

# Term-by-term progression

Year 2/Primary 3: Autumn 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs	Week 7
Day 1	Vowels and consonants	Spellings of /igh/	/j/ spelled <g>	/n/ spelled <kn>	/ee/ spelled <ey>	/or/ spelled <oor>	/u/ spelled <o>
Day 2	Spellings of /ai/	Spellings of /oa/	/j/ spelled <ge>	/n/ spelled <gn>	/s/ spelled <c>	Common Words: because, most	/o/ spelled <a>
Day 3	Spellings of /ee/	Spellings of /(y)oo/	/j/ spelled <dge>	/r/ spelled <wr>	/l/ spelled <il>	/igh/ spelled <i>	/or/ spelled <a>/<al>

Year 2/Primary 3: Autumn 2							
	Week 1	Week 2	Week 3 Review	Week 4 Review	Week 5 Review	Week 6 CWs	Week 7 Review
Day 1	/zh/ spelled <s>	/ur/ spelled <or>	/j/ spelled <g>	/j/ spelled <ge>	/u/ spelled <o>	/oo/ spelled <o>	/j/ spelled <dge>
Day 2	/zh/ spelled <si>	/or/ spelled <ar>	/n/ spelled <gn>	/n/ spelled <kn>	/zh/ spelled <s> or <si>	/h/ spelled <wh>	/o/ spelled <a>
Day 3	Homophones	Homophones	/s/ spelled <c>	/ee/ spelled <ey>	/r/ spelled <wr>	/ai/ spelled <ea>	/or/ spelled <a>/<al>

### Year 2/Primary 3: Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
<b>Day 1</b>	/l/ spelled <el>	Doubling consonants of CVC words when adding a suffix -ed /id/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y	Homophones	/oa/ spelled <o>
<b>Day 2</b>	/l/ spelled <le>	Doubling consonants of CVC words when adding a suffix -ed /t/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -est	Homophones	/e/ and /ee/ spelled <e>
<b>Day 3</b>	/l/ spelled <al>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -ing	Homophones	/oa/ spelled <o>

### Year 2/Primary 3: Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Day 1</b>	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /id/	Drop <e> and add suffix -er	Drop <e> and add suffix -y	-tion endings
<b>Day 2</b>	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /t/	Drop <e> and add suffix -er	Drop <e> and add suffix -est	Common Words: people, busy, water
<b>Day 3</b>	Apostrophes for possession	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	<a> spelled /ar/ and other Common Words	Common Words: would, should, could /oo/ spelled <oul>

### Year 2/Primary 3: Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
<b>Day 1</b>	How suffixes affect the verb	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness after adding -ful/-less
<b>Day 2</b>	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness with no change to the root word
<b>Day 3</b>	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness with no change to the root word

### Year 2/Primary 3: Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5 CWs	Week 6 CWs	Week 7
<b>Day 1</b>	<y> spelling /igh/ or /ee/	Plurals where dropping <y> add an <i> add -es	Comparatives vs superlatives	Doubling consonants of CVC words when adding a suffix -y	Common Words: sugar, eye, again	Review any previously taught content to ensure children have additional practice where required.	
<b>Day 2</b>	Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/	Drop the <y> add an <i> add -es Where <y> is spelling /igh/	Drop the <y> add an <i> add -er	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er	Common Words: any, many, beautiful, hour		
<b>Day 3</b>	Drop the <y>, add an <i> add -ed Where <y> is spelling /ee/	Drop the <y> add an <i> add -es Where <y> is spelling /ee/	Drop the <y> add an <i> add -est	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est	Common Words: parents, sure, clothes		