



Christ The King Voluntary Academy

Year 2 Long Term Phonics Planning.



Advent Term

A1 - 7 + 2 days

A2 - 8WKS

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u> <u>(REVIEW)</u>	<u>Tricky Words</u>
YR 1 - WK1 <i>(LW Plan SUM2 WK2)</i>	Phase 5 su – treasure si – vision (zh)	Phase 5 dge – bridge (j)	Phase 5 y – crystal (i)	Phase 5 ge – large (j)	Review/consolidation lesson.	REVIEW: friend, eye, once. NEW: move, improve, parents, shoe.
YR 1 - WK2 <i>(LW Plan SUM2 WK3)</i>	Phase 5 ti – potion (sh)	Phase 5 ssi – mission si – mansion	Phase 5 ci – delicious	Phase 5 <u>GROW THE CODE: sh</u> s ch ti ssi si ci	Review/consolidation lesson.	REVIEW: busy, beautiful pretty, hour, any, many, through. NEW: N/A.
YR 1 - WK3 <i>(LW Plan SUM2 WK4)</i>	Phase 5 <u>GROW THE CODE: or</u> Daughter pour oar more	Phase 5 Review: ce, se, ze, le, al.	Phase 5 Review: gn, kn, mb.	Phase 5 Review: dge, ge, g.	Review/consolidation lesson.	N/A
YR 1 - WK4 <i>(LW Plan SUM2 WK5)</i>	Phase 5 Review: sc, st, wr, wh.	Phase 5 Review: sh.	Phase 5 Review Suffixes: -ed and -ing.	Phase 5 Review words with a schwa. (dialect)	Review/consolidation lesson.	N/A.
WK5 <i>(YR 2 Au1 WK1 P5 REVIEW)</i>	ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou					REVIEW: people eye whole

WK6 (YR 2 Au1 WK2 P5 REVIEW)	oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	REVIEW: through improve move prove shoe two who beautiful their parents
WK7 (YR 2 Au1 WK3 P5 REVIEW)	or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	REVIEW : thought sure
Half Term		
WK1 (YR 2 Au1 WK4 P5 REVIEW)	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	REVIEW: once again any many friend busy pretty because laugh
WK2 (YR 2 Au1 WK5 P5 REVIEW)	e /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	REVIEW: friend
WK3 (Bridge to Spelling WK1)	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	
WK4 (Bridge to Spelling WK2)	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	
WK5 (Bridge to Spelling WK3)	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	

WK6 <i>(Bridge to Spelling WK4)</i>	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
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WK7 <i>(Bridge to Spelling WK5)</i>	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?
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<u>Spellings.</u>	<u>Coverage</u>	<u>Prickly Spellings</u>	<u>Homophones</u>
WK8 <i>(YR 2 Spelling Unit 1 Sp 1 WK 1+2)</i>	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night

Christmas Holidays.

Lent Term

L1 – 6 Wks
L2 – 7 Wks

	<u>Coverage</u>	<u>Prickly Spellings.</u>	<u>Homophones</u>
WK1 <i>(YR 2 Spelling Unit 1 Sp 1 WK 1+2)</i>	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
WK2 <i>(YR 2 Spelling Unit 2 Sp 1 WK 3 +4)</i>	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
WK3 <i>(YR 2 Spelling Unit</i>	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won

2 Sp 1 WK 3 (+4)			
WK4 (YR 2 Spelling Unit 3 Sp 1 WK 5)	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear
WK5 (YR 2 Spelling Unit 4 Sp2 WK 1 + 2)	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
WK6 (YR 2 Spelling Unit 4 Sp2 WK 1 + 2)	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
Half Term.			
	<u>Coverage</u>	<u>Prickly Spellings.</u>	<u>Homophones</u>
WK1 (YR 2 Spelling Unit 5 Sp2 WK 3)	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
WK2 (YR 2 Spelling Unit 6 Sp2 WK 4)	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
Wk3 (YR 2 Spelling Unit 7 Sp2 WK 5)	Why do some words end -le, -al, -il or -el?	Review	to/too/two
WK4 (YR 2 Spelling Unit 8 Sum1 WK 1)	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear

WK5 <i>(YR 2</i> <i>Spelling Unit</i> <i>9 Sum1 WK</i> <i>2)</i>	How can I spell the sound /zh/?	busy pretty	be/bee
WK6 <i>(YR 2</i> <i>Spelling Unit</i> <i>10 Sum1 WK</i> <i>3 + 4)</i>	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
WK7 <i>(YR 2</i> <i>Spelling Unit</i> <i>10 Sum1 WK</i> <i>3 + 4)</i>	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear

Easter Holidays

Pentecost Term.

Pent 1 – 4WKS

Pent 2 - 6WKS

	<u>Coverage</u>	<u>Prickly Spellings.</u>	<u>Homophones</u>
WK1 <i>(YR 2</i> <i>Spelling Unit</i> <i>11 Sum1</i> <i>WK5)</i>	How can I show missing letters in a word?	Review	there/their/ they're
WK2 <i>(YR 2</i> <i>Spelling Unit</i> <i>12 Sum2</i> <i>WK1 + 2)</i>	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son

WK3 <i>(YR 2</i> <i>Spelling Unit</i> <i>12 Sum2</i> <i>WK1 + 2)</i>	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
WK4 <i>(YR 2</i> <i>Spelling Unit</i> <i>13 Sum2</i> <i>WK3)</i>	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole

Half Term

Phonics Screening Half-Term for Resits.	<u>Coverage</u>	<u>Prickly Spellings.</u>	<u>Homophones</u>
WK1 <i>(YR 2</i> <i>Spelling Unit</i> <i>14 Sum2</i> <i>WK4 + 5)</i>	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew
WK2 <i>(YR 2</i> <i>Spelling Unit</i> <i>14 Sum2</i> <i>WK4 + 5)</i>	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew
WK3	Consolidation Week		
WK4	Consolidation Week		
WK5	Consolidation Week		
WK6	Consolidation Week		