

Year 2 Medium Term Phonics Planning

21 = phase 5

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Apply	<p>Revise (Phase 3 and 5 phonemes) and get them to write them on a board</p> <p>Revising Tricky and High Frequency words (Spelling)</p>	<p>Revise (Phase 3 and 5 phonemes) and get them to write them on a board +write the other phonemes that make the same sound</p> <p>Revising Tricky and High Frequency words (SPELLING)</p>	<p>Give chn phoneme (Phase 5)and get them to write it on a board</p> <p>Revising Tricky and High Frequency words (Spelling)</p>	<p>Given chn phoneme and get them to write the other phonemes that make the same sound</p> <p>Revising Tricky and High Frequency words (SPELLING)</p>	<p>Give chn phoneme (Phase 2/3/5)and get them to write it on a board</p> <p>Revising Tricky and High Frequency words (SPELLING)</p>	<p>Given chn phoneme and get them to write the other phonemes that make the same sound</p> <p>Revising Tricky and High Frequency words (SPELLING)</p>

<p>Re-teach Phase 5 phonemes and revisit any phase 3 phonemes that the children are unsure of. (21 graphemes)</p> <p>Week 1: ay, ou, ie, ea,</p> <p>Week 2: ay, ir, ue, aw</p> <p>Week 3: wh, ph, ew, oe</p> <p>Week 4: au, ey, a-e, e-e</p> <p>Week 5: i-e, o-e, u-e, are, orw</p> <p>Week 6: Assessment on phase 5 phonemes- using phonics test</p>	<p><u>Phase 5: Teach alternative pronunciations and spellings:</u></p> <p>Week 1: Alternative pronunciations I, o, Ou, au and a making o (autumn, swan, cough) c, g, u</p> <p>Week 2: Ow, ie, ea, er, a,</p> <p>Week 3: y (gym), y (very) ch, ou (out and shoulder) ou (could and you)</p> <p>Week 4:ire, ee, dge, Alternative spellings:</p>	<p>Continue Phase 5 alternative spellings:</p> <p>Week 1: O making u (some) Ai-eigh, ey, ei ee-ie, y, ey, eo igh- y oo-o</p> <p>Week 2: Oo(u)-u oul, o(north) Ar-all(calf) Or-al Or-aortore Or-ar(warm)</p> <p>Week 3: Or spelt au ur-ear Ear-ere and eer Air- ear or-our</p> <p>Week 4: Or making er(word)</p>	<p><u>Teach phase 6</u></p> <p><u>Week 1:</u></p> <ul style="list-style-type: none"> - Changing y to I before adding est and er + dropping the e - Doubling the last letter to words that have a short vowel followed by a consonant when adding er and est - Getting rid of the e when adding y to words with a consonant before it. - y to words of one syllable ending in a single consonant letter after a single vowel letter - Adding -s, -es, -ies: added to nouns and verbs 	<p>Re-teach parts of phase 6 children are still unsure of + introduce chn to Reading comprehension/ SATS prep</p> <p>Examples of questions that they will find on the test.</p> <p>Strategies to answer reading comprehension questions</p> <p>Understanding the text</p>	<p>Continue focusing on reading comprehension and focus on VIPERS</p> <p>Vocab Inference Prediction Explanation Retrieval Summarise</p>
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<p><u>Week 7:</u> <u>Assessment week</u></p> <p>Teach Tricky Troll words (Words that cannot be easily decoded)</p> <p>Little, their, said, were, are, her, called, out, I, into, asked, was, out, go, to, what, one, all, my, no, you push, pull, full, little, one, there, when, asked, looked, they, called, we, me, be, Mrs, Mr, asked, called</p> <p>Spell/ Read High Frequency words (words which occur frequently)</p>	<p>C (qu, x, ch) + chn (tch)</p> <p><u>Week 5:</u> G making j, ge and dge, mb, kn and gn, wr</p> <p><u>Week 6:</u> s as in c and sc, sh as in ch and tian, Sh as in ssure and ssion, Sh spelt (shion) and (sure). Sh- (ci) cion, cious, cial</p> <p><u>Week 7:</u> Ve, wh, i spelt y(gym), o making u, a making o after w and qu</p>	<p>Er-our, e, u, zh spelt s (usual)</p> <p>Le El Il Ch-ture</p> <p><u>Teach Phase 6</u></p> <p>Week 6: -Simple past tense -Past progressive and simple progressive tense -ed suffix-ed or t or id sound -ed suffix- doubling consonant.</p> <p>Week 7: -ed suffix words ending in y and e -ing- suffix</p>	<p><u>Week 2:</u> - Adding -es to nouns and verbs ending in -y</p> <p>= adding s to The /i:/ sound spelt - ey</p> <p>- Adding suffix ful and less</p> <p>-Adding suffix mess and ness</p> <p>-Adding ly-regular</p> <p><u>Week 3:</u> -Adding ly- If base words ends in y change the y for an i.</p> <p>- Adding ly- If base words ends in le- change le to ly</p>		
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<p>in the English language)</p> <p>made, make, came, put, here, house, I'm, for, now, down, see, here, old, on, it, about, your, went, from, of, not, off, came, children, help, day, it's, house, just, that, this, can, at, children, here, with, day about, this, then, but, it's</p>	<p><u>Teach reading Tricky Troll words:</u></p> <p>oh their people Mr Mrs looked called asked would should could</p> <p><u>Teach High frequency words:</u></p> <p>don't, day, here, old, house, made, saw, I'm, about, came, very, by, your, make, put (sought) and time.</p>	<p>just add ing/ double the consonant)</p> <p>-ing- suffix (getting rid of the e, ie changing to y)</p> <p>-Ing suffix- just add ding to words ending in y</p> <p>-Adding suffix er or est (no change to the root word.)</p>	<p>- If base word ends in ly add ally</p> <p>- Change the y to i before consonant suffixes</p> <p>-Contractions</p> <p><u>Week 4:</u></p> <ul style="list-style-type: none"> -homophones - Possessive apostrophes -Spelling long words -Spelling difficult parts in tricky words 		
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Practise	Reading books linked to phonemes taught	Reading books linked to phonemes taught	Complete activity linked to learning - Spellings - Matching words under different criteria - Correcting passages where words are spelt incorrectly or tense hasn't been changed	Complete activity linked to learning - Spellings - Matching words under different criteria - Correcting passages where words are spelt incorrectly or tense hasn't been changed	As a class/ In pairs: CHN read Year 2 Sats papers/ reading comprehension texts + answer questions	As a class/ In Pairs: CHN read Year 2 Sats papers/ reading comprehension texts + answer questions

	<p>11.) Writing sentences consolidating learning from lesson.</p> <p>2.) Extending sentences using different conjunctions</p> <p>3.) Proof reading and checking sentences</p> <p>4.) Writing own sentences using different words from lesson with same sound in them.</p>	<p>1.) Writing sentences consolidating learning from lesson.</p> <p>2.) Extending sentences using different conjunctions</p> <p>3.) Proof reading and checking sentences</p> <p>4.) Writing own sentences using different words from lesson with same sound in them.</p>	<p>1.) Writing sentences consolidating learning from lesson.</p> <p>2.) Proof reading and checking sentences- use dictionaries</p>	<p>1.) Writing sentences consolidating learning from lesson.</p> <p>2.) Proof reading and checking sentences- use dictionaries</p>	<p>Independently answer reasoning questions linked to reading</p> <p>Independently answer reasoning questions linked to reading</p>
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