

Phonics Progression Map

At Hade Edge School we use the Letters and Sounds document to aid planning and progression with Jolly phonics songs and actions to supplement.

Government Guidance – Letters and Sounds

Letters and Sounds is a six-phase teaching programme designed to help practitioners and teachers teach children how the alphabet works for reading and spelling. It was published in April 2007 and has been widely distributed to local authorities, schools and settings. Since its publication there has been widespread recognition that it would be useful to have a separate and more compact publication that comprised just the first phase of the programme (Phase One). This publication fulfills that need and is intended particularly for use by childminders, those working in private, voluntary and independent settings and other early years provision.

Phase One activities concentrate on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting. These activities are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with books. Phase One activities pave the way for children to make a good start in reading and writing.

Modelling Speaking and Listening

The ways in which practitioners and teachers model speaking and listening, interact and talk with children are critical to the success of Phase One activities and to promoting children's speaking and listening skills more widely. The key adult behaviours can be summarised as follows.

- Listen to encourage talking – time spent listening to children talk to each other, and listening to individuals without too frequent interruption, helps them to use more, and more relevant, language. This provides practitioners with insights into children's learning in order to plan further learning, that is make assessments for learning. Practitioners should recognise that waiting time is constructive. It allows children to think about what has been said, gather their thoughts and frame their replies.
- Model good listening. This includes making eye contact with speakers, asking the sort of questions attentive listeners ask and commenting on what has been said. Effective practitioners adapt their spoken interventions to give children ample opportunities to extend their spoken communication.
- Provide good models of spoken English to help young children enlarge their vocabulary and learn, for example, how to structure comprehensible sentences, speak confidently and clearly, and sustain dialogue. Phase One activities are designed to foster these attributes

Phase 1 - Nursery

Phase One falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. In particular, it will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development and Creative Development, where, for example, music plays a key part in developing children’s language. Phase One contributes to the provision for Communication, Language and Literacy; it does not constitute the whole language provision.

The activities in Phase One are mainly adult-led with the intention of teaching young children important basic elements of the Letters and Sounds programme such as oral segmenting and blending of familiar words. However, it is equally important to sustain and draw upon worthwhile, freely chosen activities that are provided for children in good early years settings and Reception classes. The aim is to embed the Phase One adult-led activities in a language-rich provision that serves the best interests of the children by fully recognising their propensity for play and its importance in their development.

It follows that the high-quality play activities which typify good provision will offer lots of opportunities to enrich children’s language across the six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

Practitioners and teachers will need to be alert to the opportunities afforded for language development through children’s play, and link learning from the Letters and Sounds programme with all six areas

Letters and Sounds (Phase 1) Nursery

<i>Aspect 1</i>	<i>Aspect 2</i>	<i>Aspect 3</i>	<i>Aspect 4</i>	<i>Aspect 5</i>	<i>Aspect 6</i>	<i>Aspect 7</i>
General sound discrimination: Environmental sounds	General sound discrimination: Instrumental sounds	General sound discrimination: Body percussion	Rhythm and rhyme	Alliteration	Voice sounds	Oral blending and segmenting

Letters and Sounds (Phase 2) Reception

Recap	All previously learned letters and sounds										All previously learned letters and sounds Previously learned tricky words
Teach	s		i	it its it's	g		ck		h	had hat him hot	Consolidation and assessment
	a	a	n	an in	o	on got not dog top	e	get	b	back bad bed big but	
	t	at sat	m	am man	c		u	up as duck run sun	f/ff	fell fun if off	
	p		d	and dad did	k		r	ran red run	l/ll	let let's lots tell well	
	Read: I, the, is, as		Teach blending with letters (blending for reading) Read: no, go, of, to		Demonstrate reading captions using words with sets 1 and 2 letters and and Read: into, he, she, we		Demonstrate spelling captions using sets 1-4 letters and and Read: me, be, his, put		ss miss Explain ff, ll and ss at the end of words Demonstrate spelling captions using sets 1-5 letters and and, to and th Read: was, my, you, like		
Practise	Briefly practise oral blending and segmentation										Briefly practise oral blending and segmentation
			Practise blending for reading Practise blending and reading the high frequency words it, in, at	Practise blending with letters (reading words) Teach segmentation for spelling Teach blending and reading the high-frequency word and on can	Practise blending to read words Practise segmentation to spell words	Practise segmentation to spell words					
Apply			Support children in reading captions.	Support children in reading captions using sets 1-3 letters and the, to and and	Support children in reading captions using sets 1-4 letters and the, to and and	Support children in reading captions using sets 1-5 letters and no, go, I, the, to					

Letters and Sounds (Phase 3) Reception

Recap	<p>Practise previously learned GPCs</p> <p>Point to the letters in the alphabet while singing the alphabet song & practise letter names</p> <p>Recap tricky words as learnt</p>														
Teach	j		y	yes	ch	much	ai	again	oo	book look good food room too	ow	down how now town	ure		Consolidation and assessment
	v		z		sh	fish wish	ee	been feet keep need see	ar	car dark garden hard park	oi		er	better ever her never river	
	w	will	zz		th	than that then this them with that's	igh	night right	or	or for morning	ear				
	x	box fox	qu	queen	ng	along king long thing things	oa	boat	ur		air	air			
	Read sentences using sets 1-6 letters and the tricky words no, go, I, the, to	Teach reading two syllable words	Teach reading two syllable words	Teach reading two syllable words	Teach reading two syllable words	Teach reading two syllable words	Teach reading two syllable words	Teach reading two syllable words	Teach spelling two syllable words	Teach spelling two syllable words	Teach spelling two syllable words	Teach spelling two syllable words	Teach spelling two syllable words	Teach spelling two syllable words	
Read: has are her all	Spell: I the is	Spell: as no	Spell: go of	Spell: to into	Read: they have said	Read: so do some come	Read: little one heard	Read: were there	Read: what when	Read: out					
Practise	<p>Practise blending for reading Practise segmentation for spelling</p> <p>Practise reading and spelling high-frequency words & tricky words</p> <p>Practise reading & writing two-syllable word</p>														
Apply	Continue to support children in reading words and captions	Practise reading captions and sentences with sets 1-7 letters and he, she, no, go, I, the, to	<p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>												

Letters and Sounds (Phase 4) Reception

Recap	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words				Practise recognition and recall of Phase Two and Three graphemes. Revise all the tricky words taught so far	
Teach	Read & spell CVCC words (e.g. lump, wink)	best different didn't help just must next think went wind (HFW - assessed)	Read & spell CCVC words (e.g. crop, stuck)	across children dragon end from gran grandad green sleep still stop three tree trees under (HFW - assessed)	Teach/practise reading words containing adjacent consonants	Consolidation & Assessment
	Spell: he she we me be Read: oh	Spell: put his was Read: Mrs Mr	Spell: you my like has are Read: people their	Spell: her all they Read: called looked ask asked		
Practise	Practise reading words containing adjacent consonants Practise spelling words containing adjacent consonants Practise reading and spelling high-frequency & tricky words					
Apply	Practise reading sentences Practise writing sentences					

Statutory framework for the Early Years Foundation Stage:

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: Children use their knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

Letters and Sounds (Phase 5) Year 1

Recap	Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned.																														
Teach	Teach new graphemes for reading:																				Teach alternative pronunciations of graphemes for reading:										
	ay	ea ey	ie	oe	ue	ou	ir	aw	oy	a_e	e_e	i_e	o_e	u_e	ed	le	wh	ph	ew	au	i	o	c	g	ow	ie	ea	a	y	ch	ou
	away, day, play, say	eat, sea, key, donkey	lie, pie, tie, cried	toe, foe, doe, goes	glue, blue, true, clue	loud, cloud, proud, about	bird, girl, first, third	saw, claw, paw, draw	boy, enjoy, toy, royal	cake, bake, make, gate	these, eve, theme	like, bike, fire, time	hose, nose, rose, stone	tube, rude, use, rule	looked, jumped, lived	angle, jungle, hurdle	wheel, when, which	photo, phone, dolphin	stew, new, drew, blew	Haunt, August, launch	child, kind, mind	cold, most, only	place, city, space, spice	giant, ginger, magic	snow, blow, grow	field, thief, chief	bread, dead, deaf	baby, what, fast	fly, happy, yellow	chef, machine, school	out, shoulder, you
	Spell: have said				Spell: so do				Spell: some come				Spell: little one				Spell: heard were				Spell: there what				Spell: when out						
	Read: water where				Read: who house mouse				Read: thought through any many				Read: work laughed				Read: because eyes				Read: friend once				Read: please						
	Learn new phoneme /zh/ in words such as treasure & teach reading 'alien' words.																														
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practise reading 'alien' words.																														
Apply	Practise reading sentences & practise writing sentences																														

Letters and Sounds (Phase 5) Year 1

Recap	Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned						
Teach	Teach alternative spellings of phonemes for spelling (<i>new alternatives in blue</i>):						
	<p>ai</p> <p>ay - day a_e - pale a - acorn <i>igh - eight</i> <i>ey - grey</i> <i>ei - vein</i> <i>ea - great</i></p> <p><i>HFW: great</i></p> <p><i>Spell: oh Mr Mrs</i></p> <p><i>Read: today says</i></p>	<p>igh</p> <p>ie - tie i_e - pile i - find y - sky</p> <p><i>Spell: people their called</i></p> <p><i>Read: your by here</i></p>	<p>ee</p> <p>ea - bead e_e - these ie - field y - ruby ey - key <i>eo - people</i> <i>e - began</i></p> <p><i>HFW: began eat each every everyone he's key tea very</i></p> <p><i>Spell: looked asked water</i></p> <p><i>Read: love school</i></p>	<p>oa</p> <p>oe - toe o_e - pole <i>o - no</i> <i>ow - snow</i></p> <p><i>HFW: window</i></p> <p><i>Spell: where who house</i></p> <p><i>Read: push pull</i></p>	<p>oo</p> <p>ue - blue u_e - tube ew - new <i>ui - suit</i> <i>ou - soup</i></p> <p><i>HFW: who</i></p> <p><i>Spell: any many because</i></p> <p><i>Read: full our</i></p>	<p>oo</p> <p>u - put <i>oul - could</i></p> <p><i>HFW: pulled put would</i></p> <p><i>Spell: friend once today</i></p>	<p>sh</p> <p>ch - chef <i>t(ion)* - station</i> <i>ss* - emission</i> <i>pressure</i> <i>s* - precision/sure</i> <i>c* - suspicion/precious</i></p>
Practise	<p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Practise reading and spelling high-frequency & tricky words</p> <p>Practise reading and spelling polysyllabic words</p> <p>Practice reading 'alien' words.</p>						
Apply	<p>Practise reading sentences</p> <p>Practise writing sentences</p>						

Letters and Sounds (Phase 5) Year 1

Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned													
Teach	Teach alternative spellings of phonemes for spelling (new in blue):													
	c	n	ch	f	j	m	s	v	w	e	i	o	u	r
	k - kit ck - pack ch - school <i>HFW: school</i>	<i>kn - know gn* - gnome ne* - gone</i> <i>HFW: know gone</i>	tch - stitch pitch hutch	ph - photo	g - giant dge - dodge <i>HFW: giant</i>	<i>mb* - numb</i>	c - city sc* - scent se* - horse	<i>ve* - have</i> <i>HFW: I've live</i>	wh - when	ea - bread <i>HFW: head</i>	y - rhythm pyramid mystery	a - was <i>HFW: want wanted</i>	o - done glove <i>HFW: Other something another mother coming</i>	wr - wrap
	<i>Spell: says your</i>		<i>Spell: by here love</i>			<i>Spell: school push pull</i>			<i>Spell: full our</i>					
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practise reading 'alien' words.													
Apply	Practise reading sentences Practise writing sentences													

Letters and Sounds (Phase 5) Year 1

Letters and Sounds (Phase 5) Year 1							Assessment & Phonics Screening Check Focus	To be reviewed - based upon Phonics Screening Check & Assessments. **This half term will also be used to consolidate children's learning of the National Curriculum pg.50-54 statutory requirements**		
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned									
Teach	Teach alternative spellings of phonemes for spelling:									
	ar	air	ear	or/oar	ow	oi				
	a - path	are - share ear- bear	ere - here eer - beer ea - really	au - Paul aw - raw al - talk our - tour ough - ought oor - door ore - more	ou - out	oy - boy				
	<i>HFW: can't after fast last plants</i>	<i>HFW: bear</i>	<i>HFW: here where there's really we're</i>	<i>HFW: you saw water thought more door animals small before horse</i>	<i>HFW: our around</i>					
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practise reading 'alien' words.									
Apply	Practise reading sentences Practise writing sentences									

National Curriculum: Year 1 - English (in Letters & Sounds Not in Letters & Sounds for Year 1)

Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word.
- Re-read these books to build up their fluency and confidence in word reading.

Writing

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix un-
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Letters and Sounds (Phase 6) Year 2

Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.	
Teach	Introducing and teaching the past tense (From Letters & Sounds)	
	<p>The past tense dealt with in this section is simple past tense, e.g. I looked, not continuous past tense, e.g. I was looking.</p> <p>Before you teach children to spell the past tense forms of verbs, it is important that they gain an understanding of the meaning of 'tense'. Since many common verbs have irregular past tenses (e.g. go - went, come - came, say - said) it is often easier to teach the concept of past tense separately from the spelling of past tense forms. Short oral games can be used for this purpose.</p> <p>For example, a puppet could say Today I am eating an egg - what did I eat yesterday? The response could be Yesterday you ate a sandwich, Yesterday you ate some jam. The puppet could say Today I am jumping on the bed. Where did I jump yesterday? and the response could be Yesterday you jumped in the water, etc. These games can be fitted into odd moments now and then; several children could respond in turn, and the games would also serve as memory training (don't repeat what's already been suggested)</p>	<p style="text-align: center;">Using familiar texts</p> <p>Procedure - Use a current class text as the basis for discussion about tense.</p> <ol style="list-style-type: none"> 1. Find extracts of past tense narrative and ask children to describe what is happening in the present tense. For example, use extracts from <i>Funnybones</i> (by Alan Alhberg and Janet Alhberg, published by Puffin Books) such as where the skeletons leave the cellar, climb the stairs and walk to the park. 2. Let the children compare the two versions. Discuss how they are different both in meaning and language. 3. Use the words yesterday and today to reinforce the different meanings. 4. Find bits of present tense dialogue in the text and ask children to retell it as past tense narrative.
	Read: door floor poor	
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words	
Apply	Practise reading sentences using the past and present tense. Practise writing sentences using the past and present tense.	

Letters and Sounds (Phase 6) Year 2

Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.				
Teach	Investigating and learning how to add suffixes				
	From the National Curriculum:				
	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The suffixes -ment, -ness, -ful, -less and -ly	The suffixes -ment, -ness, -ful, -less and -ly
	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being.	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.	Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.
	<i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i>	<i>hiking, hiked, hiker, nicer, nicest, shiny</i>	<i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>	<i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</i>	<i>merriment, happiness, plentiful, penniless, happily</i>
Spell: door floor poor Read: find kind mind behind		Spell: find kind mind behind Read: child children wild climb			
Practise	Phoneme frame	Word sort		Add race	
	<ul style="list-style-type: none"> ■ To reinforce understanding and application of the -ed suffix for the past tense Prerequisite ■ The children must have an understanding of the grammar of the past tense and experience of segmenting words into phonemes <p>Resources & Procedure - See Letters & Sounds p. 171</p>	<ul style="list-style-type: none"> ■ To categorise words according to their spelling pattern <p>Use this activity to investigate:</p> <ul style="list-style-type: none"> ■ The rules for adding -ing, -ed, -er, -est, -ful, -ly and -y, plurals (see pages 189-190) ■ How to differentiate spelling patterns (e.g. different representations of the same phoneme; the 'w special' - see page 187). <p>Resources & Procedure - see Letters & Sounds p. 172</p>		<ul style="list-style-type: none"> ■ To practise adding -ing <p>Use this activity to revisit the rules for: adding ing, adding -ed, adding -s and adding suffixes -er, -est, -ful, -ly and -y. (see pages 189-190) (The activity is described as if the focus were adding ing. Modify appropriately for -ed, -er, -est, -y, -s.)</p> <p>Prerequisite</p> <ul style="list-style-type: none"> ■ The children must have investigated and learned the appropriate spelling rules and be able to distinguish long and short vowel phonemes (e.g. /a/ and /ai/, /o/ and /oa/). <p>Resources & Procedure - see Letters and Sounds p. 173</p>	
Apply	Practise reading sentences Practise writing sentences				

Letters and Sounds (Phase 6) Year 2

Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.	
Teach	Teaching Spelling Long Words	
	Words in words	Clap and count
	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To investigate how adding suffixes and prefixes changes words <p>Use this activity to teach and reinforce prefixes and suffixes.</p> <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> ■ When you are selecting words for this activity, consider the vocabulary used by the children in your class and select words that they are likely to know. (See also 'Practice examples', page 191.) Explore the function of the prefix or suffix using familiar words, then help to expand the children's vocabulary by asking them to predict meanings of other words with the same prefix or suffix. <p><i>Preparation</i></p> <ul style="list-style-type: none"> ■ Prepare lists of the words you want to discuss with children and differentiated sets of words for the children to work with in the independent session <p>Resources & Procedure - see Letters & Sounds p. 175</p>	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To provide a routine for spelling long words <p>Use this activity for spelling compound words, words with prefixes and other multisyllabic words.</p> <p>Resources & Procedure - see Letters & Sounds p. 176</p>
	<p>Spell: child children wild climb</p> <p>Read: most only both old</p>	
Practise	<p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Practise reading and spelling high-frequency & tricky words</p> <p>Practise reading and spelling polysyllabic words</p>	
Apply	<p>Practise reading sentences</p> <p>Practise writing sentences</p>	

Letters and Sounds (Phase 6) Year 2

Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.
Teach	Finding and learning the difficult bits in words
	<p>Take it apart and put it back together</p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To help children learn high-frequency and topic words by developing their ability to identify the potentially difficult element or elements in a word (e.g the double tt in getting, the unusual spelling of /oo/, and the unaccented vowel i in beautiful). <p><i>Resources</i></p> <ul style="list-style-type: none"> ■ Set of large word cards and blank strips of card (for writing explanation sentences) ■ Reusable sticky pads <p><i>For independent work</i></p> <ul style="list-style-type: none"> ■ List of high-frequency or topic words and a list of word descriptions with a blank box beside each description <p>Procedure - see Letters & Sounds p. 178</p>
	<p>Spell: most only both old Read: cold gold hold told</p>
Practise	<p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Practise reading and spelling high-frequency & tricky words</p> <p>Practise reading and spelling polysyllabic words</p>
Apply	<p>Practise reading sentences</p> <p>Practise writing sentences</p>

Letters and Sounds (Phase 6) Year 2

Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.			
Teach	Ending - dge	g (as a 'j')	c (as a s)	Start - gn & kn
	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).	In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.		The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.
	<i>badge edge bridge dodge fudge</i>	<i>gem giant magic giraffe energy jacket jar jog join adjust</i>	<i>race, ice, cell, city, fancy</i>	<i>knock, know, knee, gnat, gnaw</i>
	<p style="color: red;">Spell: cold gold old told</p> <p style="color: red;">Read: every great break steak</p>			
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words			
Apply	Practise reading sentences Practise writing sentences			

Letters and Sounds (Phase 6) Year 2

Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.			
Teach	Start - wr (as a 'r')	y (as 'igh')	The /or/ sound spelt a before l and ll	The /u/ sound spelt o
	This spelling probably also reflects an old pronunciation	This is by far the most common spelling for this sound at the end of words.	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	
	write, written, wrote, wrong, wrap	cry, fly, dry, try, reply, July	all, ball, call, walk, talk, always	other, mother, brother, nothing, Monday
	<p style="color: red;">Spell: every great break steak</p> <p style="color: red;">Read: pretty beautiful</p>			
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words			
Apply	Practise reading sentences Practise writing sentences			

Letters and Sounds (Phase 6) Year 2

Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.			
Teach	The /o/ sound spelt a after w and qu	The /zh/ sound spelt s	Words ending in -tion	Words ending le (as a 'l')
	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu			The -le spelling is the most common spelling for this sound at the end of words.
	<i>want, watch, wander, quantity, squash</i>	<i>television, treasure, usual</i>	<i>station, fiction, motion, national, section</i>	<i>table, apple, bottle, little, middle</i>
	<p style="color: red;">Spell: pretty beautiful</p> <p style="color: red;">Read: after fast last past father class</p>			
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words			
Apply	Practise reading sentences Practise writing sentences			

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Teach	Adding -es to nouns and verbs ending in -y The y is changed to i before -es is added.	Ending - ge After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.	Words ending el (as a 'l') The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s.
	<i>flies, tries, replies, copies, babies, carries</i>	<i>age huge change charge bulge village</i>	<i>camel, tunnel, squirrel, travel, towel, tinsel</i>
	Spell: after fast last past father class Read: grass pass plant path bath		
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words		
Apply	Practise reading sentences Practise writing sentences		

Letters and Sounds (Phase 6) Year 2

Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.			
Teach	Words ending al (as a l)	Words ending -il	The /ur/ sound spelt or after w	The /or/ sound spelt ar after w
	Not many nouns end in -al, but many adjectives do.	There are not many of these words.	There are not many of these words.	There are not many of these words.
	<i>metal, pedal, capital, hospital, animal</i>	<i>pencil, fossil, nostril</i>	<i>word, work, worm, world, worth</i>	<i>war, warm, towards</i>
	Spell: grass pass plant path bath Read: hour move prove improve			
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words			
Apply	Practise reading sentences Practise writing sentences			

Letters and Sounds (Phase 6) Year 2

Practise	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.		
Teach	Contractions In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	The possessive apostrophe (singular nouns)	Homophones and near-homophones It is important to know the difference in meaning between homophones.
	<i>can't, didn't, hasn't, couldn't, it's, I'll</i>	<i>Megan's, Ravi's, the girl's, the child's, the man's</i>	<i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>
	Spell: hour move prove improve Read: sure sugar could should would	Spell: sure sugar eye could should would Read: whole clothes busy again hal	Spell: whole clothes busy again half Read: money parents Christmas everybody even (next week - Spell: money parents Christmas everybody even)
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words		
Apply	Practise reading sentences Practise writing sentences		

Read	door	floor	poor	find	kind	mind	behind	child	children
wild	climb	most	only	both	old	gold	cold	hold	told
every	great	break	steak	pretty	beautiful	after	fast	last	past
father	class	grass	pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would	cold	clothes	busy
again	half	money	parents	Christmas	everybody	even			

Spell	door	floor	poor	find	kind	mind	behind	child	children
wild	climb	most	only	both	old	gold	cold	hold	told
every	great	break	steak	pretty	beautiful	after	fast	last	past
father	class	grass	pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would	cold	clothes	busy
again	half	money	parents	Christmas	everybody	even			

National Curriculum: Year 2 - English (in Letters & Sounds)

Reading

- 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.

Writing

- 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 learn some words with each spelling, including a few common homophones
- Learning to spell common exception words
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.