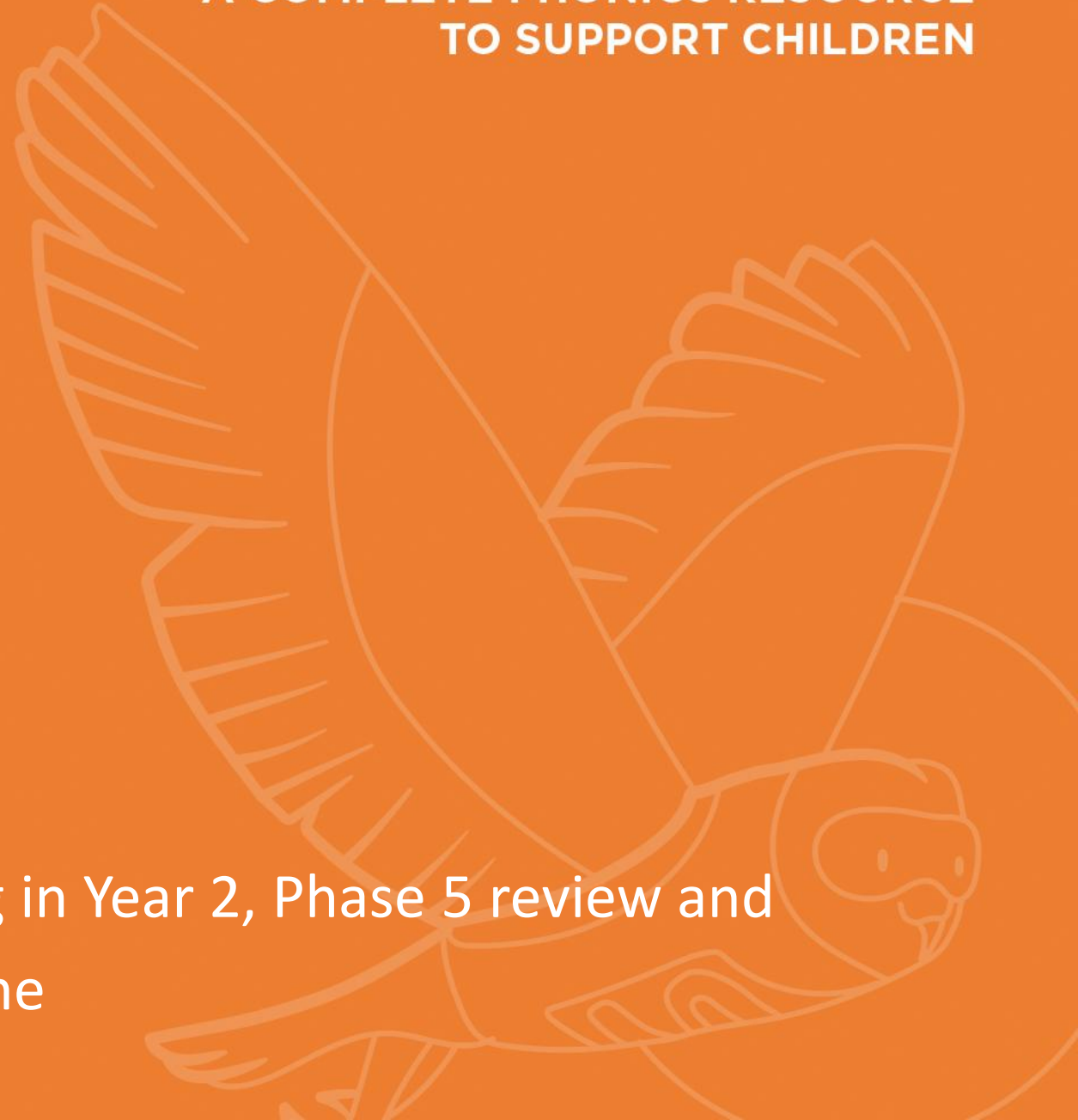




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and reading in Year 2, Phase 5 review and introduction to the spellings programme



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment













Adjacent consonant

Split digraph

Phase 5 graphemes, including all alternatives

















Complete the code mat

 /s/ s ss c ce se st sc	 /t/ t tt tte	 /p/ p pp	 /n/ n nn kn gn	 /m/ m mm mb mn	 /d/ d dd	 /g/ g gg gu gue gh	 /c/ c k ck ch cc que	 /r/ r rr wr rh	 /h/ h
 /b/ b bb	 /f/ f ff ph	 /l/ l ll le al	 /j/ j g ge dge	 /v/ v ve vv	 /w/ w wh u	 /x/ x	 /y/ y	 /z/ s se z zz ze	 /qu/ qu
 /ch/ ch tch ture*	 /sh/ sh ti ch ssi ci si s	 /th/ th the	 /ng/ ng	 /nk/ nk	 /a/ a	 /e/ e ea	 /i/ i y	 /o/ o a au	 /u/ u o ou o-e

*This GPC has a slight schwa at the end: 'chuh'.

GPCs in order of frequency.

Complete the code mat

 /ai/ a-e ai ay a eigh ea ey ei aigh	 /ee/ y ea ee e ie ey i-e ei e-e	 /igh/ igh i-e i y ie	 /oa/ ow o o-e oa oe ou	 /oo/ oo u ue ew u-e ou ui	 /yoo/ u u-e ew ue	 /oo/ oo u* oul	 /ar/ ar a* al
 /or/ or a aw au ore oor al oar our ar augh aur	 /ur/ er ur ir or ear	 /ow/ ou ow	 /oi/ oi oy	 /ear/ ear eer er ere	 /air/ air are ear ere ar	 /zh/ si su ge	 /er/ er a or ar our re r

*depending on regional accent

GPCs in order of frequency.

Graphemes
for schwa at
the end of
words

Phase 5 Review

Phase 5 review

Autumn 1	Coverage	Tricky words*	National Curriculum statutory requirements for spelling, Year 2
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole	The /aɪ/ sound spelt -y at the end of words The /i:/ sound spelt -ey
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents	The /ɜ:/ sound spelt or after w
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture** /sh/ sh ti ch ssi ci si	thought sure	The /ɔ:/ sound spelt a before l and ll
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh***	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 The /s/ sound spelt c before e, i and y The /ɒ/ sound spelt a after w and qu The /ʌ/ sound spelt o
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend	

We have reviewed Phase 5 and are now moving on to our spelling programme for most children.



Reading and spelling



Spelling Programme

- Little Wandle Spelling builds on children’s knowledge of the alphabetic code and teaches them how to spell with confidence. The programme provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2.
- The Bridge to spelling teaches the children how to ‘think about spelling’.
- Over five weeks of daily lessons, the children complete the alphabetic code and learn the underpinning concepts of spelling.

Bridge to Spellings



Bridge to spelling

Autumn 2	Coverage	National Curriculum statutory requirements for spelling, Year 2
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Homophones and near-homophones
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

Spelling Units

Spelling units

- Common exception words with GPCs not yet learned are included in the 'Prickly spellings' column.
- Homophones and near-homophones are taught throughout (see 'Homophones' column).

Term	Unit	Coverage	Prickly spellings	Homophones	National Curriculum statutory requirements for spelling, Year 2	
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night	The /n/ sound sp and (less often) g at the beginning. The /r/ sound sp the beginning of
	Week 2					
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won	Adding the endin -ed, -er, -est and words ending in consonant before
	Week 4					
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear	The /dʒ/ sound s and dge at the end of words, and sometimes spelt elsewhere in wor e, i and y

Term	Unit	Coverage	Prickly spellings	Homophones	National Curriculum statutory requirements for spelling, Year 2	
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour	The /b/ sound spelt a after w and qu The /s:/ sound spelt or after w The /ɔ:/ sound spelt ar after w
	Week 2					
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet	Adding -es to nouns and verbs ending in -y
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea	The /i:/ sound spelt ey
	Week 5	7	Why do some words end -le, -al, -il or -el?	Review	to/too/two	The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il The /l/ or /əl/ sound spelt -el at the end of words
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear	The /s/ sound spelt c before e, i and y
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee	The /ʒ/ sound spelt s
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word?	parents because	bare/bear	The suffixes -ment, -ness, -ful, -less and -ly
	Week 4					
	Week 5	11	How can I show missing letters in a word?	Review	there/their/they're	Contractions

Common exception words



Common exception words

Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the *a* in these words is pronounced /æ/, as in *cat*.

Great, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.

Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

National Curriculum reading expectations

Year 2 programme of study

Reading – word reading

Statutory requirements

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.

Statutory requirements

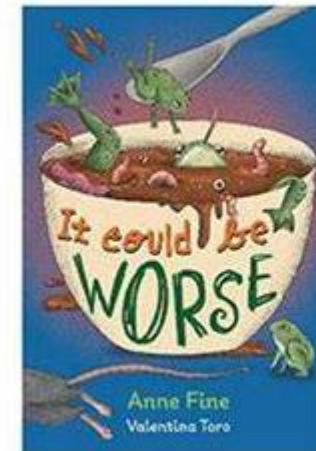
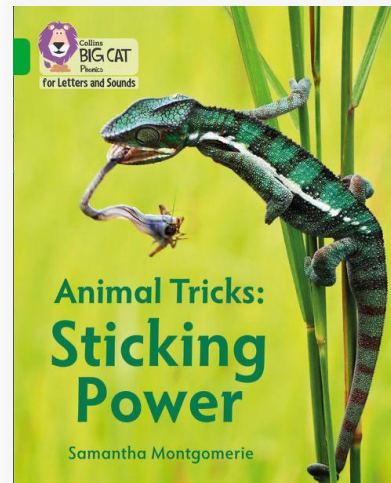
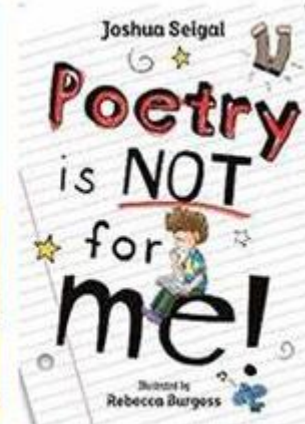
Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



Reading a book at the right level

This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



Fluency



- Children will be assessed regularly to decide when they are ready to move on to our fluency reading books.
- They will need to be reading at a rate of at least 60 words per minute and with an accuracy of 90% or more before they will be moved to the fluency books.
- Until that point, the children will continue reading books from our main reading programme.



End of year expectations



Working at the expected standard

The pupil can:

- accurately read most words of 2 or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate** books, the pupil can:

- read most words accurately without overt sounding and blending, and with sufficient fluency to allow them to focus on their understanding rather than on decoding individual words***
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

A reading speed of 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding.



Reading at home

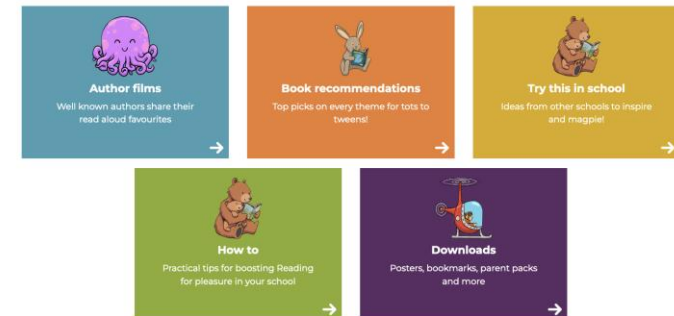
The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Supporting your child with phonics



Videos



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**



How to say Phase 5 sounds



**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

