

Year 2

| Term 1 | Term 2 | Term 3 |
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| <p>Revisit Phase 5 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words <p>Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> Segmentation Using a GPC chart Using spelling journals, word banks, the environment, a working wall. Word sort Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children's proofreading. | <p>Revisit The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</p> <p>Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings '-ing-', '-ed', '-er', '-est', '-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 Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p>Strategies at the point of writing Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank</p> <p>Proofreading: After writing, teach pupils to: Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills Ensure that guidance on marking is used to support pupils' proofreading.</p> | <p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies Introduce individual Have a Go sheets if not established already Teach using analogy to spell a word you don't know</p> <p>Proofreading After writing, secure routines for proofreading: Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils' proofreading.</p> |