

**Dramatic Progress in Literacy: Y2 Phonics: Phase 5 6 phonics and spelling rules and CEWs**

<b>Wk.</b>	<b>Phonemes lists Dictations</b>	<b>CEWS: Lists Dictations</b>	<b>Rules and patterns Lists Dictations</b>
1 Aut 1	ai/ay/a-e/eigh	do/to/today/were/ was	Plurals + s    y-i+s
2	ee/ea/y/ey	be/we/me/he/she	Plurals ey+s    +es
3	igh/ie/i-e/y	no/go/so/come/some /put	Plurals ey+s    +es    + all change
4	oa/ow/o-e/oe	are/is/his/has/I/you	Silent letters k g w
5	oo/ue/ue/ew/ou	said/they/has	Contractions
6	ear/air/ire	Days of the week	Soft C
7 Aut 2	ai/ay/a-e/eigh	kind/mind/find/ behind/child/wild /climb. children	+ed 4 rules
8	ee/ea/y/ey ie- field	only/both/old/col d/gold/hold/fold	+ ed 4 rules + ing 3 rules
9	igh/ie/i-e/y	fast/last/past/ father/after/grass /path/bath/plant	+ er +est to adjectives
10	oa/ow/o-e/oe	great/grate/brake /break/steak/sta ke/door/floor/po or/your	Y2 homophones
11	g/j/dge soft g	Christmas/beautif ul/pretty/Mr/Mrs /parents/any/ma ny	Y2 homophones
12	g/j/dge soft g	Christmas/beautif ul/pretty/Mr/Mrs /prove/improve	el al le
13 Spr 1	ai/ay/a-e/eigh	because/kind/mi nd/find/behind/ child/wild/climb. children	+ ly
14	ee/ea/y/ey ie- field	only/both/old/col d/gold/hold/fold	+ ful (full of) + less (without)
15	igh/ie/i-e/y	fast/last/past/	+ tion

		father/after/grass /path/bath/plant	
16	oa/ow/o-e/oe	great/grate/brake /break/steak/sta ke/door/floor/po or/your	+ ment (noun) + ness (adjective)
17	oo/ue/ue/ew/ou	Days of the week	Contractions 's n't 'd
18	ue/u-e/ew (yoo)	January -July	words ending in il
19 Spr 2	ai/ay/a-e/eigh	everyone/someon e/something/som ebody/somewher e/anywhere/anyb ody/anyone	compound words
20	ee/ea/y/ey ie- field	could/would/sho uld/eye/sugar/ who/whole/hole	+ al + all (or sound)
21	igh/ie/i-e/y	fast/father/clothe /busy/people/wat er/any/many	ar (sounds like or) o (sounds like u)
22	oa/ow/o-e/oe	everyone/someon e/something/som ebody/somewher e/anywhere/anyb ody/anyone	+ le +al +el
23	oa/ow/o-e/oe	Months	+ le + al +el continued
24	oo/ue/ue/ew/ou	<b>climb/would/coul d/should/find/ki nd/wild/even</b>	Contractions revision
25 Sum 1	oi/oy	said/does/to/two /too/was/were	plurals
26	ow/ou	they/there/their/ where/which/hou r/half	plurals
27	er-stressed er unstressed	only/both/water/ cold/gold/hold/f old	plurals
28	ir/ur	climb/would/coul d/should/find/ki nd/wild/even	silent letters
29	ng nk	days of the week	contractions 's n't 'll
30	ear/air/ire	because/people/	soft c

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		<b>children/parents/ busy/pretty/ beautiful</b>	
31 Sum 2	<b>au/aw</b>	<b>most/both/half/ only/even/after/ past</b>	<b>+ ed 4 rules</b>
32	<b>or ore</b>	<b>most/only/both/o ld/cold/gold/fold /told</b>	<b>+ ing</b>
33	<b>ch tch</b>	<b>fast/last/past/aft er/grass/path/bat h/plant</b>	<b>+er +est</b>
34	<b>wh ph</b>	<b>great/brake/stea k/door/floor/ poor/your</b>	<b>homophones</b>
35	<b>j g dge g-e</b>	<b>Christmas/beautif ul/pretty/Mr/Mrs /parents/any/ many</b>	<b>homophones</b>
36	<b>j g dge g-e</b>	<b>Christmas/beautif ul/pretty/Mr/Mrs /parents/any/ many</b>	<b>+ el +al +le</b>

Lesson Structure:
**For CEWs day:**
**Sing alphabet song:**

\* Reveal CEWs (stare – take a picture) – say it using letter names OR if phonetic hook –use it: e.g ‘w’ e –we (w is phonetically pronounced and e is the tricky part and said as in the letter name).

\* Quick write the word –play SNAP –is it the same as yours –repeat 2-3X

Demo writing the sentence/s to apply CEWs –children practice and write these.

**For Phonic days: (2)**

Vocal Warm-up (Short Vowel Rap/verse of short vowel song –‘farmers in his den’ one verse)

Always do some short vowel nonsense word reading and quick write of short vowel words –phase 4 (a lot)

\* Introduce new sound – Sound talk-read nonsense words

\*Practise saying the sound – air writing it – writing it on whiteboards.

\* Sound talk –read real words: ‘Quick write’ some: (say the word slowly/use sound fingers to count how many sounds you can hear) Write the sounds in the order you hear them – write the word –sounding it out aloud as you and they write it. Then add sound buttons –quick read.

\* Read 2-3 captions/sentences & model writing a caption/sentence (children repeat what you have done). You demo again with lowers. TA to target a group at a table near the carpet (may have a trace sentence).

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\* Show chn. visual prompts – dictate sentence to chn. say it 3 X

Ext. They make-up own sentences with the words

**Phonics Poster :**

\* See it –Say it : Stretch slowly and use sound fingers

\* Write it but sound as you write

\* Add sound buttons

\* Read and check

\* Hold the sentence -say it 3 times. Stretch phonic words and use sound fingers or blank phoneme frames to sound out before writing -sound the phonemes as they write independently

Or sentence substitution is played where children write a sentence and then replace one word in the sentence using their phonic strategies

**Rules/patterns days: (2)**

- ◆ Reveal pattern or rule -many have actions to support learning
- ◆ Practice new words applying rule or new suffix
- ◆ Complete a dictation