



Windmill Hill Primary School

Progression Document Year 2

| Year | Objectives |
|------|--|
| 2 | <p>To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>To learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>To learn to spell common exception words</p> <p>To learn to spell words with contracted forms</p> <p>To learn the possessive apostrophe</p> <p>To distinguish between homophones and near homophones</p> <p>To add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> |

Autumn Term

| Week | Phase and Focus GPC's |
|------|--|
| 1 | Recap Phase 5a: Group 1 (ay,ou,ie,ea) |
| 2 | Recap Phase 5a: Group 2 (oy,ir,ue) Tricky Words to spell (Mr, Mrs) |
| 3 | Recap Phase 5a: Group 3 (aw,wh,ph) Tricky Words to spell (oh, people) |
| 4 | Recap Phase 5a: Group 4 (ew,oe,au) Tricky Words to spell (their, could) |
| 5 | Recap Phase 5a: Group 5 (ey,a_e,i_e) Tricky Words to spell (called, looked, asked) |
| 6 | Recap Phase 5a: Group 6 (e_e,o_e,u_e) |
| 7 | Recap Phase 5b: Group 1 (i-tiger, o-open, c-city, g-giant) |



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| 8 | Recap Phase 5b: Group 2 (u-unicorn, ow-snow, ie-chief, ea-bread) |
| 9 | Recap Phase 5b: Group 3 (er-fern, e-me, a-baby, a-swan, y-fly, y-gym, y-pony) |
| 10 | Recap Phase 5b: Group 4 (ch-school, ch-chef, ey-grey) |

Spring Term

| Week | Phase and Focus GPC's |
|-------------|--|
| 1 | Phase 5c: Group 1 (t-picture, tch-catch, wr-wrap, ere-here) |
| 2 | Phase 5c: Group 2 (ear-learn or worm, dge-fudge, st-listen) |
| 3 | Phase 5c: Group 3 (ere-there, ear-pear, are-bare, oul-could) |
| 4 | Phase 5c: Group 4 (u-push, mb-lamb, se-please, a-father) |
| 5 | Phase 5c: Group 5 (al-half, kn-knit, gn-gnat, o-some) |
| 6 | Phase 5c: Group 6 (al-all, our-four, augh-caught) |
| 7 | Consolidate and address gaps/misconceptions of the cohort. |
| 8 | Consolidate and address gaps/misconceptions of the cohort. |
| 9 | Introduce Y2 spelling Chart. (Positions) |
| 10 | Y2 Spelling Chart. (Positions) |
| 11 | Y2 Spelling Chart. (Contractions) |
| 12 | Y2 Spelling Chart. (Possessive apostrophes) |



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Summer Term

| Week | Phase and Focus GPC's |
|-------------|---|
| 1 | Y2 Spelling Chart. (Suffixes –ed, -ing, -er and –est) words ending in y |
| 2 | Y2 Spelling Chart. (Suffixes –ed, ing, -er, est, y) words ending in e |
| 3 | Y2 Spelling Chart (Suffixes –ed, -ing, -er, -est, -y) words ending with consonant |
| 4 | Y2 Spelling Chart (Suffixes –ment, -ness, -ful, less, ly) |
| 5 | Y2 Spelling Chart (Recap on Mnemonics & Images and recap on positions j and c.) |
| 6 | Y2 Spelling Chart (Alternatives for 'n' kn and gn and 'u' o.) |
| 7 | Y2 Spelling Chart (Homophones and near homophones) |
| 8 | Y2 Spelling Chart (Patterns, a (not o), or (not ur), ar (not or), al (not or). |
| 9 | Y2 Spelling Chart (s (zh) and –tion) |
| 10 | Recap on difficulties for cohort. |
| 11 | Recap on difficulties for cohort. |
| 12 | Recap on difficulties for cohort. |