

Phonics into Spelling progression in Year 2

Following Little Wandle progression

| Year 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|--|---|--|---|--|--------|
| Autumn 1 Phase 5 review | /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 | /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 | /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 | /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** | ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ friend | Review |
| Autumn 2 Bridge to spelling | What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? | Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? | Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? | 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? | 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? | Review |
| Spring 1 | Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night | | Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? any many one/won | | Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? Review where/wear | |
| Spring 2 | The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? who whole our/hour | | Why do I swap the 'y' for an 'i' when I add the suffix -es? people friend quite/quiet | Why do some words have the spelling 'ey' for the sound /ee/? move improve see/sea | Why do some words end -le, -al, -il or -el? Review to/too/two | Review |
| Summer 1 | Why does 'c' make the sound /s/ in some words? beautiful laugh here/hear | How can I spell the sound /zh/? busy pretty be/bee | What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? parents because bare/bear | | How can I show missing letters in a word? Review there/their/they're | Review |
| Summer 2 | Why do some longer words have the spelling 'ti' for /sh/? eye shoe sun/son | | How do I use the possessive apostrophe (singular possession)? thought through whole/hole | When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Review blue/blew | | Review |

