**Phonics Spring (1) Planning Year 2 – overview**

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| Week 1  17 Apr | | Week 2  24 Apr | Week 3  1 May | Week 4  8 May | Week 5  15 May | Week 6  22 May |
| Alternative spelling ear/ar  **Giant Phonics slides: 44/45**  Spellings:  Steer, cheer, basket, father, calm  **5 common**  **exception words:**  **prove, after, behind, fast, improve** | | Alternative spelling air/or  **Giant Phonics slides: 46/47**  Spellings:  where  everywhere  tournament  fourteen  court  **because, whole, climb, many, great** | Alternative spelling ur/oo  **Giant Phonics slides:**  **48/49**  Spellings:  worship  worm  rehearsal  pudding  playful  **streak, busy, people, pretty, beautiful** | Alternative spelling ai/ee  **Giant Phonics slides: 50/51**  Spellings:  shame  crayon  donkey  chimney  valley  **after, fast, father, past, class** | Alternative spelling igh/oa  **Giant Phonics slides: 52/53**  Spellings:  denied  invite  replied  echoes  loaf  **water, again, grass, plant, hour** | Alternative spelling oo+(y)oo/sh  **Giant Phonics slides: 54/55**  Spellings:  amuse  rescue  stew  artificial  mission  **half, money, improve, sugar, would** |
| **Year 3/4 common exception words**  **Imogen, Logan**  Straight, answer, continue, forwards, library | | possess, strange, appear, decide, fruit | material, possession, strength, arrive, describe | grammar, medicine, possible, suppose, believe | Different, group, mention, potatoes, surprise | Bicycle, difficult, guard, minute, pressure |
| **Suggested activities for practise and Apply** | Give children large sheet of paper to draw a squiggly pattern on with loops. Then in each loop to write a spelling words as many times as they can.  Children can write their spelling words with their non-writing hand  Children can write their spelling words in different coloured pens  Children can write their spelling words backwards (last letter first)  Children use one of their spelling words and write it vertically and then see many other words they can use to make a crossword puzzle with this word (can they add more than one of their spelling words?) | | | | | |

Planning for Phonics

**Weekly planning (each week follows same format, changed according to phoneme’/grapheme being taught) Mon/Tues use Giant phonics slides as example below shows. Other two sessions use some of the suggested activities above. Make sure children put back their white boards and pens neatly in the phonics box in Conkers classroom (year 3 children can use their own from their classroom).**

Week 1

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| --- | --- | --- | --- | --- |
| w/c 17 Apr | Introduce | Revisit | Teach | Practise & Apply |
| Revise ear/ar phonemes. What do we know about these graphemes? | We are learning the alternative pronunciation and spelling for ear/ar phoneme and how to read and write them. Common exception words:  **Year 2:** **prove, after, behind, fast, improve**  Year 3 and 4: **Straight, answer, continue, forwards, library** | Go through slideshow but don’t use the tricky words, use flashcards with common exception words on. | Stop at pictures on slideshow and ‘chop’ the word before the spelling is displayed. Ensure that the children are clear about the sound that is being made. | Give children some spelling words to write on their boards:  Discuss what sound the focus phoneme is making in each case. Once children have written each word say ‘one, two, three show me!’ to check. Go to slide with sentence on and read together. When you get to word with g phoneme in stop and ‘chop’ the word with the children. |