

STAGE 1: YEAR 2

Phonic knowledge EN1-PHOKW-01

uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts

Teach with Spelling & Handwriting	Term 1	Term 2	Term 3	Term 4
Single-syllable words				
<ul style="list-style-type: none"> blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts 	Review as needed: Apply to incorrectly spelled words when students are reading texts.			
<ul style="list-style-type: none"> segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts 	Teach one vowel phoneme at a time. For each vowel phoneme, include up to four graphemes (see extended vowel graphemes).			
	/ay/: a_e /ow/ ('go'): o_e /igh/: i_e /ee/: e-e (<i>these</i>)	-	/ay/: a_e (review with new words when teaching /ay/)	/igh/: i_e (review with new words when teaching /igh/)
<ul style="list-style-type: none"> segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts 	Review as needed: Apply to incorrectly spelled words when students create written texts.			
<ul style="list-style-type: none"> blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts 	/ay/: ay, ai, a_e, -ey /ee/: e, ea, ee [plus high frequency base words: -ey -y, e-e] /ow/ ('go'): o, oa /ow/ ('go'): o_e, ow /igh/: i_e	/oo/ (too): oo, ew, ue, ou /ow ('now'): ow, ou /igh/: y, igh, i /oy/: oy, oi /oo/ (put): oo, u	/ar/ (car): ar, a /or/: or, ore /or/: aw, sure /er/: er ir, ur /ay/: ay, ai, a_e, a, eigh	/ear/ (hear): ear /air/: air, are, ear /e/ (head): e, ea /igh/: y, igh, i, i_e
<ul style="list-style-type: none"> segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts 	/ay/: ay, ai, a_e, -ey /ee/: e, ea, ee [plus high frequency base words: -ey -y, e-e] /ow/ ('go'): o, oa /ow/ ('go'): o_e, ow /igh/: i_e	/oo/ (too): oo, ew, ue, ou /ow ('now'): ow, ou /igh/: y, igh, i /oy/: oy, oi /oo/ (put): oo, u	/ar/ (car): ar, a /or/: or, ore /or/: aw, sure /er/: er ir, ur /ay/: ay, ai, a_e, a, eigh	/ear/ (hear): ear /air/: air, are, ear /igh/: y, igh, i, i_e
<ul style="list-style-type: none"> decode words with less common consonant digraphs and apply this when reading texts 	-	-	-	/s/: s, ss, -ce /w/: w, wh /m/: mb /n/: kn-, gn
<ul style="list-style-type: none"> decode words with trigraphs and quadgraphs and apply this when reading texts 	/j/: -dge ge, j /ch/: -tch, ch	/igh/: igh	/ay/: eigh	-
Multisyllabic words				
<ul style="list-style-type: none"> blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts 	<ul style="list-style-type: none"> Include high frequency words with taught suffixes: see Spelling - Morphological component. Include compound words: see Spelling - Morphological component. Include relevant topic-specific words needed for key learning areas. Link to Vocabulary outcome. Include tricky or new words students encounter in texts or when creating written texts. Link to Vocabulary outcome. 			
<ul style="list-style-type: none"> decode 2-syllable base words with common double consonants when reading texts 	-	-	-	Build vocabulary from Year 1 words (e.g. <i>happy, rabbit, little, bottle, middle</i>) Also see Spelling - Orthographic component

STAGE 1: YEAR 2				
Spelling EN1-SPELL-01				
applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts				
Teach with Phonic knowledge & Handwriting	Term 1	Term 2	Term 3	Term 4
Phonological component (use words taught for the orthographic and morphological components)				
<ul style="list-style-type: none"> segment single-syllable words into phonemes as a strategy for spelling 	Compare words with short and long vowel phonemes. Compare voiced and unvoiced phonemes.		Identify where a target phoneme is in each taught word. Identify tricky phoneme-grapheme- correspondences where applicable.	
<ul style="list-style-type: none"> segment multisyllabic words into syllables and phonemes as a strategy for spelling 	Use words taught for orthography and morphology. Identify where a target phoneme is in each taught word. Identify tricky phoneme-grapheme- correspondences where applicable.			
Orthographic component				
<ul style="list-style-type: none"> explain when to use double consonants to spell 2-syllable base words and apply this when spelling 	-	-	-	Introduce using high frequency & topic specific words (e.g. <i>little, bottle, middle</i>)
<ul style="list-style-type: none"> spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs 	/ay/: ay, ai, a_e, -ey /ee/: e, ea, ee [plus high frequency base words: -ey -y, e-e] /ow/ ('go'): o, oa /ow/ ('go'): o_e, ow /igh/: i_e	/oo/ (too): oo, ew, ue, ou /ow ('now'): ow, ou /igh/: y, igh, i /oy/: oy, oi /oo/ (put): oo, u	/ar/ (car): ar, a /or/: or, ore /or/: aw, sure /er/: er ir, ur /ay/: ay, ai, a_e, a, eigh	/ear/ (hear): ear /air/: air, are, ear /e/ (head): e, ea /igh/: y, igh, i, i_e
<ul style="list-style-type: none"> explain that the consonant trigraphs, -tch and -dge, can end a base word immediately following a short vowel and apply this when spelling 	Words ending in -dge Words ending in -tch	-	-	-
<ul style="list-style-type: none"> spell taught high-frequency contractions 	-	<i>I'm</i> (when teaching /igh/)	<i>you're</i> (when teaching /or/)	<i>they're, we're</i> (when teaching homophones)
<ul style="list-style-type: none"> use extended phonic code for taught consonant phonemes 	/j/: -dge, ge, j /ch/: -tch, ch	-	-	/s/: s, ss, -ce /w/: w, wh /m/: mb /n/: kn-, gn
Morphological component				
<ul style="list-style-type: none"> use spelling conventions when adding plural-marking suffixes 	Review generalisations for -s and -es	-	-	-
<ul style="list-style-type: none"> use spelling conventions when adding tense-marking suffixes 	-	Review generalisations for -s, -es, -ing and -ed	-	-
<ul style="list-style-type: none"> spell nouns ending in the suffix -er to indicate a person 	-	-	Introduce -er (e.g., <i>teach-teacher</i>)	-
<ul style="list-style-type: none"> use the comparative and superlative suffixes -er and -est 	-	-	Introduce -er and -est (e.g., <i>bigger, biggest</i>)	-
<ul style="list-style-type: none"> use the suffixes -ful, -y and -ly to spell taught high-frequency words 	-	-	-	Introduce -y and -ly (e.g., <i>noisy, noisily</i>) Review: -ful
<ul style="list-style-type: none"> use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs 	Homophones with taught vowel graphemes (e.g., <i>see/sea; be/bee/ would/wood</i>)	Homophones with taught vowel graphemes (e.g., <i>to/ too/two; blew/blue; threw/through</i>).	Homophones with taught vowel graphemes (e.g., <i>ate/ eight; for/four</i>).	Homophones with taught graphemes (e.g., <i>hear/here; I/eye; we're/wear/where; they're/there/their; knew/new; which/witch</i>).
	Compound words with short vowel phonemes. Connect with phonological component (segment multisyllabic words). <i>tiptop, hotdog, dustbin, catfish, hopscotch</i>		Compound words with long vowel phonemes. Connect with phonological component (segment multisyllabic words). <i>cupcake, pancake, hometown, raincoat, raindrop, teacup, rowboat, tugboat, rainbow, inside, outside, sunshine</i>	
<ul style="list-style-type: none"> use common prefixes such as un-, re- and dis- 	-	un- dis-	-	re- pre- bi-