

Year 2 Medium Term Phonics Planning

21 graphemes= 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>
	<p>Revise (Phase 3 and 5 phonemes) and get them to write them on a board</p> <p>Revising Tricky and High Frequency words</p> <p>(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</p> <p>(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</p> <p>(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</p> <p>(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</p> <p>(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</p> <p>(SPELLING)</p>
<p><u>Revise</u></p>	<p>Re-teach Phase 5 phonemes and revisit any phase 3 phonemes that the children are unsure of.</p> <p>(21 graphemes)</p> <p>Week 1: ay, ou, ie, ea,</p> <p>Week 2: oy, 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, ow</p>	<p><u>Phase 5: Teach alternative pronunciations and spellings:</u></p> <p>Week 1: Alternative pronunciations l, o, 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>Continue Phase 5 alternative spellings:</p> <p>Week 1: O making u (some) Ai-eigh, ey, ei ee-ie, y, ey, eo igh- y oa-o</p> <p>Week 2: Oo(u)-y, oul, o(north) Ar-a Or-aw, au, al,our Ur- ir, er, ear Ow-ou</p>	<p>Teach phase 6</p> <p><u>Week 1:</u> - Changing y to I before adding est and er + dropping the e</p> <p>-Doubling the last letter to words that have a short vowel followed by a consonant when adding er and est</p> <p>- Getting rid of the e when adding y to words with a consonant before it.</p> <p><u>y to words of one syllable ending in a single</u></p>	<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>
<p><u>Apply</u></p>						

	<p>Week 6: Assessment on phase 5 phonemes- using phonics test</p> <p>Week 7: Assessment week</p> <p>Teach Tricky Troll words (Words that cannot be easily decoded) 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 in the English language) 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</p>	<p>Week 4:ire, ce, dge, Alternative spellings: C (qu, x, ch) + chn (tch)</p> <p>Week 5: G making j, ge and dge, mb, kn and gn, wr</p> <p>Week 6: s as in c and sc, sh as in ch and tion, Sh as in ssure and ssion, <u>Sh spelt s(ion) and (sure)</u>, Sh- (ci) cion, cious, cial</p> <p>Week 7: Ve, wh, i spelt y(gym), o making u, a making o after w and qu</p> <p><u>Teach reading Tricky Troll words:</u> oh their people Mr Mrs looked called asked would should could</p> <p><u>Teach High frequency words:</u></p>	<p>Week 3: Oi-oy Ear-ere and eer Air- are, ear Ure-our Er-our, e, u, Zh-vision</p> <p>Week 4: Al making or Or making er(word) Or spelt ar (warm) 3 spelt s (usual) Ar spelt al (calf) Ou, au and a making o (autumn, swan, cough)</p> <p><u>Teach Phase 6</u> Week 6: -Simple past tense</p> <p>-Past progressive and simple progressive tense</p> <p>-ed suffix-ed or t or id sound</p> <p>-ed suffix- doubling consonant.</p> <p>Week 7: -ed suffix words ending in y and e</p> <p>-ing- suffix</p>	<p>consonant letter after a single vowel letter</p> <p>-Adding -s, -es, -ves: added to nouns and verbs</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> <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>		
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	about, this, then, but, it's	don't, day, here, old, house, made, saw, I'm, about, came, very, by, your, make, put (south) and time.	just add ing/ double the consonant) -ing- suffix (getting rid of the e, ie changing to y) -Ing suffix- just add ding to words ending in y -Adding suffix er or est (no change to the root word.)	-homophones - Possessive apostrophes -Spelling long words -Spelling difficult parts in tricky words		
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<u>Practise</u>	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
<u>Apply</u>	11.) Writing sentences consolidating learning from lesson. 2.) Extending sentences using different conjunctions 3.) Proof reading and checking sentences 4.) Writing own sentences using different words from lesson with same sound in them.	1.) Writing sentences consolidating learning from lesson. 2.) Extending sentences using different conjunctions 3.) Proof reading and checking sentences 4.) Writing own sentences using different words from lesson with same sound in them.	1.) Writing sentences consolidating learning from lesson. 2.) Proof reading and checking sentences- use dictionaries	1.) Writing sentences consolidating learning from lesson. 2.) Proof reading and checking sentences- use dictionaries	Independently answer reasoning questions linked to reading	Independently answer reasoning questions linked to reading