

## Exemplar planning guidance for the teaching of spelling and phonics in Year 2

| Y2 block 1 phonemic / phonological   | Y2 block 2 morphological   | Y2 block 2 morphological   |
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| <p><b>First term ideally delivered using the daily teaching sequence from Letters and Sounds</b></p> <p><b>(i)</b></p> <ul style="list-style-type: none"> <li>• the /dʒ/ sound spelt as ge and dge at the end of words and sometimes spelt as g elsewhere in words before e, l and y (<i>ge is new teaching, g and dge Phase 5 alternative spelling</i>)</li> <li>• the /s/ sound spelt c before e, i and y (<i>Phase 5 alternative spelling</i>)</li> <li>• the /n/ sound spelt kn and (less often) gn at the end of words (<i>Phase 5 alternative spelling and SB Y3 term 2 kn- and gn-</i>)</li> <li>• the /r/ sound spelt wr at the beginning of words (<i>Phase 5 alternative spelling</i>)</li> <li>• the /l/ or /əɫ/ sound spelt –le at the end of words (<i>Y3 term 1 S for S or SB</i>)</li> <li>• the /l/ or /əɫ/ sound spelt –el at the end of words (<i>new teaching in Y2</i>)</li> <li>• the /l/ or /əɫ/ sound spelt –al at the end of words (<i>new teaching in Y2</i>)</li> <li>• words ending –il (<i>new teaching in Y2</i>)</li> <li>• common exception words (<i>were known as tricky in Letters and Sounds or variations depending on accent. See common exception words applying to the scheme you are using</i>)</li> </ul> | <p><b>Consolidate block 1 (phonological) and refer to previous Y1 spelling/phonics teaching throughout the next two blocks in order to build on prior knowledge</b></p> <p><b>Could be taught in three week blocks using the extended teaching sequence as outlined in Support for Spelling</b></p> <p><b>(i)</b></p> <p><b>Block 1</b></p> <ul style="list-style-type: none"> <li>• recap reading contractions taught in Y1</li> <li>• teach contractions in spelling (<i>for activities see S for S Y4 term3 and SB Y3 term 3</i>)</li> </ul> <p><b>Block 2</b></p> <ul style="list-style-type: none"> <li>• adding ed, ing, er and est to root words ending consonant -y (<i>For activities see Y3 S for S (SB Y3 term 1 for adding- ing) (SB Y3 term 2 –er and –est)</i>)</li> </ul> | <p><b>(i)</b></p> <p><b>Block 1</b></p> <ul style="list-style-type: none"> <li>• adding ed, ing, er, est and y to words ending in vowel consonant e (<i>for activities see S for S Y3 or SB Y3 term 1 for -ing</i>)</li> </ul> <p><b>Block 2</b></p> <ul style="list-style-type: none"> <li>• the possessive apostrophe (<i>for activities see Grammar Guidance Appendix for Y4 (SB Y4 term 3)</i>)</li> </ul> |

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| <p><b>(ii)</b></p> <ul style="list-style-type: none"> <li>• the /aɪ/ sound spelt –y at the end of words <i>(Phase 5 alternative pronunciation)</i></li> <li>• the /ɔ:/ sound spelt a before l and ll <i>(/aɪ/ Phase 5 alternative spelling e.g. walk /all/ phase 3 tricky word for reading and phase 4 for spelling)</i></li> <li>• the /ʌ/ sound spelt o <i>(Phase 5 alternative spelling (south))</i></li> <li>• the /i:/ sound spelt –ey <i>(/ey/ Phase 5 alternative spelling and plurals in Y2 S for S)</i></li> <li>• the /b/ sound spelt a after w and qu <i>(Phase 5 alternative pronunciation /o/ is presented as (w)a. Spelt as a tricky word ‘was’ in phase 4. After qu is new teaching in Y2)</i></li> <li>• the /ɜ:/ sound spelt or after w <i>(new teaching in Y2)</i></li> <li>• the /ɔ:/ sound spelt ar after w <i>(new teaching in Y2)</i></li> <li>• the /ʒ/ sound spelt s <i>(/zh/ phase 5 as in treasure)</i></li> <li>• common exception words <i>(Were known as tricky in Letters and Sounds or variations depending on accent. See common exception words applying to the scheme you are using)</i></li> </ul> | <p><b>(ii)</b></p> <p><b>Block 1</b></p> <ul style="list-style-type: none"> <li>• words ending in –tion <i>(for activities see S for S Y4 and Y5)</i></li> <li>• adding suffixes –ment, -ness, -ful and less <i>(for activities for –ful see S for S Y2 and Y5) (for activities for less see S for S Y2 and Y3) (for activities for –ness and -ment see S for S Y5) (for activities see SB Y3 term 2) (for activities see SB Y4 term 1 –ment, -ness)</i></li> </ul> <p><b>Block 2</b></p> <ul style="list-style-type: none"> <li>• homophones and near homophones <i>(Homophones are introduced in lower phases the term near-homophones was not introduced, see Support for Spelling and SB Y4)</i></li> </ul> | <p><b>(ii)</b></p> <p><b>Block 1</b></p> <ul style="list-style-type: none"> <li>• adding ed, ing, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter <i>(for activities see S for S Y3 linked to comparatives and meaning as well as forming adjectives and adverbs or see SB Y3 term 1 for -ing)</i></li> </ul> <p><b>Block 2</b></p> <ul style="list-style-type: none"> <li>• assessment for learning <i>(The teaching of similar guidelines/rules has been separated out to minimise confusion and allow time to consolidate learning)</i></li> </ul> |
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## Exemplar planning guidance for the teaching of spelling and phonics in Year 2

### ***Cross referenced with:***

Letters and Sounds (Phase 5)

<https://www.gov.uk/government/publications/letters-and-sounds>

Support for Spelling (S for S)

[http://dera.ioe.ac.uk/687/1/01109-2009PDF-EN\\_01.pdf](http://dera.ioe.ac.uk/687/1/01109-2009PDF-EN_01.pdf)

KS2 Spelling Bank (SB)

[http://www.educationbooks.co.uk/images/nls\\_spellingbank008601.pdf](http://www.educationbooks.co.uk/images/nls_spellingbank008601.pdf)