Consolidating Learning in Year 2 / Primary 3

Essential Letters and Sounds is designed on the principle that children should ‘keep up’ rather than ‘catch up’. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support. However, we all know that this year has been full of disruptions and for Year 1 children this will have been the first year of using ELS. We have therefore put together some guidance for how to revisit some of the Year 1 content in the first term of Year 2, where you feel it is needed.

At the beginning of Year 2, we advise you start by completing the Half-termly Assessment (Essential Letters and Sounds Handbook: Appendix vii, or Essential Letters and Sounds Assessment Tracker via the KST website) with each child in the class. This will allow you to identify any gaps in children’s knowledge or understanding, to ensure that you are able to support them to make rapid progress and consolidate their skills and understanding.

Targeting specific GPCs

Following a Half-termly Assessment, you may decide to revisit some specific lessons from Year 1 that focus on the GPCs children are not yet secure with.

The table below shows which GPCs are covered in which lessons. Using the planning table on page 3 of this document, you can note down any specific lessons you need to cover to help with your planning.

You can use the whiteboard lessons with your whole class. You may find the need for a small group of children to be re-taught a GPC if they have a gap in their knowledge. For this, you can either use the 1:1 GPC and Blending for Reading intervention or, if necessary, teach the GPC again to a small group using the full lesson. This could take place whilst the rest of your class are participating in a phonics review lesson or spelling and grammar lesson. As with the previous year groups, we want to avoid children missing time from the wider curriculum as much as possible.

You could choose to provide each Year 2 child with a new copy of Activity Book 4 to allow them to complete the Apply Sheets, if you feel this is needed. Do not worry that these are sheets children will already have completed in Year 1. The familiarity of the sheets will help to ensure children are focussing on the GPCs and will support the consolidation of their learning.

|  |  |
| --- | --- |
| **GPCs**  | **Lesson** |
| ay | Year 1 Autumn 1 Week 3 Day 1 |
| ou | Year 1 Autumn 1 Week 3 Day 2 |
| ie | Year 1 Autumn 1 Week 3 Day 3 |
| ea | Year 1 Autumn 1 Week 3 Day 4 |
| oy | Year 1 Autumn 1 Week 4 Day 1 |
| ir | Year 1 Autumn 1 Week 4 Day 2 |
| ue | Year 1 Autumn 1 Week 4 Day 3 |
| aw | Year 1 Autumn 1 Week 4 Day 4 |
| wh | Year 1 Autumn 1 Week 6 Day 1 |
| ph | Year 1 Autumn 1 Week 6 Day 2 |
| ew | Year 1 Autumn 1 Week 6 Day 3 |
| oe | Year 1 Autumn 1 Week 6 Day 4 |

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| **GPCs**  | **Lesson** |
| au | Year 1 Autumn 2 Week 1 Day 1 |
| ey | Year 1 Autumn 2 Week 1 Day 2 |
| a-e | Year 1 Autumn 2 Week 1 Day 3 |
| e-e | Year 1 Autumn 2 Week 1 Day 4 |
| i-e | Year 1 Autumn 2 Week 2 Day 1 |
| o-e | Year 1 Autumn 2 Week 2 Day 2 |
| u-e | Year 1 Autumn 2 Week 2 Day 3 |
| /s/ <c> | Year 1 Autumn 2 Week 2 Day 4 |
| /ee/ <y> | Year 1 Autumn 2 Week 3 Day 1 |
| /or/ <al> | Year 1 Autumn 2 Week 3 Day 2 |
| /ai/ <a> <ey> | Year 1 Spring 1 Week 2 Day 1 |
| /ai/ <ea> <eigh> | Year 1 Spring 1 Week 2 Day 2 |
| /ar/ <a>, /ee/ <e> | Year 1 Spring 1 Week 2 Day 3 |
| /igh/ <i> <y> | Year 1 Spring 1 Week 2 Day 4 |
| /oa/ <o>, /o/ <a> | Year 1 Spring 1 Week 3 Day 1 |
| /oo/ <u>, /yoo/ <u> | Year 1 Spring 1 Week 3 Day 2 |
| /k/ /sh/ <ch> | Year 1 Spring 1 Week 3 Day 3 |
| /e/ <ea> | Year 1 Spring 1 Week 3 Day 4 |
| /ur/ <or> <ear> | Year 1 Spring 1 Week 4 Day 1 |
| /oo/ /oa/ <ou> | Year 1 Spring 1 Week 4 Day 2 |
| /ee/ <ie>, /v/ <ve> | Year 1 Spring 1 Week 4 Day 3 |
| /i/ <y> | Year 1 Spring 1 Week 4 Day 4 |
| /air/ <are> | Year 1 Spring 1 Week 6 Day 1 |
| /air/ <ere> | Year 1 Spring 1 Week 6 Day 2 |
| /air/ <ear> | Year 1 Spring 1 Week 6 Day 3 |
| /ch/ <tch> | Year 1 Spring 1 Week 6 Day 4 |
| /u/ <o> | Year 1 Spring 2 Week 1 Day 1 |
| /j/ <g> | Year 1 Spring 2 Week 2 Day 1 |
| /j/ <ge> | Year 1 Spring 2 Week 2 Day 2 |
| /j/ <dge> | Year 1 Spring 2 Week 2 Day 3 |
| /s/ <st> | Year 1 Spring 1 Week 2 Day 4 |
| /s/ <ce> <se> | Year 1 Spring 2 Week 3 Day 1 |
| /n/ <gn> <kn> | Year 1 Spring 2 Week 3 Day 2 |
| /r/ <wr> | Year 1 Spring 2 Week 3 Day 3 |
| /m/ <mb> | Year 1 Spring 2 Week 3 Day 4 |
| /z/ <se> <ze> | Year 1 Spring 2 Week 4 Day 1 |
| /ear/ <eer> <ere> | Year 1 Spring 2 Week 4 Day 2 |
| /sh/ <ti> | Year 1 Spring 2 Week 4 Day 3 |
| /sh/ <ti> | Year 1 Spring 2 Week 4 Day 4 |
| /ar/ <al>, /or/ <augh> | Year 1 Spring 2 Week 6 Day 1 |
| /sh/ <ss>, /zh/ <si> | Year 1 Spring 2 Week 6 Day 2 |
| /sh/ <ti>  | Year 1 Spring 2 Week 6 Day 3 |
| /sh/ <ci> | Year 1 Spring 2 Week 6 Day 4 |

Consolidating existing knowledge

As well as identifying any specific lessons children need to revisit as a result of the Half-termly Assessment (completed at the beginning of Year 2), we suggest it is also good practice to consolidate phonics teaching every day in the first term of Year 2.

We advise revisiting the lessons from Year 1 Summer 1 and Year 1 Summer 2 in the Autumn term of Year 2. Revisiting the whiteboard presentations from the Summer term of Year 1 will help to consolidate children’s knowledge and ensure they are ready to step up to the requirements of Year 2. The familiarity of the lessons will also help children to build their confidence and feel ready for the next steps.

If you have selected specific lessons from Year 1 Autumn and Spring terms to cover as a result of the Half-termly Assessment and noted them in the planning table below, you can also add the Summer 1 and Summer 2 lessons to the table. As you will be consolidating knowledge at this stage, it is fine to cover two lessons on the same day. For example, if you need to revisit the GPC **/e/<ea>**, you might cover **Year 1 Spring 1 Week 3 Day 4** on Day 1 of Year 2 teaching, using the Review, Teach, Practise and Apply from the teaching whiteboards. You could then also use **Year 1 Summer 1 Week 1 Day 1** whiteboards to consolidate learning on the same day.

Teaching plan

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| **Lesson Plan** | **Consolidate GPC lesson being revisited**  | **Review lesson being revisited** |
| Year 2 Autumn 1 Week 1 Day 1 |  |  |
| Year 2 Autumn 1 Week 1 Day 2 |  |  |
| Year 2 Autumn 1 Week 1 Day 3 |  |  |
| Year 2 Autumn 1 Week 1 Day 4 |  |  |
| Year 2 Autumn 1 Week 1 Day 5 |  |  |
| Year 2 Autumn 1 Week 2 Day 1 |  |  |
| Year 2 Autumn 1 Week 2 Day 2 |  |  |
| Year 2 Autumn 1 Week 2 Day 3 |  |  |
| Year 2 Autumn 1 Week 2 Day 4 |  |  |
| Year 2 Autumn 1 Week 2 Day 5 |  |  |
| Year 2 Autumn 1 Week 3 Day 1 |  |  |
| Year 2 Autumn 1 Week 3 Day 2 |  |  |
| Year 2 Autumn 1 Week 3 Day 3 |  |  |
| Year 2 Autumn 1 Week 3 Day 4 |  |  |
| Year 2 Autumn 1 Week 3 Day 5 |  |  |
| Year 2 Autumn 1 Week 4 Day 1 |  |  |
| Year 2 Autumn 1 Week 4 Day 2 |  |  |
| Year 2 Autumn 1 Week 4 Day 3 |  |  |
| Year 2 Autumn 1 Week 4 Day 4 |  |  |
| Year 2 Autumn 1 Week 4 Day 5 |  |  |
| Year 2 Autumn 1 Week 5 Day 1 |  |  |
| Year 2 Autumn 1 Week 5 Day 2 |  |  |
| Year 2 Autumn 1 Week 5 Day 3 |  |  |
| Year 2 Autumn 1 Week 5 Day 4 |  |  |
| Year 2 Autumn 1 Week 5 Day 5 |  |  |
| **Lesson Plan** | **Consolidate GPC lesson being revisited**  | **Review lesson being revisited** |
| Year 2 Autumn 1 Week 6 Day 1 |  |  |
| Year 2 Autumn 1 Week 6 Day 2 |  |  |
| Year 2 Autumn 1 Week 6 Day 3 |  |  |
| Year 2 Autumn 1 Week 6 Day 4 |  |  |
| Year 2 Autumn 1 Week 6 Day 5 |  |  |
| Year 2 Autumn 2 Week 1 Day 1 |  |  |
| Year 2 Autumn 2 Week 1 Day 2 |  |  |
| Year 2 Autumn 2 Week 1 Day 3 |  |  |
| Year 2 Autumn 2 Week 1 Day 4 |  |  |
| Year 2 Autumn 2 Week 1 Day 5 |  |  |
| Year 2 Autumn 2 Week 2 Day 1 |  |  |
| Year 2 Autumn 2 Week 2 Day 2 |  |  |
| Year 2 Autumn 2 Week 2 Day 3 |  |  |
| Year 2 Autumn 2 Week 2 Day 4 |  |  |
| Year 2 Autumn 2 Week 2 Day 5 |  |  |
| Year 2 Autumn 2 Week 3 Day 1 |  |  |
| Year 2 Autumn 2 Week 3 Day 2 |  |  |
| Year 2 Autumn 2 Week 3 Day 3 |  |  |
| Year 2 Autumn 2 Week 3 Day 4 |  |  |
| Year 2 Autumn 2 Week 3 Day 5 |  |  |
| Year 2 Autumn 2 Week 4 Day 1 |  |  |
| Year 2 Autumn 2 Week 4 Day 2 |  |  |
| Year 2 Autumn 2 Week 4 Day 3 |  |  |
| Year 2 Autumn 2 Week 4 Day 4 |  |  |
| Year 2 Autumn 2 Week 4 Day 5 |  |  |
| Year 2 Autumn 2 Week 5 Day 1 |  |  |
| Year 2 Autumn 2 Week 5 Day 2 |  |  |
| Year 2 Autumn 2 Week 5 Day 3 |  |  |
| Year 2 Autumn 2 Week 5 Day 4 |  |  |
| Year 2 Autumn 2 Week 5 Day 5 |  |  |
| Year 2 Autumn 2 Week 6 Day 1 |  |  |
| Year 2 Autumn 2 Week 6 Day 2 |  |  |
| Year 2 Autumn 2 Week 6 Day 3 |  |  |
| Year 2 Autumn 2 Week 6 Day 4 |  |  |
| Year 2 Autumn 2 Week 6 Day 5 |  |  |