

Year 2 Long Term Plan for Phonics / Spelling 2020 - 2021

To be used alongside the **Year 2 Spelling Coverage for the New National Curriculum**, which explains the rules and provided suggested words, and the **National Curriculum Document** pages 55 - 58

Week	Review	Main teaching	Spellings
Recovery Curriculum			
During Term 1 we will review Phase 3 and Phase 5. We will assess all children individually for the Phonics Screener check and will start Phonics Support Group from week 5 (focus on Phase 3 initially, moving onto Phase 5 when ready - see separate plan)			
In Term 2 we will continue to recap Phase 5. When most children are secure, we will move on to Year 2 Spelling rules, reviewing Phase 5 where needed			
Term 3 - or before if ready			
1	Revisit all vowel digraphs		No spelling words for Week 1
2	Revisit adding -s and -es for plurals Revisit -ing and -er where no change is needed	Introduce long vowels and short vowels The /j/ sound spelled as -dge, or-ge PKS spellings - rhyming, playing with sounds, initial sounds, middle sounds, SNIP	Cats, foxes, raining, jumper, huge, badge, edge, bridge, fudge, age. Add some topic words
3	Revisit the /v/ sound at the end of words Revisit -er and -est where no change is needed Revisit long and short vowels	/j/ sound spelled as -j or -g <ul style="list-style-type: none"> • g before e, i, y. • j before a, o, u Review -dge and -ge	Love, have, grander, darker, jar, join, jog, giant, magic, gem

4	Revisit words ending in -y Revisit /ph/ Revisit /k/ eg sketch, skinny, kitten, Kate, Kent	Homophones - see, sea, bee, be, blue, blew To, too, two	very, see, sea, bee, be, blue, blew, to, too, two
5	Revisit /wh/ Revisit -dge/-ge Revisit compound words	/s/ spelled as /c/ before e, i, y Kn- and gn- at the start of words	When, where, race, ice, city, know, knock, knee, gnat, gnaw
6	Assess termly spelling and Common Exception words from Term 1		
7	Spelling games for review		
Term 4			
1	Revisit /n/ before /k/ eg bank, sink, think, think, sunk Revisit words ending in a /y/ with an /ee/ sound eg happy, very, funny, party, family, silly	Teach the /r/ phoneme spelled /wr/ Teach words ending in /y/ where this is an /i/ sound	Write, written, wrote, wrap, wrong, Cry, fly, dry, reply, July Add some topic words
2	Revisit /wh/ eg when, where, which, what, why Revisit previously learned homophones Review vowels and consonants	Teach word endings -le, -el and -al	Table, apple, bottle, tunnel, travel, towel, metal, hospital, final, animal
3	Revisit /s/ and /es/ endings Revisit long and short vowels Revisit /kn/ and /gn/ at the start of	Teach adding -es to nouns and verbs ending in a -y - change the /y/ to an /i/	Fly, flies, try, tries, baby, babies Copy, copied, happy,

	words	Teach other suffixes (-ed, -er, -est) added to root words ending in a -y, with a consonant before it	happiest Add some Christmas words
4	Revisit /ph/ eg dolphin, alphabet, phonics Revisit /s/ spelled as /c/ before e, i, y	Teach other suffixes (-ing) added to root words ending in a -y, with a consonant before it Teach the phoneme made by the grapheme -ey, including that the plural of these just adds an -s	Copying, cry, crying, ski, skiing, donkey, donkeys, monkey, monkeys, dolphin
5	Revisit alphabetical order and days of the week esp Saturday and Sunday Revisit previously learned homophones	Introduce spelling some simple contractions - Teach new homophones - here, hear, one, won, sun, son, night, knight	here, hear, one, won, sun, son, night, knight, can't, didn't
6	Assess termly spelling and Common Exception words from Term 1 and 2		
Term 5			
1	Spelling review - 5 words daily Review all Term 1 and Term 2 Common Exception words.	Teach adding -ing, -er, -est, -ed and -y to words ending in an -e with a consonant before it (drop the -e)	nice, nicest, hope, hoped, love, loving, loved, scare, scary, smile, smiling Add some topic words
2		Teach adding -ing, -er, -est, -ed and -y to words ending in a single consonant after a single vowel (double the consonant) - exception in a /x/ which is never doubled	pat, patting, hum, hummed, sad, sadder, drop, dropped, mix, mixing.
3	Review -dge and -ge endings Review silent /k/, /g/ and /w/ at the start of a word	Teach their, there and they're Teach /or/ spelled as an /a/ before -l or -ll	their, there, their, always, all, ball, walk, talk

		Review changing a /y/ to an /i/ at the end of a word	
4	Review the simple contractions learned so far. Review homophones learned so far	Teach the short /u/ spelled as an /o/ Teach the short /o/ spelled /a/ after the letters /w/ and /qu/ - want, watch, wander, squash	other, mother, brother, nothing, want, watch, wander, squash
5	Review changing /y/ to an /i/ before adding a suffix. Review -le, -el and -al endings	Teach the possessive apostrophe Teach the -tion ending	the girl's, the man's, the dog's, station, motion, fiction, fraction
6	Assess termly spelling and Common Exception words from Term 1, 2 and 3		
Term 6			
1	Spelling review - 5 words daily Review all Terms 1, 2 and 3 Common Exception words.	Teach the phomeme spelled /or/ after a /w/ Teach the phomeme spelled /ar/ after a /w/	word, work, worm, world, war, warm, towards Add some topic words
2		Teach trickier contractions Teach the rare phoneme spelled /s/ in some words	couldn't, wouldn't, won't, treasure, television, usual
3	Review there, their and they're Review word endings where the consonant is doubled	Teach trickier word endings - eg -ment, -ness, -ful, -less and -ly (if the suffix starts with a consonant, it is usually just added on, except argument, and root words ending in a -y)	enjoyment, sadness, careful, playful, hopeless, badly, happiness, happily, plentiful
4	Review contractions and homophones	Revisit /tch/ - catch, fetch, kitchen	catch, fetch, kitchen,

		Revisit -tion endings Revisit -dge endings	station, fictional, national, bridge, huge, magic, jem
5	Review all tricky words which individual classes need	Revisit all suffixes - play lots of games Revisit -le, -el and -al endings	Pencil, fossil, nostril, camel, animal, little, enjoyment, beautiful, hopefully,
6	Assess termly spelling and Common Exception words from Term 1, 2, 3 and 4 2019 SATs spelling test		
Extra Sessions to be used if children progress more quickly than expected			
1	Review all Common Exception Words, tricky words, topic words and any other spellings specific to individual classes and to SATs	Review use of apostrophes for both possession and for contractions. Review and revisit all homophones	Note to say all spellings this term are reviewing what we have already learned Their, there, they're, to, two, to, blue, blue, here, hear Topic words
2		Revisit <ul style="list-style-type: none"> • s phoneme spelled as a soft c • n phoneme spelled kn and gn • r phoneme spelled wr • spelling of -dge, -ge, j or g 	Race, ice, knock, knee, Write, wrong, wriggle, edge, change, giant Topic words
3		Revisit <ul style="list-style-type: none"> • endings -el, -le, -al • the long i sound at the end of a word spelled -y 	Little, travel, finally, dry, reply, babies, flies, cried, happiest, skiing

		<ul style="list-style-type: none"> • adding - es to words ending in a -y (change the y to an i) • adding other suffixes to words ending in a -y 	Topic words
4		<p>Revisit</p> <ul style="list-style-type: none"> • adding suffixes to words ending in an -e • adding suffixes to words with a short vowel and one consonant • the /or/ phoneme spelled as an /a/ before l and ll • the short /u/ spelled as an /o/ 	<p>Nicest, taking, patting, runnier, hopped, walk, ball, nothing, brother, Monday</p> <p>Topic words</p>
5		<p>Revisit</p> <ul style="list-style-type: none"> • words ending in -ey and how to make these a plural • the short /o/ phoneme spelled /a/ after w and qu • the phoneme spelled /or/ after a /w/ • the phoneme spelled /ar/ after a /w/ 	<p>Donkey, monkeys, watch, squash, wander, world, work, worm, war, warm</p>
6		<p>Revisit</p> <ul style="list-style-type: none"> • adding trickier suffixes of -ment, -less, -ful, -ly, -ness • words ending in -tion • words with the rare /s sound eg television • all homophones 	

*Spelling investigations, which may be similar week to week to enable children to become familiar with the activities.
Each week will have a lengthy list of words.
Children will be expected to select the ones they find tricky to spell.*

<p>1</p>	<p>Review all Year 1 and Year 2 Common Exception Words</p> <p>Play Bouncing Anagrams for year 2 CEW Against the clock Springtime Spelling Word searches https://www.spellzone.com/word_lists/games-259517.htm</p>	<p>Homophones and near homophones -</p> <ul style="list-style-type: none"> • Cloze sentences to put the correct work in • Choose a word from the word mat and write or say a sentence with the word in it. • Explain the rules for which word to use • Find the words in reading books • Adult says a sentence with the target word in. Child has to write the correct word. 	<p>see, sea, be, bee, blew, blue, to, too, two, here, hear, one, won, son, sun, quite, quiet, new, knew, there, their, they're, knight, night, bear, bare, your, you're</p>
<p>2</p>	<p>Play any of the English games on https://www.ictgames.com</p> <p>As a break from the CEWs, use this link to expand vocabulary each day. Choose up to 4 words. The game generates other words with the same meaning..... Ictgames word generator</p>	<p>Colours and seasons</p> <ul style="list-style-type: none"> • Describe the target season. Draw a picture of the season • Say or write a short description of something which is the target colour or season. • Draw the sound buttons and bars on each word. Count the syllables. Which colours have more than one syllable? • Write the word lots of times in the correct colour - over write it so that it becomes bolder and bolder. Write it in bubble writing, or paint. • Cut up the word mat. Turn all cards face down. Turn one over. Look at it then write word on paper or whiteboard. If correct, keep the card, If incorrect, put it back. Repeat until all spelled correctly. 	<p>Spring, Summer, Autumn, Winter, Christmas, Easter, orange, green, blue, purple, brown, black, yellow, turquoise, white, grey, lime, red, violet, maroon, beige, gold, silver, scarlet, pink, navy</p>
<p>3</p>		<p>Numbers</p> <ul style="list-style-type: none"> • Handwrite - practise writing each word in your best handwriting. Write each word three times, 	<p>One to twenty Tens to one hundred</p>

		<p>making sure you join your letters. Write the number in digits next to the word.</p> <ul style="list-style-type: none"> • Step words - choose a number and write it in steps <ul style="list-style-type: none"> † th thr thre three • Create your own code. Give each letter a number - 1 to 26. Add up the value of each word. Which number has the highest value? • Scramble - ask an adult to mix up the letters in each number for you. Can you unscramble them to spell the number correctly? • Play bingo with the numbers and words. Make simple 3 x 3 bingo card, and write 9 numbers on it, in words. The caller reads some numbers and the first to call Bingo wins. 	
4		<p>Shapes and maths vocab</p> <ul style="list-style-type: none"> • Write all of the words and add the sound buttons and bars. • Clap the syllables - which word has the most syllables? Sort the words into those with 2 syllables, 3 syllables, 4 syllables etc • Sort the words into groups by their spelling eg 	<p>Number, digit, add, subtract, multiply, divide, partition, array, square, rectangle, triangle, circle, pentagon, hexagon, cube, cuboid, cone, sphere, pyramid, prism,</p>

		<p>find words ending in -le, those ending in -gon, those starting with a c- etc.</p> <ul style="list-style-type: none"> • Look for words within words eg pyramid has pad, ram, rim, dim, rip, dip etc • Write each word out using one colour for the consonants and a different colour for the vowels. 	<p>edge, corner, vertex, side, face</p>
5		<p>Frequently used words - First 100 words</p> <ul style="list-style-type: none"> • Add the sound buttons and bars and count the syllables, sort the words into syllables • Rainbow writing - write each word then overwrite it in different rainbow colours. • Look for the words in books. • Find a way to sort the words. Explain how you have sorted them. • Create a (silly) sentence with at least 5 of the words in it eg I said the little people came down the stairs in the house. 	<p>Said, was, you, they, that, with, all, are, what, have, went, some, down, when, very, were, little, come, came, about, people, could, house, make, called</p>
6		<p>Frequently used words - Next 200 words</p> <ul style="list-style-type: none"> • Write the words and add the sound buttons and bars and count the syllables. • Start with a grid of about 10 x 10. Put the letters into squares to create your own word search for a member of your family. Fill in the blank squares with random letters. • Ask an adult to write the words with the letters mixed up. Can you spell the word 	<p>water, went, going, where, would, school, who, how, again, after, everyone, thought, more, other, through, right, first, next, something, night, small, around, every, only, really</p>

correctly?

- Be a word detective - finding words within the words.
- Write the words with vowels in one colour and consonants in another.