**Year 2 Phase 6**

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| Autumn | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Y1 revision | Y1 revision | Y1 revision | Y1 revision | Y1 revision | Y1 revision |
| the  a  I  do  to  today | of  said  says  are | no  go  so | be  he  me  she  we | you  your  one  once  our | come some put push pull full |
| Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach |
| eye  door  floor  poor  Mr  Mrs | find  kind  mind  behind  child  wild | most  only  both  cold  old  gold  hold  told | every  great  break  steak  pretty | hour  any  many  money  busy  children | could should would who whole |
| Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound |
| oo, ew, ou, ue, ui, u-e  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | i, ie, igh, y, i-e  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | o, o-e, ow, oe.  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | e, e-e, ea, ee, ey, y  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | ‘ou, ow  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | oo, u, oul, o  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Y1 revision | Y1 revision | Y1 revision | Y1 revision | Y1 revision | Y1 revision |
| were was here there where | is  his  has they  by  my | love ask friend school house | Explicitly plug Year 1 gaps. | Explicitly plug Year 1 gaps. | Explicitly plug Year 1 gaps. |
| Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach |
| class grass pass everybody even | move prove improve sure  sugar | fast last past climb half  Christmas | because  beautiful  plant  clothes  path  bath  father  after  water  again  parents |  | try cry why reply July  my |
| Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound |  | Alternative Application/Speed Sound |
| air, ear, ere compound words, homophones, homonyms.  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | s making the sh, o – oo, s in his making the zz.  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | Silent consonants  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. |  | y, ie, i-e, igh, i  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. |

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| Spring | | | | | |
| Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 |
| Y1 tracker | Y1 tracker | Y1 tracker | Y1 tracker | Y1 tracker | Y1 tracker |
| Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach |
| race  face  ice  space  cell  city  fancy  circle  spicy  bicycle | here/hear  see/sea  sun/son  blue/blew  there/their  Bare/bear | badge  edge  bridge  dodge  fudge  age  huge  change  charge | gem  giant  magic  giraffe  energy  jacket  jar  jog  join  adjust | knock  know  knee  knife  knight  gnat  gnaw | want  wonder  squash |
| Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound |
| The /s/ sound spelt c before e, i and y  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | Introduce Year 2 homophones when relevant.  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The dge sound is always spelt a j before a, o and u  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /n/ sound spelt kn and (less often) gn at the beginning of words  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /ɒ/  sound spelt a after w and qu |
| Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 |
| Y1 revision | Y1 revision | Y1 revision | Y1 revision | Y1 revision | Y1 revision |
| Assessment of where children are. |  |  |  |  |  |
| Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach |
| write  written  wrote wrap wrong wrist wreck  wrap | copied  happier  replied  cried | played jumped washed hopping skipping biggest  smartest  bigger  smaller  taller | I’ll can’t don’t won’t didn’t hadn’t haven’t couldn’t wouldn’t shouldn’t | slowly  lovely  quickly  sadly  bravely  thankful  wonderful  hopeless careless helpless | excitement  achievement  environment  disappointment  argument  happiness  goodness  sadness  wilderness |
| Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound |
| The /r/ sound spelt wr at the beginning of words  *e.g. wrap, wrong, write*  Look at past and present tense verbs  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | Adding the endings – ing-ed,-er,-est to one syllable words ending in y and e  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | Adding the endings –ing, –ed, –er, –est to words  Double consonants  Look at past tense and present tense verbs. Look at irregular verbs.  <https://www.youtube.com/watch?v=w1tDY0pPq3w>  Look at misconceptions of ‘ed’ sounding like 3 sounds.  Hunted ‘id’, played ‘d’, helped ‘t’.  <https://www.youtube.com/watch?v=msJIy_f_Xsw>  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | Scratch Garden you tube video  <https://www.youtube.com/watch?v=gubPH3WEurg>  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The suffixes –ful , –less and –ly  *e.g. restless, careful, slowly*  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The suffix – ment, ness – happiness  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. |

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| Summer | | | | | |
| SATS and moderation window | | | | | |
| Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
| Y1 tracker | Y1 tracker | Y1 tracker | Y1 tracker | Y1 tracker | Y1 tracker |
| Year 1 spelling tracker |  |  |  |  |  |
| Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach |
| little  middle  riddle  giggle  tumble  needle  candle  circle  double  apple | family party happy really hungry key donkey chimney monkey journey | all  ball  small  tall  call  always  talk  walk | camel towel travel angel level  tunnel  squirrel  tinsel  model | arrival animal metal hospital  survival optional seasonal emotional | pencil nostril fossil pupil April utensil lentil stencil |
| Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound |
| The /l/ or /əl/ sound spelt –le at the end of words  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /i:/ sound spelt –ey  Ee, e, ea, e-e, ie, y, ey  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /ɔ :/  sound spelt a before l and ll  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /l/ or /əl/ sound spelt –el at the end of words. Used after m,n,r,s,v,w and s.  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /l/ or /əl/ sound spelt –al at the end of words  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | Words ending –il  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. |
| Week 31 | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 |
| Y1 revision | Y1 revision | Y1 revision | Y1 revision | Y1 revision | Y1 revision |
| Assessment of where children are. |  |  |  |  |  |
| Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach |
| flies  tries  replies  copies  babies  carries | Megan’s | world  work  worth  worm  word  war  warm  towards | other  mother  brother  nothing  Monday | position  pollution  station  fiction  motion  caution  correction  attraction | treasure television unusual pleasure measure |
| Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound | Alternative Application/Speed Sound |
| Adding es to mouns and verbs ending in y.  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The possessive apostrophe (singular nouns)  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /ɜ:/  sound spelt or after w  sound spelt ar after w  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The  sound spelt o /ʌ    Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | Words ending in –tion  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /ʒ/  sound spelt s  Full investigation of articulation/position/stress and ‘behaviour’ alongside word generation. |