

Grade 2 Foundations Progression

Skill Number	Basic Level	Grade Level	Accelerated Level
1	<p>Review of short vowel sounds &amp; digraph sounds</p> <p><b>PA - Phoneme Matching &amp; Isolating - Phoneme Matching &amp; Isolating Activities</b></p> <ul style="list-style-type: none"> <li>• Vowel sticks/tents - Pair vowel sounds with key words - a (apple), i (itch), o (octopus), u (up), e (echo) - Key Word Pictures</li> <li>• When discussing digraphs use phoneme-grapheme mapping to show how the digraph goes in 1 box because it makes 2 sounds</li> </ul> <p>Ask - How many letters? How many sounds?</p> <ul style="list-style-type: none"> <li>• LS13</li> <li>• Magnetic Letter</li> </ul>	<p>Review of short vowel sounds and digraph sounds</p> <ul style="list-style-type: none"> <li>• Pair short vowels with key words as needed - a (apple), i (itch), o (octopus), u (up), e (echo) - Key Word Pictures</li> <li>• When discussing digraphs use phoneme-grapheme mapping to show how the digraph goes in 1 box because it makes 2 sounds</li> </ul> <p>Ask - How many letters? How many sounds?</p> <ul style="list-style-type: none"> <li>• LS13</li> <li>• Oops Game (can be used with any words depending on skill being taught or to review previous skills)</li> </ul>	<p>Review the concept of a digraph (2 consonants combining to make 1 sound)</p> <p>Also review/teach silent letters - kn, mb, wr</p> <ul style="list-style-type: none"> <li>• When discussing digraphs use phoneme-grapheme mapping to show how the digraph goes in 1 box because it makes 2 sounds</li> </ul> <p>Ask - How many letters? How many sounds?</p> <ul style="list-style-type: none"> <li>• LS13</li> <li>• Oops Game (can be used with any words depending on skill taught &amp; to review previous skills)</li> </ul>
2	<p>Identifying words with short vowel sounds</p> <p><b>PA - Phoneme Matching &amp; Isolating</b></p> <ul style="list-style-type: none"> <li>• Continue practice discriminating these sounds with vowel tents/sticks &amp; keyword use</li> <li>• LS2, SP2, WTW short vowel sorts, phoneme/grapheme mapping, reading words with onset/rime cards</li> </ul> <ul style="list-style-type: none"> <li>• Oops Game (can be used with any words depending on the skill being taught or to review)</li> </ul>	<p>Discriminating short and long vowels within closed versus open syllables</p> <ul style="list-style-type: none"> <li>• Technique for teaching closed vs. open</li> <li>• Word house with single syllable closed and open syllables - Word House Boxes</li> </ul>	<p>Discriminating short and long vowels within closed versus open syllables</p> <ul style="list-style-type: none"> <li>• Technique for teaching closed vs. open</li> <li>• Teach these syllable types and how to recognize them in reading &amp; break down multisyllable words into them</li> <li>• Practice building multisyllable words by combining closed and open syllables and breaking words down by identifying these syllable types</li> <li>• LS11, LS12, WS4, WS7, WS8, WS26, WS27, WS28, Word House, practice breaking down 2-3 syllable words from authentic reading materials - Word</li> </ul>

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	previous skills)		House Boxes
3	<p>Identifying words with long vowel sounds</p> <p><b>PA - Phoneme segmenting &amp; blending - Phoneme Segmenting &amp; Blending Activities</b></p> <ul style="list-style-type: none"> <li>Review that vowels make 2 sounds and practice discriminating between short and long sounds</li> <li>Long vowel key words - a (acorn), o (overalls), u (unicorn), e (eagle), i (ice cream)</li> <li>LS3, LS4</li> </ul>	<p>Rules for using ck (c and k), -dge, and -tch</p> <ul style="list-style-type: none"> <li>Investigate words with these patterns and lead kids to coming up with the rule for each.</li> <li>Sort /k/ words by rule (picture sort)</li> <li>Magnetic Letters</li> </ul>	<p>Rules for using ck (c and k), -dge, and -tch</p> <ul style="list-style-type: none"> <li>Investigate words with these patterns and lead kids to coming up with the rule for each.</li> <li>Sort /k/ words by rule (picture sort)</li> <li>Magnetic Letters</li> </ul>
4	<p>Discriminating short and long vowels within closed versus open syllables</p> <p><b>PA - Phoneme Segmenting &amp; Blending</b></p> <ul style="list-style-type: none"> <li>Technique for teaching closed vs. open</li> <li>Vowel house with single syllable closed and open syllables - Word House Boxes</li> </ul>	<p>Recognizing Beginning consonant blends (clusters) (include R blends, S blends, l blends)</p> <ul style="list-style-type: none"> <li>Incorporate a review of short vowels and discrimination between short and long vowels.</li> <li>LS4, LS1, LS5, LS6, SP2, WTW blend sorts, phoneme/grapheme mapping, finding words with beginning consonant clusters within reading material</li> <li>Beginning Blends Snail Game</li> </ul>	<p>Recognizing Beginning consonant blends (clusters) (include R blends, S blends, l blends)</p> <ul style="list-style-type: none"> <li>Incorporate a review of short vowels and discrimination between short and long vowels.</li> <li>LS4, LS1, LS5, LS6, SP2, WTW blend sorts, phoneme/grapheme mapping, finding words with beginning consonant clusters within reading material</li> </ul>
5	<p>Rules for using ck (c and k), -dge, and -tch</p> <p><b>PA - Phoneme Segmenting &amp; Blending</b></p>	<p>Recognizing ending consonant blends (clusters) - st,mp, nt, nd, lk</p>	<p>Recognizing ending consonant blends (clusters) - st, mp, nt, nd, lk</p>

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	<ul style="list-style-type: none"> <li>● Magnetic Letters</li> <li>● Sort /k/ words by rule (picture sort)</li> </ul>	<ul style="list-style-type: none"> <li>● LS10, LS19, LS20, SP16 (Be careful - Book includes digraphs as blends. Do not mix these as it will confuse students.)</li> </ul>	<ul style="list-style-type: none"> <li>● LS10, LS19, LS20, SP16 (Be careful - Book includes digraphs as blends. Do not mix these as it will confuse students.)</li> </ul>
6	<p>Recognizing Beginning consonant blends (clusters) (include R blends, S blends, l blends)</p> <p>PA - Phoneme Segmenting &amp; blending with longer words</p> <ul style="list-style-type: none"> <li>● Incorporate a review of short vowels and discrimination between short and long vowels.</li> <li>● Spell words with short vowel rimes with consonant cluster onsets</li> <li>● LS4, LS1, LS5, LS6, SP2, WTW blend sorts, phoneme/grapheme mapping, finding words with beginning consonant clusters within reading material</li> <li>● Beginning Blends Snail Game</li> </ul>	<p>Recognizing 3 letter blends and digraph blends (str, spl, spr, scr, shr, thr, nch)</p> <ul style="list-style-type: none"> <li>● Word sorts</li> <li>● Phoneme-grapheme mapping</li> <li>● Follow the path game from FHP CD</li> </ul>	<p>Recognizing 3 letter blends and digraph blends (str, spl, spr, scr, shr, thr, nch)</p> <ul style="list-style-type: none"> <li>● Word sorts</li> <li>● Phoneme-grapheme mapping</li> <li>● Follow the path game from FHP CD</li> </ul>
7	<p>Recognizing ending consonant blends (clusters) - st,mp, nt, nd, lk</p> <ul style="list-style-type: none"> <li>● LS10, LS19, LS20, SP16 (Be careful - Book includes digraphs as blends. Do not mix these as it will confuse students.)</li> </ul>	<p>Long vowels with the vowel-consonant-e pattern</p> <ul style="list-style-type: none"> <li>● Review vowel-consonant- e making the vowel long</li> <li>● Compare closed, open, vowel-consonant-e using word house</li> <li>● I Have Who Has Closed &amp; VCe</li> </ul>	<p>Long vowel patterns – vowel-consonant-e syllable type</p> <ul style="list-style-type: none"> <li>● Review that one way to make a vowel long is to add e after a single consonant to the end of the syllable</li> <li>● Use the word house to discriminate closed, open, VCe syllables</li> </ul>

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		<p>Syllables</p> <ul style="list-style-type: none"> <li>• Word sort with 3 different syllable types</li> <li>• SP3, SP4, SP5, SP6,</li> <li>• Roll &amp; Cover Snowman Silent e Game</li> <li>• identify vowel-consonant-e words in authentic text</li> </ul>	<ul style="list-style-type: none"> <li>• I Have Who Has Closed &amp; VCe Syllables</li> <li>• Build and break apart 2 syllable words where 1 syllable is VCe</li> <li>• SP3, SP4, SP5, SP6</li> </ul>
8	<p>Recognizing 3 letter blends and digraph blends (str, spl, spr, scr, shr, thr, nch)</p> <ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Phoneme-grapheme mapping</li> <li>• Follow the path game from FHP CD</li> </ul>	<p>Patterns with double letters (FLOSS rule)</p> <ul style="list-style-type: none"> <li>• SP8</li> <li>• Magnetic Letters</li> </ul>	<p>Review of r-controlled vowels in words</p> <ul style="list-style-type: none"> <li>• LS7 (this lesson uses single syllable words, but with the children who are able to do so use multisyllable words and combine syllables to make longer words.</li> <li>• R-controlled word sort</li> <li>• R-controlled bingo using template from FHP CD</li> <li>• R-Controlled Posters</li> </ul>
9	<p>Long vowels with the vowel-consonant-e pattern</p> <ul style="list-style-type: none"> <li>• Review vowel-consonant- e making the vowel long</li> <li>• SP3, SP4, SP5, SP6, sort closed syllables and vowel-consonant-e words, identify vowel-consonant-e words in authentic text</li> <li>• I Have Who Has Closed &amp; VCe</li> </ul>	<p>Silent letters - kn, wr, mb</p> <ul style="list-style-type: none"> <li>• Create bingo game using FHP CD - Blank bingo template, kids write words in boxes, then make bingo cards to play game</li> </ul>	<p>Consonants with 2 sounds (rules for hard/soft c and g)</p> <ul style="list-style-type: none"> <li>• LS14, LS15, sorts</li> <li>• Anchor Chart &amp; Lesson Idea</li> </ul>

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	<p>Syllables</p> <ul style="list-style-type: none"> <li>● Roll &amp; Cover Snowman Silent e Game</li> </ul>		
10	<p>Patterns with double letters (FLOSS rule)</p> <ul style="list-style-type: none"> <li>● SP8</li> <li>● Magnetic Letters</li> </ul>	<p>Ng, Nk Words - Onsets and rimes with ong, ang, ing, ung, onk, ank, unk, ink</p> <ul style="list-style-type: none"> <li>● SP7, word sorts, practice discriminating these sounds that are often challenging for kids.</li> </ul>	<p>Making words plural. When to use s versus es.</p> <ul style="list-style-type: none"> <li>● WS9</li> <li>● Magnetic Letters</li> </ul>
11	<p>Silent letters - kn, wr, mb</p> <ul style="list-style-type: none"> <li>● Create bingo game using FHP CD - Blank bingo template, kids write words in boxes, then make bingo cards to play game</li> </ul>	<p>r-controlled vowels in words</p> <ul style="list-style-type: none"> <li>● LS7</li> <li>● R-controlled word sort</li> <li>● R-controlled bingo using template from FHP CD</li> <li>● R-Controlled Posters</li> </ul>	<p>Long vowel a patterns - Review a-e, teach ai, ay</p> <ul style="list-style-type: none"> <li>● Show in single and mutlisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</li> <li>● LS16, LS17, LS22, SP11, SP13, SP17</li> </ul>
12	<p>Ng, Nk Words - Onsets and rimes with ong, ang, ing, ung, onk, ank, unk, ink</p> <ul style="list-style-type: none"> <li>● SP7, word sorts, practice discriminating these sounds that are often challenging for kids.</li> </ul>	<p>Consonants with 2 sounds (rules for hard/soft c and g)</p> <ul style="list-style-type: none"> <li>● LS14, LS15, sorts</li> <li>● Anchor Chart &amp; Lesson Idea</li> </ul>	<p>Touch on less common long a patterns – ea, ey, eigh, aigh</p> <ul style="list-style-type: none"> <li>● LS23</li> </ul>
13	<p>R-controlled vowels in words</p> <ul style="list-style-type: none"> <li>● LS7</li> <li>● R-controlled word sort</li> <li>● R-controlled bingo using template from</li> </ul>	<p>Making words plural. When to use s versus es.</p> <ul style="list-style-type: none"> <li>● WS9</li> <li>● For kids with trouble distinguishing the last sound from the ending teach them</li> </ul>	<p>Long vowel o patterns - Review o-e, teach oa, ow, oe</p> <ul style="list-style-type: none"> <li>● Show in single and mutlisyllable words. Show how the vowel team syllables can</li> </ul>

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	<p>FHP CD</p> <ul style="list-style-type: none"> <li>R-Controlled Posters</li> </ul>	<p>to separate the baseword from the suffix and always spell the baseword first, then add suffix</p> <ul style="list-style-type: none"> <li>Magnetic Letters</li> </ul>	<p>be put together with other syllable types to make longer words.</p> <ul style="list-style-type: none"> <li>LS16, LS17, LS22, SP13, SP17</li> </ul>
14	<p>Consonants with 2 sounds (rules for hard &amp; soft c and g)</p> <ul style="list-style-type: none"> <li>LS14, LS15, sorts</li> <li>Anchor Chart &amp; Lesson Idea</li> </ul>	<p>Combining syllables and syllabication with syllable types taught so far.</p> <ul style="list-style-type: none"> <li>Start with combining 2 closed syllables and move on from there.</li> <li>Teach rules for breaking words apart to read and spell them.</li> <li>Vowel house is a great resource.</li> <li>WS4, WS7, WS26</li> </ul>	<p>Long vowel i patterns - Review i-e, teach ie, y, igh</p> <ul style="list-style-type: none"> <li>Show in single and mutlisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</li> <li>LS8, LS16, SP12, SP13, SP17</li> </ul>
15	<p>Making words plural. When to use s versus es.</p> <ul style="list-style-type: none"> <li>WS9</li> <li>For kids with trouble distinguishing the last sound from the ending teach them to separate the baseword from the suffix and always spell the baseword first, then add suffix</li> <li>Magnetic Letters</li> </ul>	<p>Long vowel a patterns - Review a-e, teach ai, ay</p> <ul style="list-style-type: none"> <li>Show in single syllable words first, and then mutlisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</li> <li>LS16, LS17, LS22, SP11, SP13, SP17</li> </ul>	<p>Long vowel e patterns - Review e-e, teach ea, ee, y</p> <ul style="list-style-type: none"> <li>Show in single and mutlisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</li> <li>LS8, LS16, LS17, SP9, SP13, SP17</li> <li>Y as a vowel sort</li> </ul>
16	<p>Combining syllables and syllabication with syllable types taught so far.</p> <ul style="list-style-type: none"> <li>Start with combining 2 closed syllables</li> </ul>	<p>Long vowel o patterns - Review o-e, teach oa, ow, oe</p> <ul style="list-style-type: none"> <li>Show in single syllable words first, and</li> </ul>	<p>Long vowel u patterns - Review u-e, teach ue, ew</p> <ul style="list-style-type: none"> <li>Show in single and mutlisyllable words.</li> </ul>

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	<p>and move on from there.</p> <ul style="list-style-type: none"> <li>● Teach rules for breaking words apart to read and spell them.</li> <li>● Vowel house is a great resource.</li> </ul>	<p>then multisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</p> <ul style="list-style-type: none"> <li>● LS16, LS17, LS22, SP13, SP17</li> </ul>	<p>Show how the vowel team syllables can be put together with other syllable types to make longer words.</p> <ul style="list-style-type: none"> <li>● SP13</li> </ul>
17	<p>Long vowel a patterns - Review a-e, teach ai, ay</p> <ul style="list-style-type: none"> <li>● Show in single and multisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</li> <li>● LS16, LS17, LS22, SP11, SP13, SP17</li> </ul>	<p>Long vowel e patterns - Review e-e, teach ea, ee, y</p> <ul style="list-style-type: none"> <li>● Show in single and multisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</li> <li>● LS8, LS16, LS17, SP9, SP13, SP17</li> <li>● Y as a vowel sort</li> </ul>	<p>Diphthongs –ou, ow, aw, au</p> <ul style="list-style-type: none"> <li>● Word sorts, vowel house, games</li> <li>● LS21</li> </ul>
18	<p>Long vowel o patterns - Review o-e, teach oa, ow, oe</p> <ul style="list-style-type: none"> <li>● Show in single and multisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</li> <li>● LS16, LS17, LS22, SP13, SP17</li> </ul>	<p>Long vowel u patterns - Review u-e, teach ue, ew</p> <ul style="list-style-type: none"> <li>● Show in single and multisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</li> <li>● SP13</li> </ul>	<p>Diphthongs – oo, oi, oy</p> <ul style="list-style-type: none"> <li>● Word sort, vowel house, games</li> <li>● LS9, SP10</li> <li>● Piggy Diphthongs Game</li> </ul>
19	<p>Long vowel e patterns - Review e-e, teach ea, ee, y</p> <ul style="list-style-type: none"> <li>● Show in single and multisyllable words. Show how the vowel team syllables can be put together with other syllable types</li> </ul>	<p>Diphthongs –ou, ow, aw, au</p> <ul style="list-style-type: none"> <li>● Word sorts, vowel house, games</li> <li>● LS21</li> </ul>	<p>Combining syllable types to make multisyllable words and syllabicate words to help with reading and spelling</p> <ul style="list-style-type: none"> <li>● Vowel House</li> <li>● WS1, WS2, WS4, WS7, WS8, WS26,</li> </ul>

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	to make longer words. <ul style="list-style-type: none"> <li>LS8, LS16, LS17, SP9, SP13, SP17</li> </ul>		WS27, WS28 <ul style="list-style-type: none"> <li>Multi-syllable Word Activities</li> <li>7 Syllable Types Poster</li> </ul>
20	Long vowel u patterns - Review u-e, teach ue, ew <ul style="list-style-type: none"> <li>Show in single and mutlisyllable words. Show how the vowel team syllables can be put together with other syllable types to make longer words.</li> <li>SP13</li> </ul>	Diphthongs – oo, oi, oy <ul style="list-style-type: none"> <li>Word sort, vowel house, games</li> <li>LS9, SP10</li> <li>Piggy Diphthongs Game</li> </ul>	Adding the suffix ed to words <ul style="list-style-type: none"> <li>Distinguishing the suffix from the baseword and how the meaning is changed.</li> <li>3 sounds of ‘ed’</li> <li>Rules for adding ed to single syllable short vowel, long vowel, multisyllable words, and words ending in y - 1-1-1 Rule</li> <li>WS5, WS6, WS14, WS16, WS17</li> </ul>
21	Diphthongs –ou, ow, aw, au <ul style="list-style-type: none"> <li>Word sorts, vowel house, games</li> <li>LS21</li> </ul>	Combining syllable types to make multisyllable words and syllabicate words to help with reading and spelling <ul style="list-style-type: none"> <li>Vowel House</li> <li>WS1, WS2, WS4, WS7, WS8, WS26, WS27, WS28</li> <li>Multisyllable Word Activities</li> <li>7 Syllable Types Poster</li> </ul>	Adding the suffix ing <ul style="list-style-type: none"> <li>Rules for adding ing depending on the number of syllables, vowel long or short, when a word ends in y, &amp; magic e words</li> <li>Word sorts</li> <li>WS18</li> </ul>
22	Diphthongs – oo, oi, oy <ul style="list-style-type: none"> <li>Word sort, vowel house, games</li> </ul>	Adding the suffix ed to words <ul style="list-style-type: none"> <li>Distinguishing the suffix from the</li> </ul>	Forming comparisons by adding the suffixes er and est



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	<ul style="list-style-type: none"> <li>● LS9, SP10</li> <li>● Piggy Diphthongs Game</li> </ul>	<p>baseword and how the meaning is changed.</p> <ul style="list-style-type: none"> <li>● 3 sounds of ‘ed’</li> <li>● Rules for adding ed to single syllable short vowel, long vowel, multisyllable words, and words ending in y - 1-1-1 Rule</li> <li>● WS5, WS6, WS14, WS16, WS17</li> </ul>	<ul style="list-style-type: none"> <li>● Rules for adding er, est depending on the number of syllables, vowel long or short, and when a word ends in y</li> <li>● WS13, WS15</li> </ul>
23	<p>Combining syllable types to make multisyllable words and syllabicate words to help with reading and spelling</p> <ul style="list-style-type: none"> <li>● Vowel House</li> <li>● WS1, WS2, WS4, WS7, WS8, WS26, WS27, WS28</li> <li>● Multi-Syllable Word Activities</li> <li>● 7 Syllable Types Poster</li> </ul>	<p>Adding the suffix ing</p> <ul style="list-style-type: none"> <li>● Rules for adding ing depending on the number of syllables, vowel long or short, when a word ends in y, &amp; magic e words</li> <li>● Word sorts</li> <li>● WS18</li> </ul>	<p>Contractions</p> <ul style="list-style-type: none"> <li>● Forming contractions – what standard contractions mean and how to write standard contractions</li> <li>● WS10, WS11, WS12</li> </ul>
24	<p>Adding the suffix ed to words</p> <ul style="list-style-type: none"> <li>● Distinguishing the suffix from the baseword and how the meaning is changed.</li> <li>● 3 sounds of ‘ed’</li> <li>● Rules for adding ed to single syllable short vowel, long vowel, multisyllable words, and words ending in y - 1-1-1 Rule</li> <li>● WS5, WS6, WS14, WS16, WS17</li> </ul>	<p>Forming comparisons by adding the suffixes er and est</p> <ul style="list-style-type: none"> <li>● Rules for adding er, est depending on the number of syllables, vowel long or short, and when a word ends in y</li> <li>● WS13, WS15</li> <li>● Word sorts</li> </ul>	<p>Forming possessives</p> <ul style="list-style-type: none"> <li>● Meaning of the possessive</li> <li>● ‘s versus plural s</li> <li>● WS3</li> </ul>

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25	<p>Adding the suffix ing</p> <ul style="list-style-type: none"> <li>Rules for adding ing depending on the number of syllables, vowel long or short, when a word ends in y, &amp; maguc e words</li> <li>Word sorts</li> <li>WS18</li> </ul>	<p>Contractions</p> <ul style="list-style-type: none"> <li>Forming contractions – what standard contractions mean and how to write standard contractions</li> <li>WS10, WS11, WS12</li> </ul>	<p>Consonant -le syllable</p> <ul style="list-style-type: none"> <li>Great lesson ideas for -cle syllable type</li> </ul>
26	<p>Forming comparisons by adding the suffixes er and est</p> <ul style="list-style-type: none"> <li>Rules for adding er, est depending on the number of syllables, vowel long or short, and when a word ends in y</li> <li>WS13, WS15</li> </ul>	<p>Forming possessives</p> <ul style="list-style-type: none"> <li>Meaning of the possessive</li> <li>'s versus plural s</li> <li>WS3</li> </ul>	<p>Spend additional time building and breaking apart multi-syllable words using all syllable types.</p> <ul style="list-style-type: none"> <li>Multi-Syllable Word Activities</li> </ul>
27	<p>Contractions</p> <ul style="list-style-type: none"> <li>Forming contractions – what standard contractions mean and how to write standard contractions</li> <li>WS10, WS11, WS12</li> </ul>	<p>Consonant -le syllable type</p> <ul style="list-style-type: none"> <li>Great lesson ideas for -cle syllable type</li> </ul>	