

Year Two Phonics Planning

Important note:

- If the children are not ready for Phase Six back track through the year 1 planning to identify the gaps in their phonic knowledge
- It is not necessary to divide the teaching of Phase Six as outlined below, it should be tailored to the learning needs of the children

By the beginning of Phase Six, children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- Reading the words automatically if they are very familiar;
- Decoding them quickly and silently because their sounding and blending routine is now well established;
- Decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times.

During Phase Six children become fluent readers and increasingly accurate spellers.

	READING	SPELLING
Autumn 1	<p>Teach/revise more word specific positional spellings and spelling rules (see Phase Six rule bank).</p> <p>Add prefix: un (unhappy, unlucky, unseen)</p> <p>Add prefix: dis (disown, disagree, disappear)</p>	<p>Teach, revise and revisit any unsecure two and three letter graphemes (see alternative spellings Phase 5)</p> <p>Introduce and teach the past tense eg I was looking</p>
Autumn 2	<p>Teach/revise/apply spelling strategies for writing + marking and proofreading.</p>	<p>Add suffixes and general spelling rules where changes maybe required to the base word:</p> <p>-s, -es (cats, stops, parks, catches, dishes, marries, bunnies)</p> <p>-ing to form continuous verbs (smiling, caring, rubbing)</p> <p>-ed to form past tense verbs (smiled, cared, rubbed)</p> <p>-er to form nouns (wiser, bigger, happier)</p>
Spring 1	<p>Contractions: understand apostrophe represents missing letters</p> <p>Possessive apostrophes: understand apostrophe represents possession</p>	<p>Add suffixes and general spelling rules where changes maybe required to the base word:</p> <p>-est to form adjectives (wisest, biggest, happiest)</p> <p>-ment to form nouns (development, enjoyment)</p> <p>-ness to form nouns (darkness, happiness)</p> <p>-ly to form adverbs (mostly, safely)</p>
Spring 2	<p>Homophones and near homophones: their, there, they're</p>	
Summer 1	<p>Secure reading and spelling of more 'tricky' common exception words (some might have been covered in Phase Five):</p> <p>door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, father, 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, thought, through, work, mouse, house, laughed, eyes, different, friends, today, once, another</p>	