

Phonics Academic Breakdown for Year 2 2024-2025

Date	Long Term Plan			Wider English	Book Band
	Phonics Focus	GPCs	HFWs		
WC: 02/09/24 3 days A1 W1	Alternative Pronunciations consolidation See p.7 of LTP	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: 09/09/24 A1 W2	44 Sound Chart Consolidation Block 1	See p.11 of LTP	Read and spell - Door, floor, poor, find, mind, kind, behind	<i>Begin teaching Year 2 common exception words for reading and spelling.</i>	
WC: 16/09/24 A1W3	Long Vowels	ai ay a_e aigh eigh ey ei ea a	Read/spell - Could, would, should, after, again		
WC: 23/09/24 A1 W4	Long Vowels	ee ea e_e ie y ey oe e i ei y	Read/spell - Old, cold, gold, hold, told		
WC: 30/09/24 A1 W5	Long Vowels	igh ie i_e eye* y i l eigh ye	Read/spell- Great, break, steak, any, many, money		
WC: 07/10/24 A1 W6	Long Vowels	oa oe o_e o ow ough *oh	Read/spell - Class, grass, pass, fast, last, past		
WC: 14/10/24 A1 W7	Long Vowels	oo ew ue u_e u ou o_e o ui ough ow	Read/spell - Move, prove, improve, bath, path		
WC: 21/10/24 A1 W8 4 days	Alternative Pronunciations consolidation See p.7 of LTP	i o c g u ow ie ea a y ch ou ey	Read/spell - Both, busy, half, hour, father, water, who		
<b>HALF TERM</b>					
WC: 04/11/24 A2 W1	Long Vowels	u ue ew u_e eau	Read/spell - Because, beautiful, Every, everybody, eye		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: 11/11/24 A2 W2	Long Vowels	oi oy ow ou ough	Read/spell - Child, children, Christmas, climb, clothes, even		
WC: 18/11/24 A2 W3	'R' Controlled Vowels	ar a al are ear au	Read/spell - Mr, Mrs, only, most, sugar, sure		
WC: 25/11/24 A2 W4	'R' Controlled Vowels	or au aw al our ough oor ore augh ar oa	Read/spell - Parents, people, plant, pretty, whole, wild		
WC: 02/12/24 A2 W5	'R' Controlled Vowels	ur er ir or ear ere	Read/spell - air, boy, its, key know		
WC: 09/12/24 A2 W6	'R' Controlled Vowels	air are ear ere eir ear ere eer ier ea  *include a revisit of <b>ure</b>	Read/spell - use, way, well, want, wanted		
WC: 16/12/24 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 HFW – across, along, green, girl, grow		
<b>CHRISTMAS HALF TERM</b>					
WC: 06/01/25 Sp1 W1 4 days	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		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: 13/01/25 Sp1 W2	Consonant Sounds	l ll le d dd ed b bb g gg p pp y x qu	Read and spell - park, over, tea, two, trees		
WC: 20/01/25 Sp1 W3	Digraph Sounds	/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: 27/01/25 Sp1 W4	Short Vowels	a e ea a ai ay ie i y o u ui e	Read/spell HFW – eat, eggs, ever, birds, better	<i>When doubling it changes the meaning</i>	
WC: 03/02/25 Sp1 W5	Short Vowels	o a ou u o o_e ou oe oo oo u oul	Read/spell HFW – need, never, rabbit, really, queen		

WC: 10/02/25 Sp1 W6	Suffixes	The suffixes –ment, -ness, -ful, -less and –ly.  Adding –es to nouns and verbs ending in -y	Revisit words to read and spell based on teacher assessment.	Create links to the teaching of the ‘tenses’.	
HALF TERM					
WC: 24/02/25 Sp2 W1	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 and –y to words of one syllable ending in a single consonant letter after a single vowel letter.	Read/spell HFW – Couldn’t, didn’t, that’s, there’s, I’ve, I’ll, can’t	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: 03/03/25 Sp2 W2	Phase 6 Consolidation block 1	Consolidation of suffixes and spelling patterns taught from WC: 10/2/25 to 24/2/25.	Read/spell HFW – wish, work, window, wind, why	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: 10/03/25 Sp2 W3	Year 2 grammar and spelling patterns/rules	Contractions.  The possessive apostrophe.  Homophones and near homophones.	Read/spell HFW - thought, through, than, these, things, thing	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: 17/03/25 Sp2 W4	Spelling patterns/rules	Teaching the spelling of longer words.  Finding the difficult bits in words.	Read/spell HFW – animals, another, around, inside, garden	Create links to the teaching of prefixes and suffixes.	
WC: 24/03/25 Sp2 W5	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 – coming, different, dragon, floppy, grandad		
WC: 31/03/25 Sp2 W6	Alternative pronunciations consolidation See p.7 of LTP	i o c g u ow ie ea a y ch ou ey	Read/spell HFW - jumped, everyone, looking, small, pulled		
EASTER HALF TERM					
WC: 21/4/25 S1 W1 <b>3 days</b>	Phase 6 consolidation block 2.	Consolidation of select spelling patterns taught between 10.3.25 to 24.3.25. Teachers to select relevant spelling pattern focused based on assessment.	Read/spell HFW – river, right, mouse, much, more		
WC: 28/04/25 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 – think, three, where, which, under	The /ee/ sound spelt - ey – the plural of these words is formed by the addition of the -s (e.g. monkeys, donkeys etc).	
WC: 05/05/25 S1 W3 <b>4 days</b>	Spelling patterns/rules	The /l/ spelt /le/ at the end of words.  The /l/ spelt /el/ at the end of words.  The /l/ sound spelt /al/ at the end of words  Words ending –il	Read/spell HFW – something, stopped, shouted, round, place	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.  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>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: 12/05/25 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>	Read/spell HFW – new, next, narrator, may, magic	The /o/ sound spelt /a/ after w and qu – a is the most common spelling for the /o/ sound after w and qu.	
WC: 19/05/24 S1 W5	Phase 6 consolidation block 3.	Consolidation of spelling rules taught week commencing 28.4.25 to 12.5.25.	Read/spell HFW – giant, he’s, let’s, we’re, found		
HALF TERM					
WC: 02/06/25 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> <ul style="list-style-type: none"> <li>- spelling of longer words.</li> </ul> <p>Finding the difficult bit in words.</p>	Read/spell HFW – suddenly, snow, miss, morning, mother	Create links to the teaching of prefixes and suffixes	
WC: 09/06/25 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 – who, what, where, when, why	<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: 16/06/25 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>	Read/spell HFW – could, would, should, there, their		
WC: 23/06/25 S2 W4	Mastery of contractions	<p>Within the context of extended pieces of writing:</p> <p>Contractions</p> <p>Possessive apostrophes.</p>	Consolidate reading and spelling of common exception words and high frequency words that have been taught.	<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: 30/06/25 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: 07/07/25 S2 W6	Phase 6 consolidation block 4.	Consolidation of mastery units from w/c: 2.6.25 to 30.6.25		Teachers to use Nebula Writing assessment to support and inform links to wider English curriculum.	
WC: 14/07/25 S2 W7					
WC: 21/07/25 S2 W8					