

Year 2 Phonics



Reading & Spelling

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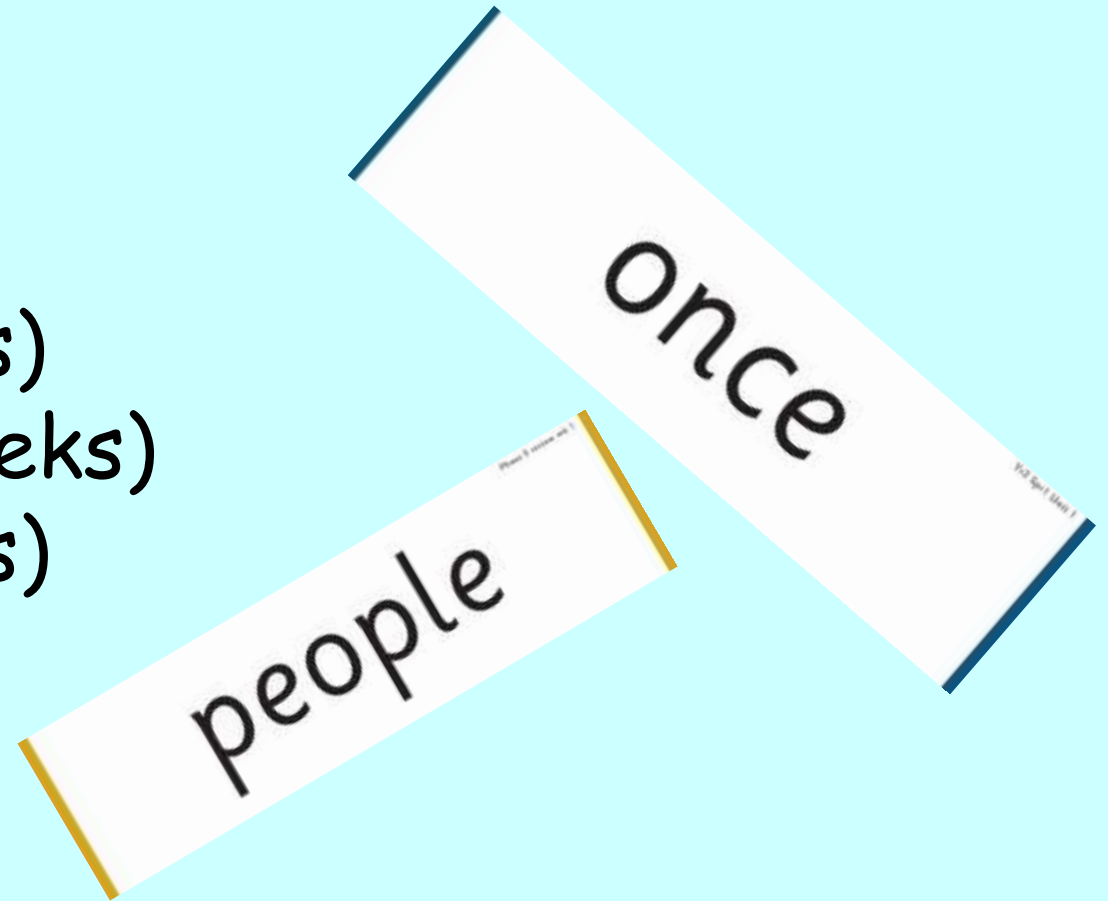
Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

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Phonics Lessons

- Phase 5 Review (5 Weeks)
- Bridge to Spelling (5 Weeks)
- Spelling Units (20 Weeks)



Whole-class teaching

Whole class

Carry out the
Phase 5 review
assessment

Teach the
Phase 5 review
(5 weeks)

Repeat the **Phase 5**
review assessment
and plug gaps

Teach the
Bridge to spelling
(5 weeks)

Carry out the
Bridge to spelling
assessment and
plug gaps

Teach the
Spelling units
(20 weeks)

Phase 5 Review

Autumn 1	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.

**'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

Bridge to Spelling

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Spelling Units

Term	Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	once two	knight/night
	Week 2			
	Week 3	2	any many	one/won
	Week 4			
	Week 5	3	Review	where/wear
Spring 2	Week 1	4	who whole	our/hour
	Week 2			
	Week 3	5	people friend	quite/quiet
	Week 4	6	move improve	see/sea
	Week 5	7	Review	to/too/two

Term		Unit	Coverage	Prickly spellings	Homophones
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
	Week 4				
	Week 5	11	How can I show missing letters in a word?	<i>Review</i>	there/their/they're
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
	Week 2				
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	<i>Review</i>	blue/blew
	Week 5				

Lesson Structure

Weekly grid Phase 5 review

Week 2

Lesson focus	Common graphemes	Unusual graphemes	Unusual graphemes but useful words	Where in the word?	Tricky words	Read/write the sentence	Spell
/oo/ /yoo/	oo u u-e ew	ue ou ui	blue true you group fruit juice	smooth choose music computer use useful new drew	through improve move prove shoe two who beautiful	Move your new blue shoes to the music.	useful true through
/air/	air are	ear ere	bear wear where there	chair unfair pair upstairs share square bare beware	their parents	This pair of bears care and share together!	share where their
/ur/	er ur ir	or ear	work worse world search early	person her perfect term hurt purse curve curly first girl circle thirsty		The girl took her purse to work.	hurt circle world
/ow/	ou ow		Sort it out /ow/ ow or /oa/ ow: down growl powder crown grow show arrow window	about out sound aloud round mouth count brown crowd flower frown allow		Do not allow the crowd to count the brown flowers.	about frown mouth
Review	All graphemes: oo u u-e ew ue ou ui air are ear ere er ur ir or ear ou ow	Sort it out /(y)oo/ or /ow/: choose useful music computer drew group blue juice about crowd flower mouth count allow		Best bets /air/: chair square there wear /ur/: hurt first perfect work early	Review tricky words: through improve move prove shoe two who beautiful their parents	The blue bear drank the smooth juice.	new unfair term crowd

Quickly review prior knowledge

Identify the lesson focus on the 'Complete the code' chart
(In some units code focus is not needed)

Children add sound buttons

Recap the spelling pattern or rule

Unit focus: Why do some words have the spellings kn and gn for /n/, and wr for /r/?						
Lesson	Quick review	Teach and practise			Practise and apply	Review
	GPCs and words	Code focus	Word focus	Common misspellings	Activities	
1	1 Display the title screen. Say: In this unit, we will learn why some words have the spellings kn and gn for /n/, and wr for /r/. Revisit prior knowledge: Identify the GPCs on the 'Complete the code' chart: /n/ kn gn /r/ wr	/n/ kn knock - Identify the focus GPC on the 'Complete the code' chart. 2 Read the example word: knock [Point to n on the 'Complete the code' chart.] Say: This is the most common spelling for /n/. [Point to kn.] Say: This is a less common spelling for /n/.	 Add sound buttons Say: Add sound buttons to the words on the handout. 3 Display the words with sound buttons. - Check and correct. Say: Circle the focus grapheme. 4 Display the words with the circled grapheme. - Check and correct. Say: What do you notice about the position of kn in each word? [It is always at the start.] Spot the pattern Say: Long ago, people used to pronounce the k as well as the n in words beginning with kn. Nowadays, we don't pronounce the k, but it's still there in the spelling!	5 Say: 'Knee' is often spelled incorrectly, without the k - 'nee'. To remember how to spell it, say it as it is spelled! Say 'k-nee' instead of 'nee'.	Spell the /n/ words to match the pictures: knock knee knife knight 6 Say: Get ready to spell! Say: These pictures match words you have learned this week. 7 Display the image. Say: Write the word. 8 Display the answer. - Check and correct. 9 to 14 Repeat for all of the images and words.	Say:  Tell your partner how people used to pronounce words that started with kn.  Tell your partner how you would 'say it as it is spelled' for the word 'knock'.

Spot the pattern in the spelling words

Explore common misspellings

Explore rule breakers in some units

72 Display the title screen.

Spell the /r/ and /n/ words to match the meanings: wrong gnome knit wrapper

Say: You will see some definitions of words you have been learning this week.

- **73** Display the sentence: The opposite of 'right'.
- **Say:** Write the word.
- **74** Display the answer: [wrong]
- **75** to **80** Repeat for all of the sentences.

You might find a statue of this in a garden. [gnome]

You do this when you make clothes out of wool. [knit]

Paper or plastic that goes around something. [wrapper]

- **Read the sentence out:** A knight once sat / a gnat / on his knee.
- **Say:** Write the sentence. Remember to use a capital letter and full stop.
- **81** Display the sentence.
- Check and correct.
- Repeat for the other sentence.
- **82** It is wrong / for two gnats / to wriggle.

Review learning
through fun
activities

Dictated sentences
consolidate the
learning from across
the unit

Typical 1-week unit

Lesson	Lesson focus
1	<Unit focus lesson>
2	<Unit focus lesson>
3	<Prickly spellings and homophones lesson>
4	<Review>

Typical 2-week unit

Lesson	Lesson focus
1	<Unit focus lesson>
2	<Unit focus lesson>
3	<Unit focus lesson>
4	<Prickly spellings and homophones lesson>
5	<Embedding suffixes lesson>
6	<Embedding suffixes lesson>
7	<Embedding suffixes lesson>
8	<Review>

Lesson 1

red	lorry	wrist
rhino	goat	wiggle
guitar	league	ghost

The double letters ff, ll, ss, zz protect the short vowel sound in one-syllable words.



/r/
r
rr
wr
rh

Spelling Tests

Year 2 spelling tests happen every Monday and are linked to their weekly lessons. New spellings are given out every Monday. If your child has lost their spellings please let me know and I can get another copy for them.

Phase 5 review week 1

Spellings

bright	show	straight	alone
please	great	family	time

Tricky words

people	eye	whole

Spelling Unit 1 week 1

Spelling words

gnome	knight	wriggle	knee
design	wrap	knock	write

Prickly spellings

once	two
------	-----

Bridge to spelling week 1

Spellings

wrist	little	school	thumb
lorry	wheel	wiggle	thunder

Sound Mats

All the different ways to write the phoneme /ʃ/:
 shell
 chef
 special

caption
 mansion
 passion

Complete the code mat

 /s/ s ss c ce se st sc	 /t/ t tt tte	 /p/ p pp	 /n/ n nn kn gn	 /m/ m mm mb mn	 /d/ d dd	 /g/ g gg gu gue gh	 /c/ c k ck ch cc que	 /r/ r rr wr rh	 /h/ h
 /b/ b bb	 /f/ f ff ph	 /l/ l ll le al	 /j/ j g ge dge	 /v/ v ve vv	 /w/ w wh u	 /x/ x	 /y/ y	 /z/ s se z zz ze	 /qu/ qu
 /ch/ ch tch ture*	 /sh/ sh ti ch ssi ci si s	 /th/ th the	 /ng/ ng	 /nk/ nk	 /a/ a	 /e/ e ea	 /i/ i y	 /o/ o a au	 /u/ u o ou o-e

*This GPC has a slight schwa at the end: 'chuk'.

GPCs in order of frequency.

Complete the code mat

 /ai/ a-e ai ay a eigh ea ey ei aigh	 /ee/ y ea ee e ie ey i-e ei e-e	 /igh/ igh i-e i y ie	 /oa/ ow o o-e oa oe ou	 /oo/ oo u ue ew u-e ou ui	 /yoo/ u u-e ew ue	 /ool/ oo u* oul	 /ar/ ar a* al
 /or/ or a aw au ore oor al oar our ar augh aur	 /ur/ er ur ir or ear	 /ow/ ou ow	 /oi/ oi oy	 /ear/ ear eer er ere	 /air/ air are ear ere ar	 /zh/ si su ge	 /er/ er a or ar our re r

*depending on regional accent

GPCs in order of frequency.

Graphemes for schwa at the end of words

Spelling Resources



Spelling Resources

Support for prickly spellings

In the Year 2 Spelling units, the remaining Phase 5 tricky words are called prickly spellings. This document provides support for teaching all of the prickly spellings.

Unit	Prickly spelling	Why is it prickly?	How to teach
1	<u>gn</u> ce	The grapheme 'o' makes the sounds w-u . <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says w-u.</i>
	tw <u>o</u>	The grapheme 'wo' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'wo'. Say: <i>This digraph says oo.</i>
2	<u>a</u> ny	The grapheme 'a' makes the sound e . <i>This is a rare GPC.</i>	Point to 'a'. Say: <i>This grapheme says e.</i>
	ma <u>n</u> y	The grapheme 'a' makes the sound e . <i>This is a rare GPC.</i>	Point to 'a'. Say: <i>This grapheme says e.</i>
4	<u>wh</u> o	The word 'who' has two tricky parts: the digraph 'wh' makes the sound h and the grapheme 'o' makes the sound oo (as in 'food'). <i>These are rare GPCs.</i>	Point to 'wh'. Say: <i>This digraph says h.</i> Point to 'o'. Say: <i>This grapheme says oo.</i>
	<u>wh</u> ole	The digraph 'wh' makes the sound h . <i>This is a rare GPC.</i>	Point to 'wh'. Say: <i>This digraph says h.</i>
5	pe <u>eo</u> ple	The digraph 'eo' makes the sound ee . <i>This is a rare GPC.</i>	Point to 'eo'. Say: <i>This digraph says ee.</i>
	fr <u>ie</u> nd	The digraph 'ie' makes the sound e . <i>This is a rare GPC.</i>	Point to 'ie'. Say: <i>This digraph says e.</i>
6	ma <u>o</u> ve	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says oo.</i>
	impr <u>o</u> ve	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says oo.</i>
8	bea <u>u</u> tiful	The trigraph 'eau' makes the sound yoo . <i>This is a rare GPC.</i>	Point to 'eau'. Say: <i>This trigraph says yoo.</i>
	la <u>au</u> gh	The word 'laugh' has two tricky parts: the digraph 'au' makes the sound ar or a (depending on regional pronunciation) and the digraph 'gh' makes the sound f . <i>*This is a rare GPC.</i>	Point to 'au'. Say: <i>This digraph says ar or a.</i> Point to 'gh'. Say: <i>This digraph says f.</i>
9	bu <u>u</u> sy	The grapheme 'u' makes the sound i .	Point to 'u'. Say: <i>This grapheme says i.</i>
	pr <u>e</u> tty	The grapheme 'e' makes the sound i . <i>This is a rare GPC in the middle of a word.</i>	Point to 'e'. Say: <i>This grapheme says i.</i>
10	pa <u>ar</u> ents	The digraph 'ar' makes the sound air . <i>This is a rare GPC.</i>	Point to 'ar'. Say: <i>This digraph says air.</i>
	beca <u>au</u> se	The digraph 'au' makes the sound o . <i>This is a rare GPC.</i>	Point to 'au'. Say: <i>This digraph says o.</i>
12	<u>eye</u>	The trigraph 'eye' makes the sound igh . <i>This is a rare GPC.</i>	Point to 'eye'. Say: <i>This trigraph says igh.</i>
	sh <u>oe</u>	The digraph 'oe' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'oe'. Say: <i>This digraph says oo.</i>
13	th <u>ough</u> t	The grapheme 'ough' makes the sound or . <i>This is a rare GPC.</i>	Point to 'ough'. Say: <i>This grapheme says or.</i>
	th <u>ough</u>	The grapheme 'ough' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'ough'. Say: <i>This grapheme says oo.</i>

Little Wandle Spelling Spring 1 words

B

badge
bake
baked
baker
baking
be
being
brave
bravest
bridge

C

change
charge
cycled

D

dance
danced
dancer
dancing
design
dodge
drive
driver

E

edge
exciting

F

free
freeing

fridge
fudge

G

giant
giggling
gnash
gnashed
gnasher
gnashing
gnat
gnaw
gnawed
gnome

H

hedge
hope
hoped
hoping

I

ice
icy

J

jam
jelly

K

knee
knife
knight
knit

knitted
knitter
knitting
knock
knocked
knocker
knocking
know
knowing

L

large
late
later
latest
like
liked
liking

M

magic

N

nice
nicer
nicest
noise
noisy

R

range
ride
riding

Best Bets

Best bets for spelling: /ai/

Your best bet is at the top!

Beginning

a	acorn
a-e	ape
ai	aim
eigh	eight

Middle

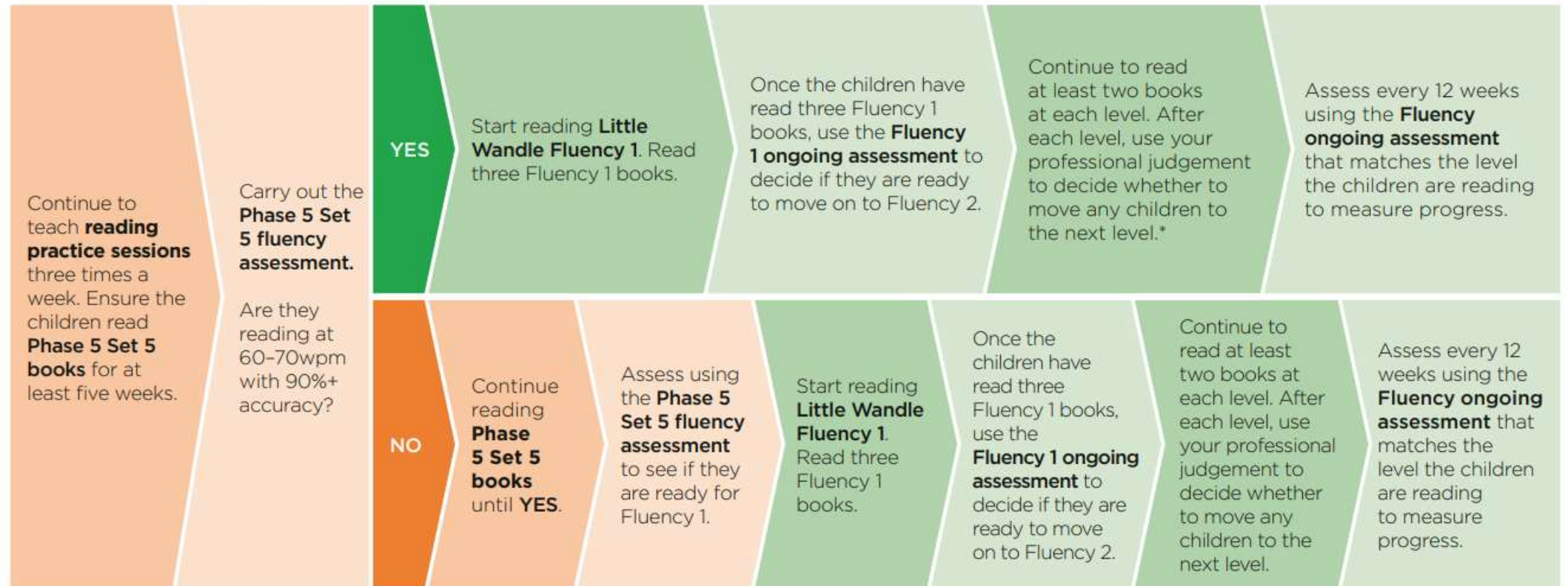
a-e	cake
ai	rain
a	amazing
eigh	weight
ea	great
aigh	straight

End

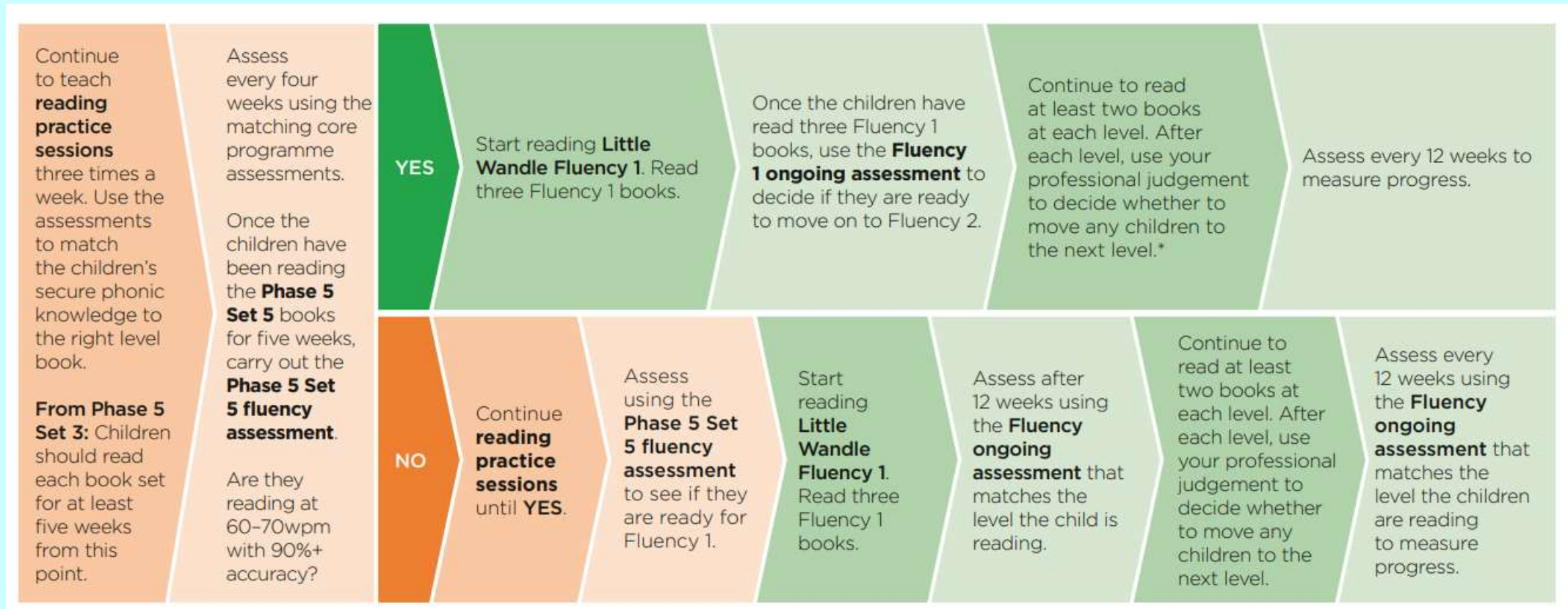
ay	play
eigh	weigh
ey	they

Reading in Year 2

Children reading Phase 5 Set 5 books

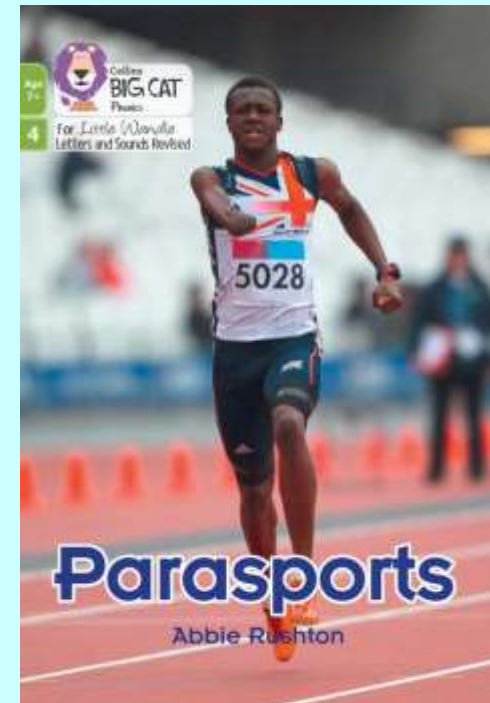
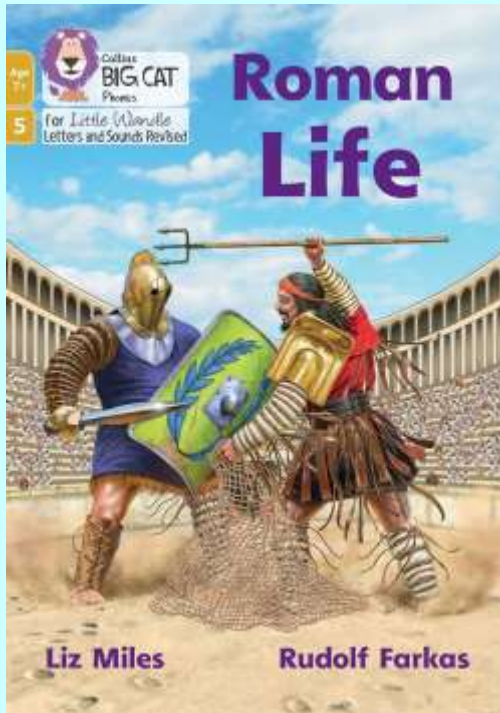


Children working below Phase 5 Set 5



Practice Reading Sessions

- They are timetabled three times a week.
- The children read the same book three times in a week focusing on decoding, prosody and comprehension



Assessment

- Phase 5 Review initial assessment
- Phase 5 Review final assessment
- Rapid Catch-Up assessment
- Little Wandle Fluency assessment
- Spelling tests

Rapid Catch-up fluency assessment: Phase 5 set 4
Teacher's mark sheet

Child's name: _____

Word count

Freddy wanted a pet, Ashwin did not. "I don't want our cabin home to get wrecked," Ashwin said. "It won't!" Freddy begged. He opened his laptop and showed Ashwin a rescue puppy called Monty. "Monty needs our care," Freddy said. Ashwin sighed. "Fine! Let's get Monty," he said. Freddy called the animal shelter.

The doorbell rang on Friday evening. "Hi, I'm Laura from Pet Rescue. This is Minty the goose!" The men stared at the blinking bird. "We requested Monty," Ashwin said. "Oops! I wrote Minty, not Monty," Laura explained. "The shelter is closed now. Could you care for Minty for two days? We can swap Minty for Monty on Monday." Freddy and Ashwin agreed. Laura left. Minty honked. "It honked at me, Ashwin!" Freddy said. Minty hatched some schemes to make Freddy and Ashwin love him. Maybe then they would keep him forever.

(584 total)

Reading rate (number of words read correctly in one minute) (A)

Total number of words read/attempted (B)

Accuracy rate (proportion of words read accurately) $\frac{\text{A}}{\text{B}} \times 100 = \text{ } \%$

Little Wandle Rapid Catch-up assessment Teacher's mark and record sheet

Child's name: _____

Class: _____

Date: _____

Part 1

Phase 2 GPCs

Mark ✓ 'M' or 'I'

Mark a tick by GPCs read automatically.

Write 'M' by GPCs where the mnemonic was needed as a prompt. (You will record this as 'Incorrect' on the Assessment tracker.)

Mark a line 'I' by any GPC that the child could not read.

s	a	t	p	i	
n	m	d	g	u	
c	k	ck	e	u	
r	h	b	l	f	
j	v	w	y	x	
z	qu	ch	th	th	
ng	nk				

Phase 2 words

Mark ✓ or 'I'

If incorrect, write how the child read the word above the word.

mat		dig		red		sock	
bell		moss		fox		yes	
shell		wing		chip		wink	
quack		ships		sings			

Reading a book at the right level

We use assessment to match your child's reading the right level of book.

This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) - their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home - but they should be able to do this on their own.

Phase 3 GPCs and words				
ai	ee	igh	oa	oo
ar	oa	or	ur	ow
oi	ear	air	er	
wait	feel	tight	coat	
food	hard	wood	born	
hurt	down	join	near	
pair	hammer	puppet	rubbish	
helmet	morning	garden	fishes	
lightning	rooftop			



Reading at Home

- Little Wandle Book (Changed on a Friday)
- Book band books (Change when read)
- Library book (This half term they will have a weekly animal book to take home instead of picking a book from the Library.)

Recommendations

- It is important to read as much as possible, we recommend 4 times a week.
- It is also great to still read to your child as well.
- Ask your child questions about what they have read.

Interventions

Little Wandle Rapid Catch-Up



Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from day 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session. In Phases 2 and 3, you will use the blending practice books for this session.
Day 4	10- to 15-minute Reading practice session
Day 5	10- to 15-minute Reading practice session

Progression Overview

Phase 2

Length of teaching: four weeks		
New GPCs covered	Week 1	s a t p i n m d
	Week 2	g o c k c k e u r h
	Week 3	b l l f f s s j v w y x z z z
	Week 4	q u c h s h t h n g n k
Tricky words taught	and is I the as has his her put* pull* full* no go to into we me be he of she push* *depending on accent	

Phase 3

Length of teaching: four weeks		
New GPCs covered	Week 1	ai ee igh oa oo ar
	Week 2	oo or ur ow oi ear
	Week 3	air er double letters
	Week 4	longer words and suffixes -ing and -es
Tricky words taught	was you they my by all are pure sure	

Phase 4

Length of teaching: four weeks		
Word types covered	Week 1	Adjacent consonants with short vowels
	Week 2	Adjacent consonants with long vowels
	Week 3	Suffixes: -ed /t/, -ed /id/, -ed /d/, -ing, -er, -est
	Week 4	Two-syllable words with adjacent consonants Compound words and multi-syllable words with adjacent consonants
Tricky words taught	said so have like some come love do were here little says there when what one out today	

Phase 5

Length of teaching: 14 weeks				
New GPCs covered	Week 1	/ai/ ay play /ow/ ou cloud /oi/ oy toy	/ee/ ea each /ur/ ir bird /oo/ ue blue /yoo/ ue rescue	
	Week 2	/yoo/ u unicorn /igh/ ie pie /igh/ i tiger	/oa/ o go /ai/ a paper /ee/ e he	
	Week 3	/oa/ o-e home /ai/ a-e shake /ee/ e-e these	/igh/i-e time /oo/ /yoo/ u-e rude cute /oo/ /yoo/ ew chew new	
	Week 4	/or/ aw claw /ee/ ie shield /ee/ y funny	/e/ ea head /w/ wh wheel /igh/ y fly	
	Week 5	/oa/ oe toe /oa/ ou shoulder /oa/ ow snow	/j/ g giant /f/ ph phone /s/ c ice	
	Week 6	/l/ le apple /l/ al metal /v/ ve give	/u/ o-e some /u/ o mother /u/ ou young	
	Week 7	/z/ se cheese /s/ se mouse /s/ ce fence	/ee/ ey donkey /oo/ ui fruit /oo/ ou soup	
	Week 8	/ur/ or word /oo/ u awful /oo/ oul could	/air/ are share /air/ ear bear /air/ ere there	
	Week 9	/or/ au author /or/ aur dinosaur /or/ oor floor	/or/ al walk /or/ a water /ch/ tch match /ch/ ture adventure	
	Week 10	/ar/ al half /ar/ a father* /o/ a want	/ur/ ear learn /r/ wr wrist /z/ ze freeze	
	Week 11	/s/ st whistle /s/ sc science /c/ ch school /sh/ ch chef	schwa in longer words schwa at the end of words (-or, -our, -re, -a)	
	Week 12	/ai/ eigh eight /ai/ aigh straight /ai/ ey grey /ai/ ea break	/n/ kn knee /n/ gn gnaw /m/ mb thumb	
	Week 13	/ear/ ere here /ear/ eer deer /zh/ su treasure /zh/ si vision	/j/ dge bridge /j/ ge large /i/ y crystal	
	Week 14	/sh/ ti potion /sh/ ssi mission /sh/ si mansion /sh/ ci delicious	/or/ augh daughter /or/ our your /or/ oar roar /or/ ore more	
Tricky words taught	their people oh your Mr Mrs Ms ask could would should our house mouse water want again any many where who whole two school call different thought through friend work once laugh because eye busy beautiful pretty hour parents shoe move improve			

*depending on accent