

Letters and Sounds: Phonic progress tracking sheet – Year 2 specific – linked with weekly spellings

Working on not assessment sheets

Revisiting to ensure children are not just working towards, but that they know all phonemes and graphemes.

Class: _____ Date: _____		Autumn		Spring		Summer	
Teacher/Practitioner: Mrs Ward/ Miss Chevis							
Progression							
Phase 1 continuous through Phase 2 - 6 Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	<p>Phase 6 Working on: Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p> <p>Adding: s, es, ed, ing, ful, er, est, ly, ment, ness, y</p>						Y2
	<p>Phase 5 Working on: Reading phonically decodable two-syllable and three-syllable words. Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.</p> <p>Graphemes: ay, ou, ie, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</p> <p>Reading: oh, their, people, Mr, Mrs, looked, asked, would, should, could</p> <p>Spelling: no, have, some, were, when, go, like, come, there, what, so, one, little, do, out</p> <p>Phase 3 Working on alongside Phase 5: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.</p> <p>Revisit</p> <p>Reading: he, she, we, me, be, was, my, you, her, they, all, are</p> <p>Spelling: the, to, no, go, l</p> <p>Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo</p> <p>Linked Phase 5 graphemes with Phase 3</p> <p>ay, a-e Extend: a, eigh ea, e-e, Extend: e, ey, y ie, i-e Extend y ow, o-e Extend oe, o</p>					Y1	

ew, u-e Extend ue, u						
<p>Phase 4</p> <p><i>Working on: Segmenting adjacent consonants in words and apply this in spelling.</i> <i>Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</i></p> <p>Reading: said, so, have, like, some, one, come, were, out, what, when, there, little</p> <p>Spelling: he, she, we, me, be, was, my, you, her, they, all, are</p>						YR/Y1
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phase 3 (YR)</p> <p>Phase 3 (RECAPPED quickly YR2)</p> <p><i>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</i></p> <p>Consonant digraphs ch, sh, th, ng</p> <p><i>Working on: Reading and spelling CVC words using letters and short vowels.</i></p> <p>Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x</p> <p>Reading: he, she, we, me, be, was, my, you, her, they, all, are Spelling: the, to, no, go, l</p>						
<p>Phase 2 (RECAPPED quickly YR2)</p> <p><i>Working on: Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words.</i> <i>Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</i></p> <p>Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p</p> <p>Reading: the, to, l, no, go</p>						
<p>Phase 1 (7 Aspects)</p> <p><i>Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</i></p>						