**Year 2 | Term 3 | Week 1 | o (u) revision**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Review the o (u) grapheme.**  **Review dge, c. kn. wr graphemes.**  **Review adding suffixes s, ing and ed.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/HFWs: water, parents, beautiful, gave, take, place, began, before, because, even** | **Can they recognise o (u) grapheme?**  **Can they blend the o (u) dge, c. kn. wr graphemes and other graphemes to read words?**  **Can they segment the o (u) dge, c. kn. wr graphemes and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/ HFWs: water, parents, beautiful, gave, take, place, began, before, because, even?** |

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| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** | |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review o (u) and suffixes**  Recap the **o (u)** PowerPoint. Review word families in which the **o (u)** grapheme is common. Who can remember the **o (u)** words in the song?  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **o (u)** cloze procedure. | **Ideas Generation**  Use the word families and the song as tools to remember **o (u)** words. How many words can the class recall? | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **gave, take, place** – the a-e grapheme is making the Angry Red A sound. Tricky Witch also changes the c to a s sound in 'place'.  **began, before, because, even –** the e grapheme is making the Green Froggy sound. Tricky Witch also changes the au to an o and the s to a z sound in 'because'. Both 'because' and 'before' have final silent letter ‘e's’.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **fridge rice knock wrote badge space know wrap** | **Colourful Common Exception Words**  Review CEWs by writing in colour-code:  **water parents beautiful** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Watch the video ‘Nothing Like My Other Brother’.  **Day 1 Worksheet**  **- Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Draw and describe**  Draw a scene containing items that have the letter **o** that makes a **u** sound. Describe the picture in sentences. | **Homework**  Send home words from the Quick Mix Review. |

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| **Year 2 | Term 3 | Week 2 | ey revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the ey grapheme**  **Review homophones/near homophones**  **Review adding suffixes s, ing and ed**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/HFWs: Mr, Mrs, who, eye, he’s, we’re, can’t, didn’t, couldn’t,  jumped, stopped** | **Can they recognise ey grapheme?**  **Can they blend the ey grapheme and other graphemes to read words?**  **Can they segment the ey grapheme and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/ HFWs: Mr, Mrs, who, eye, he’s, we’re, can’t, didn’t, couldn’t,  jumped, stopped?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review ey and suffixes**  Recap the **ey** PowerPoint. Notice how plurals are formed differently for **ey** and **y**.  Can the children remember the **ey** words? There are not many **ey** words to remember. It is important to know them because most other words ending in the long **E** sound are spelt with a **y**. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **ey** word search. | **Ideas Generation**  What would Green Froggy like for her birthday? List as many **ey** words as possible. | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **he’s, we’re, can’t, didn’t, couldn’t** – these are contractions. Tricky Witch changes the n sound in ‘can’t’, ‘didn’t’ and ‘couldn’t’ and the re sound in ‘we’re’. The o and l in ‘couldn’t’ are silent ghosts.  **jumped, stopped** – Tricky Witch changes the ed to a t sound.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 spellings by reading aloud words. Children write these in the boxes.  **here blew their quite see blue sea quiet** | **Colourful Common Exception Words**  Review CEWs by writing in colour-code:  **Mr Mrs who eye** |
| **Grapheme Recap**  Action: E Smiley face.  Watch the video ‘Monkey Boo’.  **Day 1 Worksheet**  **- Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Birthday List**  Write a list of all the items that Green Froggy has on her birthday list. | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 3 | Week 3 | w-a (o) revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Reviews the w-a (o) grapheme.**  **Review er, est, ing, y suffixes.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/HFWs: thought, laughed, magic, animals, I’ve, I’ll, who, two.** | **Can they recognise the w-a (o) grapheme?**  **Can they blend the w-a (o) grapheme and other graphemes to read words?**  **Can they segment the w-a (o) graphemes and other graphemes to spell words?**  **Can they add suffixes er, est, ing, y?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/ HFWs: thought, laughed, magic, animals, I’ve, I’ll, who, two?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review w-a (o) and suffixes**  Review common **w-a (o)** words in the PowerPoint.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **w-a (o)** crossword. | **Ideas Generation**  It is Tricky Witch’s birthday. She has been up to her old tricks again! She has swapped the items in the monsters’ party bags.  Think of **w-a (o)** items that might be swapped. Think of as many funny swaps as possible. | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **magic, animals** – Tricky Witch changes the **g** in 'magic' to a j sound and the final **al** in 'animals' to an ul sound.  **I've, I'll** – these are contractions where the letter I is make the Yellow I sound.  **who, two** – both of these words have an **o** that makes the Cool Blue Sound and also contain a silent ghost. These spellings can be difficult to remember.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 spellings by reading aloud words. Children write these in the boxes.  **nicest baker kindest liking shiny cuter cutest hiker** | **Magic High Frequency Words**  Review HFWs by writing in colour- code:  **thought laughed** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Watch ‘The Swapping Song’.  **Day 1 Worksheet**  **- Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine  Boasting Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Tricky Witch’s Birthday**  Write how Tricky Witch changed a watch, a toy wand and a drink of squash into something else. Include as many words with **w-a (o)** grapheme. Remember to use words from the grammar machines too! | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 3 | Week 4 | w-or (er) revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the w-or (er) grapheme.**  **Review i, dge, g, c graphemes.**  **Review adding suffixes s, ing and ed.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/HFWs: where, once, couldn’t, only, baby, floppy, every, suddenly, great** | **Can they recognise the w-or (er) graphemes?**  **Can they recognize the i, dge, g, c graphemes?**  **Can they blend the w-or (er) graphemes and other graphemes to read words?**  **Can they segment the w-or (er) graphemes and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/ HFWs: where, once, couldn’t, only, baby, floppy, every, suddenly, great?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review w-or (er) and suffixes**  Review the **w-or (er)** PowerPoint and sentences.  Review how to add suffixes **s ing** and **ed** on the whiteboard.  Ask children in pairs to try to remember the **w-or (er**) sentences and write on whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Use the **w-or (er)** words to complete the cloze procedure. | **Ideas Generation**  What is the best thing and the worst? What is a worthy cause? What work can people do to help?  Include as many words containing the **or** grapheme that makes an **er** sound. There not many of these. | **HFWs**  Display the First 100 and the Next 200 HFW Flashcards Posters.  Speed read in sound groups sections of the First 100 and Next 200 HFW flashcards.  Review the Quick Mix  Are there any gaps in the learning? Focus on the link between the letters and the sounds. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **find fudge change race quiet edge giant dance** | **Magic High Frequency Words**  Review HFWs by writing in colour-code:  **where once couldn’t** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Recap the w-or (er) words. There are not many of these.  **Day 1 Worksheet**  **- Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Letter to the Prime Minister**  Use the ideas above to write a letter to the Prime Minister to say how you would like to improve the world. | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 3 | Week 5 | w-ar (or) revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the w-ar (or) grapheme.**  **Review er, est, ed and ing suffixes.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/HFWs: any, many, these, small, bear, boat, home, clothes** | **Can they recognise the w-ar (or) grapheme?**  **Can they blend the w-ar (or) grapheme and other graphemes to read words?**  **Can they segment the w-ar (or) grapheme and other graphemes to spell words?**  **Can they add er, est, ed and ing suffixes?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/ HFWs: any, many, these, small, bear, boat, home, clothes?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review w-ar (or) and suffixes**  Review the **w-ar (or)** PowerPoint  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **w-ar (or)** word search. | **Ideas Generation**  As a class recall the **w-ar (or)** words.  Think of sentences that these could be used in.  Use the examples in the Monster Partner sentences to help you. Remember to use words from the grammar machines. | **HFWs**  Display the First 100 and the Next 200 HFW Flashcards Posters.  Speed read in sound groups sections of the First 100 and Next 200 HFW flashcards.  Review the Quick Mix  Are there any gaps in the learning? Focus on the link between the letters and the sounds. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 spellings by reading aloud words. Children write these in the boxes.  **sadder saddest hummed humming fatter fattest dropping dropped** | **Magic High Frequency Words**  Review HFWs by writing in colour-code:  **any many these** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Recap the **w-ar (or)** PowerPoint and Tricky Witch Poem.  **Day 1 Worksheet**  **- Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Draw and describe**  Draw a picture that includes as many **w-ar (or)** items as possible. Now describe the picture in sentences. | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 3 | Week 6 | s (zsh) revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the s (zsh) grapheme.**  **Review er, est, ed, ing suffixes.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFWs: because, we’re, everyone, town, how, through, eyes, boy, again** | **Can they recognise the s (zsh) grapheme?**  **Can they blend the s (zsh) grapheme and other graphemes to read words?**  **Can they segment the s (zsh) grapheme and other graphemes to spell words?**  **Can they add suffixes er, est, ed, ing?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: because, we’re, everyone**  **town, how, through, eyes, boy, again?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review s (zsh) and suffixes**  Review the **s (zsh)** PowerPoints and memory sentences. Ask children in pairs to try to remember the **s (zsh)** sentences and write on whiteboards.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard. Remember to focus on the end of the word to use the correct rule. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **s (zsh)** crossword. | **Ideas Generation**  What does Tricky Witch like to do in her leisure time?  Include as many words containing an **s** grapheme that makes a **zsh** sound as you can. Remember to include words from the grammar machines. | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards. Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **town, how** – the ow grapheme is making the Brown Owl sound.  **through** – the ou grapheme makes the Cool Blue sound and gh are silent ghosts.  **eyes, boy** – Tricky Witch changes the eye to a long I sound and the s to a z sound. She makes the oy sound in boy.  **again** – the ai in 'again' is pronounced either as an Angry Red A sound or a short e sound, depending on your region within the UK.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 spellings by reading aloud words. Children write these in the boxes.  **happier happiest carry carries carried cries copied copier** | **Magic High Frequency Words**  Review HFWs by writing in colour-code:  **because we’re everyone** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Recap the **s (zsh)** sentences in PowerPoints s2 and s3.  **Day 1 Worksheet**  **- Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine  Adjective Machine and Boasting Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Diary of Leisure**  Help Tricky Witch to write a diary about what she likes to do in her leisure time! | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 3 | Week 7 | ti (sh) revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review ti (sh) grapheme.**  **Review ment, ful, ness, ly suffixes.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFWs: gone, horse, which, pulled, fly, why, cried, find, giant, narrator** | **Can they recognise the ti (sh) graphemes?**  **Can they blend the ti (sh) graphemes and other graphemes to read words?**  **Can they segment the ti (sh) graphemes and other graphemes to spell words?**  **Can they add suffixes ment, ful, ness, ly?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: gone, horse, which, pulled, fly, why, cried, find, giant, narrator?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review ti (sh) and suffixes**  Read the **ti (sh)** words in the PowerPoint.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **ti** crossword. | **Ideas Generation**  Think of all of the places, names and locations that use the **ti (sh)** grapheme.  Imagine, for example: Tourist Information, Potion Shop, National TV Station. | **HFWs**  Display the First 100 and the Next 200 HFW Flashcards Posters.  Speed read in sound groups sections of the First 100 and Next 200 HFW flashcards.  Review the Quick Mix  Are there any gaps in the learning? Focus on the link between the letters and the sounds. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 spellings by reading aloud words. Children write these in the boxes.  **merriment plentiful playful careful happiness enjoyment sadness happily** | **Magic High Frequency Words**  Review HFWs by writing in colour-code:  **gone horse which pulled** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Review the ‘Commotion at the Station’ video.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine  Adjective Machine and Boasting Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Map of Monster Town**  Draw and label a map of the main town in Monster Phonics Land. Include as many **ti** words as you can. | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 3 | Week 8 | i (CEW)**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the i grapheme that makes the long I.**  **Review contractions.**  **Review how to add suffixes s, ing and ed.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFWs: different, pulled, live, grandad, morning, rabbit, that’s, things, king, across, along.** | **Can they recognise the i grapheme?**  **Can they blend the i grapheme and other graphemes to read words?**  **Can they segment the i grapheme and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: different, pulled, live, grandad, morning, rabbit, that’s, things, king, across, along?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review i (CEW) words and suffixes**  Read the **i (CEW)** words in the PowerPoints.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **i (CEW)** word search. | **Ideas Generation**  Watch the video ‘Tiger and I’.  Think about the adventure.  We’re did they go?   * island   What did they do?   * played violin * idea * pilots * used iPhones and iPads   Why do they find that they are two of a kind? Each is a wild child. | **HFWs**  Display the First 100 and the Next 200 HFW Flashcards Posters.  Speed read in sound groups sections of the First 100 and Next 200 HFW flashcards.  Review the Quick Mix  Are there any gaps in the learning? Focus on the link between the letters and the sounds. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 spellings by reading aloud words. Children write these in the boxes.  **can’t didn’t hasn’t isn’t wasn’t don’t we’re they’re** | **Magic High Frequency Words**  Review HFWs by writing in colour-code:  **different friend live** |
| **Grapheme Recap**  Action: I eye.  Watch the video ‘Tiger and I’.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **The Tiger and I**  Write about Yellow I’s adventure with the tiger. Include as many words containing the **i** grapheme as possible. Remember to use words from the grammar machines! | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 3 | Week 9 | Homophones and Suffix ed (drop e) revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review homophones and near homophones.**  **Review suffix ed (drop e).**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEWs: great, break, steak, every, even, busy, many, everybody, pretty, people, any, money.** | **Can they match homophones?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: great, break, steak, every, even, busy, many, everybody, pretty, people, any, money?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review Suffix (drop e) rule**  Read through the PowerPoint to see how the drop e rule is applied to words ending in **e**.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Search – suffix (drop e) rule**  Change the words in the list to the past tense and find them in the word search. | **Ideas Generation**  Tricky Witch likes to cause trouble. This time though, the trick is on her – the homophone trick. Tricky Witch gets her homophones mixed up, causing chaos. Think of things that could happen as a result of the confusion.  For example, Tricky Witch makes a magic spell for flowers but ends up covered in flour! | **Year 2 CEWs Recap**  1. Download the CEW PowerPoint. Speed read the CEWs.  2. Download the CEW Flashcards. Use these to focus only on Angry Red A and Green Froggy CEWs.  Can the class create interactive displays for these monsters and their CEWs?  Angry Red A  **great break make**  Green Froggy  **every even busy many everybody pretty people any money** |
| **Review Homophones and Near Homophones**  Read the words in the PowerPoint – notice the differences in spelling and sound and talk about the meaning.  Complete the homophones matching activity. | **Day 3 Worksheet**  **Homophone Crosswords**  Find the answers to the crossword. Remember to use the right homophones. |
| **Homophones**  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  Time Machine  + ing Machine  Boasting Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Write a story in the past tense about Tricky Witch’s Homophone Mix-Up!**  Make sure the story is written in the past tense. Watch out for the drop e rule! | **Weekly Spelling Test**  Send home a list of words with ed suffixes:   * **Homophones** * **Suffix ed - drop e rule** |

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| **Year 2 | Term 3 | Week 10 | Suffix ed (double consonant and change y to an i) revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the change y to an i rule for adding vowel suffixes**  **Review suffixes s, ing, ed, er, est, y.**  **Review changing verbs into the past tense.**  **Review rhyming pairs.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEWs: find, mind, kind, behind, wild, child, climb, both, most, old, gold, hold, told, cold, only, whole, clothes, only** | **Can they add suffixes s, ing, ed, er, est, y?**  **Can they change verbs into past tense?**  **Can they find rhyming pairs?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: find, mind, kind, behind, wild, child, climb, both, most, old, gold, hold, told, cold, only, whole, clothes, only?** | | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review the change y to an i rule for adding vowel suffixes**  Download the PowerPoint. Use this to review how the **y** to an **i** rule is applied to words ending in **y**.  Remember that the **y** to **i** rule does not apply for adding **ing**.  Review how to add suffixes **s**, **ing, ed, er, est, y** on the whiteboard. Focus on the end of the word to use the correct rule. Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Search – y to an i**  Change each verb in the list to the past tense and find these words in the word search. | **Ideas Generation**  Pick rhyming pairs and change to the past tense.  **fan tan ban plan**  **pop hop flop drop**  **fit hit grit kit**  **dry try fry cry**  **carry marry**  **worry hurry** | **Year 2 CEW Recap**  1. Download the Year 2 CEW PowerPoint. Speed read the CEWs.  2. Download the Year 2 CEW Flashcards. Use these to focus only on Yellow I and Miss Oh No CEWs. Ask the class to design and create interactive displays for these monsters and their CEWs. For example, make monsters with a 'slit' mouth that can be fed CEW cards or the class could make the monster homes to add the monster and the flashcards too. Monster and home images can be downloaded from the Display Section and enlarged to support this activity.  Yellow I – **find mind kind behind while child climb**  Miss Oh No – **both most old gold hold told cold only whole clothes** | |
| **Review the double consonant rule for adding vowel suffixes**  Review the PowerPoint to recap the rule. This is a simple rule but one that is often forgotten.  Review how to add suffixes **s**, **ing, ed, er, est, y** on the whiteboard. Focus on the end of the word to use the correct rule. Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Cloze Procedure – double consonant**  Complete the sentences in the cloze procedure. |
| **Day 1 Worksheet**  **Grammar Machines**  Complete the  Time Machine  +ing Machine  More than One Machine  Boasting Machine | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine  Boasting Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Silly Sentences**  Use the rhyming pairs to make silly sentences about things that each monster has done.  For example, Miss Oh No hopped when she dropped her phone! | **Weekly Spelling Test**  Send home a list of words with ed suffixes:   * **Double consonant** * **Change i to a y** | |

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| **Year 2 | Term 3 | Week 11 | Consonant Suffix and Contractions revision**     |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review year 2 graphemes.**  **Review contractions (not, is/are)**  **Review adding suffixes s, ing and ed**  **Form ly adverbs.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEWs: beautiful, move, prove, improve, who, half.** | **Can they recognise all the year 2 graphemes?**  **Can they read and write contractions not, is/are?**  **Can they add suffixes s, ing, ed?**  **Can they form ly adverbs?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: beautiful, move, prove, improve, who, half?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review the patterns for contracting not, is, has**  Recap the PowerPoint to remind the children of how to form contractions for **not** and **is/are**.  Review how to form these contractionson the whiteboard. Focus on the pattern for each particular contraction. Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Search – Consonant Suffixes**  Add the suffix to each root word. Find the word in the word search. | **Ideas Generation**  Form ly adverbs to describe how each monster:   * eats * walks/runs/moves * plays * sleeps   Not look at what the monster:   * doesn’t like to do * hasn’t got * isn’t happy with | **Year 2 CEW Recap**  1. Download the Year 2 CEW PowerPoint. Speed read the CEWs.  2. Download the Year 2 CEW Flashcards. Use these to focus only on U-Hoo, Cool Blue and Brown Owl CEWs. Ask the class to design and create interactive displays for these monsters and their CEWs. For example, make monsters with a 'slit' mouth that can be fed CEW cards, or the class could make the monster homes to add the monster and the flashcards to. Monster and home images can be downloaded from the Display Section and enlarged to support this activity.  U-Hoo – **beautiful**  Cool Blue – **move prove improve who**  Brown Owl – **our** |
| **Review the rule for adding consonant suffixes**  Review the PowerPoint to recap the rule. No change to the end of the root word! Except for **y** to an **i** – happy changes to happily, happiness etc.  Remember to focus on the end of the word to use the correct rule. | **Day 3 Worksheet**  **Contracting Words**  Contract the words underline. |
| **Day 1 Worksheet**  **Grammar Machines**  Complete the  **Consonant Suffix Machines** for each word. | **Day 2 Worksheet**  **Contraction Machines**  Complete the  + not Machine  + is/are Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Write a Monster Fact File**  For example, Angry Red A angrily eats, quickly races to school. He doesn’t like to wait and isn’t happy with being last! | **Weekly Spelling Test**  Send home a list of words with ed suffixes:   * **Consonant Suffixes** * **Contractions** |

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| **Year 2 | Term 3 | Week 12 | Possessive Apostrophes and Contractions revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review year 2 graphemes?**  **Review the possessive apostrophe.**  **Review contractions (will, has/have).**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEWs: would, could, should, door, poor, floor, Christmas, sure, water, Mr, Mrs, sugar, eye, parent, pass, class, grass, path, bath, last, fast, plant, after, again.** | **Can they the year 2 graphemes?**  **Can they read and write words with possessive apostrophes?**  **Can they read and write words with contractions will, has/have?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: would, could, should, door, poor, floor, Christmas, sure, water, Mr, Mrs, sugar, eye, parent, pass, class, grass, path, bath, last, fast, plant, after, again?** | | | | | | |
| **Monday Recap** | **Tuesday Grammar** | | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | | **Again review the patterns for contracting not, is, has**  Recap the PowerPoint to remind the children of how to add contractions for not, is and has. | **Day 3 Worksheet**  **Word Puzzle – Contractions**  Contract each pair and find them in the word search. | **Ideas Generation**  Think of how each member of your family looks. Think of their favourite activities and possessions.  My mum’s favourite hobby is singing.  My dad’s car is red.  My aunty’s…  My brother’s…  My dogs’… | **Year 2 CEW Recap**  1. Download the Year 2 CEW PowerPoint. Speed read the CEWs.  2. Download the Year 2 CEW Flashcards. Use these to focus only on Silent Ghost and Tricky Witch CEWs. Ask the class to design and create interactive displays for these monsters and their CEWs. For example, make monsters with a 'slit' mouth that can be fed CEW cards, or the class could make the monster homes to add the monster and the flashcards too. Monster and home images can be downloaded from the Display Section and enlarged to support this activity.  Silent Ghosts – **would could should door poor floor Christmas**  Tricky Witch – **sure water Mr Mrs sugar eye parent**  Include the regional difference – **pass class grass path bath last fast plant after again** |
| **Review the rules for possessive apostrophes**  Review the PowerPoint to recap the rules:   * simple possessive apostrophes * plurals * words ending in s * its | | **Day 3 Worksheet**  **Cloze procedure – possessive apostrophe**  *The children took their dog for a walk. They went past the shop belonging to the butcher. Mrs Fresh was in her garden. She gave the dog a bone. They met their parents on their bikes. The family went into their house.*  Show who owns each item by completing the cloze procedure. |
| **Day 1 Worksheet**  **Possessive Sentences**  Draw a line from each person/animal and the item that they own. Then write the sentence.  For example:  The dog’s dinner. | | **Day 2 Worksheet**  **Contraction Machines**  Complete the  + will Machine  + has/have Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **My Family**  Describe your family.  Use possessive apostrophes to write about each person. Use contractions too.  My mum’s eyes are blue.  She’s got brown hair. | **Weekly Spelling Test**  Send home a list of words with ed suffixes:   * **Possessive apostrophes** * **Contractions** |

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