

Year Two Long Term Phonics Plan

Phase, Sounds & Common Exception Words

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	<p><u>Phase 3 - 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words using a variety of Phase 3 – 5 sounds.</p> <p>CEWs: because, after, again</p>	<p><u>Phase 3 - 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with ai alternatives ay, a_e, ey, a, eigh</p> <p>CEWs: could, would, should</p>	<p><u>Phase 3 - 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with ie alternatives igh, i_e, y, i</p> <p>CEWs: they, their, there</p>	<p><u>Phase 3 - 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with ee alternatives ea, e_e, y, ey, e</p> <p>CEWs: were, where, was</p>	<p><u>Phase 3 - 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with oa alternatives ow, o_e, oe, o</p> <p>CEWs: every, everybody</p>	<p><u>Phase 3 - 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with ue alternatives u_e, ew, u</p> <p>CEWs: only, who, any</p>	<p><u>Phase 3 - 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with ai, ee, ie, oa, ue vowel alternatives</p> <p>CEWs: busy, whole, sure</p>
Autumn 2	<p><u>Phase 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with ou (ow – now) and air (are - hare, ere - there, ear – wear) alternatives</p> <p>CEWs: fast, last, past</p>	<p><u>Phase 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with er (ir – girl, ur – burn, or – work, ear – heard) alternatives.</p> <p>CEWs: old, cold, gold</p>	<p><u>Phase 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with or (aw – paw, au – author, al – chalk, our – four and augh - caught) alternatives.</p> <p>CEWs: told, hold, both</p>	<p><u>Phase 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with f (ph – dolphin) and oi (oy – boy) and c/k/ck (ch – school) and m (mb- thumb) and r (wr – write) alternatives.</p> <p>CEWs: beautiful, pretty, kind</p>	<p><u>Phase 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with i (y – gym) and j (dge – fudge and g – danger) and n (gn – gnash and kn – knife) alternatives.</p> <p>CEWs: find, mind, behind</p>	<p><u>Phase 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with s (c – cycle and se – house and st – listen) w (wh – whistle) alternatives.</p> <p>CEWs: Christmas, child, children</p>	

<p>Spring 1</p>	<p><u>Phase 5</u> Revisit ALL sounds</p> <p>Focus: Blending, segmenting & spelling words with z (se –please) oo LONG (ue – glue ew – few u – June) oo (u – put) SHORT. alternatives.</p> <p>CEWs: class, grass, pass</p>	<p><u>Phase 5</u> Revisit ALL sounds.</p> <p>Focus: Blending, segmenting & spelling words using a variety of Phase 5 sounds (recap of Autumn 2)</p> <p>CEWs: water, clothes, people</p>	<p><u>Phase 5</u> Revisit ALL sounds.</p> <p>Focus: Blending, segmenting & spelling words with ch (ture – adventure) u (o – nothing) ear (ere – here and eer – cheer) a (o – want, watch) alternatives.</p> <p>CEWs: half, hour, our</p>	<p><u>Phase 5</u> Revisit ALL sounds.</p> <p>Focus: Blending, segmenting & spelling words with sh (ch – chef and ss – session and tion – station and cia – special) alternatives.</p> <p>CEWs: most, even, money</p>	<p><u>Phase 5</u> Revisit ALL sounds.</p> <p>Focus: Blending, segmenting & spelling words with ar (a – father and al – calf and metal) ur (ear – learn and or – word) alternatives.</p> <p>CEWs: many, eye, sure</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds.</p> <p>Focus: il (pencil, fossil, nostril)</p> <p>Learning how to add suffixes to words: ing – jumping and rule breakers,</p> <p>CEWs: door, floor, poor</p>	
<p>Spring 2</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds.</p> <p>Focus: Learning how to add suffixes to words: ed – past tense (regular verbs).</p> <p>CEWs: great, break, steak</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds.</p> <p>Focus: Learning how to add suffixes to words: Irregular past tense / er – smaller, taller and rule breakers</p> <p>CEWs: move, prove, improve</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds.</p> <p>Focus: Learning how to add suffixes to words: est – smallest, tallest and rule breakers</p> <p>CEWs: plant, path, bath</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds.</p> <p>Focus: Learning how to add suffixes to words: s – sweets es – boxes ies - butterflies and rule breakers</p> <p>CEWs: sure, sugar</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds.</p> <p>Focus: Learning how to add suffixes to words: y – jumpy, lumpy en – quieten, brighten and rule breakers</p> <p>CEWs: parents, Mr, Mrs</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds.</p> <p>Focus: Learning how to add suffixes to words: ly – quietly and rule breakers</p> <p>el and le rule (camel, table)</p> <p>CEWs: wild, climb</p>	

<p>Summer 1</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds. Focus: Learning how to add suffixes to words: ful – thoughtful less – thoughtless and rule breakers.</p> <p>HFWs: looked, asked, called</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds. Focus: Learning how to add suffixes to words: ness – kindness ment- encouragement and rule breakers.</p> <p>HFWs: about, your, they, wanted</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds. Focus: Learning how to add suffixes to words: Revise all suffixes taught so far focus as appropriate and rule breakers.</p> <p>HFWs: across, along, away</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds. Focus: Past, Present, future tense verbs e.g. jump, jumped, jumping (revise –ed and –ing)</p> <p>HFWs: before, began, other, cried</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds. Focus: Learning how to add prefixes to words: un – unkind mis –mislead dis – dislike and rule breakers.</p> <p>HFWs: shouted, laughed, jumped,</p>		
<p>Summer 2</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds. Focus: Contractions e.g. I will = I'll</p> <p>HFWs: suddenly, through, think</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds. Focus: Apostrophes for possession e.g. Jack's toy Molly's pencil</p> <p>HFWs: giant, around, another</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds. Focus: Learning how to recognize and using correctly: There / Their / They're</p> <p>HFWs: couldn't, didn't, can't</p>	<p><u>Phase 5 & 6</u> Revisit ALL sounds. Focus: Homophones e.g. sea and see</p> <p>HFWs: I'll, I've, he's pulled</p>			