

## Phonics Long Term Plan (Letters and Sounds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Phase two tricky words: the, to, I, no, go, into</p> <p>Phase two high frequency words: a, dad, mum, big, it, at, is, on, up, back, if, but, of, his, him, had, in, got, an, as, can, off, not, get, and</p> <p>Phase three tricky words: he, she, we, me, be, was, you, they, all, are, my, her</p> <p>Phase three high frequency words: will, that, then, now, this, with, for, them, down, see, too, look</p> <p>Phase four tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>Phase four high frequency words: went, from, children, it's, just, help</p> <p>Phase five tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>Phase five high frequency words: made, your, came, saw, don't, very, make, put, old, I'm, by, about, house, time, day, people</p> <p>Phase 6+: See 'Year 2 common exception words'</p>						
<b>EYFS</b>	<p><b>Week 1: Phase One</b> General sound discrimination- environmental sounds</p> <p>-Listening skills -Awareness of sounds in the environment</p>	<p><b>Week 1: Phase Two</b> Introduce and teach set 1 letters: <i>s, a, t, p</i> Practise letters and sounds Oral blending and segmentation</p> <p>(Jolly Phonics songs to support teaching of letters and sounds)</p>	<p><b>Week 1: Phase Three</b> Introduce and teach set 6 letters: <i>j, v, w, x</i> Learn alphabet song Practise blending for reading Practise segmentation for spelling</p>	<p><b>Week 1: Phase Three</b> Introduce and teach the four vowel digraphs: <i>ow, oi, er</i> Practise letter names Teach reading the tricky word: <i>you</i></p>	<p><b>Week 1: Phase Four</b> Introduce and practise reading and spelling CVCC words Teach reading the tricky words: <i>said, so</i> Teach spelling the tricky words: <i>he, she, we, me, be</i></p>	<p><b>Week 1: Phase Four</b> Practise reading and spelling CVCC words Practise reading polysyllabic words Practise reading and spelling words containing phase 3 graphemes Practise reading and spelling high-frequency words</p>
	<p><b>Week 2: Phase One</b> General sound discrimination- instrumental sounds</p> <p>-Instrument sounds -Difference of sounds made with instruments -Matching sounds</p>	<p><b>Week 2: Phase Two</b> Introduce and teach set 2 letters: <i>m, i, n, d</i> Oral blending and segmentation Practise blending for reading Introduce reading of high frequency words: <i>is, it, in, at</i></p> <p>(Jolly Phonics songs to support teaching of letters and sounds)</p>	<p><b>Week 2: Phase Three</b> Introduce and teach set 7 letters: <i>y, z, zz, qu</i> Sing alphabet song Teach reading of tricky words: <i>he, she</i> Teach spelling of tricky words: <i>the, to</i></p>	<p><b>Week 2: Phase Three</b> Introduce and teach the four vowel digraphs: <i>ear, air, ure</i> Practise letter names Teach reading the tricky word: <i>they</i></p>	<p><b>Week 2: Phase Four</b> Introduce and practise reading and spelling CVCC words Teach reading the tricky words: <i>have, like, some, come</i> Teach spelling the tricky words: <i>was, you</i></p>	<p><b>Week 2: Phase Four</b> Practise reading and spelling CVCC words Practise reading polysyllabic words Practise reading and spelling words containing phase 3 graphemes Practise reading and spelling high-frequency words</p>
	<p><b>Week 3: Phase One</b> General sound discrimination- body percussion</p> <p>-Action songs -Distinguish between different sounds -Patterns of sounds -Explore sounds that can be made with our bodies -Follow the sound</p>	<p><b>Week 3: Phase Two</b> Introduce and teach set 3 letters: <i>g, o, c, k</i> Oral blending and segmentation Teach segmentation for spelling Introduce high frequency word: <i>and</i></p> <p>(Jolly Phonics songs to support teaching of letters and sounds)</p>	<p><b>Week 3: Phase Three</b> Introduce and teach the four consonant digraphs: <i>ch, sh, th, ng</i> Sing alphabet song Teach reading of tricky words: <i>we, me, be</i></p>	<p><b>Week 3: Phase Three</b> Practise letter names Teach reading the tricky word: <i>her</i> Practise reading captions and sentences Practise writing captions and sentences</p>	<p><b>Week 3: Phase Four</b> Introduce and practise reading and spelling words with adjacent consonants Teach reading the tricky words: <i>were, there, little, one</i> Teach spelling the tricky words: <i>they, all, are</i></p>	<p><b>Week 3: Phase Four</b> Practise reading and spelling CVCC words Practise reading polysyllabic words Practise reading and spelling words containing phase 3 graphemes</p>

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	<p><b>Week 4: Phase One</b> Rhythm and rhyme</p> <ul style="list-style-type: none"> <li>-Identify rhythm and rhyme with speech</li> <li>-Awareness of rhyme in words</li> <li>-Rhyming words</li> <li>-Rhyming books</li> <li>-Rhyming soup</li> <li>-Odd one out</li> <li>-Nursery rhymes</li> </ul>	<p><b>Week 4: Phase Two</b> Introduce and teach set 4 letters: <i>e, u, r, ck</i></p> <p>Oral blending and segmentation Practise segmentation for spelling Introduce tricky words: <i>to, the</i></p> <p>(Jolly Phonics songs to support teaching of letters and sounds)</p>	<p><b>Week 4: Phase Three</b> Introduce and teach the four vowel digraphs: <i>ai, ee, igh, oa</i> Sing alphabet song Teach reading of tricky word: <i>was</i> Teach spelling of tricky words: <i>no, go</i> Teach reading and spelling of high frequency words</p>	<p><b>Week 4: Phase Three</b> Practise letter names Teach reading the tricky word: <i>all</i> Practise reading and spelling high-frequency words Practise reading captions and sentences Practise writing captions and sentences</p>	<p><b>Week 4: Phase Four</b> Introduce and practise reading and spelling words with adjacent consonants Teach reading the tricky words: <i>do, when, out, what</i> Teach spelling the tricky words: <i>my, her</i></p>	<p><b>Week 4: Recap Week</b> Revision week/ Catch up week</p>
	<p><b>Week 5: Phase One</b> Alliteration</p> <ul style="list-style-type: none"> <li>-Listen and identify sounds at the beginning of words</li> <li>-Explore how sounds are articulated</li> <li>-Silly soup</li> </ul>	<p><b>Week 5: Phase Two</b> Introduce and teach set 5 letters: <i>h, b, f, l, ff, ll, ss</i></p> <p>Oral blending and segmentation Practise segmentation for spelling Introduce tricky words: <i>no, into, go, I</i></p> <p>(Jolly Phonics songs to support teaching of letters and sounds)</p>	<p><b>Week 5: Phase Three</b> Introduce and teach the four vowel digraphs: <i>oo, ar, or, ur</i> Sing alphabet song Teach reading the tricky word: <i>my</i> Teach reading and spelling of high frequency words Read two-syllable words</p>	<p><b>Week 5: Phase Three</b> Practise letter names Practise blending for reading Practise segmentation for spelling Teach reading the tricky word: <i>are</i> Practise reading and spelling high-frequency words</p>	<p><b>Week 5: Phase Four</b> Introduce and practise reading and spelling words with adjacent consonants Practise reading and spelling high-frequency words Practise reading sentences Practise writing sentences</p>	<p><b>Week 5: Recap Week</b> Revision week/ Catch up week</p>
	<p><b>Week 6: Phase One</b> Voice sounds -Explore vocal sounds -Animal noises</p>	<p><b>Week 6: Phase Two</b> Revise all letters and sounds Reading and writing of words and captions</p>	<p><b>Week 6: Phase Three</b> Revision week/ Assessment week</p>	<p><b>Week 6: Phase Three</b> Revision week/ Assessment week</p>	<p><b>Week 6: Phase Four</b> Revision week/ Assessment week</p>	<p><b>Week 6: Recap Week/</b> Revision week/ Catch up week</p>
	<p><b>Week 7: Phase One</b> Oral blending and segmenting</p>	<p><b>Week 7: Phase Two</b> Assessment week</p>				<p><b>Week 7: Assessment week</b></p>
Y1	<p><b>Week 1: Revision</b> Recall phase two and phase three graphemes Caption and sentence reading and writing Revise reading and spelling of tricky words: I, no, go, to, the, into</p>	<p><b>Week 1: Phase Five</b> Teaching reading of HF/Tricky words: <i>oh, their</i> Teaching spelling of HF/Tricky words: <i>said, so</i> Teach new graphemes for reading: <i>ay, ou, ie, ea</i> Practise reading and spelling words containing new graphemes</p>	<p><b>Week 1: Phase Five</b> Teaching reading of HF/Tricky words: <i>water, where, who, again, thought</i> Teaching spelling of HF/Tricky words: <i>little, one</i> Teach alternative pronunciations of graphemes for reading: <i>i (fin/find), o (hot/cold), c (cat/cent), g (got/gent)</i> Practise reading and spelling words with newly learned graphemes</p>	<p><b>Week 1: Phase Five</b> Teaching spelling of HF/Tricky words: <i>Mr, Mrs</i> Teach alternative graphemes for spelling: <i>igh / ie/ i-e/ y</i> Practise reading/spelling words containing alternative spellings Practise reading and spelling words with newly learned graphemes</p>	<p><b>Week 1: Phase Five</b> Teaching reading and spelling of HF words: <i>his, but, that, with, all, we</i> Teach alternative graphemes for spelling: <i>j/g/dge m/mb n/kn/gn</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 1: Phase Five</b> Teaching reading and spelling of HF words: <i>when, it's, see, looked, very</i> Teach alternative graphemes for reading and spelling: <i>s/c/sc</i> Practise reading/spelling words containing alternative spellings</p>

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<p><b>Week 2: Revision</b> Recall phase two and phase three graphemes Revise and practise reading two-syllable words Revise and practise spelling two-syllable words Caption and sentence reading and writing Revise reading and spelling of tricky words: he, she, we, me, be, was</p>	<p><b>Week 2: Phase Five</b> Teaching reading of HF/Tricky words: <i>people, looked</i> Teaching spelling of HF/Tricky words: <i>some, come</i> Teach new graphemes for reading: <i>oy, ir, ue, aw</i> Practise reading and spelling words containing new graphemes</p>	<p><b>Week 2: Phase Five</b> Teaching reading of HF/Tricky words: <i>through, work, mouse, many, laughed, because</i> Teaching spelling of HF/Tricky words: <i>do, when</i> Teach alternative pronunciations of graphemes for reading: <i>u (but/put), ow (cow/blow), ie (tie/field), ea (eat/bread)</i> Practise reading and spelling words with newly learned graphemes</p>	<p><b>Week 2: Phase Five</b> Teaching spelling of HF/Tricky words: <i>called, asked</i> Teach alternative graphemes for spelling: <i>oa/ oe/ o-e/ ow</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 2: Phase Five</b> Teaching reading and spelling of HF words: <i>can, are, up, had, my, her</i> Teach alternative graphemes for spelling: <i>or/aw/au/al/our</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 2: Phase Five</b> Teaching reading and spelling of HF words: <i>look, don't come, will, into</i> Teach alternative graphemes for reading and spelling: <i>e/ea i/y/ey</i> Practise reading/spelling words containing alternative spellings</p>
<p><b>Week 3: Revision</b> Recall phase two and phase three graphemes Revise and practise reading two-syllable words Revise and practise spelling two-syllable words Caption and sentence reading and writing Revise reading and spelling of tricky words: you, they, all, are, my, her</p>	<p><b>Week 3: Phase Five</b> Teaching reading of HF/Tricky words: <i>Mr, Mrs</i> Teaching spelling of HF/Tricky words: <i>have, like</i> Teach new graphemes for reading: <i>wh, ph, ew, oe, au</i> Practise reading and spelling words containing new graphemes</p>	<p><b>Week 3: Phase Five</b> Teaching reading of HF/Tricky words: <i>different, any, eyes, friends, once, please</i> Teaching spelling of HF/Tricky words: <i>what, out</i> Teach alternative pronunciations of graphemes for reading: <i>er (farmer/her), a (hat/what), y (yes/by/very), ch (chin/school/chef), ou (out/shoulder/could/you)</i> Practise reading and spelling words with newly learned graphemes</p>	<p><b>Week 3: Phase Five</b> Teaching spelling of all HF/Tricky words Teach alternative graphemes for spelling: <i>oo/ ue/ u-e/ ew</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 3: Phase Five</b> Teaching reading and spelling of HF words: <i>what, there, out, this, have</i> Teach alternative graphemes for spelling: <i>ur/ir/er/ear</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 3: Phase Five</b> Teaching reading and spelling of HF words: <i>back, from, children, him, Mr, get, just, now, came, oh</i> Teach alternative graphemes for reading and spelling: <i>sh/ch/tion/ssion</i> Practise reading/spelling words containing alternative spellings</p>
<p><b>Week 4: Revision</b> Recall phase two and phase three graphemes Revise and practise reading two-syllable words Revise and practise spelling two-syllable words Caption and sentence reading and writing Revise reading and spelling of tricky words: said, have, like, so, do, some</p>	<p><b>Week 4: Phase Five</b> Teaching reading of HF/Tricky words: <i>called, asked</i> Teaching spelling of HF/Tricky words: <i>were, there</i> Teach new graphemes for reading: <i>a-e, e-e, i-e, o-e, u-e</i> Practise reading and spelling words containing new graphemes</p>	<p><b>Week 4: Phase Five</b> Teaching spelling of HF/Tricky words: <i>oh, their</i> Teach alternative graphemes for spelling: <i>ai / ay/ a-e/ ey/ eigh</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 4: Phase Five</b> Teaching reading and spelling of HF words: <i>the, and, a, to, said, in</i> Teach alternative graphemes for spelling: <i>c/k/ck/qu/x/ch</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 4: Phase Five</b> Teaching reading and spelling of HF words: <i>went, be, like, some, so</i> Teach alternative graphemes for spelling: <i>ow/ou oi/oy</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 4: Phase Five- Revision</b> Teaching reading and spelling of HF words: <i>about, got, their, people, your, put, could, house, old, too</i> Practise reading/spelling words containing alternative spellings</p>

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	<p><b>Week 5: Revision</b> Recall phase two and phase three graphemes Revise and practise reading two-syllable words Revise and practise spelling two-syllable words Caption and sentence reading and writing Revise reading and spelling of tricky words: come, were, there, little, one, when, out</p>	<p><b>Week 5: Phase Five</b> Teaching reading of HF/Tricky words: <i>oh, their</i> Teaching spelling of HF/Tricky words: <i>said, so</i> Teach new grapheme for reading: <i>zh (treasure)</i> Practise reading and spelling words containing new graphemes</p>	<p><b>Week 5: Phase Five</b> Teaching spelling of HF/Tricky words: <i>people, looked</i> Teach alternative graphemes for spelling: <i>ee / ea/ e-e/ ey/ y/ ie</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 5: Phase Five</b> Teaching reading and spelling of HF/Tricky words: <i>he, I, of, it, was, you</i> Teach alternative graphemes for spelling: <i>ch/tch f/ph</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 5: Phase Five</b> Teaching reading and spelling of HF words: <i>not, ten, wre, go, little, as, no, mum, one, them, do, me, down, dad, big</i> Teach alternative graphemes for spelling: <i>ear/ere/eer air/are/ear</i> Practise reading/spelling words containing alternative spellings</p>	<p><b>Week 5: Phase Five- Revision</b> Teaching reading and spelling of HF words: <i>by, day, made, time, T'm, if, help, Mrs, called, here</i> Practise reading/spelling words containing alternative spellings</p>
	<p><b>Week 6: Revision</b> Recall phase two and phase three graphemes Revise and practise reading two-syllable words Revise and practise spelling two-syllable words Caption and sentence reading and writing Revise reading and spelling of all phase 2, phase 3 and phase 4 tricky words</p>	<p><b>Week 6: Phase Five</b> Recall phase two and phase three graphemes Revise all phase 5 graphemes for reading Practise reading words containing new graphemes Practise spelling words containing new graphemes Practise reading and spelling taught HF/tricky words</p>	<p><b>Week 6: Phase 5</b> Revision week/ Assessment week</p>	<p><b>Week 6: Phase 5</b> Revision week/ Assessment week</p>	<p><b>Week 6: Phase 5</b> Revision week/ Assessment week</p>	<p><b>Week 6: Phase Five- Revision</b> Teaching reading and spelling of HF words: <i>off, asked, saw, make, an</i> Practise reading/spelling words containing alternative spellings</p>
	<p><b>Week 7: Phase 2/3/4</b> Revision/Assessment week</p>	<p><b>Week 7: Phase 5</b> Assessment week</p>				<p><b>Week 7: Phase 5</b> Assessment week</p>
Y2	<p><b>Week 1: Revision</b> Recall phase 5 graphemes for reading Recall phase 5 alternative pronunciations/spellings.</p>	<p><b>Week 1: Revision</b> Recall phase 5 alternative spellings - read and write. Recall suffixes ed/ing/er/est Practise reading and spelling words with the suffixes ed/ing/er/est.</p>	<p><b>Week 1: Revision</b> Recall phase 5 alternative spellings - read and write. Recall suffixes ed/ing/er/est/ly Practise reading and spelling words with the suffixes ed/ing/er/est/ ly</p>	<p><b>Week 1: Revision</b> Recall phase 5 alternative spellings - read and write. Recall suffixes ed/ing/er/est/ly/ful/less Practise reading and spelling words with the suffixes ed/ing/er/est/ly/ful/less Recall plurals - s/es/ies/ves</p>	<p><b>Week 1: Revision</b> Recall phase 5 alternative spellings - read and write. Recall common prefixes un/dis/mis/micro /re. Recap contractions - match to two base words. Recap where the apostrophe goes.</p>	<p><b>Week 1: Revision</b> Recall phase 5 alternative spellings - read and write. Recall main suffixes and associated rules. Practise reading and spelling words with the main suffixes.</p>

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<p><b>Week 2: Phase 6</b> Introduce suffixes <b>ed / ing</b> - looking at tenses and rules for adding ed and ing to verbs. Practise reading and spelling words with ed and ing ending. <b>Teach spelling of Y2 common exception words - daily flash cards door floor poor Mr Mrs eye</b></p>	<p><b>Week 2: Phase 6</b> Introduce compound words Teach what a compound word is. Practise reading and identifying them in texts. Practise spelling compound words. <b>Teach spelling of Y2 common exception words - daily flash cards who whole any many half father</b></p>	<p><b>Week 2: Phase 6</b> Introduce plurals - different rules - <b>s/es</b> Read plurals in sentences and longer texts. Apply and write plurals in sentences. <b>Teach spelling of Y2 common exception words - daily flash cards money sugar sure hour</b></p>	<p><b>Week 2: Phase 6</b> Teach adding the suffix <b>y</b> to a base word - funny, smoky, sandy Read words that contain the suffix y. Apply and write sentences with words that contain the suffix y.</p>	<p><b>Week 2: Phase 6</b> Teach different spelling strategies - mnemonics / analogy / syllables / base word Use spelling strategies to spell common problem words.</p>	<p><b>Week 2: Phase 6</b> Teach spelling choices - <b>le /el / il /al</b> Read words that contain these spelling choices. Spelling investigation to identify spelling choice. Practise spelling choice. Apply - write words within a sentence.</p>
<p><b>Week 3: Phase 6</b> <b>Just add suffix / doubling rule/cross off e.</b> <b>Teach spelling of Y2 common exception words - daily flash cards old cold hold gold told because</b></p>	<p><b>Week 3: Phase 6</b> Compound words Recap compound words and look at examples. Practise matching base words to create new compound words. Practise reading real and nonsense words - which are compound words? <b>Teach spelling of Y2 common exception words - daily flash cards great break steak path bath water</b></p>	<p><b>Week 3: Phase 6</b> Teach more plural rules - different rules <b>ies/ves</b> Read plurals in sentences and longer texts. Apply and write plurals in sentences.</p>	<p><b>Week 3: Phase 6</b> Teach contractions. Read contractions within sentences and text. Apply and write contractions within sentences. Re-write sentences using contractions.</p>	<p><b>Week 3: Phase 6</b> Teach the spelling of silent letters - <b>k /g/b/w</b> Read words that contain silent letters. Apply - writing words that contain silent letters. Use words that contain silent letters to complete sentences.</p>	<p><b>Week 3: Phase 6</b> Teach spelling choices - <b>tion / cian / sion</b> Read words that contain these spelling choices. Spelling investigation to identify spelling choice. Practise spelling choice. Apply - write words within a sentence.</p>
<p><b>Week 4: Phase 6</b> <b>Focus on irregular past tenses</b> go - went come - came say - said Use familiar texts - read past tense and change into present tense <b>Teach spelling of Y2 common exception words - daily flash cards find mind kind behind wild child</b></p>	<p><b>Week 4: Phase 6</b> Teach syllables Practise clapping syllables within words. Robot talk to identify syllables as a spelling strategy. Read and sort words with different number of syllables. <b>Teach spelling of Y2 common exception words - daily flash cards every everybody because pretty beautiful</b></p>	<p><b>Week 4: Phase 6</b> Teach irregular verbs - words that change completely or stay the same. Sort verbs according to the rules. Recap spelling of Y2 common exception words - flash cards / regular spelling / reading</p>	<p><b>Week 4: Phase 6</b> Recap contractions. Focus on the position of the apostrophe within the contraction. Compare use of apostrophe used in contractions and apostrophe for possession.</p>	<p><b>Week 4: Phase 6</b> Revision / SATs practice Recap spelling of Y2 common exception words - flash cards / regular spelling / reading</p>	<p><b>Week 4: Phase 6</b> Teach homophones - <b>two / too / to /their / there/they're</b> Read words that contain these spelling choices. Spelling investigation to identify spelling choice. Practise spelling choice. Apply - write words within a sentence. Practise 'does it look right' strategy. Try different spelling choices.</p>

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<p><b>Week 5: Phase 6</b> Introduce adding the suffixes <b>er</b> and <b>est</b> to adjectives to compare - rules for adding these - just add <b>er est</b> / doubling /cross of <b>y</b> <b>Teach spelling of Y2 common exception words - daily flash cards class glass pass fast last past</b></p>	<p><b>Week 5: Phase 6</b> Teach adding the suffix <b>ly</b> to a root/ base word. Read words that contain the suffix <b>ly</b>. Apply - write words that contain the suffix <b>ly</b>. <b>Teach spelling of Y2 common exception words - daily flash cards after parents clothes busy even again</b></p>	<p><b>Week 5: Phase 6</b> Teach adding the suffixes <b>ful, less</b> Read words that contain <b>ful</b> and <b>less</b> Apply by writing words containing <b>ful</b> and <b>less</b>. Recap spelling of Y2 common exception words - flash cards / regular spelling / reading</p>	<p><b>Week 5: Phase 6</b> Teach different affixes - suffixes and prefixes. Teach adding the prefixes <b>un / mis / dis</b>. Identify examples of words that contain prefixes. Read and spell words that contain <b>un/mis/dis</b>. Discuss the meaning of the prefix - how does the base word change. Apply - writing sentences</p>	<p><b>Week 5: Phase 6</b> Revision / SATs practice Recap spelling of Y2 common exception words - flash cards / regular spelling / reading</p>	<p><b>Week 5: Phase 6</b> Recap of skills and spelling strategies Syllables / base words / analogy / mnemonics</p>
<p><b>Week 6: Phase 6</b> Recap adding the suffixes <b>er</b> and <b>est</b> to adjectives to compare - rules for adding these - just add <b>er est</b> / doubling /cross of <b>y</b> <b>Teach spelling of Y2 common exception words - daily flash cards could should would move prove improve HF words sent home for spelling practice</b></p>	<p><b>Week 6: Phase 6</b> Teach adding the suffix <b>ly</b> to a root word - focus on the different rules. <b>sad - sadly</b> <b>happy - happily</b> <b>gentle - gently</b> <b>careful - carefully</b> <b>magic - magically</b> <b>Teach spelling of Y2 common exception words - daily flash cards Christmas only both most children plant</b></p>	<p><b>Week 6: Phase 6</b> Teach adding the suffixes <b>ness, ment</b>. Read words that contain these suffixes. Apply - writing sentences that contain words with these suffixes.</p>	<p><b>Week 6: Phase 6</b> Teach adding the prefixes <b>micro / re</b> Read and spell words that contain these prefixes. Apply - writing sentences. Recap spelling of Y2 common exception words - flash cards / regular spelling / reading</p>	<p><b>Week 6: Assessment</b> Revision / SATs practice Recap spelling of Y2 common exception words - flash cards / regular spelling / reading</p>	<p><b>Week 6: Assessment</b> Recap of skills and spelling strategies Recap spelling of Y2 common exception words - flash cards / regular spelling / reading</p>
<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Editing and re-reading their own work as part of the writing process</li> <li>• Links with handwriting</li> <li>• Using dictionaries and spell checkers</li> <li>• Scribing</li> <li>• Dictation</li> </ul>					
<p><b>Week 7: Assessment</b></p>	<p><b>Week 7: Assessment</b></p>				<p><b>Week 7:</b></p>