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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the dge and g graphemes.**  **Teach adding suffixes s, ing and ed**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: great, break, steak, find, mind, kind, behind.** | **Can they recognise the dge and g graphemes?**  **Can they blend the dge, g graphemes and other graphemes to read words?**  **Can they segment the dge, g graphemes and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: great, break, steak, find, mind, kind, behind?** | | | | | | |
| **Week 1** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the [Year 1 **ck** grapheme](https://monsterphonics.com/resources/ck-ss-ii-ff-zz/) using the flashcards provided. | Recap the [Year 1 **ll** grapheme](https://monsterphonics.com/resources/ck-ss-ii-ff-zz/) using the flashcards provided. | Recap the [Year 1 **ss** grapheme](https://monsterphonics.com/resources/ck-ss-ii-ff-zz/) using the flashcards provided. | Recap the [Year 1 **zz** grapheme](https://monsterphonics.com/resources/ck-ss-ii-ff-zz/) using the flashcards provided. | Read through **dge** and **g** words on the PowerPoints.  CEWs  Add the [Year 2 CEW](https://monsterphonics.com/resources/year-1-common-exception-words-flashcards-2/) flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. |
| **Teach**  Teach new graphemes. | Teach the **dge** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Watch the video ‘Fridge the Bridge’.  Read the **dge** words in the PowerPoint, which shows how to add the suffixes **s**, **ing** and **ed**.  Play Rhyming Pairs. | Recap **dge** and how to add suffixes **s ing** and **ed**.  Use the following sentences as examples.  The badges are great.  I am edging my painting.  They budged closer.  We play a dodging game at break.  The lodges are edged in red. | Teach the **g** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Teach the **e**/**i**/**y** rule.  Read the **g** words.  Sort words into soft **g** words (into the glass) and hard **g** words (into the Magician’s hat). | Recap the soft **g** grapheme and the rule for reading a soft and hard **g**.  Look at the examples:  **gym energy gentle huge magical ginger**  Which is the most and least common - **ge gi** or **gy**? |
| **Main Activity**  Reading and writing words with the new grapheme. | Write **dge** sentences that correspond to the **dge** Games Sequence. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/)  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **dge**. | Play the sorting **g** game in groups of three. Each child owns either **ge gi** or **gy**. Each takes a picture from the pile. If the picture is of a word that contains their grapheme, then they get to keep it. The winner is the player who collects the most cards. Record on Record Sheets. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/)  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **g**. | Weekly Spelling Test. |
| **Plenary** | Sing the song ‘Fridge the Bridge’. | How many rhyming **dge** pairs can the class remember? Discuss in pairs. | Share Record Sheets. Collate these to make a Magic Spell Book for the class. |  |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **great break steak** – the **ea** usually either makes a long or short **e**. Here it is making a long Angry Red A sound. This occurs in very few words. These are the only ones that children need to learn. | **Year 2 CEWs**  Recap **great break steak**. | **Year 2 CEWs**  **find mind kind behind** - all have an open syllable **i**,which makes the long Yellow I sound.  **behind** - also has an open syllable **e**. | **Year 2 CEWs**  Recap **find mind kind behind**. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the soft c and the kn (silent k) graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: wild, child, climb, old, gold, hold, cold, told.** | **Can they recognise the soft c and the kn (silent k) graphemes?**  **Can they blend the soft c and the kn (silent k) graphemes and other graphemes to read words?**  **Can they segment the soft c and the kn (silent k) graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: wild, child, climb, old, gold, hold, cold, told?** | | | | | | | |
| **Week 2** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the [Year 1 **ff** grapheme](https://monsterphonics.com/resources/ck-ss-ii-ff-zz/) using the flashcards provided. | Recap the Year 1 **nk** grapheme using the flashcards provided. | Recap the [Year 1 **tch** grapheme](https://monsterphonics.com/resources/tch-2/) using the flashcards provided. | Recap the Year 1 **ve** grapheme using the flashcards provided. | Read through **c** and **kn** words on the PowerPoints.  CEWs  Add the [Year 2 CEWs](https://monsterphonics.com/resources/year-1-common-exception-words-flashcards-2/)  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. | |
| **Teach**  Teach new graphemes. | Teach the **c** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Teach the **e**/**i**/**y** rule.  Watch the video ‘The sad Prince and Princess.  Sort words into soft **c** words (into the cat) and hard **g** words (into the ice-cream). | Recap **c** and the highlighted features from yesterday’s lesson  - the **ce** ending is common where the e makes no sound (**dance prince**).  - vowels preceding the soft **c** sometimes make unusual sounds (**lettuce necklace palace**). | Teach the **kn** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Fingers to your lips, ghost letter **k** makes no sound.  Read the **kn** words. Look at **know**/**knew** and **knife**/**knives**.  Sing ‘The Knocking Knees Twist’. Listen to Shakespeare! | Recap the soft **kn** grapheme.  Look at the examples. Together, can the class recall the **kn** words in the song ‘Knocking Knees Twist’?  Recap **know**/**knew** and **knife**/**knives**. |
| **Main Activity**  Reading and writing words with the new grapheme. | Play the sorting **c** game in groups of three if possible. Each child owns either  **ce ci** or **cy**. Each takes a picture from the pile. If the picture is of a word that contains their grapheme, then they get to keep it. The winner is the player who collects the most cards. Record on Record Sheets. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/)  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word Search **c**. | Write the correct **kn** words in the missing song lyrics.  Write the **k** in outline to show that it is a ghost letter – it is present but makes no sound. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/)  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The Key focus is on memory.  3. Word Search **kn**. | Weekly Spelling Test. | |
| **Plenary** | Share Record Sheets. Collate these to make a Magic Spell Book for the class. | Sing the song sounding out the silent letters. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **wild child climb** - all have an open syllable **i**,which makes the long Yellow I sound -  **climb** also has a silent **b**.  Note that the plural of **child** is **children**, which does not have a long **i** sound. | **Year 2 CEWs**  Recap **wild child climb**. | **Year 2 CEWs**  **old gold hold cold told** - all have an open syllable **i**,which makes the long Yellow I sound - **behind** also has an open syllable e. | **Year 2 CEWs**  Recap **old gold hold cold told**. | - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the gn (silent g) and the wr (silent w) graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: would, could, should, door, floor, poor** | **Can they recognise the gn (silent g) and the wr (silent w) graphemes?**  **Can they blend gn (silent g) and the wr (silent w) graphemes and other graphemes to read words?**  **Can they segment the gn (silent g) and the wr (silent w) graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: would, could, should, door, floor, poor?** | | | | | | |
| **Week 3** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **ai** grapheme using the flashcards provided. | Recap the Year 1 **oi** grapheme using the flashcards provided. | Recap the Year 1 **ay** grapheme using the flashcards provided. | Recap the Year 1 **oy** grapheme using the flashcards provided. | Use the PowerPoints to read through **gn** and **wr** words.  CEWs  Add the [Year 2 CEWs](https://monsterphonics.com/resources/year-1-common-exception-words-flashcards-2/)  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. |
| **Teach**  Teach new graphemes. | Teach the **gn** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Fingers to your lips, ghost letter **g** makes no sound.  Listen to Shakespeare.  Play the **gn** Memory Game. | Recap **gn** and read through the words in the PowerPoint  - there are not many words that have the **gn** grapheme.  In pairs, holding whiteboards, recap the **gn** Memory Game. Have the class remembered all of the words? | Teach the **wr** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Fingers to your lips, ghost letter **w** makes no sound.  Read the **wr** words. Focus on how to form the past tense.  Sing ‘Get Well Soon’. Listen to Shakespeare! | Recap the soft **wr** grapheme.  Write sentences on the board with **wr** words missing.  We \_ \_ \_ \_ \_ \_ \_ a present for you.  And \_ \_ \_ \_ \_ a card too.  We’ll \_ \_ \_ \_ \_ a letter.  Talk about how the past tense can be formed in different ways. |
| **Main Activity**  Reading and writing words with the new grapheme. | Play the **gn** Miming Game, recording the words in colour-code on either a whiteboard, paper or a tablet. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/)  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **gn**. | Read and write the answers to the **wr** crossword. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/)  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The Key focus is on memory.  3. Word Search **wr**. | Weekly Spelling Test. |
| **Plenary** | How many **gn** words can we remember? | Sing the song sounding out the silent letters. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **would could should** - all have a silent **o** and silent **i**. This is why these words are commonly misspelt - **wud** and cud. They could be thought as ‘zebra’ words - black, white, black, white. | **Year 2 CEWs**  Recap **would could should**. | **Year 2 CEWs**  **door floor poor** - all have a silent **o** and end in the **or** sound. | **Year 2 CEWs**  Recap **door floor poor**. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the le, il and el graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: any, many, pretty, move, prove, improve** | **Can they recognise the le, il and el  graphemes?**  **Can they blend le, il and el  graphemes and other graphemes to read words?**  **Can they segment the le, il and el  graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: any, many, pretty, move, prove, improve?** | | | | | | | |
| **Week 4** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the year 1 **a-e** grapheme using the flashcards provided. | Recap the Year 1 **e-e** grapheme using the flashcards provided. | Recap the Year 1 **i-e** grapheme using the flashcards provided. | Recap the Year 1 **o-e** grapheme using the flashcards provided. | Read through **le** and **il** by reading words on the PowerPoints.  CEWs  Add the Year 2 CEWs  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 1 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. | |
| **Teach**  Teach new graphemes. | Teach the **le** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Meet the boasting uncles. Watch the animation. How many **le** words were there?  Look at how to add **ing**, and form plurals and the past tense. | Recap **le** grapheme from yesterday’s lesson.  Look at how **le** words either have a double consonant before the **le** or they don’t.  Can anyone find the rules?  - **middle apple giggle cuddle bottle snuggle little**  - **scramble candle jungle**  **- tickle prickle**  Short vowel or 2 consonants before le = no double letter. | Teach the **il** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Look at how to add suffixes to **il** words.  Focus on the **il** picture and sentence for the most common **il** words. This is a rare grapheme. | Teach the **el** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Look at how to add suffixes to **el** words.  Focus on the **le** picture and sentence for the most common **el** words. This is a rare grapheme. |
| **Main Activity**  Reading and writing words with the new grapheme. | Write their own incredible boasts using **le** words in the Boasting Record. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **k**. | Colour and label the picture with colour-coded writing. | Colour and label the picture with colour-coded writing. | Weekly Spelling Test. | |
| **Plenary** | Share and compare Boasting Records. Sing the song. | Share the finished work. How can we remember the **le** sentence? | Share the finished work. How can we remember the **el** sentence? |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **any many pretty** - all end in a **y** that makes a long Green Froggy E sound.  **any many** - have an **a** that makes an **e** sound.  **pretty** - has an **e** that makes an **i** sound. | **Year 2 CEWs**  Recap **any many pretty**. | **Year 2 CEWs**  **move prove improve** - all have long Cool Blue **oo** sound made by **o-e**, which is uncommon. | **Year 2 CEWs**  Recap **move prove improve**. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the al grapheme.**  **Review il/el/al graphemes.**  **Introduce homophones and near-homophones.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: most, both, only, every, everybody** | **Can they recognise the al, il and el graphemes?**  **Can they blend al, il and el graphemes and other graphemes to read words?**  **Can they segment the al, il and el graphemes and other graphemes to spell words?**  **Can they recognise and write homophones?**  **Can they use homophones correctly in sentences?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: most, both, only, every, everybody?** | | | | | | |
| **Week 5** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **u-e** grapheme using the flashcards provided. | Recap the Year 1 **u-e** grapheme using the flashcards provided. | Recap the Year 1 **ar** grapheme using the flashcards provided. | Recap the Year 1 **ee** grapheme using the flashcards provided. | Recap **al il** and **el** using the pictures and sentences.  CEWs  Add the Year 2 CEWs  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. |
| **Teach**  Teach new graphemes. | Teach the **al** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Look at how to add suffixes to **al** words.  Focus on the **al** picture and sentence for the most common **al** words. This is a rare grapheme. | Recap the **il**/**el**/**al** graphemes features from yesterday’s lesson  - most of the time, this schwa sound is spelt with an **le** grapheme.  - learning the most common words for the other graphemes will identify the exceptions and improve spelling accuracy.  - read each spelling sentence from the previous lessons for al, el and il. | Homophones  Describe what a homophone is. Explain that a near-homophone has a similar but slightly different sound.  Look at homophone pairs and identify differences and similarities. | Recap the homophone pairs learnt yesterday.  In pairs, write as many as possible on a white board. Children to give examples of sentences in which each is used, such as:  **I knew the answer.**  **I have new shoes.** |
| **Main Activity**  Reading and writing words with the new grapheme. | Colour and label the picture with colour-coded writing. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **al el il**. | Match the Homophone Cards.  Identify the differences and similarities.  Memorise the pictures with the words.  Write in colour-code, draw pictures and write silly sentences for word pairs. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Write sentences for homophone pairs. | Weekly Spelling Test. |
| **Plenary** | Share the finished work. How can we remember the **al** sentence? | Children share work, explaining the different and similar features and how they learnt to remember these. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **most both only** - all have an open syllable **o**,which makes the long Miss Oh No O sound.  **only** – ends in the log E sound. | **Year 2 CEWs**  Recap **most both only**. | **Year 2 CEWs**  **every everybody** - all have silent second **e** and a longEmade by the **y** grapheme. We could also add **everyone** and **everywhere**. | **Year 2 CEWs**  Recap **every everybody**. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the two rules for adding suffixes: the ‘drop e’ rule and the ‘double consonant’ rule.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: even, people, whole, clothes**  **HFW: thought** | **Using the two rules taught can children add suffixes ed, ing, er and est?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: even, people, whole, clothes?** | | | | | | |
| **Week 6** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **ea** (long E) grapheme using the flashcards provided. | Recap the Year 1 **ea** (silent a) grapheme using the flashcards provided. | Recap the Year 1 **er** grapheme using the flashcards provided. | Recap the Year 1 **ir** grapheme using the flashcards provided. | Recap the spelling rules using the PowerPoints.  CEWs  Add the Year 2 CEWs  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. |
| **Teach**  Teach new graphemes. | Spelling Lesson – Adding vowel suffixes to words that end with **e** - drop **e** rule.  Introduce the drop **e** rule with the PowerPoint.  Read split digraphs. Look at how to add **ing** and **ed**.  Recall the 3 different **ed** sounds.  To add **er**, **est** and **y**, follow the same rules. | Recap the drop **e** rule.  Which suffixes is this useful for (vowel suffixes – **ing ed er est y**)?  Write words on the board for the class to add **ing** and **ed** to. Children work in pairs with whiteboards.  **cute smile amuse nice note bake like**  Now try adding **er est** and **y**. | Spelling Lesson – Adding vowel suffixes to words ending in VC – double consonant rule.  Introduce this with the PowerPoint. Explain why this rule is necessary to ensure  the short vowel is maintained. Otherwise, hopping would turn into hoping! | Recap the double consonant rule. Write the sentences on the board.  I **hoped** about on one leg. Then I **triped**! After that, I went **swiming**.  Read together sounding out the incorrect long vowel – can the class find the errors?  How can we add **er** and **est** to **fit hot big**? |
| **Main Activity**  Reading and writing words with the new grapheme. | Match the suffixes to root words.  Remove the final **e** by cutting and pasting the root and  the vowel suffix into an exercise book.  Write a sentence that includes this word. How many words with suffixes added can be used  in one sentence? | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Magnetic letters – build words with split digraphs and add **ed ing er** or **est**. Use flashcards from the **lesson a-e i-e o-e u-e u-e** and **e-e** for support. Look out for irregular changes! | Read the sentences on the Double Consonants PDF worksheet. Add the ending to the root words, so that the sentences make sense. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Magnetic letters – build CVC words, add **ed ing er est**. Have a list of words to start.  **hop stop fit drop swim clap**  **big wet red thin hot sad flat**  Look out for irregular changes! | Weekly Spelling Test. |
| **Plenary** | Children to share sentences with the class. | Find two CVC words that double the final letter when adding a vowel suffix, add to a sentence and share. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **even people** - all have an open syllable **i**,which makes the long Yellow I sound.  **climb** also has a silent **b**.  Note that the plural of child is **children,** which does not. | **Year 2 CEWs**  Recap **wild child climb**. | **Year 2 CEWs**  **Whole clothes** - all have an open syllable **i**, which makes the long Yellow I sound.  behind also has an open syllable **e**. | **Year 2 CEWs**  Recap **old gold hold cold told**. | - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ‘change y to an i’ rule for adding vowel suffixes**  **Formative Assessment; dge, g, c, kn, gn, wr, le, el, il, al**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: busy, money, hour, Christmas** | **Do they know the ‘change y to an i’ rule for adding vowel suffixes?**  **Can they add suffixes s, ed, ing, er and est?**  **Can they segment the dge, g, c, kn, gn, wr, le, el, il, al graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: busy, money, hour, Christmas?** | | | | | | | |
| **Week 7** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **ur** grapheme using the flashcards provided. | Recap the Year 1 **oo** (long **oo**) grapheme using the flashcards provided. | Recap the Year 1 **oo** (**u**) grapheme using the flashcards provided. | Recap the Year 1 **oa** grapheme using the flashcards provided. | Recap the spelling rules using the PowerPoints.  CEWs  Add the Year 2 CEWs  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 1 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. | |
| **Teach**  Teach new graphemes. | Spelling Lesson - **y** to an **i** rule. When words end in y, we change the **y** to an **i** before adding the suffix. We do not need to do this when  adding **ing**. Look at the More than One Machine for plurals and the Third Person Machine, the Time Machine and the **+er +est** Machine. | Recap the **y** to an **i** rule using the Machines on the PowerPoints.  Distribute flashcards from the Year 1 **y** lesson and Year 2 **y** Lesson. Work in pairs with whiteboards. How many words can they add **ing ed er** or **est** to? Write these words and share. | **Formative assessment**  Set 1 graphemes – **dge g c kn gn wr le el il al**. Download the assessment from the Assessment section at the top of the Year 2 resources page. The class write dictations on separate lined paper. Record results as a word document or print-out. | Recap all spelling rules:  drop **e**, double consonant, change **y** to an **i**.  As a class, sort flashcards of words ending in e ([a-e](file:///C:\Users\Ingrid\Downloads\a-e-flashcards.pdf) [i-e](file:///C:\Users\Ingrid\Downloads\i-e-flashcards.pdf) [o-e](file:///C:\Users\Ingrid\Downloads\o-e-flashcards.pdf) [u-e](file:///C:\Users\Ingrid\Downloads\u-e-Flashcards%20(1).pdf) [u-e](file:///C:\Users\Ingrid\Downloads\u-e-flashcards%20(2).pdf)), [CCVC words](file:///C:\Users\Ingrid\Downloads\CCVC-flashcards-1%20(1).pdf) and words ending in **y** ([long E](file:///C:\Users\Ingrid\Downloads\y-Flashcards.pdf) and [Long I](file:///C:\Users\Ingrid\Downloads\y-Flashcards-1.pdf)) into three groups, according to the rule. |
| **Main Activity**  Reading and writing words with the new grapheme. | Yellow I wrote a diary but he didn’t know that it should be  written in the past tense.  Write the diary in the past tense.  Complete the boxes for **+es +er +est**. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Continue with the whiteboard activity described above. | If possible, work in groups with more than one adult to ensure that all children have enough time. Read out each of the eight dictations in turn. This assesses the use of suffixes **s ed ing er est**. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/)  for **dge g c kn gn wr le el il al**.  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Magnetic letters – build words ending in y. Add **er est**. | Weekly Spelling Test. | |
| **Plenary** | Play a boasting game. A person thinks of an adjective ending in **y**. Their partner adds **er** to describe something that is even more. Finally, the first person adds **est** to describe the most. Repeat with a new word. | Ask for feedback on the assessment – children to talk about the spellings and rules that they have learnt. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **Busy money** - both have tricky graphemes.  busy – has a **u** that makes an **i** sound and an **s** that makes a **z** sound.  money – has an **o** that makes an u sound. | **Year 2 CEWs**  Recap **busy money**. | **Year 2 CEWs**  **hour Christmas** – both have silent letters.  hour – silent **h**  Christmas – silent **h** and silent **t**. Don’t forget the capital letter! | **Year 2 CEWs**  Recap **hour Christmas**. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the y (long I) grapheme and the al (or) graphemes.**  **Teach adding suffixes ed and ing.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: grass, class, pass, past, fast, last.** | **Can they recognise the y (long I) grapheme and the al (or) grapheme?**  **Can they blend the y (long I) and the al (or) graphemes and other graphemes to read words?**  **Can they segment the y (long I) and the al (or) graphemes and other graphemes to spell words?**  **Can they add suffixes ed and ing?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: grass, class, pass, past, fast, last?** | | | | | | | |
| **Week 8** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **oe** grapheme using the flashcards provided. | Recap the Year 1 **ou** grapheme using the flashcards provided. | Recap the Year 1 **ow** grapheme (ow sound) using the flashcards provided. | Recap the Year 1 **ow** (long O) grapheme using the flashcards provided. | Read through **y** and **al** words on the PowerPoints.  CEWs  Add the Year 2 CEWs  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. | |
| **Teach**  Teach new graphemes. | Introduce the **y** grapheme with the PowerPoint.  Action: I eye.  Meet Baby I. Look at the position of **y** in the word. Use the **ing** buttons, the More Than One Machine, Changer Machine (for third person) and Time Machine. Listen to ‘Why Cry Lullaby’ – put hands in the air for every **y** word. | Recap **y** grapheme by replaying the Machines in the PowerPoint. Remember when adding suffixes, change **y** to an **i**.  Sing ‘Why Cry Lullaby’ – put hands in the air for every **y** word. | Introduce the **al (or)** grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Look at how easy it is to add suffixes **ed** and **ing**.  Watch the pop video ‘I am the Tallest’, sung by the girl band of identical triplets called The All Paints. | Recap the **al** grapheme.  Look at the two word families:  - **all**  - **alk**  Find all the rhyming pairs.  Look at the word ‘**always**’. Why is this different? The **a** makes the or sound, not the **al**. |
| **Main Activity**  Reading and writing words with the new grapheme. | Download the activity. Create the y word search using the template provided.    Create a **y** word search using the template provided. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word Search **y**. | Complete the song sheet template to write a new **al** song. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word Search **al(or)**. | Weekly Spelling Test. | |
| **Plenary** | Recap the y words from ‘Why Cry Lullaby’ | Sing the song, clapping on every **al** word. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **grass class pass** – all have a general north/south variation of the pronunciation of the **a** grapheme. | **Year 2 CEWs**  Recap **grass class pass**. | **Year 2 CEWs**  **past fast last** - all have a general north/south variation of the pronunciation of the **a** grapheme. | **Year 2 CEWs**  Recap **past fast last**. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ey grapheme and the o (u) grapheme.**  **Teach adding ‘s’ for plurals.**  **Review bath path - have a general north/south variation of the pronunciation of the a grapheme.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: bath, path, father, plant, half** | **Can they recognise the ey grapheme and the o (u) grapheme?**  **Can they add ’s’ for plurals?**  **Can they blend the ey, o (u) graphemes and other graphemes to read words?**  **Can they segment the ey, o (u) graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: bath, path, father, plant, half?** | | | | | | | |
| **Week 9** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **ue** (long **oo**) grapheme using the flashcards provided. | Recap the Year 1 **ue** (long U) grapheme using the flashcards provided. | Recap the Year 1 **ew** (long **oo**) grapheme using the flashcards provided. | Recap the Year 1 **ew** (long U) grapheme using the flashcards provided. | Read through **o (u)** and **ey** words on the PowerPoints.  CEWs  Add the Year 2 CEWs  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. | |
| **Teach**  Teach new graphemes. | Introduce the **o (u)** grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Looking for patterns in words can help to identify the **o(u)** grapheme. Read the **o(u)** words in the 6 sounds groups. Listen and sing the song ‘Nothing Like Your Other Brother’. How many **o(u)** words are in the song? | Recap **o (u)** grapheme and the highlighted features from yesterday’s lesson.  - patterns in words help identify this grapheme.  - recap the patterns.  Sing ‘Nothing Like Your Other Brother’, shaking their heads for every **o (u)** word. | Introduce the **ey** grapheme with the PowerPoint.  Action: E Smile.  Meet Harvey who does not want go to school without his monkey. Look at the More than One Machine – add **s** for plurals. Highlight how this is different to words ending in **y**. Sing ‘Monkey Boo’. Note that money is already plural. | Recap the **ey** grapheme and the wordlist for **ey**.  There are not many **ey** words (and not many ending in **ie**). Therefore, if the most common **ey** words are learnt, then most other words have a **y** ending. This is also important for forming correct plurals. |
| **Main Activity**  Reading and writing words with the new grapheme. | Divide the class into six group, each to make a display of the words in one of the sound groups. Use light grey paper, oil pastels and gold metallic paint if possible. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **o(u)**. | Label the **ey** pictures.  Cut and paste **ey** items onto the rucksack to take to school. Write about the **ey** items and highlight the **ey** grapheme in green. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word Search **ey**. | Weekly Spelling Test. | |
| **Plenary** | Share the final display pieces. The class can refer to these for future support. | Sing the song ‘Monkey Boo’ – hands in the air for every **ey** word. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **bath path** - have a general north/south variation of the pronunciation of the **a** grapheme. | **Year 2 CEWs**  Recap **bath path**. | **Year 2 CEWs**  **father plant** - have a general north/south variation of the pronunciation of the **a** grapheme. | **Year 2 CEWs**  Recap **father plant half** | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the w-a (o) and w-or (er) graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: after, again, sure, sugar** | **Can they recognise the w-a (o) and w-or (er) graphemes?**  **Can they blend the w-a (o) and w-or (er) graphemes and other graphemes to read words?**  **Can they segment the w-a (o) and w-or (er) graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: after, again, sure, sugar?** | | | | | | |
| **Week 10** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **ie** (long I) grapheme using the flashcards provided. | Recap the Year 1 **ie** (long E) grapheme using the flashcards provided. | Recap the Year 1 **igh** grapheme using the flashcards provided. | Recap the Year 1 **or** grapheme using the flashcards provided. | Read through **w-a** and **w-or** words on the PowerPoints.  CEWs  Add the Year 2 CEWs  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. |
| **Teach**  Teach new graphemes. | Introduce the **w-a (o)** grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Sometimes the letter **a** after a **w**, **sw** or **qu** makes the **o** sound. Occurs in some common words. Look at forming the past tense. Listen to the ‘Swapping Song’. | Recap **w-a (o)** grapheme and the highlighted features from yesterday’s lesson  - want wanted what watch are common words.  Use flashcards to recap the **sw** words – **swan** swop  **qu** words – **squash** quantity  Unusual **salt**. | Introduce the **w-or (er)** grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  There are only a few of these words but they are common. Learn the worm sentence to help identify these words. | Recap the **w-or** grapheme and the worm sentence.  **The worst work for worms is telling the world how worms are worth in words.** |
| **Main Activity**  Reading and writing words with the new grapheme. | Use the Swapping Song Template to answer the questions – what did the fairy want? What did she get? Colour-code the **w-a (o)** words on the template. If possible, use the metallic gold. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **w-a(o)**. | Copy the worm sentence. Write the worm sentence in the space provided. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word Search **w-or(er)**. | Weekly Spelling Test. |
| **Plenary** | Sing the ‘Swapping Song’ again. Can anyone remember the **w-a (o)** words? | Can anyone remember the worm sentence? |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **after again** – have a general north/south variation in pronunciation.  after - of the **a** grapheme. | **Year 2 CEWs**  Recap **after again**. | **Year 2 CEWs**  **sure sugar** – both have a tricky **s** that makes a **sh** sound. | **Year 2 CEWs**  Recap **sure sugar**. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the w-ar and s (zsh) grapheme.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: water, parents, beautiful.** | **Can they recognise the w-ar and s (zsh) graphemes?**  **Can they blend the w-ar and s (zsh) graphemes and other graphemes to read words?**  **Can they segment the w-ar and s (zsh) graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: water, parents, beautiful?** | | | | | | | |
| **Week 11** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **ore** grapheme using the flashcards provided. | Recap the Year 1 **aw** grapheme using the flashcards provided. | Recap the Year 1 **au** grapheme using the flashcards provided. | Recap the Year 1 **air** grapheme using the flashcards provided. | Read through **w-ar** and **s** words on the PowerPoints.  CEWs  Add the Year 2 CEWs  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. | |
| **Teach**  Teach new graphemes. | Introduce the **w-ar (or)** grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Read the **w-ar (or)** words. Explain that this is not a very common grapheme. Listen to Tricky Witch’s poem – can the children guess where she is hiding. | Recap **w-ar (or)** grapheme by reading the words on the PowerPoint. Give each word an action. Read the ‘Hide and Seek Poem’ together as a class.  The **ar** in quarter also makes this sound. | Introduce the **s (zsh)** grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  The letter s common makes a **z** sound at the end of short common words (**is us as his has).** Read the Pirate Sentence (**sure** words) in PowerPoint S2 and the Television Sentence (**usual Television**) in S3. | Recap the **s (zsh)** grapheme. As a class, recall the two memory sentences with volunteers to write the **s** words on the board. |
| **Main Activity**  Reading and writing words with the new grapheme. | Play the hide and seek board game in groups of two or four. Write a set of clues using **w-ar (or)** words.  One play hides an X under the picture and the other plays have to guess where. Use the clues like ‘getting warmer’ to help them. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/)  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **w-ar(or)**. | Write the Pirate and the Television memory sentences on the template provided. Write the **s** words in colour-code. If possible, use a metallic gold pen for the letter **s**. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word Search **s(zsh)**. | Weekly Spelling Test. | |
| **Plenary** | Can the class recall all of the **w-ar** word learnt today. | Can anyone remember the two sentences for s words? |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **water parents** - both have a tricky a that makes a different sound.  water – **a** makes an **or** sound.  parents – **a** makes an **air** sound. | **Year 2 CEWs**  Recap **water parents**. | **Year 2 CEWs**  **beautiful** – **ea** is silent, **u** is a long U-Hoo U.  Spend more time on this more difficult word to spell.  Sounding out B E A U - tiful may also help. | **Year 2 CEWs**  Recap **beautiful**. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

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| **Year 2 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ti (sh) and i grapheme.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: eye, who, Mr, Mrs.** | **Can they recognise the ti (sh) and i graphemes?**  **Can they blend the ti (sh) and i graphemes and other graphemes to read words?**  **Can they segment the ti (sh) and i graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: eye, who, Mr, Mrs?** | | | | | | | |
| **Week 12** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **ear** (long E-r) grapheme using the flashcards provided. | Recap the Year 1 **ear (air**) grapheme using the flashcards provided. | Recap the Year 1 **are** grapheme using the flashcards provided. | Recap the Year 1 **y** (long E) grapheme using the flashcards provided. | Read through **ti** and **i** words on the PowerPoints.  CEWs  Add the Year 2 CEWs  flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.  Use the Year 1 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week. | |
| **Teach**  Teach new graphemes. | Introduce the **ti** grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Read the **ti** words. Tricky Witch has split a **ti** potion on the train, which has caused a commotion at the station and no trains are in motion. Listen to the appeal sung by a famous pop star for Tricky Witch to reverse the potion. | Recap **ti** and the highlighted features from yesterday’s lesson.  - notice how there is often a long vowel formed by a single letter preceding **tion**, e.g. nation motion potion information. | **i** (CEW) grapheme  Introduce the grapheme with the PowerPoint.  Action: I (eye).  This is a very common grapheme. Read through the **i** words. Watch the video about the time when a tiger came to visit Yellow I. Sing ‘Tiger and I’. | Use the **i** cards to recap the **i** grapheme. Notice the word families, the position of the **i** word and whether it had one or two syllables. |
| **Main Activity**  Reading and writing words with the new grapheme. | Help Tricky Witch to reverse the potion by making a spell using as many **ti** words as possible. Write the **ti** words in colour-code on the spell sheet. If possible, use metallic gold. Add to the Magic Spell Book. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/)  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **ti**. | Play a treasure hunt game, searching for the **i** cards in groups. Once found, each card must remain in the same place for other groups to find. Record the results, if possible, in colour-code on the Record Sheet. | **Learning Activities Rotation**  Three groups rotate each 10-minute activity.  1. [Flashcard Activities](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/).  2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  3. Word search **i**. | Weekly Spelling Test. | |
| **Plenary** | Sing the song ‘Commotion at the Station’. | Sing ‘Tiger and I’, pointing to themselves for each **i** word. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **Year 2 CEWs**  **eye**– is a tricky word that makes the Long Yellow I sound.  **who** – has a silent **h** and a long Cool Blue **oo** sound. | **Year 2 CEWs**  Recap **eye who**. | **Year 2 CEWs**  **Mr Mrs** – originally shortened forms of mister and mistress. | **Year 2 CEWs**  Recap **Mr Mrs**. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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