

Scope & Sequence for Jolly Phonics: STEP 2

Weekly Units	1	2	3	4	5	6	7	8	9	10	11	12	13
	⟨y⟩ as /ee/	short vowels	⟨ck⟩	double letters	long vowels and ⟨a_e⟩, ⟨e_e⟩, ⟨i_e⟩, ⟨o_e⟩, ⟨u_e⟩	⟨ay⟩ as /ai/⟨oy⟩ as /oi/	⟨ea⟩ as /ee/	⟨y⟩ and ⟨igh⟩ as /ie/	⟨ow⟩ as /oa/ and /ou/	⟨ir⟩ and ⟨ur⟩ as /er/	⟨ew⟩ as /ue/	⟨aw⟩, ⟨au⟩, ⟨al⟩ as /or/	
Alternatives	- Use flashcards to revise the 42 basic letter sounds, short and long vowels, and alternatives that have been taught. - Use dictation to revise the alternative spellings taught so far. - Listen for the short and long vowels in words and introduce some of the spelling rules associated with them (e.g. using ⟨ck⟩ after a short vowel). - Read a variety of words, phrases and sentences as frequently as possible (as a class or in small groups/individually), and use blending for unknown words.												
Handwriting	Capitals SATIPN	Capitals CKEH RMD	Capitals GOULFB	Capital J Revise ⟨ai⟩, ⟨oa⟩, ⟨ie⟩, ⟨ee⟩, ⟨or⟩	Caps ZWV Revise capitals: Groups 1&2	Caps YXQ Revise capitals: Groups 3–7	Revise the alphabet: upper- and lower-case letters	Revise formation: • ⟨b⟩ & ⟨d⟩ • capitals A–M	Revise: • ⟨r⟩, ⟨n⟩, ⟨m⟩, ⟨h⟩ • capitals N–Z	Revise: • caterpillar • ⟨c⟩ letters • alphabet order	Revise: • tall letters • alphabet order	Revise: • letters with tails under the line • alphabet order	Revise: • ⟨e⟩, ⟨z⟩, ⟨s⟩, ⟨v⟩, ⟨w⟩, ⟨x⟩ • alphabet order
	- Practise correct letter formation (including the direction of movement) for both upper- and lower-case letters, using the tripod grip. - Introduce the letter names through reciting/singing the alphabet, starting in Unit 1. - Revise the lower-case letters and corresponding capitals that have been taught (Jolly Phonics Alphabet Poster / flashcards / upper- and lower-case letter matching / capital and word dictation). - From Unit 7: Introduce the alphabet in four colour-coded sections: A–E; F–M; N–S; T–Z. Each section represents roughly a quarter of the words in a dictionary.												
Words and Sentences	Discussion pictures for each lesson: - Use pictures for discussion and vocabulary building. - Model how to write words, phrases and sentences with the children, including capital letters, full stops and spaces between words. - Encourage independent writing about the pictures, using words, phrases or sentences, according to ability.												
	the hen	in the park	on the pond	the fox	the fish	in the dark	the noisy ducks	the queen	digging for gold	the shark in the ship	fixing the car	the statue	having a picnic
Tricky Words	you, your	come, some	said, here, there	they	go, no, so	my, one, by	only, old	like, have	live, give	little, down	what, when	why, where	who, which
	- Read the tricky words and identify the part(s) that are tricky. - Practise writing the tricky words by looking for the tricky part(s) and following the tricky word spelling routine. - Use flashcards and dictation to revise reading and writing the tricky words that have been taught. - From Unit 5, sufficient teaching has been covered to introduce the Jolly Phonics Readers, Yellow Level. Only give to confident readers at this stage.												