

AAT Year 2 Phonics, Spelling and Grammar Curriculum rationale



Much of our curriculum structure has been created using the following government documents:

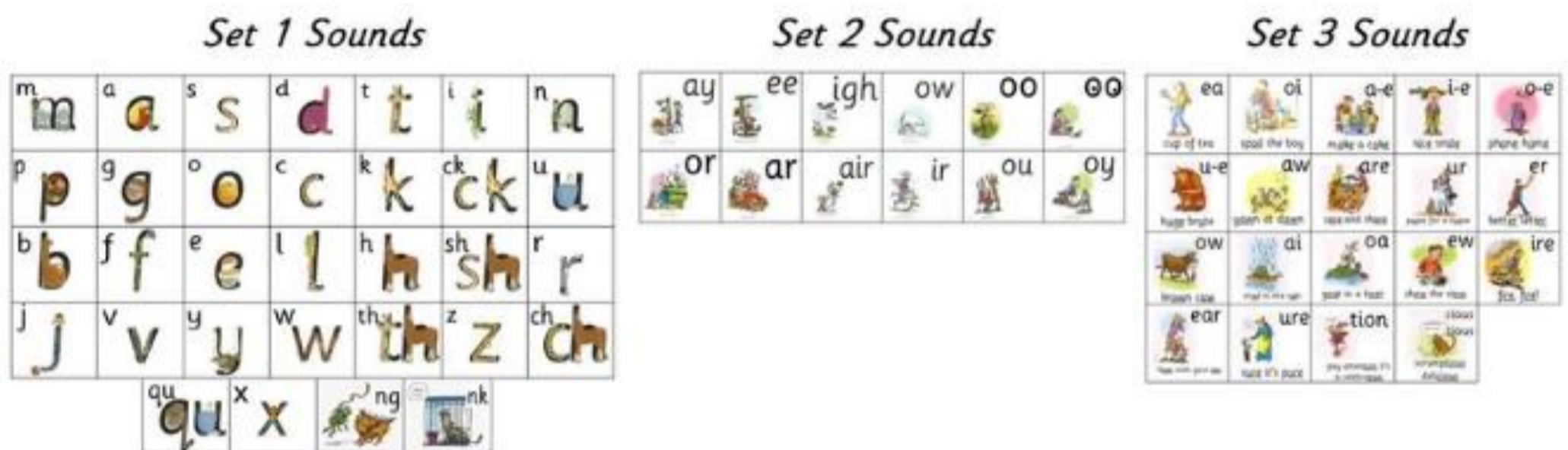
- Letters and Sounds: Principles and Practice of High Quality Phonics (DfE, 2007)
- English Programme of Study for Key Stage One - English Appendix 1: Spelling (Year One and Two) and English Appendix 2: Vocabulary, grammar and punctuation (DfE, 2013)
- The Reading Framework: teaching the foundations of literacy (July 2021, updated January 2022)

It has also been supplemented and supported by other educational resources and research, including:

- Improving Literacy in Key Stage 1: Guidance Report (EEF, 2017)
- Read, Write, Inc.
- Spelling Shed
- Active English
- Active Spelling
- PhonicsPlay and SpellingPlay

Why do we teach phonics in this order?

As a school, we teach phonics using Read, Write, Inc. (RWI) resources which refers to phonics in sets of 1, 2 and 3.



In Year Two, children predominantly learn how to spell Set 3 'speed sounds'- a collection made up of two or three letters (digraphs and trigraphs) which are alternative ways of spelling the sounds they have learnt previously. It is stated, in the RWI handbook, that it is important that the speed sounds are practised in the correct order and as such, this is the order in which they are taught in Year Two, as well as revisiting and consolidating other digraphs/trigraphs with the same phoneme and additional sounds released by the RWI programme.

In Year Two, the children complete baseline assessments in September. The children that have not yet completed the RWI programme are streamed into sets according to their group colour and gaps in phonics knowledge. A RWI experienced teacher plans for the groups of children who are furthest away from completing the programme, ensuring our 'keep up, not catch up' approach. These children are streamed into small, focus groups with experience TAs and/or teachers and where needed, children that are working significantly below receive specific intervention. Phonics sessions follow a long-term plan, in-line with the Read Write Inc. programme, devised to build both reading and spelling skills. Year Two children's phonic knowledge is monitored through the Read Write Inc. assessment in September and at the end of every small term throughout the year (every 6-8 weeks). Children that have not passed the Phonics Check in Year 1 are assessed further via the Phonics Screening Check in the Summer Term.

Reading in Year 2 – How and why?

In Year Two, the children that have not yet completed the RWI programme have 45 minutes of structured phonics per day. For the children that have finished the programme, this session becomes 20 minutes of Active Spelling and 25 minutes of whole class reading per day. Whole class reading texts are taken directly from a separate Reading MTP that has been created to ensure progression and the use of high-quality texts for both curriculum learning and reading for pleasure. These books are also read at the end of each day so that all children are exposed to high-quality reading spine texts, picked specifically for Year Two to develop their vocabulary, cultural capital and enjoyment of reading. All children are also heard read at least once a week either as part of their 1:1 reading with an adult or through group guided reading, sharing and discussing the same text.

Spelling in Year 2 – How and why?

Spelling in Year Two is taught in three ways: through phonics lessons, Active Spelling lessons and within English lessons.

1. Phonics Lessons

Each set follows their own long-term plan, based on the RWI order of teaching sounds and informed by the Read Write Inc. assessments. This includes reading and spelling with these sounds, as well as the green and red words set out in the Ruth Miskin RWI scheme.

2. Active Spelling lessons

Active Spelling lessons are delivered once a child has completed the RWI programme. Lessons follow a long-term plan based on the Suggested Spelling Lists weekly breakdown.

3. English Lessons

As set out in the National Curriculum Appendix 1: Spelling, children in Year 2 are taught additional spelling rules and how to apply them. These are reviewed and revisited throughout the year.

Our curriculum design therefore ensures full coverage of the spelling curriculum as well as regularly learning Year Two common exception words, and revisiting the Year One common exception words.

Grammar and Punctuation on Year 2 – how and why?

At the end of Year Two, children are assessed on their understanding of the vocabulary, grammar and punctuation taught in Key Stage One. Our grammar curriculum begins by recapping the fundamentals needed by the end of Year One – primarily capital letters and full stops. By ensuring children have a clear understanding of when and how to use these, we can build upon these strong foundations with additional Year Two content. In this document, you will find references to which parts of Appendix Two different teaching refers to, thus ensuring full coverage of the Key Stage One curriculum. At AAT, our grammar curriculum is delivered using the Active English programme.

How do we support pupils who are struggling with their literacy?

As well as following the guidance from Read Write Inc, children learn new sounds when they are ready. RWI assessments happen at regular intervals (every 6-8 weeks) to ensure children are using and applying sounds they are familiar with and increasing their knowledge and use of new sounds. Grouping in phonics allows the children to receive differentiated phonics learning that best suits their ability.

Using high-quality structured interventions is another key recommendation from the aforementioned report. It states that:

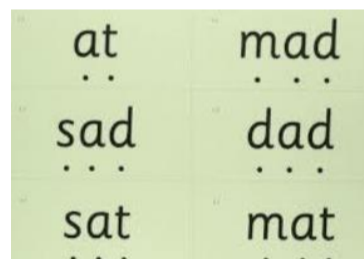
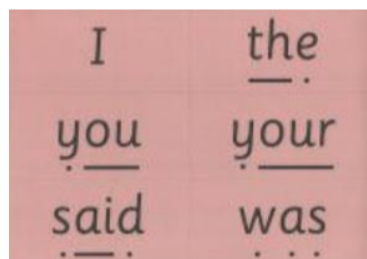
‘Even when excellent classroom teaching is occurring, it is likely that a small number of children will also require more focused literacy instruction to make expected progress... There is a strong and consistent body of evidence demonstrating the benefit of one-to-one or small-group tutoring using structured interventions for children who are struggling with literacy.’

At AAT, information is shared across EYFS and Key Stage One about children’s literacy levels. Where necessary, children receive additional support through small group or 1:1 intervention programmes tailored to their needs, including the use of the RWI Fast Track Tutoring intervention. Progress is tracked over six weeks to ensure intervention is having an impact.

Strategies used as part of our phonics, spelling and grammar curriculum that support ALL pupils, including those with special education needs:

- **Using concrete and pictorial representations**

Most of our materials are a part of the RWI scheme, including speed sound cards with accompanying rhymes, classroom displays and books matching to children’s phonological awareness. These are further supported by additional resources, including magnetic letters for children to physically build sounds and words and phonic games.



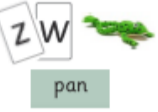











- **Use of technology**








Our use of interactive whiteboards is very useful both in providing visual stimuli (supporting the concrete and pictorial approach discussed above) and allowing pupils to directly interact with the material whilst learning new sounds. iPads also play an important role in allowing children to independently practise skills at their own level, with some allowing them access in the home environment too.



Year 2 Long Term Phonics Overview:

Learning Objective: <i>Phonics – Letters and Sounds, RWI - National Curriculum Statutory Spelling</i>				
Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 26+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily
Pink		Read Set 2 Sounds and matching Phonics Green Words Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily
Orange		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Children have completed the RWI programme and are therefore ready to begin Active Spelling and whole class reading, once they have met the criteria below:

Blue Group	The first six Set 3 Sounds speedily (ea oi a-e i-e o-e u-e)  most words  60-70+ words per minute Attempts to read with intonation to show comprehension	Teach gaps in Set 3 Sounds and words Review Set 2 and 3 Sounds and words Blue Storybooks and <i>Get Writing! Blue Book</i>
Grey Group	All Set 3 Sounds speedily  most words  70-80+ words per minute Attempts to read with intonation to show comprehension	Teach longer words Review Set 2 and 3 Sounds and words <i>Read Write Inc. Spelling</i> Grey Storybooks and <i>Get Writing! Grey Book</i>
Read Write Inc. Comprehension Group	 all words correctly  most words  80-90+ words per minute Reads with intonation that shows some comprehension	<i>Read Write Inc. Comprehension</i> <i>Read Write Inc. Spelling</i> <i>Read Write Inc. Literacy and Language</i>

Year 2 Long Term Spelling Overview:

Year 2 Common Exception Words are taught and revisited throughout the year and used in sentence work within Active Spellings as well as quick recall within the 'tick or fix' section.

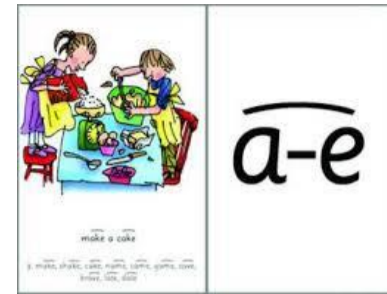
Other documents to reference:

- Active Spelling Overview (p23-25).
- English MTP with Active English and grammar included.

PHONICS AND SPELLING

BREAKDOWN

YEAR 2



PROPOSED PHONICS TEACHING

Revisit / Review. (5 minutes)

Use Ruth Miskins RML flashcards with rhymes in each session starter. Keep adding new sounds that have been taught. Recently and previously learned phoneme-grapheme correspondences, blending and segmenting skills as appropriate. Fill gaps.

Teach (5 minutes)

Introduce new sound. New phoneme-grapheme correspondences; skills of blending and segmenting; tricky words.

Practice (8 -10 minutes)

New phoneme – grapheme correspondences; skills of blending and segmenting. Opportunity for games with all children involved, fun activities, phoneme and grapheme fingers.

Apply (5 minutes)

New knowledge and skills while reading/writing, can be differentiated with different words or captions.

USE:

Fred Fingers

Children use their 'Fred Fingers' to help them sound out for reading and spelling.

Phoneme Fingers

Focus on the sounds e.g. 3 fingers for the word chat: ch-a-t

Grapheme Fingers

Focus on letters that make the sounds e.g. 4 fingers for the word c-h-a-t

Dots and Dashes

One letter, one sound = a dot

More than one letter, one sound (digraph/trigraph) = a dash

Split digraph = a rainbow



RML set 1 sounds

m a s d t i n p g o c
k u b f e l h sh r j
v y w th z ch qu x ng

RML set 2 sounds

ay: <u>ma</u> y I <u>pl</u> ay
ee: what can you <u>se</u> e
igh: fly <u>hi</u> gh
ow: <u>bl</u> ow the <u>sn</u> ow
oo: <u>po</u> o at the <u>zo</u> o
oo: <u>loo</u> k at a <u>boo</u> k
ar: <u>sta</u> rt the <u>ca</u> r
or: shut the <u>do</u> or
air: that's not <u>fa</u> ir
ir: wh <u>ir</u> l and tw <u>ir</u> l
ou: <u>sh</u> out it <u>ou</u> t
oy: toy for a <u>bo</u> y

RML set 3 sounds – alternative spelling of set 2 sounds

ea: cup of <u>tea</u>
oi: spo <u>il</u> the boy
a-e: make a cake
l-e: nice smile
o-e: phone home
u-e: huge brute
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>purse</u> for a <u>nurse</u>
er: a better <u>letter</u>
ow: <u>brown</u> <u>cow</u>
ai: <u>snail</u> in the <u>rain</u>
oa: <u>goat</u> in a <u>boat</u>
ew: <u>chew</u> the <u>stew</u>
ire: <u>fire</u> <u>fire</u> !
ear: <u>hear</u> with your <u>ear</u>
ure: <u>sure</u> it's <u>pure</u> ?
tion: (celebr <u>ation</u>)
tious / ciou: (scrumpt <u>ious</u> / delici <u>ous</u>)
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>