Spelling and Phonics Whole School Overview (Letters and Sounds + National Curriculum)

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Reception** | Children to be taught the phase 2 phonemes in the following order alongside the written grapheme.  **Set 1 – s, a, t, p**  **Set 2 - i, n, m, d**  **Set 3 – g, o, c, k**  **Set 4 – ck, e, u, r**  **Set 5 – h, b, f, ff, l, ll, ss**  Children to be taught to orally blend and segment CVC words using the phase 2 phonemes. Children to be taught to blend and read the following high frequency words alongside the set of phonemes  **Set 1 – a, at, as**  **Set 2 – is, it, in, an, I**  **Set 3 - and, on, not, into, can, no, go**  **Set 4 – to, get, got, the, back, put,**  **Set 5 – no, go, his, him, of, dad, mum, up**  Children to also learn the alphabet and the correlation between phoneme and letter name. | Children to be taught the phase 3 phoneme in the following order alongside the written graphemes.  **Set 6 – j, v, w, x**  **Set 7 – y, z, zz, qu**(last of Letters and Sounds ‘sets’) - **sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure**  Diagraphs should be modelled to the children in joined handwriting to support the children with understanding that 2 letters together make 1 sound.  Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).  Children to be taught to blend and read the following high frequency words alongside the set of phonemes. - **off, can, had, back - are, see - was, will, with - my, for, too - you, this, that - they, then, them, down - her, now - all, look**  Children to be taught to read the following tricky words. - **we, me, he, be, she**  Children to read decodable two-syllable words.  Children to read and write sentences using set 1 to 6 (phase2) letters and **no, go, the, and, to, I**.  Children to practise reading and writing captions and sentences. | Children to revise and recall all Phase 2 and 3 phonemes.  Children to read and write CCVC and CVCC words.  Children to practise reading and spelling previously taught high frequency words.  Children to read and spell two-syllable words  Children to learn to spell the tricky words: **we, me, he, be, she, they, all, are, my, her**  Children to read tricky words: **said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what**  Children to read decodable words: **went, from, it’s, just, help, children,** |
| **Year 1** | **Autumn 1** -Children to revise and recall all Phase 2 and 3 phonemes.  Children to read and write CCVC and CVCC words.  Children to practise reading and spelling previously taught high frequency words.  Children to read and spell two-syllable words  Children to learn to spell the tricky words: **we, me, he, be, she, they, all, are, my, her**  Children to read tricky words: **said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what**  Children to read decodable words: **went, from, it’s, just, help, children,**  Children to be taught new graphemes for reading in the following order (Phase 5 Letters and Sounds): **wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, ‘zh’ (treasure), ore**  Children to practise reading and spelling all previously taught High Frequency Words.  Children to read and spelling polysyllabic words.  Children to read and write sentences.  Children to read the following words: **oh, old, their, people, house, about, Mr. Mrs. don’t, by, looked, time, your, called, asked, very, water, where, day, who,**  Children to spell the following words:  **said, so, have, like, some, come, were, there, when, out, made, came, one, make, here, do, what, please, little, oh, how, did, man, their, going, people, would, or, Mr, Mrs, took, home, looked, who, think,** | Children to be taught alternative pronunciations for the following letters: **i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey, o**  Children to be taught alternative spellings for the following phonemes: **ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh**  Children to practise reading and spelling all previously taught High Frequency Words.  Children to read and spelling polysyllabic words.  Children to read and write sentences.  Children to read the following words  **because, again, different, thought, any, saw, through, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man**  Children to spell the following words:  **called, school, didn’t, asked, know, can’t, ran, bear, long, things, new, eat, everyone, our, two, has, yes, play, take, will, find, more, I’ll, round, tree, magic, shouted, us, other**  Adding **s** and **es** to words (plural of nouns and the third person singular of verbs) | Children to practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.  Children to practise reading and spelling words with adjacent consonants and words with newly learned graphemes.  Revisit where required.  Adding the endings –**ing, –ed**and **–er**to verbs where no change is needed to the root word  -tch - **catch, fetch, kitchen, notch, hutch**  Adding **–er**and **–est**to adjectives where no change is needed to the root word  **grander, grandest, fresher, freshest, quicker, quickest** |
| **Year 2** | The j sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - **badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust**  The /s/ sound spelt c before e, i and y  **race, ice, cell, city, fancy**  The /n/ sound spelt kn and (less often) gn at the beginning of words  **knock, know, knee, gnat, gnaw**  The /r/ sound spelt wr at the beginning of words  **write, written, wrote, wrong, wrap**  The /l/ or /əl/ sound spelt –le at the end of words  **table, apple, bottle, little, middle**  The /l/ or /əl/ sound spelt –el at the end of words  **camel, tunnel, squirrel, travel, towel, tinsel**  The /l/ or /əl/ sound spelt –al at the end of words  **metal, pedal, capital, hospital, animal**  Words ending –il  **pencil, fossil, nostril**  The /aɪ/ sound spelt –y at the end of words  **cry, fly, dry, try, reply, July**  Common exception words  **door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak,** | Adding –es to nouns and verbs ending in –y  **flies, tries, replies, copies, babies, carries**  Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it  **copied, copier, happier, happiest, cried, replied …but copying, crying, replying**  Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it  **hiking, hiked, hiker, nicer, nicest, shiny**  Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter  **patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny**  The /ɔ:/ sound (‘or’) is usually spelt as a before l  **all, ball, call, walk, talk, always.**  The ‘u’ sound spelt o  **other, mother, brother, nothing, Monday**  The ‘ee’ sound spelt –ey  **key, donkey, monkey, chimney, valley**  a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu.  **want, watch, wander, quantity, squash**  The suffixes –ment, –ness, –ful , –less and –ly  **enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily**  Common exception words  **pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole**, | The ‘er’ sound spelt or after w  **word, work, worm, world, worth**  The ‘or’ sound spelt ar after w  **war, warm, towards**  Contractions  **can’t, didn’t, hasn’t, couldn’t, it’s, I’ll**  The possessive apostrophe (singular nouns)  **Megan’s, Ravi’s, the girl’s, the child’s, the man’s**  Words ending in –tion  **station, fiction, motion, national, section**  Homophones and near-homophones  **there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight**  Common Exception Words  **any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas**  Revision of spelling based on assessment. |
| **Year 3/4** | Adding suffixes beginning with vowel letters to words of more than one syllable  **forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation**  The i sound spelt y elsewhere than at the end of words  **myth, gym, Egypt, pyramid, mystery**  The u sound spelt ou  **young, touch, double, trouble, country**  More prefixes  **dis–: disappoint, disagree, disobey**  **mis–: misbehave, mislead, misspell (mis + spell)**  **in–: inactive, incorrect**  **il - illegal, illegible**  **im - immature, immortal, impossible, impatient, imperfect**  **ir - irregular, irrelevant, irresponsible**  **re–: redo, refresh, return, reappear, redecorate**  The suffix –ous  **poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous**  Words from the Year 3 and 4 list:  **accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit** | Prefixes  **sub–: subdivide, subheading, submarine, submerge**  **inter–: interact, intercity, international, interrelated (inter + related)**  **super–: supermarket, superman, superstar**  **anti–: antiseptic, anticlockwise, antisocial**  **auto–: autobiography, autograph**  The suffix –ation  **information, adoration, sensation, preparation, admiration**  The suffix –ly  **sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)**  **happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically**  Words with endings sounding like er or ch  **measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure**  Endings which sound like un  **division, invasion, confusion, decision, collision, television**  Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian  **invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician**  Possessive apostrophe with plural words  **girls’, boys’, babies’, children’s, men’s, mice’s**  Words from the Year 3 and 4 list:  **grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary** | Words with the /k/ sound spelt ch (Greek in origin)  **scheme, chorus, chemist, echo, character**  Words with the sh sound spelt ch (mostly French in origin)  **chef, chalet, machine, brochure**  Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)  **league, tongue, antique, unique**  Words with the /s/ sound spelt sc (Latin in origin)  **science, scene, discipline, fascinate, crescent**  Words with the ai sound spelt ei, eigh, or ey  **vein, weigh, eight, neighbour, they, obey**  Homophones and near-homophones  **accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s**  Words from the Year 3 and 4 list:  **particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women** |
| **Year 5/6** | Endings which sound like shus spelt –cious or –tious  **vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious**  Endings which sound like shal  **official, special, artificial, partial, confidential, essential**  Words ending in –ant, –ance/–ancy, –ent, –ence/–ency  **observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence**  Words ending in –able and –ible Words ending in –ably and –ibly  **adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable**  Adding suffixes beginning with vowel letters to words ending in –fer  **referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference**  Words containing the letter-string ough  **ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough**  **Words from the Year 5 and 6 list**  **accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous** | Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)  **doubt, island, lamb, solemn, thistle, knight**  Use of the hyphen  **co-ordinate, re-enter, co-operate, co-own**  Words with the /i:/ sound spelt ei after c  **deceive, conceive, receive, perceive, ceiling**  Homophones and other words that are often confused  **advice/advise device/devise**  **licence/license**  **practice/practise**  **prophecy/prophesy**  **farther: further father: a male parent guessed: past tense of the verb guess guest: visitor**  **heard: past tense of the verb hear herd: a group of animals**  **led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb ‘pass’ (e.g. I passed him in the road) precede: go in front of or before proceed: go on**  **(See National curriculum Appendix 1 for more examples.)**  **Words from the Year 5 and 6 list**  **embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament** | **Words from the Year 5 and 6 list**  **persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht** |