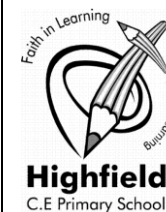


Year 2 RWI trajectory 2024-2025



NC statement:

continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading.

Assessment:

Half termly assessment using updated RWI assessment sheet (year R to be using entry assessment sheet)

Autumn 1				Book Bag Book	Weekly spellings
	Week 1		No book	Keywords to be taught and assessed:	
	Week 2	Focus sound- oo	Books <i>Robin Hood</i>	<i>A big bag of cash/ Bushcraft</i>	happened strength bridge whack want
	Week 3	Focus sound- ay	Books <i>Lost</i>	<i>No way!/ Which way is it?</i>	holiday playful stray stay they
	Week 4	Focus sound- ee	Books <i>Do we have to keep it?</i>	<i>Sam needs feeding/ What can baby do?</i>	guess both wash almost one
	Week 5	Focus sound- igh	Books <i>Danny and the Bump-a-Lump</i>	<i>Just let me sleep/ Fun at night</i>	flung knight kind eyes I've
	Week 6	Focus sound- ow	Books <i>Grow your own radishes</i>	<i>The radish contest/ Plants</i>	window shallow below grow school
	Week 7	Focus sound- oo oo	Books <i>The foolish witch</i>	<i>Tom's cooking class/ What's in the woods?</i>	thumb crumb munch quick what
Autumn 2					
Expose to all set 1, 2 and 3	Week 1	Focus sound- ar	Books <i>Barker</i>	Keywords to be taught and assessed:	part start bark sharp goes
	Week 2	Focus sound- oor ore	Books <i>The poor goose</i>	most only both old cold gold hold told every great break steak	know store guess after there
	Week 3	Focus sound- air	Books <i>Hairy fairy</i>		fairy hairy despair air I'm
	Week 4	Focus sound- ir	Books <i>King of the birds</i>		bird squirt chirp whirl wash
	Week 5	Focus sound- ou	Books <i>Our house</i>		shout pound couch doubt says
					<i>Dog school/ A card to grandad</i>
				<i>A horse on Dartmoor/ Running contests</i>	
				<i>A job for hairy fairy/ It's so hairy!</i>	
				<i>The thirsty crow/ Birds</i>	
				<i>Greyhounds/ cool houses</i>	

	Week 6	Focus sound- air	Books <i>The jar of oil</i>		<i>A second jar of oil/ Our incredible planet</i>	oil coins joint soil there
	Week 7	Focus sound- air	Books <i>Jade's party</i>		<i>Party games/ Food festivals</i>	blame shame stale pale does
Spring 1						
Expose to all set 1, 2 and 3	Week 1	Focus sound- ee ea e y	Books <i>Jellybean</i>	Keywords to be taught and assessed: plant path bath after fast last past father grass class pass	<i>Beastly pets/ Small but deadly</i>	please greedy squeak sleep she
	Week 2	Focus sound- igh i-e ie i	Books <i>A box full of light</i>		<i>Dick Whittington/ The Sun</i>	shine light prize beside all
	Week 3	Focus sound- o-e	Books <i>The hole in the hill</i>		<i>All alone/ Making sounds with instruments</i>	throw rose stone toes what
	Week 4	Focus sound- oo u-e ue	Books <i>Rex to the rescue</i>		<i>A happy pug</i>	cute brute refuse tune come
	Week 5	Focus sound- or oor ore aw	Books <i>The lion's paw</i>		<i>King midas</i>	crawl sore snore yawn could
	Week 6	Focus sound- are air	Books <i>I dare you</i>		<i>Men on the moon</i>	spare compare glare stare who
Spring 2						
Expose to all set 1, 2 and 3	Week 1	Focus sound- ir ur er	Books <i>Looking after a hamster</i>	Keywords to be taught and assessed: pretty beautiful hour move improve sure sugar eye who	<i>Bert the explorer</i>	firm finger shelter curl other
	Week 2	Focus sound- ou ow	Books <i>How silly!</i>		<i>Silly games</i>	howl drown crouch house mother
	Week 3	Focus sound- ay a-e ai aigh a	Books <i>Wailing Winny's car boot sale</i>		<i>Dad made a mistake</i>	sale chain pale faint any
	Week 4	Focus sound- ow o-e oa o	Books <i>Toad</i>		<i>Frog or toad?/ Pond life</i>	bellow cloak throat toad was
	Week 5	Focus sound- oo u-e ue ew	Books <i>Andrew</i>		<i>The lifeboat crew/ The deep blue sea</i>	threw crew stew blew another
	Week 6	Focus sound- or ire ear	Books <i>Dear Vampire</i>		<i>The train of fear/ Mythical monsters</i>	require hire enquire retire great
	Week 7	Focus sound- ure ture	Books <i>Vulture culture</i>		<i>Carrion creatures/ The Inca trail</i>	measure vulture sure nature were
Summer 1						
	Week 1	Focus sound- tion	Books <i>Celebration on planet Zox</i>	Keywords to be taught and assessed:	<i>Pay attention please/ Planets</i>	section mention solution attention all

Expose to all set 1, 2 and 3	Week 2	Focus sound-ous cious tious	Books <i>A very dangerous dinosaur</i>	should would could clothes busy people water again half	<i>Dinosaur times/ Dinosaur discovery</i>	vicious marvellous curious hideous was
	Week 3	Focus sound-able ible ably ibly	Books <i>The invisible clothes</i>		<i>Rumpelstiltskin/ Clothes</i>	invisible suitable possible incredible wear
	Week 4	Focus sound ou, ow	Books <i>The ant and the dove</i>			ground howl scowl cloud should
	Week 5	Focus sound ow o-e oa o	Books <i>The empty pot</i>			spoke oak thrown shadow water

Summer 2

Children to learn spelling punctuation and grammar rules within the final half term

Explicit teaching of skills to be taught alongside literacy

Comprehension texts to be used regularly within phonics sessions

NC statement:

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning 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 ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly English – key stages 1 and 2 20 Statutory requirements ♣ apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

		Spelling/grammar focus		
Expose to all set 1, 2 and 3	Skill 1	Contracted word forms	Keywords to be taught and assessed: money Mr Mrs parent Christmas everybody even	isn't shouldn't wasn't haven't can't
	Skill 2	Possessive apostrophes		Sara's Mike's Helen's Tom's Dave's
	Skill 3	Plurals s/es		matches foxes wishes crosses pretty
	Skill 4	Suffixes -ly		sadly carefully highly widely hugely
	Skill 5	Prefixes un-		unhappy unsure unjust unkind undo
	Skill 6	Common homophones		Keyword test