

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Winter Wonderland	Breaking News!	Down on the Farm	Climate Change!	When I grow up!

		EYFS			
Phase 1 [7 WEEKS] Working on:	Phase 2 [6 WEEKS]	Phase 3 RECAP [2 days]	Phase 3 Recap [1 week]	Phase 3 [RECAP 3 days]	Phase 4 [5 weeks]
<ul> <li>General sound descrimination</li> <li>listening skills</li> <li>awareness of rhythm and rhyme</li> <li>awareness of the initial sound in words</li> <li>ability to distinguish</li> </ul>	Week 1 Know that we read words in English from left to right. Recognise and practise sounds <b>s a t p (set 1)</b> and	Phase 3 [4 weeks] <u>Week 1</u> Recognise and practise sounds j v w x (set 6). Identify the name of each new letter learned.	Phase 3 [4 weeks] <u>Week 5</u> Recognise and practise letters/sounds ng and nk. Read and recognise the high	Phase 3 [2 weeks] <u>Week 9</u> Recognise and read the high frequency words all. Begin to read two-syllable	Week 2 To read and spell some CCVC words. To be able to recognise and read tricky words
<ul> <li>between different</li> <li>vocal sounds and to</li> <li>begin oral blending</li> <li>and segmenting.</li> <li>development of oral</li> <li>blending and</li> <li>segmenting skills.</li> </ul>	start to orally blend and segment. Identify the name of each new letter learned. Blend and read the <b>high</b>	To recognise and read high frequency words learned so far. To recognise tricky high frequency words he, we, me, be.	frequency words <b>see, my</b> Practise reading and writing captions and simple sentences using taught sounds, high frequency words and tricky	words. Read and write sentences containing taught sounds, high frequency words and tricky words.	have, like and decodable words it's, just. To be able to spell the tricky words was, you.
WEEK 1 Aspect 1 - Environmental sounds WEEK 2 Aspect 2 - Instrumental sounds	frequency words a, at, as. <u>Week 2</u> Know that we read words in English from left to	To read and begin to write simple captions using taught sounds and high frequency words. e.g. In a web.	words. Find corresponding capital letter to most letters learned so far. Week 6	Week 10 Begin to read two-syllable words with increasing accuracy. Read and write sentences	To accurately read and most high frequency words taught so far and begin to spell these with increasing
WEEK 3- Aspect 3 - Body percussion WEEK 4- Aspect 4 - Rhythm and rhyme	right. Recognise and practise sounds <b>i n m d (set 2).</b> Identify the name of each	Week 2 To recognise and practise y z (set 7). Identify the name of each new letter learned.	Recognise and practise sounds ai ee oa Recognise and read the high frequency words <b>she, or</b>	containing taught sounds, high frequency words and tricky words. Phase 3 RECAP [2 weeks]	independence. Read and write sentences containing taught sounds, high



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WEEK 5-Aspect 5 -	new letter learned.	To know the alphabet song.	To read and write captions and		frequency words and
Alliteration			short sentences using taught	Phase 4 [1 week]	tricky words.
WEEK 6- Aspect 6 - Voice	Practise oral blending and	To read and regnosinice the	sounds, high frequency words	Consistently recognise and	
sounds	segmenting of vc and cvc	tricky words will, was.	and tricky words.	recall all Phase 2 and 3	To begin to write
WEEK 7 Aspect 7 - Oral blending and segmenting	words containing sounds			graphemes.	sentences containing
biending and segmenting	taught so far.	To read and write captions using	Find corresponding capital letter		two syllable words and
		taught sounds and no, go, the,	to letters learned so far.	To begin to read CVCC words.	CCVC words.
	Blend and read the <b>high</b>	and, to, I e.g. On the bus.			
	frequency words is, it, in,		Week 7	To begin to orally segment	Week 3
	an, I.	Week 3		and spell CVCC words.	
	Week 3	Recognise and practise sounds z	Recognise and practise sounds	Recognise and read the tricky	To read and spell some
	Recognise and practise	and gu.	long oo short oo ar or.	words <b>said</b> and the decodable	CCVC words.
	sounds g o c k (set 3) and			words <b>went, from.</b>	
	practise letters/sounds	To know the alphabet song.	Recognise and read the high		To be able to recognise
	learned so far. Identify		frequency words look, for, too.	To begin to spell the tricky	and read tricky words
	the name of each new	To recognise the <b>high frequency</b>		words <b>he, she, me, we, be</b>	some, come, there and
	letter learned.	words are, you.	Read and write sentences	with increasing independence.	decodable word <b>help</b> .
		words are, you.	containing taught sounds, high		
	Practise oral blending and	Read and write captions using	frequency words and tricky	To accurately read and most	To be able to spell the
	J J	taught sounds and no, go, the,	words.	high frequency words taught	tricky words <b>they, are</b> .
	segmenting.			so far and begin to spell these	
	Deadaha biak faranana	and, to, I e.g. go on top.	Week 8	with increasing independence.	To accurately read and
	Read the high frequency		Recognise and read <b>igh ur ow</b>		most high frequency
	words and, on, not, into,	Have an awareness of capital	oi	Read and write sentences	words taught so far and
	can, no, go.	letters.		containing taught sounds,	begin to spell these with
			Recognise and read the high	high frequency words and	increasing
	Practise oral blending and	Week 4	frequency words <b>now, down</b>	tricky words.	independence.
	segmenting cvc words	Recognise and practise sounds			Decide a dourithe
	containing sounds taught	sh th (voiced and unvoiced).	Read and write sentences	To begin to write sentences	Read and write
	so far.		containing taught sounds, high	containing two syllable words	sentences containing
		Read the high frequency words	frequency words and tricky	and CVCC words.	taught sounds, high
			words.		



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Read s	simple captions	this, that, then, them, with,		frequency words and
		they.	Phase 3 RECAP [1 week]	tricky words.
	letters and and	citey.		
	e.g <b>go on.</b>	Read and write captions and		To begin to write
		simple sentences using		sentences containing
Week		previously taught sounds and no,		two syllable words and
		go, the, and, to, I.		, CCVC words.
	s ck e u r (set 4).	go, me, and, to, i.		
		Final company disc constal latter		Week 4
	fy the name of each etter learned.	Find corresponding capital letter		
newie	etter learned.	to most letters learned so far.		To be able to read and
		Phase 2 PECAD [1 week]		write words containing
	w the spelling rule	Phase 3 RECAP [1 week]		two adjacent
	' (that it's never at			consonants (CCVCC
	art of words) and			words).
	vords ending in 'ck'.			
	fy the name of each			To recognise and read
new le	etter learned.			the tricky words when,
				what and decodable
	the high frequency			word children.
words	to, get, got, the,			
put.				To spell the tricky words
				my, her.
	se oral blending and			
segme	enting cvc words			To accurately read and
contai	ning sounds taught			most high frequency
so far.				words taught so far and
				begin to spell these with
Read s	simple captions			increasing
using v	words with week 1			independence.
and 2	letters and and			



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HFW e.g go on.		Read and write
		sentences containing
Week 5		taught sounds, high
To have an awareness of		frequency words and
vowels.		tricky words.
To read in the correct		To begin to write
direction across a word.		sentences containing
		two syllable words and
To recognise and practise		CCVCC words.
sounds <b>h b f ff (set 5)</b> .		
Identify the name of each		<u>Week 5</u>
new letter learned.		To be able to read and
new letter learned.		write words containing
To know the spelling rule		two adjacent
that ff is usually at the		consonants (CCVCC
end of a word and read		words).
words ending in ff.		To recognise and read
Dead and mean mine the		the tricky words were,
Read and recognise the		little, one.
high frequency words if,		
off, big, had, his, him,		To spell the tricky word
but, back.		all.
To read and begin to		To accurately read and
write simple captions		most high frequency
using taught letters and		words taught so far and
high frequency words.		begin to spell these with
e.g. on bed.		increasing
		independence.



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Week 6	Read and write
Children read in the	sentences containing
correct direction across a	taught sounds, high
	frequency words and
word.	tricky words.
To recognise and practise	To begin to write
sounds I II and ss (set 5).	sentences containing
Identify the name of each	two syllable words and
new letter learned.	CCVCC words.
To know the spelling rule	Week 6
that II and ss is usually at	WCCK U
the end of a word and	To read words containing
practise reading words	two or three adjacent
ending in II and ss.	consonants.
Blend and read the high	To spell words containing
frequency words <b>of, dad,</b>	two or three adjacent
mum, up.	consonants.
	To read and recognise
To read and begin to	the tricky words <b>do, out.</b>
write simple captions	
using taught sounds and	To accurately read and
high frequency words <b>no</b> ,	most high frequency
go, to and, the, to.	words taught so far and
	begin to spell these with
Phase 2 RECAP [1 week]	increasing accuracy.
	Read and write
	sentences containing
	taught sounds, high



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						frequency words and tricky words. To begin to write sentences containing two syllable words and CCVCC words.
			Key Vocabular	<u> </u>		
Grapheme- Grap Blending- Oral bl Segmenting- Ora Digraph- Digraph Trigraph- Trigrap Sound buttons- words for which way.	al segmenting is the act of h ns are where two letters ma whs are where three letters sound buttons are added u phonics 'doesn't work', bu	resentation of sounds. Ionemes and being able to hearing a whole word and ake one sound (these are in make one sound (these are nder words to help childre t they may be exceptions t	merge them together to make a then splitting it up into the phone ntroduced in phase 2) e introduced in phase 3) n to identify individual phoneme to spelling rules, or words which	emes that make it. es, digraphs and trigraphs in word use a particular combination of l	etters to represent sound patt	
letters together. Name of the lett High frequency v	Blends are usually compose ter- (alphabet) words- High frequency wor	ed of two or three consona ds are words that appear o	sounds blend together. As childre ants and can begin or end a syllal often in written texts. are words in which the English Sp	ble or word. (These are introduce	ed in Phase 4).	start to blend these



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		Year 1			
Recap Phase 4 (3 v Week 4	veeks] Phase 5 (6 weeks)	Phase 5 Recap (2 days)	Phase 5 (4 Weeks)	Phase 5 Recap (3 days)	Phase 5 (3 weeks)
To confidently read containing two or t adjacent consonant words)	hree To recognise new	Phase 5 Week 10 (4 weeks) To know alternative spellings for <b>s</b> and <b>ar.</b>	Phase 5 Week 14 To know the alternative spellings for the <b>ee sound.</b>	Phase 5 (3 Weeks) Phase 5 Week 18	Phase 5 Week 21 To be able to write in the <b>regular past tense.</b>
To consistently spel containing two or t adjacent consonant	hree called.	To confidently read and spell words with adjacent consonants and words with newly learned graphemes.	To read and spell words with adjacent consonants and words with newly learned graphemes.	To know how to add the <b>s/es</b> <b>suffix</b> as plurals where the root word doesn't change.	To know how to add <b>ed</b> <b>suffix</b> where the root word doesn't change.
To confidently read words <b>when, what</b> decodable word <b>ch</b>	and out, made, came.	To read the words <b>work,</b> friends, want.	To read and spell the words <b>people.</b>	To recognise and spell the words <b>clothes, parents, know.</b>	To confidently read and spell words with adjacent consonants
To consistently spel tricky words <b>my, he</b>		To recognise and spell the words little.	To read and write sentences containing polysyllabic words.	To confidently read and spell high frequency words.	and words with newly learned graphemes.
Read and write sen containing taught s high frequency wor	ounds, spell polysyllabic words.	To read and write sentences containing polysyllabic words.	Week 15 To know alternative spellings for the <b>oa sounds</b>	To read and write sentences containing polysyllabic words.	To recognise and know how to spell the words <b>new, our, shouted.</b>
tricky words. To begin to write se containing two sylla	ntences able <b>Week 5</b> To recognise new graphemes <b>a-e, e-e, i-e,</b> <b>o-e.</b>	Week 11 To know the alternative pronunciations for <b>ear, ur, ai.</b>	To read and spell words with adjacent consonants and words with newly learned graphemes.	Week 19 To know how to add the s/es suffix as plurals where the root word doesn't change.	To confidently read and spell most high frequency words.
words and CCVCC v	To recognise and spell the word <b>there, here, where.</b>	To consistently read and spell words with adjacent consonants and words with newly learned graphemes.	To read and spell the words magic, school. To read and write sentences containing polysyllabic words.	To confidently read and spell words with adjacent consonants and words with newly learned graphemes.	To read and write sentences containing polysyllabic words.



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	focus)					

<u>Week 5</u> To confidently recall all of	To read the words <b>asked</b> ,				<u>Week 22</u>
Phase 2 and 3 graphemes	very.	To read the words <b>mouse</b> ,	Week 16	To recognise and spell the	To know how to add
rhase z and s graphemes		once, many.	To know alternative spellings	words called, didn't, other.	the ing suffix as plurals
To confidently read and spell	To read and write		for <b>sh sounds.</b>		where the root word
words containing two	sentences containing	To recognise and spell the		To read and write sentences	doesn't change.
adjacent consonants	polysyllabic words.	words <b>Mr</b> and <b>Mrs</b> .	To recognise and spell the	containing polysyllabic words.	
			words every, everyone,		To recognise and spell
To consistently read the	Week 6	To read and write sentences	everybody.	Week 20	the words new, our,
tricky words <b>were, little, one</b>	To know the new	containing polysyllabic			shouted.
	gramphemes <b>u-e.</b>	words.	To read and spell high	To know how to add the s/es	
To consistently spell the tricky word <b>all</b> correctly			frequency words.	suffix to the third person singular.	To confidently read
theky word an confectiv	To know the alternative	Week 12		singular.	and spell most high
To confidently read and spell	pronunciations for <b>i</b> and <b>o</b> .	To know alternative spellings	<u>Week 17</u>		frequency words.
a range of two-syllable words		for <b>oo, air</b> and <b>z sounds.</b>	To know alternative spellings	To know how to spell the	
	To recognise and spell the		for <b>sh and or sounds.</b>	words asked, can't.	To read and write
Read and write sentences	words find, mind, kind,	To read the words laughed,			sentences containing
containing taught sounds,	behind.	over.	To confidently recognise and	To confidently read and spell	polysyllabic words.
high frequency words and			recall graphemes and different	high frequency words.	
tricky words.	To read the words <b>water</b> ,	To recognise and spell words	pronunciations of graphemes		Week 23
	were and because.	oh, their.	as they are learned.	To read and write sentences	To know how to add
To begin to write sentences				containing polysyllabic words.	the er and est suffixes
containing two syllable	To read and write	To read and write sentences	To recognise and know the		where the root word
words and CCVCC words.	sentences containing	containing polysyllabic	spelling of the words when and		doesn't change.
	polysyllabic words.	words.	children.	Phase 5 Recap (2 weeks)	Ŭ
	March 7				To consistently
	Week 7	Week 13	To read and write sentences		recognise and recall
	To know the alternative	To know alternative spellings	containing polysyllabic words.		graphemes and
	pronunciations for <b>u, ow</b> and <b>ie.</b>	for short or and igh.			different
					pronunciations of
		To confidently read and spell	Phase 5 Recap (2 weeks)		graphemes as they are
		words with adjacent			learned



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Week 6 Practise spelling words	To read the words <b>again</b> and <b>different.</b>	consonants and words with newly learned graphemes.		To recognise and spell
containing two or three adjacent consonants	To recognise and spell the words <b>one</b> and <b>make.</b>	To spell the word <b>home,</b> going.		the words <b>tomorrow</b> and yesterday.
To read the tricky word out* To read and spell high	s <b>do,</b> To read and write sentences containing polysyllabic words.	To read and write sentences containing polysyllabic words.		To confidently read and spell most high frequency words.
frequency words	polysynable words.			
To read and spell two-sy words	yllable To know the alternative pronunciations for <b>ea, a</b>	Phase 5 Recap (1 week)		To read and write sentences containing polysyllabic words.
Read and write sentence	es and y.			Phase 5 recap (1 week)
containing taught sound high frequency words a tricky words.				Phase 5 consolidation (2 weeks)
To begin to write senter containing two syllable	nces To spell the words <b>do</b> .			
words and CCVCC word	sentences containing			
Phase 5 (3 weeks) Week 1	polysyllabic words.			
To recognise new graph ay ou ie.	To know the alternative			
To know the spelling rul words containing <b>ay.</b>	pronunciations for <b>ou.</b>			
To read and spell words adjacent consonants an	with spelling for sounds ch/ tch.			



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	words with newly learned	To know the spelling rule		
	graphemes.	for words ending in the v		
		sound.		
	To read the tricky word	Sound		
	people and decodable words			
	house, about.	To read the words <b>through</b>		
		and <b>eyes.</b>		
	To be able to recognise and			
	spell the words <b>said, says.</b>	To recognise and spell the		
	spen the words said, says.	word what and please.		
	Week 2	word what and please.		
	To recognise new graphemes	To read and write		
	ea oy ir ue	sentences containing		
		polysyllabic words.		
	To read and spell words with			
	adjacent consonants and			
	words with newly learned			
	graphemes.	Phase 5 Recap (1 week)		
	To road the tricky words <b>ob</b>			
	To read the tricky words <b>oh</b> ,			
	their, by.			
	To be able to recognise and			
	spell the words have, like.			
	spen the words <b>have, like.</b>			
	Week 3			
	To recognise the new			
	graphemes aw, wh, ph.			
	To know the spelling rule for			
	words containing <b>ph</b> .			
	words containing <b>pii</b> .			
	To confidently read and spell			
	words with adjacent			
L	trondo with adjacent			



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			Spellings			
Common exceptio	on words (tricky words)- Common exce	otion words are words in wh		work in an unusual or ur	ncommon way.	
	ords- High frequency words are words					
Alternative sound	I- Some sounds have alternative spelling	gs e.g. 'j' in jam, 'g' in gym, 'd	dge' in fudge all sound the sa	ime but are spelt in an all	ternative way. These are ir	ntroduced in phase 5.
Name of the lette				,	,	
	lends are usually composed of two or t		-			
	plends or clusters, are groups of conson	ants whose sounds blend to	gether. As children become i	nore confident with the a	alphabet consonants they	start to blend these
words for which p	phonics 'doesn't work', but they may be	exceptions to spennig rules,	, or words which use a partic		ers to represent sound patt	erns in a rare or uniqu
	bund buttons are added under words to	• •		•	we to us proceed as used to att	
	olit digraph also contains two letters (a-				e and bike	
• • • •	s are where three letters make one sou	•	. ,			
Digraph- Digraphs	are where two letters make one sound	(these are introduced in ph	ase 2)			
-	segmenting is the act of hearing a who		-	nake it.		
	nding involves hearing phonemes and l		gether to make a word.			
	emes are the written representation of	•				
Phonoma Dhonor	mes are the smallest unit of speech-sou	nds which make up a word				
	ome.	I	Key Vocabulary			<u>I</u>
	o spell the words <b>some</b> and					
	ecodable word <b>old.</b>					
	ad the tricky words <b>don't,</b> ho, Mr and Mrs and					
	be able to recognise and					
IIE	ewiy learned graphemes.					
nc	ewly learned graphemes.					

3x words related to Phonics phase the child is working at e.g. a child working at Phase 3 (despite the whole class being taught Phase 5) will receive Phase 3 spellings 2x common exception words (Year 1 and Year 2 list - saved on Google Drive)



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	Year 2							
Recap Phase 5. (3 weeksWeek 24To know and use the alternative spellings for t /oa/ sound.Teach spelling the word magic.To consistently read and spell a range of high frequency words accuratTo consistently read and	To know what happens to the meaning of verb when they add the <b>ing</b> suffix To know how to use the suffix <b>ing</b> To know the spelling of common words told cold eye eyes and polysyllabic	Phase 6 Recap (2 days) consolidation/ recap         Phase 6 Week 10 (4 weeks)         To know how add the s/es suffix as plurals         To know how to add the s/es suffix to the third person singular         To know the spelling of common words would could should and polysyllabic	Phase 6 Week 14 (5 weeks)To know alternative spellings of the n r and m soundsTo recognise and recall graphemes and different pronunciations of graphemes as they are learntTo read and spell words with newly learned graphemesTo know the spellings of numbers twenty thirty forty	Phase 6 recap (3 days)         consolidation/ recap         Phase 6 Week 19 (5 weeks)         To know the spelling of         common words small key         head fast only         To know how to add the suffix         ness         To know the homophones         knight/night and near         homophones one/won	Phase 6 Week 24 (1 week)To know how to add the en suffix.To know spelling of common words mother, 			
Week 25         To know the alternative spellings for the /(y)oo/ and /oo/ sounds         To consistently recognise and spell the words find, more, I'll	ic Week 5 To know common words something looking coming thing To know how to add the ing suffix Week 6 To know the spelling of common words mystery excited adventure finally	words hairdresser window inside outside children <u>Week 11</u> To know homophones there/their/they're To know elisions or contractions using the common words that's I've I'll let's there's he's we're can't couldn't	fifty sixty seventy eighty ninety hundred <u>Week 15</u> To know alternative spellings of the <b>igh ee</b> and <b>ai</b> sounds To recognise and recall graphemes and different pronunciations of graphemes as they are learnt	Week 20To know the spelling of common words why each place gone useTo know how to add the ment suffixTo know the homophones to/too/two and be/beeWeek 21				



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To consistently read and		<u>Week 12</u>	To read and spell words with	To know the spelling of
spell a range of high	To know how to add the <b>er</b>	To know alternative	newly learned graphemes	common words each once
frequency words	suffix	pronunciations for <b>a</b>		birds which
			To know the homophones	
To consistently read and	To know how to add the <b>y</b>	To recognise and recall	see/sea	To know how to add the <b>ful</b>
spell a range of polysyllabic	suffix	graphemes and different		suffix
words		pronunciations of graphemes	To know the spelling of common	
	Week 7	as they are learnt	words water away want over	To know the homophones
<u>Week 26</u>	To know the spelling of		door	bare/bear
To confidently know the	common words <b>under river</b>	To read and spell words with		
alternative spellings for the	better mother never	newly learned graphemes	Week 16	<u>Week 22</u>
/ <b>sh</b> / sound			To know the spelling of common	To know the spelling of
	To be any barry to a state	To know the spelling of	words giant because through	common words favourite
To confidently recognise	To know how to add the <b>er</b>	numbers zero one two three	first	window floppy plants
and spell the words	suffix	four five six seven eight nine	mat	
shouted, other		iou inclusive seven eight line		
	Week 8	Week 12	To know the alternative spelling	To know how to add the <b>less</b>
To consistently road and	To know the spelling of	Week 13	of the <b>j</b> sound	suffix
To consistently read and spell a range of high	common words any many	To know alternative spellings		
frequency words	anything anyone anywhere	for <b>or</b> and <b>s</b> sounds	To recognise and recall	To know the homophones
nequency words			graphemes and different	blue/blew
	To know the polysyllabic	To recognise and recall	pronunciations of graphemes as	
To consistently read and	words nightmare	graphemes and different	they are learnt	Week 23
spell a range of polysyllabic	nightdress founder autumn	pronunciations of graphemes		To know the spelling of
words		as they are learnt	To read and spell words with	common words horse rabbit
	To know irregular		newly learned graphemes	white parents
	comparative adjectives	To read and spell words with		
Phase 6 Week 1 (3 weeks)	, , , , , , , , , , , , , , , , , , , ,	newly learned graphemes	To know the homophones	To know how to use a
To revise the past tense	Week 9		sun/son and near homophones	dictionary
		To know the spellings of	quiet/quite	
	To know spelling of	numbers <b>ten eleven twelve</b>		To know how to proofrood
	common words <b>door</b> mouse after again and	thirteen fourteen fifteen	Week 17	To know how to proofread
	mouse aller again and			



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Winter Wonderland	Breaking News!	Down on the Farm	Climate Change!	When I grow up!

To know rules for adding the <b>ed</b> suffix to verbs ending in <b>e</b>	polysyllabic words <b>dinosaur</b> suddenly certainly immediately	sixteen seventeen eighteen nineteen	To know the spelling of common words <b>friends across really</b> <b>these baby</b>	
To know long and short vowel sounds	To know how to add the est suffix	Phase 6 Recap (1 week) consolidation/ recap	To know new phoneme <b>zh</b> as in <b>treasure</b>	
To spelling polysyllabic words animals, garden, another, everyone, together	Phase 6 Recap (1 week) consolidation/ recap		To know alternative spelling for the <b>sh</b> sound including words ending in <b>tion</b>	
To know the spelling of common words <b>keep, last,</b> even, before			To know alternative pronunciations for <b>a</b> To recognise and recall	
<u>Week 2</u> To know how to use the suffix <b>ed</b>			graphemes and different pronunciations of graphemes as they are learnt	
To know the spelling of common words <b>jumped</b>			To read and spell words with newly learned graphemes	
wanted lived liked pulled and polysyllabic words dragon birthday Christmas grandad narrator			To know the homophones cheep/cheap know/no knew/new	
Week 3 To know the past tense (irregular verbs)			<u>week 18</u> To know the spelling of common words <b>more round around</b> <b>began</b>	



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i							
To know how to use the			To know the spelling of				
suffix <b>ed</b>			unstressed ur or schwa +I				
To know the spelling of common words <b>cried</b> <b>stopped thought saw for</b> <b>fell told gave</b> <u>Phase 6 Recap</u> (1 week)	ind		To read and spell words with newly learned graphemes <u>Phase 6 Recap</u> (1 week) consolidation/ recap				
consolidation/ recap							
		Key Vocabulary	,				
Phoneme- Phonemes are the smallest u	nit of speech-sounds which make	e up a word.					
Grapheme- Graphemes are the written	representation of sounds.						
Blending- Oral blending involves hearing phonemes and being able to merge them together to make a word.							
Segmenting- Oral segmenting is the act of hearing a whole word and then splitting it up into the phonemes that make it.							
<b>Digraph-</b> Digraphs are where two letters	-						
	•						
<b>Frigraph-</b> Trigraphs are where three letters make one sound (these are introduced in phase 3)							

Split digraph- A split digraph also contains two letters (a-e, e-e, i-e, o-e and u-e) but they are split between a consonant, for example: make and bike

Sound buttons- sound buttons are added under words to help children to identify individual phonemes, digraphs and trigraphs in words.

words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.

Blends/Clusters- blends or clusters, are groups of consonants whose sounds blend together. As children become more confident with the alphabet consonants, they start to blend these letters together. Blends are usually composed of two or three consonants and can begin or end a syllable or word. (These are introduced in Phase 4).

Name of the letter- (alphabet)

Alternative sound- Some sounds have alternative spellings e.g. 'j' in jam, 'g' in gym, 'dge' in fudge all sound the same but are spelt in an alternative way. These are introduced in phase 5. High frequency words- High frequency words are words that appear often in written texts.

**Common exception words (tricky words)-** Common exception words are words in which the English Spelling rules work in an unusual or uncommon way.

Spellings



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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# From Week 3 (Year 1 & 2)

3x words related to Phonics phase the child is working at e.g. a child working at Phase 3 (despite the whole class being taught Phase 5) will receive Phase 3 spellings 2x common exception words (Year 1 and Year 2 list - saved on Google Drive)