

Academic Year 2021-2022 Phonics Breakdown for Year 2

Date	Long Term Plan				Book Band
	Phonics Focus	GPCs	Common exception words/HFW	Wider English	
Phonics tracker and writing assessment data drop (see expectations).					
WC: 6.9.21 A1 W1	Phase 5 Initial Consolidation Block 1	wh ph le ed oy ay ea ie oe ir ou ue ew au aw	<i>Read/spell - After, again, any, bath, beautiful</i>	Begin teaching common exception words for reading and spelling.	Turquoise to White colour books can be released according to each child's level of comprehension. Please use the Nebula Reading Assessment tick sheet to help assess comprehension.
WC: 13.9.21 A1 W2	Phase 5 Initial Consolidation Block 1	a_e e_e i_e o_e u_e	<i>Read/spell - Because, behind, both, break, busy</i>		
WC: 20.9.21 A1W3	Phase 5 Initial Consolidation Block 1	i o c g u ow ie ea a y ch ou	<i>Read/spell - Child, children, Christmas, class, climb</i>		
WC: 27. 9.21 A1 W4	Long Vowels	ai ay a_e aigh eigh ey ei ea a	<i>Read/spell- Clothes, could, cold, door, even</i>		
WC: 4.10.21 A1 W5	Long Vowels	ee ea e_e ie y ey oe e i ei y	<i>Read/spell - Every, everybody, eye, fast, father</i>		
WC: 11.10.21 A1 W6	Long Vowels	igh ie i_e eye* y i I eigh ye	<i>Read/spell - Find, floor, gold, grass, great, fast</i>		
WC: 18.10.21 A1 W7	Long Vowels	oa oe o_e o ow ough *oh	<i>Half, hold, hour, improve, kind</i>		
HALF TERM					
WC: 1.11.21 A2 W1	Long Vowels	oo ew ue u_e u ou o_e o ui ough ow	<i>Read/spell - Last, many, mind, Money, most</i>		Turquoise to White colour books can be released according to each child's level of comprehension. Please use the Nebula Reading Assessment tick sheet to help assess comprehension.
WC: 8.11.21 A2 W2	Long Vowels	u ue ew u_e eau	<i>Read/spell - Move, Mr, Mrs, old, only</i>		
WC: 15.11.21 A2 W3	Long Vowels	oi oy ow ou ough	<i>Read/spell - Parents, pass, past, path, people</i>		
WC: 22.11.21 A2 W4	'R' Controlled Vowels	ar a al are ear au	<i>Read/spell - Plant, poor, pretty, prove, should</i>		
Phonics tracker and writing data drop (see expectations)					
WC: 29.11.21 A2 W5	'R' Controlled Vowels	or au aw al our ough oor ore augh ar oa	<i>Read/spell - Steak, sugar, sure, told, water,</i>		
WC: 6.12.21 A2 W6	'R' Controlled Vowels	ur er ir or ear ere	<i>Read/spell - Whole, who, wild, would.</i>		
WC: 13.12.21 A2 W7	'R' Controlled Vowels	air are ear ere eir ear ere eer ier ea	<i>Read/spell HFW – air, boy, its, key know</i>		
CHRISTMAS					
WC: 5.1.22 <i>3days</i> Sp1 W1	Consonant Sounds	c k ck ch qu n nn kn gn ne f ff ph gh w wh *one h wh j g dge ge	<i>Read/spell HFW – across, along, green, girl, grow</i>		Turquoise to White colour books can be released according to each child's level of

WC: 10.1.22 Sp1 W2	Consonant Sounds	r wr rr rh m mb mm mn v ve f s ss c ce sc se st z zz ze se ss x t tt ed bt	Read/spell HFW – sea, say, or, one, other		comprehension. Please use the Nebula Reading Assessment tick sheet to help assess comprehension.
WC: 17.1.22 Sp1 W3	Consonant Sounds	l ll le d dd ed b bb g gg p pp y x qu	Read/spell HFW – park, over, tea, two, trees	<i>When doubling it changes the meaning</i>	
Phonics tracker and writing data drop (see expectations).					
WC: 24.1.22 Sp1 W4	Digraph Sounds	<b>New Phoneme</b> /zh/ s ge sh t(ion) ch s ss c ng n ngue ch tch th *th the wh	Read/spell HFW – first, head, cried, long, bear		
WC: 31.1.22 Sp1 W5	Short Vowels	a e ea a ai ay ie i y o u ui e	Read/spell HFW – lived, before, began, baby, away		
WC: 7.2.22 Sp1 W6	Short Vowels	o a ou u o o_e ou oe oo oo u oul	Read/spell HFW – eat, eggs, ever, birds, better		
HALF TERM					
WC: 21.2.22 Sp2 W1	Suffixes	The suffixes – ment, -ness, -ful, - less and -ly.  Adding –es to nouns and verbs ending in -y	Read/spell HFW – use, way, well, want, wanted	Create links to the teaching of the 'tenses'.  Recap nouns, adjectives, verbs and adverbs	Turquoise to White colour books can be released according to each child's level of comprehension. Please use the Nebula Reading Assessment tick sheet to help assess comprehension.
WC: 28.2.22 Sp2 W2	Suffixes	Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it.  Adding the endings –ing, -ed, -er, -est and –y to words ending in – e with a consonant before it.  Adding –ing, ed, - er, -est nd –y to words of one syllable ending in a single consonant letter after a single vowel letter.	Read/spell HFW – river, right, mouse, much, more		
Phonics tracker and writing data drop (see expectations).					
WC: 7.3.22 Sp2 W3	Phase 6 Consolidation block 1	Consolidation of suffixes and spelling patterns taught from w/c: 21.2.22 to 28.2.22.	Read/spell HFW – need, never, rabbit, really, queen		
WC: 14.3.22 Sp2 W4	Year 2 grammar and spelling patterns/rules	Contractions  The possessive apostrophe.	Couldn't, didn't, that's, there's, I've, I'll, can't	In contractions, the apostrophe shows where a letter or letters	

		Homophones and near homophones		would be if the word was written in full.  'It's' means 'it is' (e.g. it's raining) or sometimes it has (e.g. it's been raining), but it's never used for the possessive.	
WC: 21.3.22 Sp2 W5	Spelling patterns/rules	Teaching the spelling of longer words Finding the difficult bits in words.	Read/spell HFW – wish, work, window, wind, why	Create links to the teaching of prefixes and suffixes.	
WC: 28.3.22 Sp2 W6	Spelling patterns/rules	The /n/ spelt /kn/ and (less often) /gn/ at the beginning of words.  The /j/ sound spelt as /ge/ and 'dge/ at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.  Talk about the different positions within words.  The /s/ sound spelt c before e, i and y.  The /r/ sound spelt /wr/ at the beginning of words.	Read/spell HFW – thought, through, than, these, things, thing		
<b>EASTER</b>					
WC: 20.4.22 3days S1 W1	Phase 6 consolidation block 2.	Focusing on spelling patterns taught w/c 14.3.22 to 28.3.22.	Read/spell HFW – animals, another, around, inside, garden		Turquoise to White colour books can be released according to each child's level of comprehension. Please use the Nebula Reading Assessment tick sheet to help assess comprehension.
WC: 25.4.22 S1 W2	Spelling patterns/rules	<i>The /igh/ sound spelt /y/ at the end of words.</i>  The /or/ sound spelt a before l and ll.  The /u/ sound spelt o.  The /ee/ sound spelt - ey	Read/spell HFW – coming, different, dragon, floppy, grandad	The /ee/ sound spelt - ey – the plural of these words is formed by the addition of the -s (e.g. monkeys, donkeys etc).	
Phonics tracker, writing data drops , end of key stage assessments (see expectations)					
WC: 3.5.22 4days S1 W3	Spelling patterns/rules	The /l/ spelt /le/ at the end of words.	Read/spell HFW – jumped, everyone,	The /l/ spelt /le/ at the end of words –	

		<p>The /l/ spelt /el/ at the end of words.</p> <p>The /l/ sound spelt /al/ at the end of words</p> <p>Words ending –il</p>	<p>looking, small, pulled</p>	<p>the /e/ spelling is the most common spelling for this sound at the end of words.</p> <p>The /l/ spelt /el/ at the end of words – The /el/ spelling is much less common than /e/. The /el/ spelling is used after m, n, r, s, v, w and more often than not after s.</p> <p>The /l/ sound spelt /al/ at the end of words – not many nouns end in /al/, but many adjectives do.</p> <p>Words ending –il – there are not many of these words.</p>	
WC: 9.5.22 S1 W4	Spelling patterns/rules	<p>The /sh/ sound spelt s</p> <p>Words ending in –tion</p> <p>The /o/ sound spelt /a/ after w and qu.</p> <p>The /ur/ sound spelt or after w.</p> <p>The /or/ sound spelt ar after w.</p>	<p>Read/spell HFW – think, three, where, which, under</p>	<p>The /o/ sound spelt /a/ after w and qu – a is the most common spelling for the /o/ sound after w and qu.</p>	
WC: 16.5.22 S1 W5	Phase 6 consolidation block 3.	<p>Consolidation of spelling rules taught week commencing 25.4.22 to 9.5.22.</p>	<p>Read/spell HFW – something, stopped, shouted, round, place</p>		
WC: 23.5.22 S1 W6	Phase 6 consolidation block 3.	<p>Consolidation of spelling rules taught week commencing 25.4.22 to 9.5.22.</p>	<p>Read/spell HFW – suddenly, snow, miss, morning, mother</p>		
<b>HALF TERM</b>					
WC: 6.6.22 S2 W1	Mastery of spelling strategies/patterns rules	<p>From gaps analysis of end of key assessment and writing assessments, focus on the following:</p>	<p>Read/spell HFW – new, next, narrator, may, magic</p>	<p>Create links to the teaching of prefixes and suffixes</p>	<p>Turquoise to White colour books can be released according to each child's level of comprehension.</p>

		<ul style="list-style-type: none"> <li>- spelling of longer words.</li> <li>- Finding the difficult bit in words.</li> </ul>			Please use the Nebula Reading Assessment tick sheet to help assess comprehension.
Phonics tracker and writing data drops (see expectations).					
WC: 20.6.22 S2 W2	Mastery of suffixes	<p>Within the context of an extended piece of writing:</p> <p>The suffixes – ment, -ness, -ful, -less and –ly.</p> <p>Adding –es to nouns and verbs ending in -y</p>	Read/spell HFW – giant, he’s, let’s, we’re, found	<p>Consolidate teaching of nouns, adjectives, verbs and adverbs. How can adding a suffix impact the word class?</p> <p>Explore within the context of longer pieces of text – how do these use of suffixes impact writing?</p>	
WC: 27.6.22 S2 W3	Mastery of suffixes	<p>Within the context of an extended piece of writing:</p> <p>Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it.</p> <p>Adding the endings –ing, -ed, -er, -est and –y to words ending in – e with a consonant before it.</p> <p>Adding –ing, ed, -er, -est nd –y to words of one syllable ending in a single consonant letter after a single vowel letter.</p>			
WC: 27.6.22 S2 W4	Mastery of contractions	<p>Within the context of extended pieces of writing:</p> <p>Contractions</p> <p>Possessive apostrophes.</p>	<p>Consolidate reading and spelling of common exception words and high frequency words that have been taught.</p>	<p>In contractions, the apostrophe shows where a letter or letters would be if the word was written in full.</p> <p>‘It’s’ means ‘it is’ (e.g. it’s raining) or sometimes it has (e.g. it’s been raining), but it’s never used for the possessive.</p>	
WC: 4.7.22 S2 W5	Mastery of homophones and near homophones	<p>Within the context of extended pieces of writing:</p>		<p>Delve deeper into knowing the difference in</p>	

		homophones and near homophones.		meaning between homophones	
WC: 11.7.22 S2 W6	Phase 6 consolidation block 4.	Consolidation of mastery units from w/c: 6.6.22 to 4.7.22.			
WC: 18.7.22 S2 W7	Phase 6 consolidation block 4.	Consolidation of mastery units from w/c: 6.6.22 to 4.7.22.			