

Year Two Information Session – 23/1/24



End of Year Two expectations for reading:

- 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 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.
- Re-read these books to build up their fluency and confidence in word reading.

Alternative Graphemes

There are 44 main sounds (phonemes) in the English Language.

There are more than 150 ways to represent those 44 sounds using our 26 alphabet letters.

Ai, ay, a_e, a, ei, eigh, ea, ey

End of Year Two expectations for spelling:

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.
- Use suffixes to spell longer words, including -ment, -ness, -ful, -less, -y.

Essential Spellings

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Day 1	Vowels/cons onants	Spelling igh	Spelling – g	Spelling – kn	ee/ spelled ey	/or/ spelled oor	u/ spelled o
Day 2	Spelling -ai	Spelling – oa	Spelling – ge	Spelling – gn	s/ spelled c	CEW's	o/ spelled a
Day 3	Spelling -ee	Spelling – (y) oo	Spelling – dge	Spelling – wr	l/ spelled	igh/ spelled i	or/ spelled /al

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Day 1	zh/ spelled s	/ur/ spelled or	j/ spelled g	/j/ spelled ge	u/ spelled o	oo/ spelled o	j/ spelled dge
Day 2	zh/ spelled si	/or/ spelled ar	n/ spelled gn	n/ spelled kn	zh/ spelled s si	h/ spelled wh	o/ spelled a
Day 3	Homophone s	Homphon es	/s/ spelled c	ee/ spelled ey	r/ spelled wr	ai/ spelled ea	or/ spelled /al

Typical Phonics session:

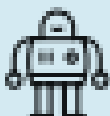
Showcase – Introduce the lesson focus

Sample spellings – Read words with the spelling in.

Spelling study - Discuss and identify the way the grapheme has been spelled and where it is located within the word.

Apply - Write words with the spelling using the spelling sequence.

Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing.

We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense.

How to support at home

- Paint your words onto paper, write them in water with a big brush onto the outside wall of the house, or write them on the ground with coloured chalks.
- Write out the letters in the words with different coloured felt-tips or pencil crayons.
- Make a word search with your words and list them underneath.
- Pairs: Create a double set of the words your child is finding tricky. Pick up two cards at a time until they find a pair. Can they verbally spell it out to you?
- Spelling Puzzle: Make a home-made puzzle by writing the words in large on a piece of card. Get your child to cut it up and then can they piece it back together again?