



Christ The King Voluntary Academy

Year 2 Long Term Phonics Planning.



Advent Term

A1 - 7 + 2 days

A2 - 8 Wks

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u> <u>(REVIEW)</u>	<u>Tricky Words</u>
WK1 (YR 2 Au1 WK1 P5 REVIEW)	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
WK2 (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
WK3 (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
WK4 (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
WK5	e /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/					REVIEW: friend

(YR 2 Au1 WK5 PS REVIEW)	a /a/ /ai/ /or/		
WK6 (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?		
WK7 (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?		
Half Term			
WK1 (Bridge to Spelling WK3)	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?		
WK2 (Bridge to Spelling WK4)	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?		
WK3 (Bridge to Spelling WK5)	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?		
<u>Spellings</u>	<u>Coverage</u>	<u>Prickly Spellings</u>	<u>Homophones</u>
WK4 (YR 2 Spelling Unit 1 Sp 1 WK 1+2)	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
WK5 (YR 2 Spelling Unit)	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night

1 Sp 1 WK (1+2)			
WK6 (YR 2 Spelling Unit 2 Sp 1 WK 3 +4)	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
WK7 (YR 2 Spelling Unit 2 Sp 1 WK 3 +4)	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
WK8 (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

Christmas Half Term

Lent Term

L1 – 6 Wks

L2 – 5 Wks

WK1 (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
WK2 (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
WK3 (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
WK4	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea

(YR 2 Spelling Unit 6 Sp2 WK 4)			
Wk5 (YR 2 Spelling Unit 7 Sp2 WK 5)	Why do some words end -le, -al, -il or -el?	Review	to/too/two
WK6 (YR 2 Spelling Unit 8 Sum1 WK 1)	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
Half Term			
WK1 (YR 2 Spelling Unit 9 Sum1 WK 2)	How can I spell the sound /zh/?	busy pretty	be/bee
WK2 (YR 2 Spelling Unit 10 Sum1 WK 3 + 4)	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
WK3 (YR 2 Spelling Unit 10 Sum1 WK 3 + 4)	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
WK4 (YR 2 Spelling Unit 11 Sum1 WK5)	How can I show missing letters in a word?	Review	there/their/ they're

WK5 (YR 2 Spelling Unit 12 Sum2 WK1 + 2)	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
<i>Easter Half Term</i>			
<i>Pentecost Term.</i>			
		Pent 1 – 6WKS Pent 2 - 6WKS	
	<u>Coverage</u>	<u>Prickly Spellings.</u>	<u>Homophones</u>
WK1 (YR 2 Spelling Unit 12 Sum2 WK1 + 2)	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
WK2 (YR 2 Spelling Unit 13 Sum2 WK3) Phonics Screening Half-Term for Resits.	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
WK3 (YR 2 Spelling Unit 14 Sum2 WK4 + 5)	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew

WK4 (YR 2 Spelling Unit 14 Sum2 WK4 + 5)	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew
WK5	SATS Week Prep		
WK6	SATS Week		
<i>Half Term</i>			
WK1	Consolidation Week/Plugging Gaps/Interventions		
WK2	Consolidation Week/Plugging Gaps/Interventions		
WK3	Consolidation Week/Plugging Gaps/Interventions		
WK4	Consolidation Week/Plugging Gaps/Interventions		
WK5	Leavers Assembly Prep		
WK6	Transition to Year 3		