Ar</li> <li>❖ Or aw ore a ough</li> <li>❖ Air are ear</li> <li>❖ Er eer ear</li> <li>❖ Ph wh kn g n th ch sh</li> </ul>	<ul style="list-style-type: none"> <li>Recognising syllables in 2 syllable words</li> </ul>	<ul style="list-style-type: none"> <li>Reading books sent home</li> <li>Practise SPAG style questions</li> </ul>	<ul style="list-style-type: none"> <li>Spring term assessments</li> <li>Assess children on their segmenting skills through writing activities undergone each <math>\frac{1}{2}</math> term (ind writing)</li> <li>Handwriting assessments</li> </ul>

<b>Blending</b>	<ul style="list-style-type: none"> <li>Oral blending/sound talk</li> <li>Letter games and activities</li> <li>Word boxes</li> <li>Blending VC, CVC and CCVC and CVCC, CCVCC words</li> <li>practise reading and spelling words with adjacent consonants and newly learned graphemes</li> </ul>			
<b>Segmenting</b>	<ul style="list-style-type: none"> <li>Teaching and practicing segmenting for spelling using IWB</li> <li>Segmenting in children's written work</li> </ul>			
<b>Teaching the Strategies</b>	<ul style="list-style-type: none"> <li>Sentence dictation using words learnt this half term.</li> <li>Proofreading</li> <li>Model reading through a line of work backwards to identify mis-spelt words and wiggly lines. Focus on words taught or in environment. How will we learn them?</li> <li>Using the Working Wall to find correct spellings of CE and HF words.</li> </ul>			
<b>Tricky words/ HFW READING</b>	<ul style="list-style-type: none"> <li>Practise reading and spelling HF and polysyllabic words</li> <li>Reading rarer GPCs - identify tricky part of the word. See list below.</li> </ul>			
<b>Tricky words/ HFW SPELLING</b>	<ul style="list-style-type: none"> <li>Practise reading and spelling HF and polysyllabic words</li> <li>Practise writing words and applying them in sentences.</li> <li>Teach look, cover, write, check.</li> <li>Writing common exception words. See list below</li> </ul>			

### Common exception words

Door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

**For phase 6** introduce further rarer GPCs for reading through looking at an 'interesting' word a day. Look at the word and identify what makes it tricky to read. Emphasise identifying graphemes of more than one letter and teach the unusual pronunciation for the graphemes.

Suggested words taken from tables 3 and 4 from Letters and Sounds Notes and Guidance (the thin book):

lamb, debt	of	rough	guard	honest	half	autumn	mosquito	rhyme	sure and measure	listen	Thomas	answer	who	xylophone	goodbye, type	
said	war	are	aunt	caught, laugh	says	great	learn, heart	veil, leisure	height	were, there	broad	shoe	blood	journey, tour	build, fruit	buy

## Year 2 Phonics Summer Term overview

Summer 1 Adding specific word endings -context of changing a word to a noun, revising homophones					Summer 2 - REVISION of all content Revisit homophones and apostrophes				
<p>Teach GPCs: j - jet, dge - badge, ge - cage, g - giant (dg - dodging)</p> <p>r - rat, rr - carrot, (wr - write, rh - rhyme)</p>	<p>Adding -ing to words of one syllable ending in a single consonant letter after a single vowel letter eg , e.g. hop, hopping, pat, patting, hum, humming, drop, dropping.</p> <p>Teach that an /or/ sound before an /l/ sound is frequently spelt with the letter 'a', e.g. all, ball, call, walk, talk, always.</p> <p>Teach compound words: football, beanstalk.</p> <p>Teach that an /or/</p>	<p>The /l/ sound spelt -el at the end of words eg camel, tunnel, squirrel, travel, towel, tinsel.</p> <p>The /l/ sound spelt -al at the end of words eg metal, pedal, capital, hospital, animal</p>	<p>Words ending in /v/ will be spelt with the grapheme 've' p188</p> <p>Words ending in the /l/ sound spelt -le at the end of words eg table, bottle, little, middle.</p> <p>Words ending -il (there are not many of these) eg pencil, fossil, nostril</p> <p>oo - look, u - put, (oul - could, o - other)</p>	<p>Teach adding the suffix -ment and -ness in the context of changing a word to a noun, e.g. -ment changes a verb to a noun (enjoyment, merriment) and -ness changes an adjective to a noun (darkness, sadness, happiness)</p>	<p>Adding -ed, -ing, -er, and est to a root word ending in -y e.g. happy, happier, happiest, copy, copier, copying, cry, cried, crying, crier.</p> <p>If the base word ends in a single consonant letter preceded by a single vowel letter, and the suffix begins with a vowel, double the consonant, e.g. red, redder, reddest. Sad, sadder, saddest. Run, runner, running.</p>	<p>Teach homophones: there/their/they're, wear/where bare/bear</p> <p>Revise apostrophe for contraction and possession</p>	<p>Revision of homophones. How can we remember which is which?</p> <p>Teach words ending in -tion eg station, fiction</p>	<p>Teach: er- motor, ar - pillar, ou - famous, our - favour, ur - murmur, o - cotton, a - about, ai - mountain, i - possible, e - happen, re - centre, ough - thorough, ure - picture, oar - cupboard s - television, treasure, (su - usual, ge - beige)</p>	<p><b>For the remainder of the term spelling sessions should focus on:</b></p> <ul style="list-style-type: none"> <li>· Revision of all the content from the Y2 programme</li> <li>· Securing spelling strategies. <ul style="list-style-type: none"> <li>○ At the point of writing - introducing personal Have a Go sheets for all writing if these have not already been introduced.</li> <li>○ After writing - developing proofreading and checking skills including using a dictionary</li> </ul> </li> <li>· Learning spellings - developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words</li> </ul>

	sound can be spelt ar after w eg war, warm, towards.				If base word ends in an 'e' as part of a split digraph, drop the 'e' if the suffix begins with a vowel. Eg hike, hiking, hiked, hiker. nice, nicer, nicest. (p190 L and S)					
Revise homophones: right/write	Teach common exception words: <u>door</u> , <u>poor</u> , <u>floor</u>	Teach common exception words: <u>move</u> , <u>prove</u> , <u>improve</u> , <u>who</u>		Teach homophones: here/hear		Teach common exception words: <u>after</u> , <u>fast</u> , <u>last</u> , <u>past</u> , <u>class</u> , <u>grass</u> , <u>pass</u> , <u>half</u> , <u>path</u> , <u>bath</u> , <u>parents</u>	Teach common exception words: <u>sure</u> , <u>sugar</u> /sh/	Teach common exception word: <u>busy</u>	<b>Practise and apply</b> Homophones quiet/quiet, blue/blew they're/there/their	The sound /ʌ/ spelt o Other, mother, brother, nothing, Monday

	Focused Phase 6	Ongoing Phase 1 work:	Parent/School Partnership	Assessment
<b>Letter Focus/ Recognition</b>	<ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations as they are learned</li> <li>Teach alternative spellings of phonemes for writing</li> <li>Practise reading and writing sentences</li> <li>Use alternative JP flower/ tree posters to support alternative spellings.</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming songs and Nursery rhymes</li> <li>Continued rhyme and alliteration practice</li> <li>Recognising</li> </ul>	<ul style="list-style-type: none"> <li>Word books / whizzy words continue to be sent home with new focus from each week. Inc focus homophones, contractions.</li> </ul>	<ul style="list-style-type: none"> <li>Children are read with weekly- Ind or Guided read</li> <li>Individual Phonics check/ word lists each ½ term</li> <li>Spring term assessments</li> <li>Assess children on their segmenting skills through writing activities</li> </ul>



		syllables in 2 syllable words	Children can practise applying words by writing in sentences.	undergone each $\frac{1}{2}$ term (ind writing) <ul style="list-style-type: none"> <li>· Handwriting assessments</li> <li>· SATs / SPAG assessments</li> </ul>
<b>Letter Formation/ Handwriting</b>	<ul style="list-style-type: none"> <li>· Multi- sensory practice</li> <li>· Pencil control</li> <li>· Correct formation modelled on IWB and with children</li> <li>· Write dance programme (green book) as an additional support - 1 big movement session and then follow up sessions each week</li> </ul> <p><b>Handwriting</b> Between 3-4 sessions per week</p> <ul style="list-style-type: none"> <li>❖ Application of handwriting - sentences, key words and link to spelling patterns.</li> </ul> <p><b>Handwriting families</b> Year 2 you might prefer to do this:</p> <ol style="list-style-type: none"> <li>1. i l t</li> <li>2. v w</li> <li>3. u y</li> <li>4. r n m h b p k j</li> <li>5. c o a d g q</li> <li>6. e s f z x</li> </ol>		<ul style="list-style-type: none"> <li>· Reading books sent home</li> <li>· Practise SPAG style questions</li> </ul>	
<b>Blending</b>	<ul style="list-style-type: none"> <li>· Oral blending/sound talk</li> <li>· Letter games and activities</li> <li>· Word boxes</li> <li>· Blending VC, CVC and CCVC and CVCC, CCVCC words</li> <li>· practise reading and spelling words with adjacent consonants and newly learned graphemes</li> </ul>			
<b>Segmenting</b>	<ul style="list-style-type: none"> <li>· Teaching and practicing segmenting for spelling using IWB</li> <li>· Segmenting in children's written work</li> </ul>			

<b>Teaching the strategies</b>	<ul style="list-style-type: none"> <li>· Key strategies for : have a go! E.g. segmentation, sing a GPC choices chart, words in the environment</li> <li>· Play : "which looks right?"</li> <li>· Use a ctionary/word bank to check and correct words that they are not sure about. How will we remember these words?</li> <li>· Securing spelling strategies. <ul style="list-style-type: none"> <li>○ At the point of writing - introducing personal Have a Go sheets for all writing if these have not already been introduced.</li> <li>○ After writing - developing proofreading and checking skills including using a dictionary</li> <li>○ Learning spellings - developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words.</li> </ul> </li> </ul>			
<b>Tricky words/ HFW READING</b>	<ul style="list-style-type: none"> <li>· Practise reading and spelling HF and polysyllabic words</li> <li>· Reading rarer GPCs - identify tricky part of the word. See list below.</li> </ul>			
<b>Tricky words/ HFW SPELLING</b>	<ul style="list-style-type: none"> <li>· Practise reading and spelling HF and polysyllabic words</li> <li>· Practise writing words and applying them in sentences.</li> <li>· Teach look, cover, write, check.</li> <li>· Writing common exception words. See list below</li> </ul>			

### Common exception words

Door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

**For phase 6** introduce further rarer GPCs for reading through looking at an 'interesting' word a day. Look at the word and identify what makes it tricky to read. Emphasise identifying graphemes of more than one letter and teach the unusual pronunciation for the graphemes.

Suggested words taken from tables 3 and 4 from Letters and Sounds Notes and Guidance (the thin book):

lamb, debt	of	rough	guard	honest	half	autumn	mosquito	rhyme	sure and measure	listen	Thomas	answer	who	xylophone	goodbye, type	
said	war	are	aunt	caught, laugh	says	great	learn, heart	veil, leisure	height	were, there	broad	shoe	blood	journey. tour	build, fruit	buy