**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 |
| theaIdototoday | ofsaidsaysare | nogoso | behemeshewe | youyouroneonceour | comesomeputpushpullfull |
| Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach | Y2 teach |
| eyedoorfloorpoorMrMrs | findkindmindbehindchildwild | mostonlybothcoldoldgoldholdtold | everygreatbreaksteakpretty | houranymanymoneybusychildren | couldshouldwouldwhowhole |
| 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-eFull investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | i, ie, igh, y, i-eFull 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, yFull investigation of articulation/position/stress and ‘behaviour’ alongside word generation. |  ‘ou, owFull investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | oo, u, oul, oFull 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 |
| werewasheretherewhere | ishishastheybymy | loveaskfriendschoolhouse | 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 |
| classgrasspasseverybodyeven | moveproveimprovesuresugar | fastlastpastclimbhalfChristmas | becausebeautifulplantclothespathbathfatherafterwateragainparents |  | trycrywhyreplyJulymy |
| 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 consonantsFull 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, iFull 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 |
| racefaceicespacecell city fancycircle spicybicycle | here/hearsee/seasun/sonblue/blewthere/theirBare/bear | badgeedgebridgedodgefudgeagehugechangecharge | gemgiantmagicgiraffeenergyjacketjarjogjoinadjust | knockknowkneeknifeknightgnatgnaw | wantwonder 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 uFull 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 |
| writewrittenwrotewrapwrongwristwreckwrap | copiedhappierrepliedcried | playedjumpedwashedhoppingskippingbiggestsmartestbiggersmallertaller | I’llcan’tdon’twon’tdidn’thadn’thaven’tcouldn’twouldn’tshouldn’t | slowlylovelyquicklysadlybravelythankfulwonderfulhopelesscarelesshelpless | excitementachievementenvironmentdisappointmentargumenthappinessgoodnesssadnesswilderness |
| 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 verbsFull 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 eFull investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | Adding the endings –ing, –ed, –er, –est to words Double consonantsLook 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 – happinessFull 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 |
| littlemiddleriddlegiggletumbleneedlecandlecircledoubleapple | familypartyhappyreallyhungrykeydonkeychimneymonkeyjourney | allballsmalltall callalwaystalkwalk | cameltoweltravelangelleveltunnelsquirreltinselmodel | arrivalanimalmetalhospitalsurvivaloptionalseasonalemotional | pencilnostrilfossilpupilAprilutensillentilstencil |
| 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 wordsFull investigation of articulation/position/stress and ‘behaviour’ alongside word generation. | The /i:/ sound spelt –ey Ee, e, ea, e-e, ie, y, eyFull 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 –ilFull 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 |
| fliestriesrepliescopiesbabiescarries | Megan’s  | worldworkworthwormwordwarwarmtowards | othermotherbrothernothingMonday | positionpollutionstationfictionmotioncautioncorrectionattraction | treasuretelevisionunusualpleasuremeasure |
| 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 wFull 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. |