

Phonics Academic Breakdown for Year 2 2023-24

Date	Long Term Plan				Book Band
	Phonics Focus	GPCs	HFWs	Wider English	
WC: 4/9/23 3 days A1 W1	Alternative Pronunciation consolidation	i o c g u ow ie ea a y ch ou ey	Revisit Year 1 common exception words		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: 11/9/23 A1 W2	44 Sound Chart Consolidation Block 1	See p.11 of LTP	Read/spell - After, again, any, bath, beautiful	<i>Begin teaching Year 2 common exception words for reading and spelling.</i>	
WC: 18/9/23 A1W3	Long Vowels	ai ay a_e aigh eigh ey ei ea a	Read/spell - Because, behind, both, break, busy		
WC: 25/9/23 A1 W4	Long Vowels	ee ea e_e ie y ey oe e i ei y	Read/spell - Child, children, Christmas, class, climb		
WC: 2/10/23 A1 W5	Long Vowels	igh ie i_e eye* y i l eigh ye	Read/spell- Clothes, could, cold, door, even		
WC: 9/10/23 A1 W6	Long Vowels	oa oe o_e o ow ough *oh	Read/spell - Every, everybody, eye, fast, father		
WC: 16/10/23 A1 W7	Long Vowels	oo ew ue u_e u ou o_e o ui ough ow	Read/spell - Find, floor, gold, grass, great, fast		
HALF TERM					
WC: 30/10/23 A2 W1	Long Vowels	u ue ew u_e eau	Read/spell -Half, hold, hour, improve, kind		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: 6/11/23 A2 W2	Long Vowels	oi oy ow ou ough	Read/spell - Last, many, mind, Money, most		
WC: 13/11/23 A2 W3	'R' Controlled Vowels	ar a al are ear au	Read/spell - Move, Mr, Mrs, old, only		
WC: 20/11/23 A2 W4	'R' Controlled Vowels	or au aw al our ough oor ore augh ar oa	Read/spell - Parents, pass, past, path, people		
WC: 27/11/23 A2 W5	'R' Controlled Vowels	ur er ir or ear ere	Read/spell - Plant, poor, pretty, prove, should		
WC: 4/12/23 A2 W6	'R' Controlled Vowels	air are ear ere eir ear ere eer ier ea	Read/spell - Steak, sugar, sure, told, water,		
WC: 11/12/23 A2 W7	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	Read/spell - Whole, who, wild, would.		
WC: 18/12/23 Joint Week	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 – air, boy, its, key know		
CHRISTMAS HALF TERM					
WC: 1/1/24 Joint Week	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 – air, boy, its, key know		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: 8/1/24 Sp1 W1	Consonant Sounds	l ll le d dd ed b bb g gg p pp y x qu	Read/spell HFW – use, way, well, want, wanted		
WC: 15/1/24 Sp1 W2	Digraph Sounds	/zh/ s ge sh t(ion) ch s ss c ng n ngue ch tch th *th the wh	Read/spell HFW – across, along, green, girl, grow		
WC: 22/1/24 Sp1 W3	Short Vowels	a e ea a ai ay ie i y o u ui e	Read/spell HFW – sea, say, or, one, other	<i>When doubling it changes the meaning</i>	
WC: 29/1/24 Sp1 W4	Short Vowels	o a ou u o o_e ou oe oo oo u oul	Read/spell HFW – park, over, tea, two, trees		
WC: 5/2/24 Sp1 W5	Suffixes	The suffixes –ment, -ness, -ful, -less and –ly. Adding –es to nouns and verbs ending in -y	Read/spell HFW – first, head, cried, long, bear	Create links to the teaching of the 'tenses'.	
WC: 12/2/24 Sp1 W6	Suffixes	Adding –ed, -ing, -er and –est to a root	Read/spell HFW – lived, before,	Recap nouns, adjectives, verbs and adverbs	

		<p>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 and –y to words of one syllable ending in a single consonant letter after a single vowel letter.</p>	began, baby, away		
HALF TERM					
WC: 26/2/24 Sp2 W1	Phase 6 Consolidation block 1	Consolidation of suffixes and spelling patterns taught from WC: 05/2/24 to 12/2/24.	Read/spell HFW – eat, eggs, ever, birds, better	Read/spell HFW – river, right, mouse, much, more	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: 4/3/24 Sp2 W2	Year 2 grammar and spelling patterns/rules	<p>Contractions</p> <p>The possessive apostrophe.</p> <p>Homophones and near homophones</p>	Read/spell HFW – need, never, rabbit, really, queen	<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: 11/3/24 Sp2 W3	Spelling patterns/rules	<p>Teaching the spelling of longer words</p> <p>Finding the difficult bits in words.</p>	Couldn’t, didn’t, that’s, there’s, I’ve, I’ll, can’t	Create links to the teaching of prefixes and suffixes.	
WC: 18/3/24 Sp2 W4	Spelling patterns/rules	<p>The /n/ spelt /kn/ and (less often) /gn/ at the beginning of words.</p> <p>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.</p> <p>Talk about the different positions within words.</p> <p>The /s/ sound spelt c before e, i and y.</p> <p>The /r/ sound spelt /wr/ at the beginning of words.</p>	Read/spell HFW – wish, work, window, wind, why		
WC: 25/3/24 3 days Sp2 W5	Alternative pronunciations	i o c g u ow ie ea a y ch ou ey	Read/spell HFW – thought, through, than, these, things, thing		
EASTER HALF TERM					
WC: 15/4/24 S1 W1	Phase 6 consolidation block 2.	Focusing on spelling patterns taught w/c 4/3/24 to 18/3/24.	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: 22/4/24 S1 W2	Spelling patterns/rules	<p><i>The /igh/ sound spelt /y/ at the end of words.</i></p> <p>The /or/ sound spelt a before l and ll.</p> <p>The /u/ sound spelt o.</p> <p>The /ee/ sound spelt -ey</p>	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).	
WC: 29/4/24 S1 W3	Spelling patterns/rules	<p>The /l/ spelt /le/ at the end of words.</p> <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>	Read/spell HFW – jumped, everyone, looking, small, pulled	<p>The /l/ spelt /le/ at the end of words – the /le/ 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 /le/. 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: 6/5/24 4 days S1 W4	Spelling patterns/rules	The /sh/ sound spelt s Words ending in -tion The /o/ sound spelt /a/ after w and qu. The /ur/ sound spelt or after w. The /or/ sound spelt ar after w.	Read/spell HFW – think, three, where, which, under	The /o/ sound spelt /a/ after w and qu – a is the most common spelling for the /o/ sound after w and qu.	
WC: 13/5/24 S1 W5	Phase 6 consolidation block 3.	Consolidation of spelling rules taught week commencing 22/4/22 to 6/5/24	Read/spell HFW – something, stopped, shouted, round, place		
WC: 20/5/24 S1 W6	Phase 6 consolidation block 3.	Consolidation of spelling rules taught week commencing 22/4/22 to 6/5/24	Read/spell HFW – suddenly, snow, miss, morning, mother		
HALF TERM					
WC: 3/6/24 S2 W1	Mastery of spelling strategies/patterns rules	From gaps analysis of end of key assessment and writing assessments, focus on the following: - spelling of longer words. Finding the difficult bit in words.	Read/spell HFW – new, next, narrator, may, magic	Create links to the teaching of prefixes and suffixes	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: 10/6/24 S2 W2	Mastery of suffixes	Within the context of an extended piece of writing: The suffixes –ment, -ness, -ful, -less and –ly. Adding –es to nouns and verbs ending in -y	Read/spell HFW – giant, he's, let's, we're, found	Consolidate teaching of nouns, adjectives, verbs and adverbs. How can adding a suffix impact the word class? Explore within the context of longer pieces of text – how do these use of suffixes impact writing?	
WC: 17/6/24 S2 W3	Mastery of suffixes	Within the context of an extended piece of writing: 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.			
WC: 24/6/24 S2 W4	Mastery of contractions	Within the context of extended pieces of writing: Contractions Possessive apostrophes.	Consolidate reading and spelling of common exception words and high frequency words that have been taught.	In contractions, the apostrophe shows where a letter or letters 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: 1/7/24 S2 W5	Mastery of homophones and near homophones	Within the context of extended pieces of writing: homophones and near homophones.		Delve deeper into knowing the difference in meaning between homophones	
WC: 8/7/24 S2 W6	Phase 6 consolidation block 4.	Consolidation of mastery units from w/c: 3/6/24 to 1/7/24			
WC: 15/7/24 S2 W7	Phase 6 consolidation block 4.	Consolidation of mastery units from w/c: 3/6/24 to 1/7/24			