

Second Grade Phonics and Spelling Scope and Sequence

Week	Main Skill	Word Study
1	Short Vowels	Inflectional ending -s
2	Closed Syllables	Reading Big Words Strategy
3	Consonant + le Syllables	Reading Big Words Strategy
4	l-Blends, r-Blends, s-Blends	Inflectional Ending -ing
5	Final Blends	Inflectional Ending -ed
6	Final e	Soft c and Soft g
7	Final e Syllables	Inflectional Endings (drop e)
8	Consonant Digraphs (sh, ch, tch, th)	Possessives
9	Consonant Digraphs (wh, ph, ng/nk)	3-Letter Blends
10	Long a	Contractions
11	Open Syllables	Inflectional Endings (double final consonant)
12	Long e	Inflectional Endings (change y to i)
13	Vowel Team Syllables	Silent Letters (kn, wr, gn, mb)
14	Long i	Suffixes (-y, -ly)
15	Long o	Compound Words
16	Long u	Prefixes (un-, re-, dis-)
17	Consonant + le Syllables	Homophones
18	r-Controlled ar	Comparative Suffixes (-er, -est)
19	r-Controlled er, ir, ur	Suffixes (-ful, -less)
20	r-Controlled or, ore, oar	Abbreviations
21	r-Controlled are, air, ear	Homographs
22	r-Controlled Vowel Syllables	Irregular Plurals
23	Consonant +le Syllables	Inflectional Endings with Spelling Changes
24	Short oo and Long oo	Suffixes (-ful, -less, -y, -ly)
25	Diphthong /ou/	Compound Words
26	Diphthong /oi/	Prefixes (un-, re-, dis-, pre-, mis-)
27	Complex Vowel /o/	More Irregular Plurals
28	Vowel Team Syllables	Inflectional Endings with Spelling Changes
29	Review Syllable Types	Related Words
30	Final Stable Syllables	Related Words

**This is one component of a comprehensive reading plan with an emphasis on application of these skills in continuous reading and writing through the Units of Study in Reading and Writing.

**Heggerty Phonemic Awareness and/or Fastbridge interventions will be used to help develop the phonological and phonemic awareness component for those students who have not mastered these skills.

**Spelling will be taught as presented in PTR

Reading Big Words Strategy:

- a. Look for the word part (prefixes) at the beginning of the word.
- b. Look for the word parts (suffixes) at the end of the word.
- c. In the base word, look for familiar spelling patterns. Think about the six syllable spelling patterns you have learned.
- d. Sound out and blend together the word parts.
- e. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself, "Is it a real word? Does it make sense in the sentence?"