

Phonics and Spelling Progression

Year 2

	Spelling	Phonics	Reading	Grammar	Expectations in Spelling	Expectations in Reading	Handwriting letters																								
Autumn 1 Year 2	<p>Teach common exception words: door, floor, poor</p> <p>because, pretty, beautiful</p> <p>find, kind, mind, behind, child, wild, climb, children</p> <p>Spell homophones (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>Dictated sentences.</p> <p>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>Revise all phonemes taught in Year 1.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>ai</td><td>o-e</td></tr> <tr><td>a-e</td><td>oe</td></tr> <tr><td>ea</td><td>ew</td></tr> <tr><td>e-e</td><td>u-e</td></tr> <tr><td>ie</td><td>u-e</td></tr> <tr><td>i-e</td><td>ue</td></tr> <tr><td>oa</td><td>ow</td></tr> <tr><td>ir</td><td>oi</td></tr> <tr><td>ur</td><td>are</td></tr> <tr><td>aw</td><td>wh</td></tr> <tr><td>au</td><td>ph</td></tr> <tr><td></td><td>ey</td></tr> </table>	ai	o-e	a-e	oe	ea	ew	e-e	u-e	ie	u-e	i-e	ue	oa	ow	ir	oi	ur	are	aw	wh	au	ph		ey	<p>Teach common exception words: door, floor, poor, because</p> <p>Read polysyllabic words.</p> <p>Read homophones.</p> <p>Teach common exception words /ai/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)</p> <p>Reading turquoise banded books</p>	<p>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. 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near homophones • writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes to read turquoise books • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) • read many common exception words. 	<p><i>c, o, a, d, g, q, e, f</i> (curly caterpillar family)</p> <p><i>r, n, m, h, b, p, k</i> (one armed robot family)</p> <p>differentiate for those that can lead in and those that can't</p>
ai	o-e																														
a-e	oe																														
ea	ew																														
e-e	u-e																														
ie	u-e																														
i-e	ue																														
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Autumn 2 Year 2	<p>Teach common exception words: <i>old, gold, cold, hold, told money, Mr, Mrs, parents, Christmas, clothes, everybody, even</i></p> <p>Spell homophones (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>Dictated sentences.</p> <p>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>Teach new sounds.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">-ge and -dge</td> <td>at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.</td> </tr> <tr> <td style="text-align: center;">c</td> <td>/s/ sound spelt 'c' before 'e', 'i' and 'y'</td> </tr> <tr> <td style="text-align: center;">kn and gn</td> <td>at the beginning of words</td> </tr> </table>	-ge and -dge	at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.	c	/s/ sound spelt 'c' before 'e', 'i' and 'y'	kn and gn	at the beginning of words	<p>Teach common exception words: door, floor, poor, because</p> <p>Read polysyllabic words.</p> <p>Read homophones.</p> <p>Teach common exception words /ai/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)</p> <p>Reading purple banded books</p>	<p>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. 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near homophones • writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes to read purple books • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) • read many common exception words 	<p><i>i, u, y, l, t, v, w, x (long ladder family)</i></p> <p><i>j, s, z (no special pattern family)</i></p> <p>differentiate for those that can lead in and those that can't</p>
-ge and -dge	at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.												
c	/s/ sound spelt 'c' before 'e', 'i' and 'y'												
kn and gn	at the beginning of words												

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Spring 1 Year 2	<p>Teach the common exception words: <i>move, prove, improve, should, would, could, most, both, only</i></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>Teach new sounds,</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">y</td> <td>The /aɪ/ sound spelt 'y' at the end of words</td> </tr> <tr> <td style="text-align: center;">-le</td> <td>The /l/ or /əəl/ sound spelt '-le' at the end of words</td> </tr> <tr> <td style="text-align: center;">-ey</td> <td>The /i:/ sound spelt '-ey'</td> </tr> <tr> <td style="text-align: center;">-wr</td> <td>The /r/ sound spelt '-wr' at the beginning of words</td> </tr> </table>	y	The /aɪ/ sound spelt 'y' at the end of words	-le	The /l/ or /əəl/ sound spelt '-le' at the end of words	-ey	The /i:/ sound spelt '-ey'	-wr	The /r/ sound spelt '-wr' at the beginning of words	<p>Read the common exception words: <i>move, prove, improve, should, would, could, most, both, only</i></p> <p>Reading gold banded books</p>	<p>•The possessive apostrophe (singular nouns)</p> <p>•Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Suffixes</p> <p>•Adding endings '-ing-, '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it</p> <p>•Adding '-ing-, '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single</p>	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near homophones • writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes to read gold books • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) • read many common exception words 	<p>ab, ib, ob, ub ad, ed, id, od, ud ag, eg, ig, og, ug um, om, an, en, in</p> <p>differentiate for those that can lead in and those that can't</p>
y	The /aɪ/ sound spelt 'y' at the end of words														
-le	The /l/ or /əəl/ sound spelt '-le' at the end of words														
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Spring 2 Year 2	<p>Teach the common exception words: <i>after, fast, last, past, father, class, grass, pass, plant, bath, path</i></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>Teach new sounds.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">-a</td> <td>The /ɑ/ sound spelt 'a' after 'w' and 'qu'</td> </tr> <tr> <td style="text-align: center;">-s</td> <td>The sound /s/ spelt 's'</td> </tr> </table>	-a	The /ɑ/ sound spelt 'a' after 'w' and 'qu'	-s	The sound /s/ spelt 's'	<p>Read the common exception words:</p> <p>Reading gold banded books</p>	<p>Suffixes Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <ul style="list-style-type: none"> • The possessive apostrophe (singular nouns) • Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>) 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near homophones • writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes to read gold books • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) • read many common exception words 	<p>ap, ip, op, at, et, it, ot, ut, ix ack, eck, ick, ock, uck</p> <p>differentiate for those that can lead in and those that can't</p>
-a	The /ɑ/ sound spelt 'a' after 'w' and 'qu'										
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Summer 1 Year 2	Teach the common exception words: <i>great, break, steak, every, hour, sure, sugar, eye, who, whole, any, many, clothes, busy, people, water, again, half</i>	Teach new sounds. <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 10%; text-align: center;">-el</td> <td>The /l/ or /əəl/ sound spelt '-el' at the end of words</td> </tr> <tr> <td style="text-align: center;">-al</td> <td>The /l/ or /əəl/ sound spelt '-al' at the end of words</td> </tr> <tr> <td style="text-align: center;">a</td> <td>The /ɑ:/ sound spelt 'a' before 'l' and 'll'</td> </tr> <tr> <td style="text-align: center;">ar</td> <td>The /ɑ:/ sound spelt 'ar' after 'w'</td> </tr> <tr> <td style="text-align: center;">or</td> <td>The /ɑ:/ sound spelt 'or' after 'w'</td> </tr> </table>	-el	The /l/ or /əəl/ sound spelt '-el' at the end of words	-al	The /l/ or /əəl/ sound spelt '-al' at the end of words	a	The /ɑ:/ sound spelt 'a' before 'l' and 'll'	ar	The /ɑ:/ sound spelt 'ar' after 'w'	or	The /ɑ:/ sound spelt 'or' after 'w'	Read the common exception words: Reading white banded books	Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near homophones writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> read accurately most words of two or more syllables in, to decode white texts accurately. read most words containing common suffixes read most common exception words 	ell, ull, ill, oll ash, ish, oss, ad, ag, an, ap, ar, as, at, aw, ay differentiate for those that can lead in and those that can't
-el	The /l/ or /əəl/ sound spelt '-el' at the end of words																
-al	The /l/ or /əəl/ sound spelt '-al' at the end of words																
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Summer 2 Year 2	<p>Revise all common exception words learnt so far.</p> <p>Revision of all homophones taught so far</p>	<p>Teach the /ɔ/ sound spelt 'o' and the /ɪ/ or /əɪ/ sound spelt '-il' at the end of words (unusual spelling)</p>	<p>Read the common exception words:</p> <p>Reading white banded books</p>		<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near homophones • writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • read accurately most words of two or more syllables in, to decode white texts accurately. • read most words containing common suffixes • read most common exception words <p>Has achieved ARE</p>	<p>ea, ed, ee, en, et, hi, ig, ir, og, oo, op, ou, ow, ov</p> <p>ue, ug, um, un, ut, up</p> <p>differentiate for those that can lead in and those that can't</p>

Letters and Sounds from the Primary National Strategy

National Curriculum

Songs of Sounds by Collins Big Cat and No Nonsense Spelling 2016

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