

# Phonics Programme of Study

## Year 2 2023/24

The programme has been revised to ensure children have the opportunity to revisit and strengthen prior learning.

In Year 2, children will start with recapping their knowledge of Phase 5 sounds, before moving on to learning and range of spelling rules and strategies\*

To maintain high standards children should be assessed on entry to Year 2 and frequently throughout the year. Interventions should be set up based on children's phonic ability, in addition to quality first teaching. Children who do not have secure knowledge of all Phase 3 sounds and early Phase 5 sounds should take part in structured and systematic intervention to help them to catch up rapidly. There should be sufficient challenge for those who are higher attaining and have established and maintained secure phonic knowledge.

*\*Spelling rules will be taught throughout the year, in order to fit in with the wider Year 2 English curriculum and to give children the opportunity to revisit and strengthen learning and skills.*

### **National Curriculum – reading**

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills.

[Click here for National Curriculum objectives - reading](#)

### **National Curriculum - spelling**

Children should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently

advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves. For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up.

[Click here for National Curriculum objectives - spelling](#)

### Suggested lesson structure for Year 2 Phonics/spelling\*

	Phonics	Spelling rules
Trigger prior learning	Revise previously taught phonemes	Revise previously taught spelling rules
Anchor	Use Fred/Tom to introduce new phoneme	Introduce spellings which follow the focus pattern/rule. Encourage investigation, making links, spotting patterns.
Guided Practice	show examples of words with focus phoneme, read and write words in pairs/groups, sort words with focus phoneme/grapheme	Discuss the spelling rule/pattern, work in partners/groups to generate more examples of words which follow the pattern, sort words into groups based on spelling patterns
Independent	Complete short activity on the focus phoneme	Complete short activity on the focus spelling pattern
Deepening	Find more examples of words with the phoneme, use the words in sentences, discuss word meanings, use spelling strategies to practise spelling words with focus phonemes and graphemes.	Find more examples of words which follow the spelling rule, use the words in sentences, find exceptions to the rule, articulate the spelling rule clearly, discuss word meanings and how the meanings change when the spelling changes.

\*lesson plans are saved on Q Drive – English – Resources

WEEK	WORDS TO LEARN (read and spell)
	<p>Current year group words to learn</p> <p>Words to learn from previous year group</p>

Week 1	<p>Introduce year 2 Fred</p> <p><b>Revise:</b> split digraphs</p> <p><b>a-e i-e o-e u-e e-e</b></p> <p>Thorough revision of the split digraph concept. Use of living letters illustrate how the consonant 'splits' the digraph</p> <p>Revise reading and spelling words with split digraphs, e.g. made, came, same, take, safe, these, theme, complete, five, ride, like, time, side, home, those, woke, hope, hole June, rule, rude, use, tube, tune</p> <p><b>Assessment this week - Phonics Tracker</b></p>	<p><b>Year 1 revision</b></p> <p>Assessment of Y1 words to learn this week.</p>
	<p><b>Dictation</b></p> <p>Dictations based on words children need additional support with (e.g. were/where, there/their)</p>	
Week 2	<p><b>Revise:</b> Continue to revise Phase 5 phonics using flashcards regularly.</p> <p><b>Revise:</b> Alternate or or, aw au, ore, al (walk)</p> <p>(more score before wore shore)</p>	<p>Monday Tuesday Wednesday</p>
Week	<p>Dictation</p> <p>On <b>Monday, Tuesday and Wednesday</b>, I go to <b>school</b>.</p>	

3	<p><b>Revise:</b> Continue to revise Phase 5 phonics using flashcards regularly.</p> <p><b>Revise:</b> compound words</p> <p>Words which are 2 or more words joined. Each part of the longer word is spelt as it would be if were on its own.</p> <p>Revise counting in syllables and model how to segment longer words for spelling,</p> <p>football playground farmyard bedroom blackberry</p>	Thursday Friday
<p><b>Dictation</b> On <b>Thursday</b> and <b>Friday</b> I have a play date at home.</p>		
Week 4	<p><b>Revise:</b> Continue to revise Phase 5 phonics using flashcards regularly.</p> <p>Revision: Syllables. A syllable sounds like a beat in a word. Syllables consist of at least one vowel and possibly one or more consonants. Cat – 1 syllable Fairy – 2 syllables Hippopotamus – 5 syllables Syllable spotter. Sort words into 1, 2, 3 syllables e.g. count the syllable(s). Record the sounds in each syllable, e.g. f – air y 2 syllables – 3 sounds</p>	Saturday Sunday
<p><b>Dictation</b> On <b>Saturday</b> and <b>Sunday</b> I play <b>football</b> with my <b>friends</b> in the <b>playground</b>.</p>		
Week 5	<p><b>Revise:</b> Continue to revise Phase 5 phonics using flashcards regularly.</p> <p>Spelling choices - <b>Long Vowel a</b></p> <p>Orally sort and revise words for each of the long vowel groups <b>ai, a_e, ay, a</b> <a href="http://www.phonicsplay.co.uk/member-only/aiAltSpellings.html">http://www.phonicsplay.co.uk/member-only/aiAltSpellings.html</a></p>	one two four five eight

	Discuss spelling rules from word sort A and eigh	
<b>Dictation</b> One and four make five. Two dogs and eight foxes were in the park. We went on holiday to Spain by train and plane.		
Week 6	<b>Revise:</b> Continue to revise Phase 5 phonics using flashcards regularly.  Spelling Choices - <b>Long Vowel e</b>  Orally sort and revise words for each of the long vowel groups ee, ea, y, e, e_e <a href="http://www.phonicsplay.co.uk/member-only/eeAltSpellings.html">http://www.phonicsplay.co.uk/member-only/eeAltSpellings.html</a>  <b>Discuss spelling rules from word sort</b> Most common spelling is 'ee' followed by 'ea' Encourage 'which looks right' approach Revise y making 'ee' at the end of words ey – key, donkey, monkey, chimney, valley ie – thief chief belief Which letters are making the long e sound in key	<b>Year 2 words to learn</b> again any beautiful because both
<b>Dictation</b> Any beautiful dog will be happy again if they play in the park. Both boys were sad because the thief ran away. There was a keyring in the shape of a monkey.		
Week 7	<b>Revise:</b> Continue to revise Phase 5 phonics using flashcards regularly.  Spelling choices Long Vowel I Orally sort and revise words for each of the long vowel groups igh, ie, y, i_e, i <a href="http://www.phonicsplay.co.uk/member-only/ighAltSpellings.html">http://www.phonicsplay.co.uk/member-only/ighAltSpellings.html</a> Discuss spelling rules from word sort.	busy child children Christmas clothes
<b>Dictation</b> Children are busy at Christmas time. The child sold clothes for charity.		

The light was shining.

Week 8 **Revise:** Continue to revise Phase 5 phonics using flashcards regularly.

Spelling Choices Long Vowel O  
Orally sort and revise words for each of the long vowel groups  
Oa, oe, o, o\_e  
<http://www.phonicsplay.co.uk/member-only/oaAltSpellings.html>  
rare - ough - doughnut  
Discuss spelling rules from word sort

dear  
even  
every  
hour  
laugh

### Dictation

Even my dear dad can laugh every hour.  
She had to phone her mum to say she had hurt her toe.

Week 9 **Revise:** Continue to revise Phase 5 phonics using flashcards regularly.

Spelling choices - u-e (cute) ue (glue) oo (moon)  
<http://www.phonicsplay.co.uk/member-only/ooAltSpellings.html>  
Discuss spelling rules from word sort.

many  
money  
most  
only  
parents

### Dictation

Only my parents have money.  
Many children have beautiful shoes.  
The girl glued the yellow moon on to the card.

Week 10 **Revise:** Continue to revise Phase 5 phonics using flashcards regularly.

Spelling patterns – or sound  
<http://www.phonicsplay.co.uk/member-only/orAltSpellings.html>  
Revise or, aw, au, our ,oor, ore, augh

please  
pretty  
sugar  
sure  
teacher

### Dictation

Pretty please make sure you give my teacher some sugar in her tea.  
They wanted more time to see the rocket launch.

Week 11 **Revise:** Continue to revise Phase 5 phonics using flashcards regularly.

Spelling patterns - er/ir/ur/ear (pearl), or (worth)  
<http://www.phonicsplay.co.uk/member-only/urAltSpellings.html>

towards  
warm  
water  
were  
whole

### Dictation

The whole bowl of warm water fell towards me.  
 It was a perfect day on Thursday.  
 The bird was turning in the sky.

Week  
12

**Revise:** Continue to revise Phase 5 phonics using flashcards regularly.

Spelling patterns - air

<http://www.phonicsplay.co.uk/member-only/airAltSpellings.html>

ear are ere

which  
 witch  
 word  
 work  
 world  
 write

**Dictation**

The worst witch in the world went to work.

Which story can I write?

The bear can share his meal.

Week  
13

**Revise:** Continue to revise Phase 5 phonics using flashcards regularly.

Spelling patterns - ear

ear, eer, ere

<http://www.phonicsplay.co.uk/member-only/earAltSpellings.html>

January  
 February  
 March  
 April  
 May  
 June

**Dictation**

In January, February and March it's cold.

In April, May and June you may see deer in the park.

Week  
14

**Revise - or as er**

Word, work, worm, world, worth

**Main teaching**

Alternate spellings of ar – ar (cart), al (palm), a (last), ear (heart)

<http://www.phonicsplay.co.uk/member-only/oyAltSpellings.html>

Palm star heart

Look at a and the way that many words people with the Southern accent pronounce a as ar.

Dancing.

July  
 August  
 September  
 October  
 November  
 December

**Dictation**

I like July, August and September because you can see the stars.

October, November and December do not feel as warm.

<p>Week 15</p>	<p><b>Revise</b> Revise ea as ee or e Bread bean</p> <p>Alternate spelling of r Wr – write, wrong, written, wrote, wrap at the beginning of words</p> <p><b>Main teaching</b> Homophones</p>	<p>twenty thirty forty fifty</p>
<p><b>Dictation</b></p> <p>Twenty add thirty is fifty. I know how to write forty. He was going to wrap the bread up for me.</p>		
<p>Week 16</p>	<p><b>Revise</b> – Revise v at the end of a word. English words hardly ever end with the letter v, so if it does use ve.</p> <p>Alternative for ch Rich adventure catch tch is usually at the end of a word where you can hear ch followed by a single vowel eg witch, fetch, catch, pitch, match... exceptions rich, which, much, such</p> <p><b>Main teaching</b> Revision and application of contractions</p>	<p>sixty seventy eighty ninety hundred</p>
<p><b>Dictation</b></p> <p>There were seventy worms in the soil. Then the children counted eighty, ninety and a hundred! He was going to save the football on the pitch.</p>		
<p>Week 17</p>	<p><b>Revise</b> – soft g</p> <p>Alternate spelling of j The letter j is never used for the sound at the end of English words. -dge is used at the end of a word straight after short vowels. Badge, edge, bridge, dodge, fudge</p>	<p>should would could</p>

	<p>After all other vowels or consonants –ge I used. Age, huge, change, charge, bulge, village Use g before e, l and y gem, giant, giraffe, magic, giraffe, energy Use j before a, o and u jacket, jog, adjust</p> <p><b>Main teaching</b> -ment and –ness suffixes</p>	
<p><b>Dictation</b></p> <p>We <b>should</b> try to find the magic gem. I <b>would</b> go under the bridge to look for it. Or you <b>could</b> go to the edge and <b>look</b> over into the <b>water</b>.</p>		
<p>Week 18</p>	<p><b>Revise - soft c</b> Soft c before e, i and y Race ice city circle</p> <p>Alternate spellings for n Night knife gnome sign Kn and gn at the beginning of words.</p> <p><b>Main teaching</b> Possessive apostrophe</p>	<p>old cold gold hold told</p>
<p><b>Dictation</b></p> <p>I know that gnomes get <b>cold</b> when they are <b>old</b>. I try to <b>hold</b> a knife sensibly. <b>They</b> had a race around the city.</p>		

WEEK	PHONICS FOR SPELLING/Grammar	Words to learn (read and spell)
<p>Week 19</p>	<p><b>Revise</b> – alternate spellings for n (gn, kn)</p> <p>Alternate spelling of l Le table, apple, bottle. Mostly used at the end of a word. El – used after m,n,r,s,v,w and often after s Al – most adjectives end of a word. Challenge can you find the wacky words that end in 'il' ?</p> <p><a href="http://www.slideshare.net/jomango/spelling-words-ending-with-le-el-and-al">http://www.slideshare.net/jomango/spelling-words-ending-with-le-el-and-al</a></p> <p>camel, tunnel, squirrel, towel, tinsel</p> <p>table, apple, bottle, little, middle</p>	<p>other brother mother another nothing</p>

	pencil, nostril, fossil	
<p><b>Dictation</b></p> <p>My mother and brother like to eat apples.  The other camel did nothing but lie in the sun.  I picked up my pencil and had another go at the maths problem.</p>		
Week 20	<p><b>Revise</b> - al as or  Ball call fall all walk talk</p> <p>O as u  Other mother brother Monday</p> <p><b>Main teaching</b>  Past and present tense irregular verbs</p>	find mind kind behind wild climb
<p><b>Dictation</b></p> <p>Behind the kind boy you will all find a ball.  Mind the gap because your brother might fall when he climbs or walks.</p>		
Week 21	<p><b>Revise</b> - o as u (other, mother, brother)</p> <p>O is spelt as a after w and qu.  watch, wander, quantity, squash. There are not many of these words.</p> <p>ar as or.  War, warm, towards  There are not many of these words</p> <p><b>Main teaching</b>  Commas in lists</p>	door poor floor more caught thought
<p><b>Dictation</b></p> <p>The poor door caught fire.  I will give more thought to keeping the floor clean.  The girl wants to drink some warm squash.</p>		
Week 22	<p><b>Revise</b> - o as a (watch) and ar as or (warm)</p> <p>zh sound  Television, treasure, usual</p>	grass after past class

	<p><b>Main teaching</b>  Words ending in -tion  Station, attention, explanation, question  fiction, motion, section, nation</p>	pass plant
<p><b>Dictation</b>  In the <b>past</b> I ran <b>fast</b> on the <b>grass</b>.  <b>After</b> I <b>passed</b> the station I saw a <b>plant</b>.  He <b>asked</b> a question about a fiction book.</p>		
Week 23	<p><b>Revise</b> - suffix s/es  Singular and plural.  Turning nouns into plurals  If the ending sounds like s or z. It is spelt as –s.  If the ending forms an extra syllable or beat  it is spelt –es.</p> <p>(rule most words 's' words ending in ch/sh/x  require 'es' but you can hear the difference  – try saying church or box with just an 's')</p> <p><b>Main teaching</b>  The plural of words ending in ey are formed  by adding –s., key, donkey, chimney,  monkey</p>	bath path fast last father
<p><b>Dictation</b>  My <b>father</b> came <b>last</b> at Sports Day.  He ran <b>past</b> four church<b>es</b> and saw nine chickens.</p>		
Week 24	<p><b>Revise:</b> Revise Y2 spelling rules – class specific  based on assessment</p> <p><b>Main teaching</b>  Plurals: Add-es to nouns and verbs ending in  –y.  The y is changed to I before –es is added</p> <p><b>flies, tries, replies, copies, babies, puppies,  lolly, dolly</b></p>	improve move through prove

## Dictation

He tries to **improve** when he flies the plane..  
**Move through** the **door** quickly **with** the babies.  
I can **prove** **eight** add **two** is **ten**.

Week  
25

**Revision** – Suffix es with root words ending in y (flies, tries, replies)

### Main teaching

Suffixes: The last consonant letter of the root word is doubled to keep the to keep the vowel 'short', e.g. hopping, skipping, fussing, winning). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes. Draw attention to long and short vowel sounds e.g. hopping (short vowel), hoping (long vowel)

steak  
break  
great

## Dictation

I was **full** of joy **because** I had a **great steak** at **break**.  
The hunter **er** hunted **ed** the lion.  
The long jumper **er** was so good at jumping **ing**. He jumped **ed** so high!

Week  
26

**Revision** – suffixes: long and short vowels (doubling consonants for short vowel sounds)

### Main teaching

Some words have short vowel sound but because they have two consonants at the end you don't need to double the final consonant (e.g. brush – brushed, brushing/fresh – freshest, fresher/dark – darkest, darker/quick – quickest, quickly, quicker

I'm  
it's  
he's  
she's  
you're

## Dictation

I'm happy **it's** **Sunday** and **she's** resting **ing**.  
**You're** not going **ing** to like it if **he's** not **here**.  
The boy was quick but she was quicker **er**.  
**Some people** said she was the quickest **est**.

Week  
27

**Revision** – suffixes: long and short vowels (doubling consonants for short vowel sounds)

### Main teaching

Use of the progressive form of verbs in the present and past tense to mark actions in

they're  
isn't  
can't  
didn't  
don't

	progress [for example, she is drumming, he was shouting]	
<p><b>Dictation</b></p> <p>Don't be sad that she cried today. They're going to cheer her up.</p> <p>She is much happier now.</p>		
Week 28	<p><b>Revise:</b> spelling rules taught so far – class specific based on assessment</p> <p>Suffixes: Add –ed, -ing, -er and –est to a root word ending in y with a consonant before it. The y is changed to i before –ed, -er, and –est are added but not before –ing or this would result in ii, e.g. skiing.</p> <p><b>copied, copier, happier, happiest, cried, replied</b></p> <p><b>but copying, crying, replying</b></p> <p>Main teaching</p> <p>Revision of capitalisation for pronouns</p>	<p>doesn't</p> <p>I'll</p> <p>he'll</p> <p>she'll</p> <p>we'll</p>
<p><b>Dictation</b></p> <p>We'll go hiking. She'll probably be the slowest but she is also the nicest so it doesn't matter.</p> <p>I'll run fast or he'll catch up with me.</p>		
Week 29	<p><b>Main teaching/revision</b></p> <p>Add the endings –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it.</p> <p>Suffixes: 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 is added. Exception: being</p> <p><b>hiking, hiked, hiker, nicer, nicest, shiny</b></p>	<p>you'll</p> <p>they'll</p> <p>it'll</p> <p>won't</p>
<p><b>Dictation</b></p> <p>It'll be sad to stay such a short time won't it?</p> <p>They hummed the saddest tune.</p> <p>You'll have to leave after break. They'll be so upset.</p>		

WEEK	Grammar	Sample Words	Words to Learn
Wee k 30	<p><b>Revise:</b> spelling rules taught so far – class specific based on assessment</p> <p><b>Main teaching</b></p> <p>Suffixes -ment, -ness, -ful, -less, -ly</p> <p>Most suffixes can be added straight onto root words if a suffix starts with a consonant letter. If the root words ends in a y 'change the y to an i and add the suffix. Sort words into those which are added straight on, and those which have changes to root word.</p> <p>happy happiness, happily plenty plentiful, enjoyment sadness careful hopeless playful plainness badly</p> <p>EXCEPTION WORD argument</p>		bare bear be bee blue blew
<p><b>Dictation</b></p> <p>The bear was full of happiness when the bee was so playful.</p> <p>He had to be careful of stings so he blew it away when it was on his nose.</p> <p>It was hopeless. He was full of sadness after the bee left him all on his own.</p>			
Wee k 31	<p><b>Revise</b> – words with suffixes –ment, -ful, -less, -ly</p> <p><b>Main teaching</b> – homophones and near homophones. Give sentences in context and discuss different spellings and ways to remember them.</p> <p>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</p>		cheep cheap deer dear few pew
<p><b>Dictation</b></p> <p>Phew! The games were so cheap! They only cost a few pounds more than before.</p> <p>The team were so unhappy and disappointed. They felt it was unfair that they lost the match.</p>			
Wee k 32	<p><b>Revise</b> - Reading words with contractions knowing that the apostrophe represents the omitted letter. can't</p>		wouldn't couldn't shouldn't

	<p>it's couldn't didn't hasn't I'll I'm doesn't</p> <p><b>Main teaching</b> Possessive apostrophe – singular</p> <p>The boy's The girl's The child's Megan's The man's</p>	
	<p><b>Dictation</b> You <b>wouldn't</b> be happy if you <b>couldn't</b> go to the park. You <b>shouldn't</b> be <b>un</b>kind to <b>others</b>.</p>	
Wee k 33	<p><b>Revision lesson – apostrophes</b></p> <p>Sort words with apostrophes for possession or plural (e.g. it is William's birthday, there are lots of Williams in this class.)</p>	<p>aren't hasn't haven't wasn't weren't</p>
<p><b>Dictation</b></p> <p><b>Haven't</b> we done this at <b>school</b>?</p> <p>I <b>wasn't</b> allowed to go <b>there</b>.</p> <p>She <b>hasn't</b> seen him yet.</p> <p><b>Aren't there some</b> blue sweets for me?</p> <p>You <b>weren't asked</b> to eat them.</p>		
Wee k 34	<p><b>Revise:</b> Apostrophes – possession and omission Apostrophe's right or wrong? <a href="http://www.curriculumbits.com/prodimages/details/english/amazing-apostrophes.html">http://www.curriculumbits.com/prodimages/details/english/amazing-apostrophes.html</a></p> <p><b>Main teaching</b> – homophones and near homophones. Give sentences in context and discuss different spellings and ways to remember them.</p> <p>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</p>	<p>For four some sun ate eight</p>

<b>Dictation</b>			
The boy's idea was to go on holiday and get some sun!			
The man's shirt had four stripes on it.			
I ate eight apples for my lunch.			
Wee k 35	<b>Revision lesson</b>		made maid night knight one won
Sentence types revision			
<b>Dictation</b>			
The knight lost and the maid won.			
One night I made a wonderful cup of tea.			
+ Class specific dictations.			
Wee k 36	<b>Revision lesson</b>		right write sail sale see sea
Class specific based on teacher assessment relating to suffixes, prefixes already taught, spelling rules, homophones etc. Assess where gaps are. Consolidation lesson.			
<b>Dictation</b>			
Is this the right way to go sailing? If we use the sails properly we should see where we are going on the sea.			
I can write a note to show people the way.			
Wee k 37	<b>Revision lesson</b>		sun son to too two
Class specific based on teacher assessment relating to suffixes, prefixes already taught, spelling rules, homophones etc. Assess where gaps are. Consolidation lesson.			
<b>Dictation</b>			
The sun is too hot if you sit there.			
My son sat there once and got sunburned!			

Wee k 38	<p><b>Revision lesson</b></p> <p>Class specific based on teacher assessment relating to suffixes, prefixes already taught, spelling rules, homophones etc. Assess where gaps are. Consolidation lesson.</p>	<p>there their they're witch which</p>
<p><b>Dictation</b></p> <p>They are over there.</p> <p>It is their turn.</p> <p>They're not here today.</p> <p>Which witch is the meanest?</p>		
Wee k 39	<p><b>Revision lesson</b></p> <p>Class specific based on teacher assessment relating to suffixes, prefixes already taught, spelling rules, homophones etc. Assess where gaps are. Consolidation lesson.</p>	<p>whole hole wood would your you're</p>
<p><b>Dictation</b></p> <p>I wouldn't like to play in the black woods.</p> <p>Your whole house is full of holes.</p>		

## National Curriculum objectives – reading

Pupils should be taught to:

- ♣ 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.

## National curriculum objectives – spelling

Spelling (see [English Appendix 1](#)) Pupils should be taught to:

- ♣ spell by:
  - ♣ 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 English 30 Statutory requirements
- ♣ apply spelling rules and guidance, as listed in English Appendix 1
- ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far