

Springdale Phonics



Year 2

Autumn Overview

Phonics Overview

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Rational

All Springdale children have followed a sequential and progressive phonics journey from starting school in Reception. They have been continually monitored and tracked to address any misconceptions and sessions have been planned in response to this. We are using our formative and summative assessments to inform our phonics teaching in Year 2. All children have been taught Phase 5 in its entirety throughout their time in Year 1. Our assessments show that not all children are secure in their use of phonics at this phase and need further opportunity to practise and consolidate their blending and segmenting skills in the Autumn term of Year 2.

2024-25 Phonics Screening - 92% pass rate 55/60

	<32	32 > 36	36 > 40	Full Marks
Number of children	5	7	48	12
Percentage of children	8%	12%	80%	20%

At Springdale, we consider children scoring 36 and above as being secure in their phonics.

Autumn 1 will see children revisiting Phase 5 Alternate Graphemes/Pronunciations for Reading. The children will focus on securing the skill of blending within these sessions as spelling will become a priority once the children can read the sounds.

We will assess the children using our trackers and practise screening papers at the end of the half term and review what further action is required. The aim is for children to be moving on to their spelling programme to practise and apply their spelling rules following on from their phonic teaching.

Autumn 1

Phase 5 Graphemes – PART A

Tricky Words

Phase 5 -Children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words.

ASSESSMENT WEEK

Letters and Sounds Booklet Assessment + trackers updated.

Week 1
4/9/25

Revisit phase 3 and 4 gaps based on entry assessments

Revisit Phase 5
when, out, said,
your, ago, love,
our, become, full,
school, asks, by,
house, here, oh,
their, people, Mr,
Mrs, could, where

Revisit PHASE 5 – *Alternate graphemes for reading*

Tricky Words are taken from Letters and Sounds and align to the Year 1 Common Exception Words specified in the National Curriculum. Additional tricky words are included that feature in our Learn to Read books. The books need to match the children's phonic attainment

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(Alternates highlighted in red are a focus for segmenting days and spelling sessions)

Week 2	ay (ai, a-e, ey, a, ei, eigh, aigh) ou (ow)
Week 3	ie (igh, i-e, i, y) ea (ee, ie, e-e, ey, y, e, eo)
Week 4	ue (oo, ew, u-e, ui, u, ou) a (fast, path, pass) a (acorn, bacon, angel) a (was, wasp)
Week 5	e (recent, region, frequent) i (find, mind, behind) o (gold, cold, both,) u (unit, unicorn) u (put, pull, push pudding, awful)
Week 6	ow (low, grow, snow) ie (chief, thief, shield) ea (head, bread, thread) ou (you, soup, group) ou (could, would, should)
Week 7	ou (mould, shoulder, boulder) y (gym, crystal, mystery) y (very, happy, funny) ch (school, Christmas, chemist) ch (chef, machine, brochure)
Week 8	c (cell, cent, acid, central) g (gent, gym, gem, gentle) ey (they, grey, obey)

Phonic knowledge

- To practise recognition and recall of Phase Two, Three and Five graphemes as they are learned
- To revisit new graphemes for reading and their alternates (2 a week)
- To practise reading and spelling words with adjacent consonants and words with phase 5 grapheme
- To become quicker at recognising graphemes of more than one letter in in words
- To practise reading and spelling polysyllabic words eg. thirteen
- To practise reading sentences eg. They saw that the dog had hurt its paw.
- To practise writing sentences eg. We can cook a pie.

Vocabulary

Split Digraph	Alternate	Alternative Grapheme	Real Words
Alien Words			

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