

Year 2 – Phase 6* – Long Term Overview

*Following the progression of LCP

Autumn 1	Autumn 2	Spring 1
<p>Review alternative spelling of long vowel sounds.</p> <ul style="list-style-type: none"> - teach alt spelling of /ai/ (ai - rail, ay - play a-e - snake, a - acorn, eigh - eight) - teach alt spelling of /ee/ (ee - tree, ea - pea , e-e - these, ie - field, y - happy, ey - donkey) - teach alt spelling of /igh/ (igh - light, ie - tie, i-e - bike, y - spy, i, kind) - teach alt spelling of /oa/ (oa - boat, oe - toe, o-e - stone, ow - snow, o - open) - teach alt spelling of /oo/ (oo - spoon, ue - blue, ew - screw, u-e - flute) - teach alt spelling of /ue/ (you) (ue - rescue, ew - stew, u-e - use, u - uniform) 	<p>Spelling rule – adding ed to verbs</p> <ul style="list-style-type: none"> - past and present tense - just add ed (long vowel, short vowel followed by two or more consonants) (search-searched, jump-jumped) - drop the e (split digraphs) (smile-smiled) - double the last consonant (short vowel followed by one consonant, exception /x/) (stop-stopped, fix, fixed) - drop the y, replace with i (cry- cried) (exceptions – y part of digraph, play-played) - irregular verbs (run, ran) <p>Spelling rule – adding ing to verbs</p> <ul style="list-style-type: none"> - just add ing (long vowel, short vowel followed by two or more consonants) (walk-walking, jump-jumping) - drop the e (split digraphs) (wave-waving) - double the last consonant (short vowel followed by one consonant, run-running exception /x/ mix,mixing) - keep the y (/ee/ or /igh/) and just add the suffix (cry-crying) 	<p>Spelling rule – adding er to change verbs into nouns</p> <ul style="list-style-type: none"> - revisit verbs and nouns - just add er (long vowel, short vowel followed by two or more consonants) (walk-walker, sing-singer) - drop the e (split digraphs) (drive-driver) - double the last consonant (short vowel followed by one consonant swim-swimmer, exception /x/ fix-fixer) - drop the y, replace with i (carry-carrier, exceptions – y part of digraph, play-player) <p>Spelling rule – adding y to change nouns to adjectives</p> <ul style="list-style-type: none"> - revisit nouns and adjectives - just add y (long vowel, short vowel followed by two or more consonants) (rain-rainy, bump-bumpy) - drop the e (split digraphs) (scare, scary) - double the last consonant (short vowel followed by one consonant sun-sunny) <p>Spelling rule – adding er/est to adjectives to make comparative/superlative adjectives</p> <ul style="list-style-type: none"> - revisit adjectives - just add er/est (long vowel, short vowel followed by two or more consonants) (short-shorter-shortest, long-longer-longest) - drop the e (split digraphs) (brave – braver - bravest) - double the last consonant (short vowel followed by one consonant hot-hotter-hottest) - drop the y, replace with i (happy-happier-happiest) - irregular adjectives (more/less, most/least – three syllables – generous)
Spring 2	Summer 1	Summer 2
<p>Teach – if a suffix starts with a consonant letter, it is usually added straight on without changing the root word.</p> <p>Spelling rule – adding ly to adjectives to form adverbs.</p> <ul style="list-style-type: none"> - revisit adjectives and adverbs. - just add ly (quick-quickly, brave-bravely) - drop the y, replace with i (happy-happily, grumpy- grumpily) <p>Spelling rule – adding ful to verbs to form adjectives.</p> <ul style="list-style-type: none"> - revisit verbs and adjectives - just add ful (cheer-cheerful, care-careful) - drop the y, replace with i (beauty-beautiful, duty-dutiful) <p>Spelling rule – adding less to verbs to form adjectives.</p> <ul style="list-style-type: none"> - revisit verbs and adjectives - just add less (mind-mindless, care-carless) - <p>Spelling rule – adding ness to change adjectives to nouns.</p> <ul style="list-style-type: none"> - revisit adjectives and nouns - just add ness (sad-sadness, tired-tiredness) - drop the y, replace with i (happy-happiness, silly-silliness) <p>Spelling rule – adding ment to change verbs to nouns.</p> <ul style="list-style-type: none"> - revisit verbs and nouns - just add ment (enjoy-enjoyment, amaze-amazement) - exception – agreement (drop the e, then add ment) - drop the y, replace with I - if consonant proceeds y (merry-merriment) 	<p>Teach how to use apostrophes</p> <ul style="list-style-type: none"> - apostrophes for contractions - apostrophes for singular possession <p>Teach alternative spellings</p> <ul style="list-style-type: none"> - alt spelling of s (s-sat, c-city, ce-mince) - alt spelling of n (n-net, gn-gnaw, kn-knee) - alt spelling of r (r-rat, wr-wrap) - alt spelling of j (j-jam, g-gem, dge-fudge, ge-orange) - alt spelling of l (l-lid, ll-full, le-apple, el-towel, al-hospital, il-pupil) <p>Homophones</p> <ul style="list-style-type: none"> - bear/bear, maid/made, wood/would, be/bee, knight/night, hare/hair, flower/flour, stair/stare, so/sew, great/grate, mail/male, poor/pour, here/hear, tail/tale - there/their/they're - to/too/two 	<p>Teach the spelling rules with words starting with w followed by o phoneme</p> <ul style="list-style-type: none"> - o phoneme spelt a (what, wallet, watch) <p>Teach the spelling rules with words starting with qu or squ followed by o phoneme:</p> <ul style="list-style-type: none"> - o phoneme spelt a (quad, squash) <p>Teach the spelling rules with words starting with w and followed by the ur phoneme.</p> <ul style="list-style-type: none"> - ur phoneme spelt or (worship, work, word, worm) <p>Teach spelling rule for or sound before the letter 'l' usually spelled with an a (wall, ball, call)</p> <p>Teach spelling the or sound as ar after the letter w: warm, war, ward, towards.</p>