



# JUNCTION FARM PRIMARY SCHOOL

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ENGLISH: SPELLING OVERVIEW AND PROGRESSION

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## Spelling Overview

Placing an importance on spelling at Junction Farm Primary School, our ambition is for all children to be keen, confident and proficient spellers. We recognise EEF's recent research focused on improving Primary Literacy which concludes that;

“Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. Spelling should be actively taught rather than simply tested.”

We also recognise the findings of the 2020 research project by the Centre for Language in Primary Education. They highlight that;

- Children need to be taught to draw on multiple sources of knowledge to become confident spellers. For example, known words, common letter strings, word structures and meanings.
- Children need to be helped to integrate different techniques – phonetic, visual, structural and semantic.
- One of the main ways in which children learn how to spell in English is by analogy-making. This involves making connections between words they already know and new words, which develops children's awareness of spelling as a system.
- The active teaching of spelling can play a decisive role in children's development.

Our approach to learning spelling both in school and at home is based on the use of the new and revised Spelling Shed scheme of work with accompanying resources. Teaching focuses on orthography (how patterns of letters are used to make certain spoken sounds in a language), morphology (how words are structured into subcomponents to give meaning) and etymology (the origins of words, which can lead to certain patterns of spelling) This dovetails our Sounds 4 Life phonics scheme offering a systematic approach to encourage fluent, accurate and enthusiastic spellers and writers. Using Spelling Shed resources, we have created fun, engaging spelling lessons that are embedded into our weekly timetable. Through quality first teaching, repeated practice, short-term retrieval and small-step goal achievement, our aim is to secure spelling improvement and optimum learning outcomes. Teaching in school is enhanced through weekly spelling homework alongside home access to the wide range of Spelling Shed resources.



## Spelling Assessment and Intervention

At Junction Farm Primary School, we use the Spelling Shed scheme which allows for full data tracking. This allows us to see how often children are practising and for us to view each child's progress and attainment. The most common spelling errors are phonological, orthographical and morphological. Spelling shed provides tools that staff use to explicitly teach in a way that addresses these types of needs whilst covering the National Curriculum in it's entirety for spelling.

Through the use of the Spelling Shed programme, staff are able to analyse the types of spelling errors made by pupils. This enables us to provide support specific to children's individual needs. Once teachers have identified children who may need additional support, intervention and support is put in place depending on learning needs. This ranges from additional practise and support in school, adapted homework using printable spellings and digital games and adapting personalised word lists for teaching.

Spelling results are shared weekly with children and parent/carers weekly via Seesaw.



## Spelling Progression

Children follow a carefully sequenced spelling programme, seamlessly dovetailing our Sounds 4 Life phonics programme to the Spelling Shed scheme of work. Fully compliant with the National Curriculum, the spelling rules and patterns for each year group are taught across each year alongside high frequency or 'tricky' words.

EYFS and Key Stage 1 Spelling Progression		
Early Years	Year 1	Year 2
	<i>Y1 common exception words</i>	<i>Y2 common exception words</i>
Early years focus is on building phonic knowledge in order to be confident writers and emergent spellers as children transition to Year One. Further details about our bespoke phonics scheme, Sounds 4 Life, are detailed on our website	'ck' Phonics Phase 2  Used if they come straight after a single vowel letter in short words.  <i>Tricky words - a to of I no</i>	The /j/ sound spelled -'dge' at the end of words. This spelling is used after the short vowel sounds
	'nk' Phonics Phase 4  <i>Tricky words - the go into my was</i>	'ge' at the end of words. This spelling comes after all sounds other than the 'short vowels'
	'ff', 'll', 'ss', 'zz' Phonics Phase 2  Used if they come straight after a single vowel letter in short words.  <i>Tricky words - be he me she we</i>	The /j/ sound spelled with a g
	'-ve' Phonics Phase 2 <i>Tricky words -you they all are because</i>	The /s/ sound spelled c before e, l and y
	ong 'oo' & short 'oo' Phonics Phase 3	The /n/ sound spelled kn and gn at the beginning of words



	<i>Tricky words - do said so have like</i>	
	ai' sound 'oi' sound Phonics Phase 3 <i>Tricky words - come some one out ask</i>	Assessment week
	ar' sound Phonics Phase 3 <i>Tricky words - were when what your by</i>	Challenge Words
	ear' sound Phonics Phase 3 <i>Tricky words - there little is his has</i>	The /r/ sound spelled 'wr' at the beginning of words
	air' sound Phonics Phase 3 <i>Tricky words - oh today says love once</i>	The /l/ or /ul/ sound spelled '-le' at the end of words
	'ow' & 'ou' sound Phonics Phase 3 = ow Phonics Phase 5 =ou Already know ow (cow) <i>Tricky words - looked, called, put, push pull</i>	The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s
	igh' & 'ie' sound Phonic Phase 3 = igh Phonics Phase 5 = ie <i>Tricky words - asked full house our school</i>	The /l/ or /ul/ sound spelled '-al' at the end of words (4)
	'ee' & 'ea' sound Phonic Phase 3 = ee Phonics Phase 5 = ea	Words ending in '-il.



Already know ee (feet) <i>Tricky words - people here where friends her</i>	
Ay' sound 'oy' sound Phonics Phase 5 <i>Tricky words - Mr Mrs there should could</i>	Assessment week
er' sound Phonics Phase 3 <i>Tricky words - a to of I no</i>	Challenge words
'ur' & 'ir' sound Phonics Phase 3 = ur Phonics Phase 5 = ir <i>Tricky words - the go into my was</i>	The long vowel 'i' spelled with a y at the end of words
'or' & 'ore' sound Phonics Phase 3 <i>Tricky words - be he me she we</i>	Adding '-es' to nouns and verbs ending in 'y.'
aw' & 'au' sound Phonics Phase 5 = aw Phonics Phase 5 = au <i>Tricky words - you they all are</i>	Adding '-ed' to words ending in y. The y is changed to an i
'wh' sound Phonics Phase 5 <i>Tricky words - do said so have like</i>	Adding '-er' to words ending in y. The y is changed to an i



	<p>'ph' sound Phonics Phase 5 <i>Tricky words - come some one out ask</i></p>	Adding 'ing' to words ending in 'e' with a consonant before it
	<p>'ue' &amp; 'ew' sound Phonics Phase 5 = ue Phonics Phase 5 = ew  <i>Tricky words - were when what your by</i></p>	Assessment week
	<p>'oa' &amp; 'oe' sound Phonics Phase 3 = oa Phonics Phase 5 = oe  <i>Tricky words - there little is his has</i></p>	Challenge words
	<p>'a-e' split digraph Phonics Phase 5  <i>Tricky words - oh today says love once</i></p>	Adding 'er' to words ending in 'e' with a consonant before it.
	<p>'e-e' split digraph Phonics Phase 5  <i>Tricky words - looked called put push pull</i></p>	Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
	<p>i-e' split digraph Phonics Phase 5  <i>Tricky words - asked full house our school</i></p>	Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
	<p>'o-e' split digraph Phonics Phase 5  <i>Tricky words - people here where friend her</i></p>	The 'or' sound spelled 'a' before ll and ll
	<p>'u-e' split digraph Phonics Phase 5  <i>Tricky words - Mr Mrs their should could</i></p>	The short vowel sound 'o
	<p>'ow' making 'oa' sound Phonics Phase 5</p>	Challenge words



	<i>Tricky words - a to of I no</i>	
	Words ending in 'y' making 'ee' Phonics Phase 5 <i>Tricky words - the go into my was</i>	The /ee/ sound spelled '-ey'
	k' sound Phonics Phase 2 with the emphasis on the rule before an 'e', 'i' or 'y', the /k/ sound is achieved with the letter 'k'. Otherwise use a 'c'. <i>Tricky words - be he me she we</i>	Words with the spelling 'a' after w and qu. The /er/ and /or/ sound spelled with or or ar.
	ea' making 'e' sound Phonics Phase 5 <i>Tricky words - you they all are</i>	
	-er', '-est' (suffixes) Using the suffixes when there are no changes to the root word needed. <i>Tricky words - do said so have like</i>	The /z/ sound spelled s.
	-ing', '-ed', '-er' (suffixes) Using the suffixes when there are no changes to the root word needed. <i>Tricky words - come some one out ask</i>	The suffixes '-ment' and '-ness'
	'-s' vs. '-es' Plurals -if the ending sound is 's' or 'z', add '-s'. If the ending sound is 'iz' and forms an extra syllable, add '-es' <i>Tricky words - were when what your by</i>	The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
	Syllables <i>Tricky words - there little is his has</i>	Homophones or near homophones. They have the same pronunciation but



		different spellings and/or meanings
	Compound words <i>Tricky words - oh today says love once</i>	Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
	'un-' prefix  The prefix un- is added to the beginning of a word without any change to the spelling of the root word. <i>Tricky words - looked called put push pull</i>	Words ending in '-tion.'
	-tch' Used if it comes straight after a single vowel letter (short vowel sounds). <i>Tricky words - asked full house our school</i>	Contractions - the apostrophe shows where a letter or letters would be if the words were written in full.
	ie' making 'ee' sound Alternate phoneme for known grapheme. <i>Tricky words - people here where friend her</i>	The possessive apostrophe (singular)
	are' making 'air' sound 'ear' making 'air' sound <i>Tricky words - Mr Mrs their could should</i>	Challenge words



### Key Stage 2 Spelling Progression

Year 3	Year 4	Year 5	Year 6
<i>Y3 common exception words</i>	<i>Y4 common exception words</i>	<i>Y5 common exception words</i>	<i>Y6 common exception words</i>
<p>The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.</p> <p>The /u/ sound spelled 'ou.' This digraph is only found in the middle of words</p>	<p>Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'</p>	<p>Words ending in '-ious.'</p> <p>Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'</p>	Challenge words
<p>Spelling Rule: The /i/ sound spelled with a 'y.'</p>	<p>Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'</p>	<p>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</p>	



<p>Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</p> <p>Words with endings that sound like /ch/ is often spelled -'ture' unless the root word ends in (t)ch</p>	<p>The prefix 'sub-' which means under or below.</p> <p>The prefix 'inter-' means between, amongst or during.</p>	<p>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</p> <p>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</p>	
<p>Challenge words</p>	<p>Challenge words</p>	<p>Challenge words</p>	
<p>Words with the prefix 're-' 're-' means 'again' or 'back.'</p> <p>The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</p>	<p>The suffix '-ation' is added to verbs to form nouns.</p> <p>The suffix '-ation' is added to verbs to form nouns.</p>	<p>Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.</p> <p>Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.</p>	
<p>The prefix 'mis-' This is another prefix with negative meanings.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</p>	<p>Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'</p> <p>Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</p>	<p>Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.</p> <p>Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'</p>	<p>Words with the short vowel sound /i/ spelled y</p>



Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.	Word with the 'sh' sound spelled ch. These words are French in origin.	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably	Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
Assessment week	Assessment week	Assessment week	Spelling Rules: Adding the prefix '-over' to verbs.
Challenge words	Challenge words	Challenge words	Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'
The long vowel /a/ sound spelled 'ai'	Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'	Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap	Spelling Rules: Words which can be nouns and verbs
The long /a/ vowel sound spelled 'ei.'	Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though	Adverbs of time (temporal adverbs) these are words to develop chronology in writing	Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'
The long /a/ vowel sound spelled 'ey.' Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.	The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. (3)  The 'ee' sound spelled with an 'i.'	Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.  Words with 'silent' letters at the start.	Spelling Rules: Words with a 'soft c' spelled /ce/.



Homophones - words which have the same pronunciation but different meanings and/or spellings.	The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis - reverse; un - not; over - above/more; im - opposite (4)  Spelling Rules: Words with the /f/ sound spelled ph.
Challenge words	Challenge words	Challenge words	Spelling Rules: Words with origins in other countries
The /l/ sound spelled '-al' at the end of words.  The /l/ sound spelled '-le' at the end of words.	The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'  The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'	Words spelled with 'ie' after c.  Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.	Spelling Rules: Words with unstressed vowel sounds.
Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'	The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	Words containing the letter string 'ough' where the sound is /aw/.	Spelling Rules: Words with endings /shuhl/ after a vowel letter.
Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic'. Adding the suffix -ly. Words which do not follow the rules.	Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow Adverbs of possibility. These words show the possibility that something has of occurring	Spelling Rules: Words with endings /shuhl/ after a consonant letter.
Challenge words	Challenge words	Challenge words	Spelling Rules: Words with the common letter string 'acc' at the beginning of words.
Words ending in '-er' when the root word ends in (t)ch.	Homophones - words which have the same pronunciation but different meanings and/or spellings.  The /s/ sound spelled c before 'i' and 'e'	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Spelling Rules: Words ending in '-ably.' Spelling Rules: Words ending in '-ible'



Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language	Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'		Spelling Rules: Adding the suffix '-ibly' to create an adverb.
Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.	Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'		Spelling Rules: Changing '-ent' to '-ence.'
Words with the /s/ sound spelled 'sc' which is Latin in its origin.	Prefixes - 'super-' 'anti' and 'auto.'	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	Spelling Rules: -er, -or, -ar at the end of words.
Homophones: Words which have the same pronunciation but different meanings and/or spellings.	The prefix bi- meaning two		Spelling Rules: Adverbs synonymous with determination.
Challenge Words	Challenge words	Challenge words	Spelling Rules: Adjectives to describe settings
The suffix '-sion' pronounced /ʒən/	Plural possessive apostrophes.	Revision: Year 5 words.	Spelling Rules: Vocabulary to describe feelings.
Revision - spelling rules we have learned in Stage 3.	Revision - spelling rules we have learned in Stage 4.		Spelling Rules: Adjectives to describe character
			Grammar Vocabulary
			Mathematical Vocabulary

# Spelling

## Y1 Programme of Study

The programmes of study have been organised to ensure full coverage of all statutory aspects of the National Curriculum for year 1.

### Important Notes on the Y1 Spelling Programme

In Y1, all statutory spelling rules from the Y1 part of the national curriculum are taught across the year. Many of these rules link back to phonics teaching (i.e. phases 2-5). Where this is the case, the corresponding phase has been identified. The spelling programme of study has been matched to phonics wherever possible to ensure that rules in spelling are taught *after* being introduced in phonics, ensuring that spelling instruction serves also to review and consolidate existing learning.

All the Y1 tricky words are taught three times on a rolling programme across the year. These words are organised by phase to match phonics teaching. A small number of these words extend beyond the National Curriculum but must be read and spelt as part of Phase 5 phonics (e.g. 'could').

Each week, in addition to the 5 tricky words, 10 rule words should be tested along with 5 review words. All words must be agreed and consistent across both classes within the year group.

#### x10 Rule Words

These should include words that the children have not yet been explicitly exposed to, allowing them to apply the spelling rule more widely. Children should understand that these words are learnt through pattern recognition rather than by rote. More detail for each statutory rule can be found within the National Curriculum. Within the 10, some exceptions should be included (if available), but these must be brought to the attention of the children and parents in advance (i.e. when spellings are sent home).

#### x5 Review Words

A mixture of rule and tricky words from the previous week should be tested to review retention. Children should **not** know which 5 words are being reviewed ahead of the spelling test.

Week Number & Date of Week Commencing (teacher to add date)	Statutory requirement Sound/rule	Example words (Non-statutory)	Exception to the rule (These must be explicitly taught)	Spelling test (incl. Statutory 'Tricky' [CEWs] words)
Week 1 Date:	'ck' <i>Phonics Phase 2</i>  Used if they come straight after a single vowel letter in short words.	back luck sack tick slack pluck kick sock fleck quack smack snuck		a (phase 2) to (phase 2) of (phase 2) l (phase 2) no (phase 2)  + 10 rule words + 5 review words

<p>Week 2</p> <p>Date:</p>	<p><b>'nk'</b> <i>Phonics Phase 4</i></p>	<p>bank think honk sunk dunk clink sank blank pink junk oink tank</p>		<p><b>the</b> (phase 2) <b>go</b> (phase 2) <b>into</b> (phase 2) <b>my</b> (phase 3) <b>was</b> (phase 3)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 3</p> <p>Date:</p>	<p><b>'ff', 'll', 'ss', 'zz'</b> <i>Phonics Phase 2</i></p> <p>Used if they come straight after a single vowel letter in short words.</p>	<p>off puff cuff stuff</p> <p>well will bull pull</p> <p>miss hiss fuss dress cross</p> <p>buzz fuzz jazz whizz</p>	<p>if pal us bus yes</p>	<p><b>be</b> (phase 3) <b>he</b> (phase 3) <b>me</b> (phase 3) <b>she</b> (phase 3) <b>we</b> (phase 3)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 4</p> <p>Date:</p>	<p><b>'-ve'</b> <i>Phonics Phase 2</i></p> <p>English words hardly ever end with the letter 'v', so if a word ends with a 'v' sound, the letter 'e' usually needs to be added after the 'v'.</p> <p>Not to be confused with split digraphs.</p>	<p>have live massive give olive negative serve nerve active relative curve</p>		<p><b>you</b> (phase 3) <b>they</b> (phase 3) <b>all</b> (phase 3) <b>are</b> (phase 3) <b>because</b> (Phase 3)</p>
<p>Week 5</p> <p>Date:</p>	<p><b>long 'oo' &amp; short 'oo'</b> <i>Phonics Phase 3</i></p> <p>This digraph can indicate a long or short sound. Very few words end with oo.</p>	<p><i>Long 'oo' sounds</i></p> <p>food pool moon zoo soon mood</p>		<p><b>do</b> (phase 4) <b>said</b> (phase 4) <b>so</b> (phase 4) <b>have</b> (phase 4) <b>like</b> (phase 4)</p> <p>+ 10 rule words + 5 review words</p>

		<i>Short 'oo' sounds</i> book took foot wood good hood		
Week 6  Date:	<b>'ai' sound</b> <b>'oi' sound</b> <i>Phonics Phase 3</i>  Virtually never used at the end of English words.	rain wait train paid afraid brain  oil join coin point soil toil		<b>come</b> (phase 4) <b>some</b> (phase 4) <b>one</b> (phase 4) <b>out</b> (phase 4) <b>ask</b> (phase 5)  <i>+ 10 rule words</i> <i>+ 5 review words</i>
Week 7  Date:	<b>'ar' sound</b> <i>Phonics Phase 3</i>	car start park arm garden bar jar lark shark marsh scarf		<b>were</b> (phase 4) <b>when</b> (phase 4) <b>what</b> (phase 4) <b>your</b> (phase 5) <b>by</b> (phase 5)  <i>+ 10 rule words</i> <i>+ 5 review words</i>
Week 8  Date:	<b>'ear' sound</b> <i>Phonics Phase 3</i>	dear hear beard near gear tears rear earwig spear near clear		<b>there</b> (phase 4) <b>little</b> (phase 4) <b>is</b> (phase 5) <b>his</b> (phase 5) <b>has</b> (phase 5)  <i>+ 10 rule words</i> <i>+ 5 review words</i>
Week 9  Date:	<b>'air' sound</b> <i>Phonics Phase 3</i>	air fair pair hair chair stair impair airbag		<b>oh</b> (phase 5) <b>today</b> (phase 5) <b>says</b> (phase 5) <b>love</b> (phase 5) <b>once</b> (phase 5)  <i>+ 10 rule words</i> <i>+ 5 review words</i>

<p>Week 10</p> <p>Date:</p>	<p><b>'ow' &amp; 'ou' sound</b>  <i>Phonics Phase 3 = ow</i>  <i>Phonics Phase 5 = ou</i></p> <p><b>Alternate grapheme for known phoneme.</b>            Already know <u>ow</u> (cow)</p>	<p>how            now            brown            cow            down            town            frown            towel            crown            vowel            scowl</p> <p>out            about            mouth            around            sound            loud            proud            stout            pout            shout            pouch</p>	<p><b>looked</b> (phase 5)  <b>called</b> (phase 5)  <b>put</b> (phase 5)  <b>push</b> (phase 5)  <b>pull</b> (phase 5)</p> <p><i>+ 10 rule words</i>  <i>+ 5 review words</i></p>
<p>Week 11</p> <p>Date:</p>	<p><b>'igh' &amp; 'ie' sound</b>  <i>Phonic Phase 3 = igh</i>  <i>Phonics Phase 5 = ie</i></p> <p><b>Alternate grapheme for known phoneme.</b>            Already know <u>igh</u> (night)</p>	<p>high            night            light            bright            right            tight</p> <p>lie            tie            pie            cried            tried            dried</p>	<p><b>asked</b> (phase 5)  <b>full</b> (phase 5)  <b>house</b> (phase 5)  <b>our</b> (phase 5)  <b>school</b> (phase 5)</p> <p><i>+ 10 rule words</i>  <i>+ 5 review words</i></p>
<p>Week 12</p> <p>Date:</p>	<p><b>'ee' &amp; 'ea' sound</b>  <i>Phonic Phase 3 = ee</i>  <i>Phonics Phase 5 = ea</i></p> <p><b>Alternate grapheme for known phoneme.</b>            Already know <u>ee</u> (feet)</p>	<p>see            tree            green            meet            week</p> <p>sea            dream            meat            each            read</p>	<p><b>people</b> (phase 5)  <b>here</b> (phase 5)  <b>where</b> (phase 5)  <b>friend</b> (phase 5)  <b>her</b> (phase 3)</p> <p><i>+ 10 rule words</i>  <i>+ 5 review words</i></p>
<p>Week 13</p> <p>Date:</p>	<p><b>'ay' sound</b>  <b>'oy' sound</b>  <i>Phonics Phase 5</i></p>	<p>day            play            say            way            stay</p>	<p><b>Mr</b> (phase 5)  <b>Mrs</b> (phase 5)  <b>their</b> (phase 5)  <b>could</b> (phase 5)  <b>should</b> (phase 5)</p>

	<p><b>Alternate grapheme for known phoneme.</b> Already know <u>ai</u> (rain)</p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>oi</u> (boil)</p>	boy toy royal enjoy annoy joy		+ 10 rule words + 5 review words
Week 14  Date:	<p><b>'er' sound</b> <i>Phonics Phase 3</i></p> <p>The sound may be stressed (the emphasised part of the word when pronouncing) or unstressed in words.</p>	(stressed sound): her term verb person  (unstressed sound): better under ever summer winter sister		a (phase 2) to (phase 2) of (phase 2) I (phase 2) no (phase 2)  + 10 rule words + 5 review words
Week 15  Date:	<p><b>'ur' &amp; 'ir' sound</b> <i>Phonics Phase 3 = ur</i> <i>Phonics Phase 5 = ir</i></p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>ur</u> (fur) and <u>er</u> (sister)</p>	turn hurt church burst Thursday burnt  girl bird shirt first third swirl		the (phase 2) go (phase 2) into (phase 2) my (phase 3) was (phase 3)  + 10 rule words + 5 review words
Week 16  Date:	<p><b>'or' &amp; 'ore' sound</b> <i>Phonics Phase 3 = or</i></p>	for short born horse morning corn thorn  more score before wore shore store bore		be (phase 3) he (phase 3) me (phase 3) she (phase 3) we (phase 3)  + 10 rule words + 5 review words
Week 17  Date:	<p><b>'aw' &amp; 'au' sound</b> <i>Phonics Phase 5 = aw</i> <i>Phonics Phase 5 = au</i></p>	saw draw yawn crawl brawl		you (phase 3) they (phase 3) all (phase 3) are (phase 3) all (phase 3)

	<p><b>Alternate grapheme for known phoneme.</b> Already know <u>or</u> (for)</p>	<p>hawk fawn lawn drawn</p> <p>author August astronaut gaunt haunt</p>		<p>+ 10 rule words + 5 review words</p>
<p>Week 18 Date:</p>	<p><b>'wh' sound</b> <i>Phonics Phase 5</i></p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>w</u> (wish)</p>	<p>when which wheel what whisper whip wheel whisk whack</p>		<p><b>do</b> (phase 4) <b>said</b> (phase 4) <b>so</b> (phase 4) <b>have</b> (phase 4) <b>like</b> (phase 4)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 19 Date:</p>	<p><b>'ph' sound</b> <i>Phonics Phase 5</i></p> <p>The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i>).</p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>f</u> (fan)</p>	<p>dolphin alphabet phonics elephant alpha morph graph Ralph pew photo</p>		<p><b>come</b> (phase 4) <b>some</b> (phase 4) <b>one</b> (phase 4) <b>out</b> (phase 4) <b>ask</b> (phase 5)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 20 Date:</p>	<p><b>'ue' &amp; 'ew' sound</b> <i>Phonics Phase 5 = ue</i> <i>Phonics Phase 5 = ew</i></p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>oo</u> (boot)</p> <p>Both can make the 'oo' or 'yoo' sound. If words end in the /oo/ sound, ue and ew are more common spellings than 'oo'</p>	<p>blue clue true rescue Tuesday</p> <p>new few grew flew drew threw</p>		<p><b>were</b> (phase 4) <b>when</b> (phase 4) <b>what</b> (phase 4) <b>your</b> (phase 5) <b>by</b> (phase 5)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 21 Date:</p>	<p><b>'oa' &amp; 'oe' sound</b> <i>Phonics Phase 3 = oa</i> <i>Phonics Phase 5 = oe</i></p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>oa</u> (boat)</p>	<p>boat coat road coach goal cloak coast goat toad</p>		<p><b>there</b> (phase 4) <b>little</b> (phase 4) <b>is</b> (phase 5) <b>his</b> (phase 5) <b>has</b> (phase 5)</p> <p>+ 10 rule words + 5 review words</p>

	<p>The digraph oa is very rare at the end of an English word. 'oe' is usually used at the end of words to achieve this sound.</p>	<p>goat toe goes foe woe hoe</p>		
<p>Week 22 Date:</p>	<p><b>'a-e' split digraph</b> <i>Phonics Phase 5</i></p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>ai</u> (rain) and <u>ay</u> (play)</p> <p>Two letters that make one sound, split with a consonant in the middle.</p>	<p>made came same take safe amaze games gaze lake snake whale</p>		<p>oh (phase 5) <b>today</b> (phase 5) says (phase 5) love (phase 5) <b>once</b> (phase 5)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 23 Date:</p>	<p><b>'e-e' split digraph</b> <i>Phonics Phase 5</i></p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>ee</u> (bee), <u>ea</u> (peas) and <u>ey</u> (key)</p> <p>Two letters that make one sound, split with a consonant in the middle.</p>	<p>these theme complete concrete complete delete these even swede extreme evening trapeze</p>		<p>looked (phase 5) <b>called</b> (phase 5) put (phase 5) push (phase 5) pull (phase 5)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 24 Date:</p>	<p><b>'i-e' split digraph</b> <i>Phonics Phase 5</i></p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>igh</u> (night) and <u>ie</u> (pie)</p> <p>Two letters that make one sound, split with a consonant in the middle.</p>	<p>five ride like time line time side kite prize inside slide white</p>		<p>asked (phase 5) full (phase 5) house (phase 5) our (phase 5) school (phase 5)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 25 Date:</p>	<p><b>'o-e' split digraph</b> <i>Phonics Phase 5</i></p> <p><b>Alternate grapheme for known phoneme.</b> Already know <u>oa</u> (goat) and <u>oe</u> (toes)</p> <p>Two letters that make one sound, split with a consonant in the middle.</p>	<p>home those woke hope hole explode mole phone bone stone</p>		<p>people (phase 5) here (phase 5) where (phase 5) friend (phase 5) her (phase 3)</p> <p>+ 10 rule words + 5 review words</p>

<p>Week 26</p> <p>Date:</p>	<p><b>'u-e' split digraph</b> <i>Phonics Phase 5</i></p> <p><b>Alternate grapheme for known phoneme.</b></p> <p>Both 'oo' and 'yoo' sound can be spelt u-e</p> <p>Two letters that make one sound, split with a consonant in the middle.</p>	<p>rule rude flute June prunes</p> <p>tube use cube tune huge cute duke</p>	<p><b>Mr</b> (phase 5) <b>Mrs</b> (phase 5) <b>their</b> (phase 5) <b>could</b> (phase 5) <b>should</b> (phase 5)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 27</p> <p>Date:</p>	<p><b>'ow' making 'oa' sound</b> <i>Phonics Phase 5</i></p> <p><b>Alternate phoneme for known grapheme.</b></p> <p>Know 'ow' for (cow)</p>	<p>own blow snow grow show bow low</p>	<p><b>a</b> (phase 2) <b>to</b> (phase 2) <b>of</b> (phase 2) <b>I</b> (phase 2) <b>no</b> (phase 2)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 28</p> <p>Date:</p>	<p><b>Words ending in 'y' making 'ee'</b> <i>Phonics Phase 5</i></p> <p><b>Alternate phoneme for known grapheme.</b></p> <p>Know 'ee for (bee)</p>	<p>very happy funny party family army marry penny badly silly tricky</p>	<p><b>the</b> (phase 2) <b>go</b> (phase 2) <b>into</b> (phase 2) <b>my</b> (phase 3) <b>was</b> (phase 3)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 29</p> <p>Date:</p>	<p><b>'k' sound</b> <i>Phonics Phase 2 with the emphasis on the rule</i></p> <p>Before an 'e', 'i' or 'y', the /k/ sound is achieved with the letter 'k'. Otherwise use a 'c'.</p>	<p>Kent sketch kit skin skill kiss keep sky</p> <p>scan cod cups card camel cavern</p>	<p><b>be</b> (phase 3) <b>he</b> (phase 3) <b>me</b> (phase 3) <b>she</b> (phase 3) <b>we</b> (phase 3)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 30</p> <p>Date:</p>	<p><b>'ea' making 'e' sound</b> <i>Phonics Phase 5</i></p> <p><b>Alternate phoneme for known grapheme.</b></p>	<p>head bread meant instead read</p>	<p><b>you</b> (phase 3) <b>they</b> (phase 3) <b>all</b> (phase 3) <b>are</b> (phase 3) <b>all</b> (phase 3)</p>

	Know 'ea' for (peas)	dead leapt realm ready ahead meadow		+ 10 rule words + 5 review words
Week 31 Date:	<b>'-er', '-est' (suffixes)</b> Using the suffixes when there are no changes to the root word needed.	grander grandest  fresher freshest  quicker quickest  smaller smallest  slower slowest		<b>do</b> (phase 4) <b>said</b> (phase 4) <b>so</b> (phase 4) <b>have</b> (phase 4) <b>like</b> (phase 4)  + 10 rule words + 5 review words
Week 32 Date:	<b>'-ing', '-ed', '-er' (suffixes)</b> Using the suffixes when there are no changes to the root word needed.	hunting hunted hunter  buzzing buzzed buzzer  jumping jumped jumper  peeling peeled peeler		<b>come</b> (phase 4) <b>some</b> (phase 4) <b>one</b> (phase 4) <b>out</b> (phase 4) <b>ask</b> (phase 5)  + 10 rule words + 5 review words
Week 33 Date:	<b>'-s' vs. '-es'</b> Plurals –if the ending sound is 's' or 'z', add '-s'.  If the ending sound is 'iz' and forms an extra syllable, add '-es'.	cats dogs pots spends rocks posts  catches foxes churches boxes arches matches		<b>were</b> (phase 4) <b>when</b> (phase 4) <b>what</b> (phase 4) <b>your</b> (phase 5) <b>by</b> (phase 5)  + 10 rule words + 5 review words
Week 34 Date:	<b>Syllables</b> Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in	pocket rabbit carrot thunder sunset		<b>there</b> (phase 4) <b>little</b> (phase 4) <b>is</b> (phase 5) <b>his</b> (phase 5) <b>has</b> (phase 5)  + 10 rule words + 5 review words

	<p>which the vowel sound is unclear.</p> <p>If you put the back of your hand under your chin, you can count the syllables based on how many times your chin touches your hand when pronouncing the word.</p>			
<p>Week 34</p> <p>Date:</p>	<p><b>Compound words</b></p> <p>Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.</p>	<p>football playground farmyard bedroom blackberry dishcloth haircut keyhole raincoat birthday</p>		<p><b>oh</b> (phase 5) <b>today</b> (phase 5) <b>says</b> (phase 5) <b>love</b> (phase 5) <b>once</b> (phase 5)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 35</p> <p>Date:</p>	<p><b>'un-' prefix</b></p> <p>The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word.</p>	<p>unhappy undo unload unfair unlock unfit until unpick unless unstick unpeg</p>		<p><b>looked</b> (phase 5) <b>called</b> (phase 5) <b>put</b> (phase 5) <b>push</b> (phase 5) <b>pull</b> (phase 5)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 36</p> <p>Date:</p>	<p><b>'-tch'</b></p> <p>Used if it comes straight after a single vowel letter (short vowel sounds).</p>	<p>catch fetch kitchen notch hutch switch patch ditch pitch match itch crutch sketch</p>		<p><b>asked</b> (phase 5) <b>full</b> (phase 5) <b>house</b> (phase 5) <b>our</b> (phase 5) <b>school</b> (phase 5)</p> <p>+ 10 rule words + 5 review words</p>
<p>Week 37</p> <p>Date:</p>	<p><b>'ie' making 'ee' sound</b></p> <p><b>Alternate phoneme</b> for known grapheme. Know '<u>ie</u>' for (pie)</p>	<p>chief field thief shield brief yield grief relief</p>		<p><b>people</b> (phase 5) <b>here</b> (phase 5) <b>where</b> (phase 5) <b>friend</b> (phase 5) <b>her</b> (phase 3)</p> <p>+ 10 rule words + 5 review words</p>

		belief wield spiel		
Week 38  Date:	<p><b>'are'</b> making 'air' sound <b>'ear'</b> making 'air' sound</p> <p><b>Alternate phoneme</b> for known grapheme. Know <u>'air'</u> for (pair) Know <u>'ear'</u> for (hear)</p>	bare dare care share scared glare flare spare rare  bear pear wear tare		<p><b>Mr</b> (phase 5) <b>Mrs</b> (phase 5) <b>their</b> (phase 5) <b>could</b> (phase 5) <b>should</b> (phase 5)</p> <p>+ 10 rule words + 5 review words</p>

### Appendix A: Tricky Words

<b>Year 1 Tricky Words</b>  (Statutory Common Exception Words from the National Curriculum)	the (phase 2)	your (phase 5)	love (phase 5)	all (phase 3)
	a (phase 2)	they (phase 3)	come (phase 4)	are (phase 3)
	do (phase 4)	be (phase 3)	some (phase 4)	her (phase 3)
	to (phase 2)	he (phase 3)	one (phase 4)	have (phase 4)
	today (phase 5)	me (phase 3)	once (phase 5)	like (phase 4)
	of (phase 2)	she (phase 3)	ask (phase 5)	little (phase 4)
	said (phase 4)	we (phase 3)	friend (phase 5)	out (phase 4)
	says (phase 5)	no (phase 2)	school (phase 5)	were (phase 4)
	was (phase 3)	go (phase 2)	put (phase 5)	what (phase 4)
	is (phase 5)	so (phase 4)	push (phase 5)	when (phase 4)
	his (phase 5)	by (phase 5)	pull (phase 5)	asked (phase 5)
	has (phase 5)	my (phase 3)	full (phase 5)	called (phase 5)
	I (phase 2)	here (phase 5)	house (phase 5)	looked (phase 5)
	you (phase 3)	there (phase 4)	our (phase 5)	
	where (phase 5)	into (phase 2)		