

2019

Curriculum Skills and Progression Map Phonics



Nebula
where stars are born

Phonics

The Nebula Federation

Horsford CE VA Primary School

Letters and Sounds - Phase 1 (Reception to do this alongside Phase 2)

R: A1 W3					R: A1 W4					R: A1 W5				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Aspect 1: General sound discrimination; environmental sounds			Aspect 2: General sound discrimination; instrumental sounds		Aspect 3: General sound discrimination: body percussion			Aspect 5: Alliteration		Aspect 6: Voice sounds		Aspect 7: Oral blending and segmenting		
Aspect 4: Rhythm and rhyme story-time														

Letters and Sounds - Phase 2

	R: A1 W3		R: A1 W4		R: A1 W5		R: A1 W6		R: A1 W7		R: A2 W1	
Recap	All previously learned letters and sounds								All previously learned letters and sounds Previously learned tricky words			
Teach	s		i	<i>it its it's</i>	g		ck		h	<i>had hat him hot</i>		
	a	a	n	<i>an in</i>	o	<i>on got not dog top</i>	e	<i>get</i>	b	<i>back bad bed big but rabbit</i>		
	t	<i>at sat</i>	m	<i>am man</i>	c	<i>can cat</i>	u	<i>up us duck mum sun</i>	f/ff	<i>fell fun if off</i>		
	p		d	<i>and dad did</i>	k		r	<i>ran red run</i>	l/l	<i>let let's lots tell well</i>		
	Read: I the is as		Teach blending with letters (blending for reading) Read: no go of to			Demonstrate reading captions using words with sets 1 and 2 letters and and Read: into he she we		Demonstrate spelling captions using sets 1-4 letters and and Read: me be his put		ss	<i>miss</i>	
									Explain ff, ll and ss at the end of words Demonstrate spelling captions using sets 1-5 letters and and, to and the Read: was my you like			Consolidation & Assessment Week
Practise	Briefly practise oral blending and segmentation								Practise blending to read words			

		<p>Practise blending for reading</p> <p>Practise blending and reading the high-frequency words it, in, at</p>	<p>Practise blending with letters (reading words)</p> <p>Teach segmentation for spelling</p> <p>Teach blending and reading the high-frequency word and on can</p>	<p>Practise blending to read words</p> <p>Practise segmentation to spell words</p>	<p>Practise segmentation to spell words</p>
Apply		<p>Support children in reading captions.</p>	<p>Support children in reading captions using sets 1-3 letters and the, to and and</p>	<p>Support children in reading captions using sets 1-4 letters and the, to and and</p>	<p>Support children in reading captions using sets 1-5 letters and no, go, I, the, to</p>

Letters and Sounds - Phase 3																
	R: A2 W2		R: A2 W3		R: A2 W4		R: A2 W5		R: A2 W6		R: A2 W7		R: A2 W8		R: Sp1 W1	
Recap	<p>Practise previously learned GPCs</p> <p>Point to the letters in the alphabet while singing the alphabet song & practise letter names</p> <p>Recap tricky words as learnt</p>															
Teach	j		y	yes	ch	much	ai	again	oo/oo	book good look looks looking took food room soon too	ow	down how now town	ure		Consolidation & Assessment Week	
	v		z		sh	fish wish	ee	been feet keep need see	ar	car dark garden hard park	oi		er	better ever her never river		
	w	will	zz		th	that than then this them with that's	igh	night right	or/oar	or for morning roar soar board	ear					
	x	box fox	qu	queen	ng	along king long thing things	oa	boat	ur		air	air				
	Read sentences using sets 1-6 letters and the tricky words no, go, I, the, to Read: has are her all		Teach reading two-syllable words Spell: I the is Read: they have said		Teach reading two-syllable words Spell: as no Read: so do some come		Teach spelling two-syllable words Spell: go of Read: little one heard		Teach spelling two-syllable words Spell: to into Read: were there		Teach spelling two-syllable words Read: what when		Teach spelling two-syllable words Read: out			

<p>Practise</p>	<p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Practise reading and spelling high-frequency words & tricky words</p> <p>Practise reading & writing two-syllable words</p>		
<p>Apply</p>	<p>Continue to support children in reading words and captions</p>	<p>Practise reading captions and sentences with sets 1-7 letters and he, she, no, go, I, the, to</p>	<p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>

Letters and Sounds - Phase 4									
	R: Sp1 W2	Y1: A1 W1	R: Sp1 W3	Y1: A1 W2	R: Sp1 W4	Y1: A1 W3	R: Sp1 W5	Y1: A1 W4	R: Sp1 W6
Recap	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words					Practise recognition and recall of Phase Two and Three graphemes. Revise all the tricky words taught so far			
Teach	Read & spell CVCC words (e.g. lump, wink)	<i>best different didn't help just must next think went wind (HFW - assessed)</i>	Read & spell CCVC words (e.g. crop, stuck)	<i>across children dragon end from gran grandad green sleep still stop three tree trees under (HFW - assessed)</i>		Teach/Practise reading words containing adjacent consonants		Teach/Practise spelling words containing adjacent consonants	
	Spell: he she we me be Read: oh		Spell: his put was Read: Mrs Mr		Spell: you my like has are Read: people their	Spell: her all they Read: called looked ask asked	Consolidation & Assessment R Sp2 onwards to be reviewed based upon assessments.		
Practise	Practise reading words containing adjacent consonants Practise spelling words containing adjacent consonants Practise reading and spelling high-frequency & tricky words								
Apply	Practise reading sentences Practise writing sentences								

Statutory framework for the Early Years Foundation Stage:

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Letters and Sounds - Phase 5

	Y1: A1 W5	Y1: A1 W6	Y1: A1 W7	Y1: A2W1	Y1: A2 W3	Y1: A2 W4	Y1: A2 W5
				A2 W2 Assess			A2 W6 Assess

R e c a p

Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned

T e a c h	Teach new graphemes for reading:															Teach alternative pronunciations of graphemes for reading:																
	a y	ea ey	ie	oe	ue	ou	ir	aw	oy	ed	le	wh	ph	ew	au	a - e	e - e	i - e	o - e	u - e	i	o	c	g	u	ow	ie	ea	a	y	ch	ou
	a w a y d a y m a y p l a y s a y w a y	eat s e a key d o n k e y	c r i e d t i e	t o e	b l u e	ab ou t fo un d ro un d s h ou t e d	b i r d s f i r s t g i r l	s a w	b o y	j u m p e d s t o p p e d l i v e d	a n g l e a m p l e a n k l e h u r d l e j u n g l e	w h e n w h i c h	p h o t o	n e w	P a u l	c a m e n t h e s e m a d e m a k e t a k e	e v e n t h e s e	i n s i d e l i k e d t i m e w h i t e	o - c l o t h e s h o m e	u - r u l e u s e	fin / f i n d I' ll I' m	hot / c o l d d o n' t m o s t o l d o v e r g o i n g t o l d	cat / c e n t p l a c e	got / g i a n t m a g i c	bu t / p u t	co w / b l o w g r o w s n o w	tie / f i e l d	eat / b r e a d	hat/a corn / wh at narr ator	yes/ by / ve ry ba by flo ppy fly ma ny on ly sud de nly wh y	chin/s chool / che f	out/shoulder/cou ld*/you

	Spell: have said Read: water where	Spell: so do Read: who house mouse	Spell: some come Read: thought through any many	Spell: little one Read: work laughed	Spell: heard were Read: because eyes	Spell: there what Read: friend once	Spell: when out Read: please
	Learn new phoneme /zh/ in words such as treasure & teach reading 'alien' words.						
P r a c t i s e	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practise reading 'alien' words.						
A p p l y	Practise reading sentences & practise writing sentences						

Letters and Sounds - Phase 5							
	Y1: A2 W7	Y1: A2 W8	Y1: Sp1 W1	Y1: Sp1 W2	Y1: Sp1 W3	Y1: Sp1 W4 Sp1 W5 Assess & Mock Screening	Y1: Sp1 W6
Recap	Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned						
Teach	Teach alternative spellings of phonemes for spelling (new alternatives in blue) :						
	ai	igh	ee	oa	oo	oo	sh
	ay - day a_e - pale a - acorn igh - eight ey - grey ei - vein ea - great	ie - tie i_e - pile i - find y - sky	ea - bead e_e - these ie - field y - Ruby ey - key eo - people e - began	oe - toe o_e - pole o - no ow - snow	ue - blue u_e - mule ew - new ui - suit ou - soup	u - put oul - could	ch - chef t(ion)* - station ss* - emission/ pressure s* precision/sure c* - suspicion/ precious/commercial
HFw <i>great</i> Spell: oh Mrs Mr Read: today says	Spell: people their called Read: your by here	HFw <i>began each eat every everyone he's key tea very</i> Spell: looked asked water Read: love school	HFw <i>window</i> Spell: where who house Read: push pull	HFw <i>who</i> Spell: any many because Read: full our	HFw <i>pulled put would</i> Spell: friend once today		
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practice reading 'alien' words.						

Apply	<p>Practise reading sentences</p> <p>Practise writing sentences</p>
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Letters and Sounds - Phase 5

Y1: Sp2 W1

Y1: Sp2 W2

Y1: Sp2 W3

Y1: Sp2 W4

Y1: Sp2 W5

Recap

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned

Teach

Teach alternative spellings of phonemes for spelling (new in blue):

c	n	ch	f	j	m	s	v	w	e	i	o	u	r
k - kit ck - pack ch - school qu - quoit HFW school	kn - know gn* - gnome ne* - gone HFW know gone	tch - stitch ditch hutch	ph - photo	g - giant dge - nudge HFW giant	mb* - numb	c - city sc* - scent se* - horse	ve* - have HFW live I've	wh - when	ea - bread HFW head	y - rhythm pyramid mystery	a - was HFW want wanted	o - done glove HFW other something another mother coming	wr - wren
Spell: says your		Spell: by here love			Spell: school push pull			Spell: full our					

Practise

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Practise reading and spelling high-frequency & tricky words

Practise reading and spelling polysyllabic words

Practise reading 'alien' words.

Apply

Practise reading sentences

Practise writing sentences

Letters and Sounds - Phase 5						
	Y1: Sp2 W6		Y1: Su1 W1	Y1: Su1 W2	Y1: Su1 W3-W5	Y1: Su2
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned					
Teach	Teach alternative spellings of phonemes for spelling:					
	ar	air	ear	or/oar	ow	oi
	a - path	are - share ear - bear	ere - here eer - beer ea - really	au - Paul aw - raw al - talk our - tour ough - ought oor - door ore - more	ou - out	oy - boy
	HFW <i>can't</i> <i>after fast</i> <i>last plants</i>	HFW <i>bear</i>	HFW <i>here</i> <i>where there's</i> <i>really we're</i>	HFW <i>your saw water</i> <i>thought more door</i> <i>animals small before</i> <i>horse</i>	HFW <i>our</i> <i>around</i>	
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practise reading 'alien' words.					
Apply	Practise reading sentences Practise writing sentences					

Assessment &
Phonics Screening
Check Focus

To be reviewed - based upon
Phonics Screening Check &
Assessments.

****This half term will also be
used to consolidate
children's learning of the
National
Curriculum pg.50-54
statutory
requirements****

National Curriculum: Year 1 - English (in Letters & Sounds Not in Letters & Sounds for Year 1)

Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word.
- Re-read these books to build up their fluency and confidence in word reading.

Writing

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix un-
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Letters and Sounds - Phase 6	
Phase 6 Week 1 (Year 2)	
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.
Teach	Introducing and teaching the past tense (From Letters & Sounds)
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The past tense dealt with in this section is simple past tense, e.g. I looked, not continuous past tense, e.g. I was looking.</p> <p>Before you teach children to spell the past tense forms of verbs, it is important that they gain an understanding of the meaning of 'tense'. Since many common verbs have irregular past tenses (e.g. go - went, come - came, say - said) it is often easier to teach the concept of past tense separately from the spelling of past tense forms. Short oral games can be used for this purpose.</p> <p>For example, a puppet could say Today I am eating an egg - what did I eat yesterday? The response could be Yesterday you ate a sandwich, Yesterday you ate some jam. The puppet could say Today I am jumping on the bed. Where did I jump yesterday? and the response could be Yesterday you jumped in the water, etc. These games can be fitted into odd moments now and then; several children could respond in turn, and the games would also serve as memory training (don't repeat what's already been suggested).</p> </div> <div style="width: 45%; text-align: center;"> <p>Using familiar texts</p> <p>Procedure - Use a current class text as the basis for discussion about tense.</p> <ol style="list-style-type: none"> 1. Find extracts of past tense narrative and ask children to describe what is happening in the present tense. For example, use extracts from <i>Funnybones</i> (by Alan Alhberg and Janet Alhberg, published by Puffin Books) such as where the skeletons leave the cellar, climb the stairs and walk to the park. 2. Let the children compare the two versions. Discuss how they are different both in meaning and language. 3. Use the words yesterday and today to reinforce the different meanings. 4. Find bits of present tense dialogue in the text and ask children to retell it as past tense narrative. </div> </div>
Read: door floor poor	
Practise	<p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Practise reading and spelling high-frequency & tricky words</p> <p>Practise reading and spelling polysyllabic words</p>

Apply

Practise reading sentences using the past and present tense.
Practise writing sentences using the past and present tense.

Letters and Sounds - Phase 6					
Phase 6 Week 2 & Week 3 (Year 2)					
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.				
Teach	Investigating and learning how to add suffixes				
	From the National Curriculum:				
	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	The suffixes -ment, -ness, -ful, -less and -ly	The suffixes -ment, -ness, -ful, -less and -ly
	<i>The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.</i>	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being.	The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.	Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.
	<i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i>	hiking, hiked, hiker, nicer, nicest, shiny	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly	merriment, happiness, plentiful, penniless, happily
Spell: door floor poor Read: find kind mind behind			Spell: find kind mind behind Read: child children wild climb		
Practise	Phoneme frame	Word sort		Add race	
	<ul style="list-style-type: none"> To reinforce understanding and application of the -ed suffix for the past tense <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> The children must have an understanding of the grammar of the past tense and experience of segmenting words into phonemes <p><i>Resources & Procedure - See Letters & Sounds p. 171</i></p>	<ul style="list-style-type: none"> To categorise words according to their spelling pattern <p>Use this activity to investigate:</p> <ul style="list-style-type: none"> the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y, plurals (see pages 189-190) how to differentiate spelling patterns (e.g. different representations of the same phoneme; the 'w special' - see page 187). <p><i>Resources & Procedure - see Letters & Sounds p. 172</i></p>		<ul style="list-style-type: none"> To practise adding -ing <p>Use this activity to revisit the rules for: adding -ing, adding -ed, adding -s and adding suffixes -er, -est, -ful, -ly and -y. (see pages 189-190) (The activity is described as if the focus were adding -ing. Modify appropriately for -ed, -er, -est, -y, -s.)</p> <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> The children must have investigated and learned the appropriate spelling rules and be 	

			able to distinguish long and short vowel phonemes (e.g. /a/ and /ai/, /o/ and /oa/). <i>Resources & Procedure - see Letters and Sounds p. 173</i>
Apply	Practise reading sentences Practise writing sentences		

Letters and Sounds - Phase 6					
Phase 6 Week 4 (Year 2)					
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.				
Teach	Teaching Spelling Long Words				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Words in words</th> <th style="width: 50%; text-align: center;">Clap and count</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To investigate how adding suffixes and prefixes changes words <p>Use this activity to teach and reinforce prefixes and suffixes.</p> <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> ■ When you are selecting words for this activity, consider the vocabulary used by the children in your class and select words that they are likely to know. (See also 'Practice examples', page 191.) Explore the function of the prefix or suffix using familiar words, then help to expand the children's vocabulary by asking them to predict meanings of other words with the same prefix or suffix. <p><i>Preparation</i></p> <ul style="list-style-type: none"> ■ Prepare lists of the words you want to discuss with children and differentiated sets of words for the children to work with in the independent session <p><i>Resources & Procedure - see Letters & Sounds p. 175</i></p> </td> <td style="vertical-align: top;"> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To provide a routine for spelling long words <p>Use this activity for spelling compound words, words with prefixes and other multisyllabic words.</p> <p><i>Resources & Procedure - see Letters & Sounds p. 176</i></p> </td> </tr> </tbody> </table>	Words in words	Clap and count	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To investigate how adding suffixes and prefixes changes words <p>Use this activity to teach and reinforce prefixes and suffixes.</p> <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> ■ When you are selecting words for this activity, consider the vocabulary used by the children in your class and select words that they are likely to know. (See also 'Practice examples', page 191.) Explore the function of the prefix or suffix using familiar words, then help to expand the children's vocabulary by asking them to predict meanings of other words with the same prefix or suffix. <p><i>Preparation</i></p> <ul style="list-style-type: none"> ■ Prepare lists of the words you want to discuss with children and differentiated sets of words for the children to work with in the independent session <p><i>Resources & Procedure - see Letters & Sounds p. 175</i></p>	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To provide a routine for spelling long words <p>Use this activity for spelling compound words, words with prefixes and other multisyllabic words.</p> <p><i>Resources & Procedure - see Letters & Sounds p. 176</i></p>
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	<p>Spell: child children wild climb</p> <p>Read: most only both old</p>				
Practise	<p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Practise reading and spelling high-frequency & tricky words</p> <p>Practise reading and spelling polysyllabic words</p>				

Apply	Practise reading sentences Practise writing sentences
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Letters and Sounds - Phase 6	
	Phase 6 Week 5 (Year 2)
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.
Teach	<p style="text-align: center;">Finding and learning the difficult bits in words</p> <p>Take it apart and put it back together</p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To help children learn high-frequency and topic words by developing their ability to identify the potentially difficult element or elements in a word (e.g the double tt in getting, the unusual spelling of /oo/, and the unaccented vowel i in beautiful). <p><i>Resources</i></p> <ul style="list-style-type: none"> ■ Set of large word cards and blank strips of card (for writing explanation sentences) ■ Reusable sticky pads <p><i>For independent work</i></p> <ul style="list-style-type: none"> ■ List of high-frequency or topic words and a list of word descriptions with a blank box beside each description <p><i>Procedure - see Letters & Sounds p. 178</i></p>
	<p>Spell: most only both old Read: cold gold hold told</p>
Practise	<p style="text-align: center;">Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words</p>

Apply

Practise reading sentences
Practise writing sentences

Letters and Sounds - Phase 6				
Phase 6 Week 6 (Year 2)				
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.			
Teach	Ending - dge	g (as a 'j')	c (as a 's')	Start - gn & kn
	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).	In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.		The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.
	badge edge bridge dodge fudge	gem giant magic giraffe energy jacket jar jog join adjust	race, ice, cell, city, fancy	knock, know, knee, gnat, gnaw
	Spell: cold gold old told Read: every great break steak			
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words			

Apply

Practise reading sentences
Practise writing sentences

Letters and Sounds - Phase 6

Phase 6 Week 7 (Year 2)

Recap
Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.

Teach	Start - wr (as a 'r)	y (as 'igh')	The /or/ sound spelt a before l and ll	The /u/ sound spelt o
	This spelling probably also reflects an old pronunciation	This is by far the most common spelling for this sound at the end of words.	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	
	write, written, wrote, wrong, wrap	cry, fly, dry, try, reply, July	all, ball, call, walk, talk, always	other, mother, brother, nothing, Monday

Spell: **every great break steak**
Read: **pretty beautiful**

Practise
Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
Practise reading and spelling high-frequency & tricky words
Practise reading and spelling polysyllabic words

Apply

Practise reading sentences
Practise writing sentences

Letters and Sounds - Phase 6

Phase 6 Week 8 (Year 2)

Recap
Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.

Teach	The /o/ sound spelt a after w and qu	The /zh/ sound spelt s	Words ending in -tion	Words ending le (as a 'l')
	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.			The -le spelling is the most common spelling for this sound at the end of words.
	want, watch, wander, quantity, squash	television, treasure, usual	station, fiction, motion, national, section	table, apple, bottle, little, middle

Spell: **pretty beautiful**
Read: **after fast last past father class**

Practise
Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
Practise reading and spelling high-frequency & tricky words
Practise reading and spelling polysyllabic words

Apply

Practise reading sentences
Practise writing sentences

Letters and Sounds - Phase 6			
Phase 6 Week 9 (Year 2)			
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.		
Teach	Adding -es to nouns and verbs ending in -y	Ending - ge	Words ending el (as a 'l')
	The y is changed to i before -es is added.	After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.	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.
	flies, tries, replies, copies, babies, carries	age huge change charge bulge village	camel, tunnel, squirrel, travel, towel, tinsel
	Spell: after fast last past father class Read: grass pass plant path bath		
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words		

Apply

Practise reading sentences
Practise writing sentences

Letters and Sounds - Phase 6

Phase 6 Week 10 (Year 2)

Recap
Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.

Teach	Words ending al (as a l)	Words ending -il	The /ur/ sound spelt or after w	The /or/ sound spelt ar after w
	Not many nouns end in -al, but many adjectives do.	There are not many of these words.	There are not many of these words.	There are not many of these words.
metal, pedal, capital, hospital, animal	pencil, fossil, nostril	word, work, worm, world, worth	war, warm, towards	

Spell: grass pass plant path bath
Read: hour move prove improve

Practise
Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
Practise reading and spelling high-frequency & tricky words
Practise reading and spelling polysyllabic words

Apply

Practise reading sentences
Practise writing sentences

Letters and Sounds - Phase 6			
	Phase 6 Week 11 (Year 2)	Phase 6 Week 12 (Year 2)	Phase 6 Week 13 (Year 2)
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.		
Teach	Contractions	The possessive apostrophe (singular nouns)	Homophones and near-homophones
	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.		It is important to know the difference in meaning between homophones.
	can't, didn't, hasn't, couldn't, it's, I'll	Megan's, Ravi's, the girl's, the child's, the man's	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
	Spell: hour move prove improve Read: sure sugar could should would	Spell: sure sugar eye could should would Read: whole clothes busy again half	Spell: whole clothes busy again half Read: money parents Christmas everybody even <i>(next week - Spell: money parents Christmas everybody even)</i>
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words		

Apply	Practise reading sentences Practise writing sentences
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Read	door	floor	poor	find	kind	mind	behind	child	children
wild	climb	most	only	both	old	cold	gold	hold	told
every	great	break	steak	pretty	beautiful	after	fast	last	past
father	class	grass	pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would	whole	clothes	busy
again	half	money	parents	Christmas	everybody	even			

Spell	door	floor	poor	find	kind	mind	behind	child	children
wild	climb	most	only	both	old	cold	gold	hold	told
every	great	break	steak	pretty	beautiful	after	fast	last	past
father	class	grass	pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would	whole	clothes	busy
again	half	money	parents	Christmas	everybody	even			

National Curriculum: Year 2 – English (in Letters & Sounds)	
Reading	Writing
<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular) [for example, the girl’s book] • Distinguishing between homophones and near-homophones. • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. • Apply spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Term/Week:	Phase:	Main Focus:	Year:	Teacher:
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	Recap	Teach	Practise	Apply	SEN Adaptation	Daily Notes	Absent
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							