



West St Leonards Primary Academy Phonics Progression – Year 2



Year 2 Word Reading Curriculum:

- 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.

<p>Term 1 Week 1 Phase:5 consolidation week</p> <p>Consolidate understanding of split digraphs</p> <p>a_e i_e o_e</p>	<p>Term 1 Week 2 Phase:5 consolidation week</p> <p>Alternative pronunciation ou</p> <p>Alternative spellings for ai ay a-e</p> <p>Alternative spellings for oa -ow, oe, o-e</p> <p>Alternative spellings for igh – i-e, ie , y</p>	<p>Term 1 Week 3 Phase: 6</p> <p>Focus: Vocabulary referencing the past – yesterday, before that. Investigate verbs in the past tense ending with “ed”</p> <p>Progression from previous week: Introduction to past tense</p>	<p>Term 1 Week 4 Phase: 6</p> <p>Focus: Long and short vowel sounds including split digraphs. Investigate spelling of base word when adding “ed”</p> <p>Progression from previous week: Builds on previous use of time vocabulary</p>	<p>Term 1 Week 5 Phase:6</p> <p>Focus: Irregular verbs in the past tense – see, say, have, am.</p> <p>Progression from previous week:</p>	<p>Term 1 Week 6 Phase:6</p> <p>Focus: Present simple and present continuous - I sing/I am singing</p> <p>Progression from previous week: Supports previous learning</p>	<p>Term 1 Week 7 Assessment Week</p> <p>Focus: Existing Phase 5/6 knowledge</p>
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<p>Term 2 Week 1 Phase: 6 Focus: Distinguish nouns ending in ing from verbs ending in ing. Progression from previous week:</p>	<p>Term 2 Week 2 Phase: 6 Focus: Rules for adding "ing" Change verb to present continuous Progression from previous week:</p>	<p>Term 2 Week 3 Phase: 6 Focus: Teach er suffix to change verb into noun teach-teacher Progression from previous week:</p>	<p>Term 2 Week 4 Phase: 6 Focus: Comparative adjectives – tall and taller Progression from previous week:</p>	<p>Term 2 Week 5 Phase: 6 Focus: Superlative adjectives – biggest, tallest Progression from previous week: Taught in addition to comparatives</p>	<p>Term 2 Week 6 Phase: 6 Focus: Verb endings First to third person I eat – he eats Progression from previous week: Introduction to verb endings</p>	<p>Term 2 Week 7 Assessment Week Focus: Existing Phase 6 knowledge – terms 1 and 2</p>
<p>Term 3 Week 1 Phase: 6 Focus: Singular to plural Adding s or es Progression from previous week: Supports previous learning from singular to plural</p>	<p>Term 3 Week 2 Phase: 6 Focus: Add ly suffix to adjective to make an adverb – quick to quickly Progression from previous week: Additional suffix</p>	<p>Term 3 Week 3 Phase: 6 Focus: Add inly suffix so that the base word doesn't change – slow to slowly Progression from previous week: Additional suffix</p>	<p>Term 3 Week 4 Phase: 6 Focus: ly suffix changing nouns to time adverbals – week to weekly, month to monthly. Progression from previous week: Additional suffix</p>	<p>Term 3 Week 5 Phase: 6 Focus: y suffix to change noun into adjective ie nose to nosy, hair to hairy. Progression from previous week: Additional suffix</p>	<p>Term 3 Week 6 Assessment Week Focus: Existing Phase 5/6 knowledge – Terms 2 and 3 (review term 1 gaps)</p>	
<p>Term 4 Week 1 Phase:6 Focus: Practise spelling high frequency words. Teach suffix "ness" and investigate how adding ness changes the spelling of the base word. Progression from previous week: Additional suffix</p>	<p>Term 4 Week 2 Phase: 6 Focus: Add suffix "ment" to turn verb into noun ie enjoy to enjoyment. Add suffix "ness" to turn adjective into noun ie happy to happiness. Progression from previous week: Additional suffix</p>	<p>Term 4 Week 3 Phase: 6 Focus: Consolidation of suffixes learnt so far Progression from previous week: Independent application</p>	<p>Term 4 Week 4 Phase:6 Focus: Practise adding "ful" suffix Teach the suffix less Progression from previous week: Additional suffix</p>	<p>Term 4 Week 5 Phase: 6 Focus: Investigate spelling of words with "less" as a suffix Progression from previous week: Independent application of suffix</p>	<p>Term 4 Week 6 Assessment Week Focus: Existing Phase 5/6 knowledge – Terms 3 and 4 (review term 1/2 gaps)</p>	
<p>Term 5 Week 1 Phase: 6 Focus: Adjectives into verbs adding suffix "en" – flat to flatten Progression from previous week: Additional suffix</p>	<p>Term 5 Week 2 Phase: 6 Focus: Teach the rules for using "ible" and "able" Progression from previous week: Additional suffix</p>	<p>Term 5 Week 3 Phase:6 Focus: Two syllable words – snowball, carpark, outside</p>	<p>Term 5 Week 4 Phase: 6 Using mnemonics to support learning of unusual spellings - getting, beautiful - revision of could, should, would, old, gold, sold</p>	<p>Term 5 Week 5 Phase: 6 Focus: Sentence building Children are allocated words to build sentences for a theme-related paragraph</p>	<p>Term 5 Week 6 Assessment Week Focus: All Phase 6 knowledge</p>	

		Progression from previous week: Introduction of syllables	Progression from previous week: Introduction of new mnemonics	Progression from previous week: Sentence level work		
<p>Term 6 Week 1 Phase: 6</p> <p>Focus: Revisit homophones To/too/two Their/there/they're Son/sun blue/blew Identify spellings and word classes</p> <p>Progression from previous week: Investigation of word classes</p>	<p>Term 6 Week 2 Phase: 6</p> <p>Focus: Dictionary skills Extend skills to finding definitions of words where we have to look at the third letter. Progression from previous week: Extension from previous dictionary work with complexity</p>	<p>Term 6 Week 3/4 Phase: 6</p> <p>Focus: To learn high-frequency/ topic words. Developing their ability to identify the difficult elements in a word (e.g the double tt in getting</p> <p>Progressions from previous week: Revision of mnemonics.</p>	<p>Term 6 Week 5 Phase: 6</p> <p>Focus: To develop familiarity with different strategies for memorising high-frequency /topic words. Progression: Application of syllables.</p>	<p>Term 6 Week 6 Phase 6</p> <p>Focus: To proof read texts which contain homophones. Application of homophones. Progression: Investigation of homophones.</p>	<p>Term 6 Week 7 Assessment Week</p> <p>Focus: Application of phase 6 learning.</p>	