

# Progression Grid for Year 2 *Phonics and Spelling* 2022-23

Progression in Phonics and Spelling through our Empowering Curriculum through the superpowers of Resilience, Brain Power and Independence.

This is to be read in conjunction with the Thurnham Phonics Progression Grid, for Year R and Year 1, based on Little Wandle progression

## Year 2

In Term 1, all children will focus on Phonics recovery. Phase 3 sounds will be reviewed daily and Phase 5 sounds will be taught in greater depth. Year 1 CEW will be relearned and assessed.

In Term 2, Phase 5 will still be recovered while also moving on to the Year 2 Spelling rules, patterns and CEW words. This will still allow the usual 4 terms to teach the Year 2 spelling curriculum, with a review in Term 6. See Year 2 Long Term Plan for Spelling, and a new Phonics Recovery plan.

Children who are not secure on Phase 3 will be taught in small groups with a focus on Phase 3.

By the end of Year 2 most children will be able to:

### *To be taught using a multisensory approach*

- To have used the Year 1 curriculum to further extend their knowledge and understanding of words and spellings including first 100 HFW.
- Be able to use their phonic knowledge to underpin spelling.
- Understand morphology to be able to use root words and suffixes.
- Show the relationship between the meaning and spelling of words.
- Those who are finding it a challenge will be supported using : Jolly Phonics/Read Write Inc/I can Read/Phonics Phonic Books/Dandelion Books/Letters and Sounds

Statutory taken from Appendix 1: *To read and spell*

- **dge** or **ge** phoneme at the ends of words
- **s** phoneme, spelt 'c' (soft c)
- **n** phoneme, spelt 'kn' and 'gn'
- **r** phoneme, spelt 'wr'
- **l** phoneme, spelt 'le' at the ends of words
- **l** phoneme, spelt 'el'
- **l** phoneme, spelt 'al'
- Words ending 'il'
- **-y** (long 'i' phoneme) at the ends of words
- adding **-es** to nouns and verbs ending in **-y**
- adding **-ed, -ing, -er** and **-est** to a root word ending in **-y** with a consonant before it.
- adding **-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 **or** phoneme, spelt **a**
- the short **u** phoneme, spelt **o**
- the phoneme made by the grapheme **-ey**
- the phoneme (short o) spelt **a**, after the letters **w** and **qu**
- the phoneme spelt **or** after **w**
- the phoneme spelt **ar** after **w**
- the rare phoneme spelt 's' in some words (see list)
- suffixes **-ment, -ness, -ful, -less** and **-ly**
- Contractions



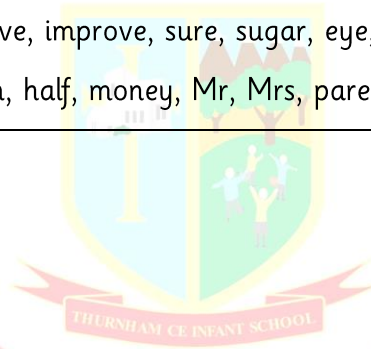
THURNHAM CRESCENT SCHOOL

Independence  
Resilience  
Brain Power  
Creativity

"LOVE AND LOVE TO LEARN."

- Possessive apostrophe – singular nouns
- -tion
- Homophones and near- homophones
- **Common exception words; Read and Spell** (tricky words)

door, floor, poor because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, 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, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas



Independence  
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"WITH GOD WE LEARN TO LOVE AND LOVE TO LEARN."