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**Grove and Westwood phonics overview**

**Created using NC and ‘*Letters and Sounds’* Phases 1-6 and jolly phonics**



**Nursery (End of Year Expectation: Secure in Phase 1)**

**Each aspect should contain these 3 underlying strands:
■ Stand 1: Auditory discrimination – tuning-in to sounds
■ Strange 2: Auditory memory and sequencing – listening and recalling sounds
■ Strand 3: Developing vocabulary and language comprehension – talking about sounds**

**Review games should be taught for 3 -5 minutes each sessions apart from Autumn 1**

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| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Focus:** | Listening and sound awarenessGames  | **Environmental sounds**These to be taught through settling games within provision | **Instrumental sounds** |
| **Autumn 1** | Aspect 1Develop awareness of sounds in the environment. **Strand 1** | Aspect 1Develop awareness of sounds in the environment. **Strand 1** | Aspect 1To identify and develop vocabulary around the difference of sounds. **Strand 2** | Aspect 1Talk in simple sentences about sounds. **Strand 3** | Aspect 2Experience and develop sounds made with instruments. **Strand 1** |
| **Review games:** | **Listening games** |
| **Focus:** | **Instrumental sounds** | **Consolidation week** | **Phonic assessment week**  |
| **Autumn 2** | Aspect 2Experience and develop sounds made with instruments. **Strand 1** | Aspect 2Listen to and appreciate the difference between sounds made with instruments **Strand 2** | Aspect 2Listen to and appreciate the difference between sounds made with instruments **Strand 2** | Aspect 2Use a wide vocabulary to talk about sounds made by instruments**Strand 3** |
| **Review games:** | **Speak with confidence to adults and children** |
| **Focus:** | **Body percussion** | **Rhythm and rhyme** | **Consolidation week** |
| **Spring 1** | Aspect 3Develop awareness of sounds and rhythms **Strand 1** | Aspect 3Distinguish between sounds and remember sound patterns. **Strand 2** | Aspect 3Talk about sounds we make with our bodies and what sounds mean. **Strand 3** | Aspect 4Experience and appreciate rhythm and rhyme **Strand 1** | Aspect 4Develop awareness of rhythm and rhyme in speech **Strand 1** |
| **Review games:** | **Sound patterns** |
| **Focus:** | **Rhythm and rhyme** | **Alliteration** |
|  | Aspect 4Increase awareness of words that rhyme.**Strand 2** | Aspect 4*Talk about and produce words that rhyme.* **Strand 3** | Aspect 4*Produce rhyming words.* **Strand 3** | Aspect 5Develop understanding of alliteration. **Strand 1** | Aspect 5Explore how different sounds are articulated.**Strand 2** | **Phonic assessment week** |
| **Revisit/review** | **Reproduce audible phonemes** |
| **Focus:** | **Alliteration** | **Voice sounds** | **Consolidation week** |
| **Summer 1** | Aspect 5Listen to different sounds at the beginning of words. **Strand 2** | Aspect 5Hear and talk about the different sounds at the beginning of words. **Strand 3** | Aspect 6Distinguish between the differences in vocal sounds. (Begin segmenting and blending)**Strand 1** | Aspect 6Explore speech sounds. (Begin segmenting and blending)**Strand 2** | Aspect 6Talk about the different sounds we make with our voices. (Begin segmenting and blending)**Strand 3** |
| **Revisit/review** | **Use sound talk to segment words into phonemes** |
| **Focus:** | **Oral blending and segmenting** | **Phonic assessment week** | **Consolidation week** |
| **Summer 2** | Aspect 7Develop oral blending and segmenting of sounds in words**Strand 1/2** | Aspect 7Listen to phonemes in words and remember them in order of which they are said. **Strand 2/3** | Aspect 7Talk about the phonemes that make up a given word. **Strand 3** | Aspect 7Talk about the phonemes that make up a given word. **Strand 3** |

**Reception (End of Year Expectation: Secure in Phase 3)**

*Oral blending and segmenting, reading and writing application focus. Handwriting taught alongside discrete sounds however focus of* ***letter families beginning Spring 2****.*

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| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Revisit/review** | **Recap rhythm and rhyme**  |
| **Autumn 1** | Phase 2 Alphabet songSet 1 **s, a, t, p,**  | Phase 2 Alphabet songSet 2 **i, n, m, d**  | Phase 2Alphabet songSet 3 **g, o, c, k**  | Phase 2Alphabet songSet 4 **ck, e, u, r** | **Assessment -** /s/ /ss/ | Phase 2Set 5 **h, b, f, l, ff, ll** |
| **Harder to read and spell** |  | I, the, no | put, of, is  | to, go, into | pull | as, his |
| **Revisit/review** | **Recap phase 2 sounds taught in Autumn 1**  |
| **Autumn 2** | **Phase 3**Set 6 **j, v, w, x** | Phase 3Set 7 **y, z, zz, qu, ch** | Phase 3**ng** (ring)**nk** (pink)**sh** (shop)**th** (thin/then)  | Phase 3**igh** (light) **ai** (rain) **ee** (feet) **oa** (boat) | **Phonics assessment** es (no change to the word) | Review week R3 |
| **Harder to read and spell** | he,she, buses | we, me, be | push | was, her |  | my, you  |
| **Revisit/review** | **Recap phase 3 sounds only taught in Autumn 2 and alphabet letter names**  |
| **Spring 1** | Review week R4**oo** (book) | Phase 3**ar** (car)**or** (fork) **ur** (hurt)**oo** (food) | Phase 3**ow** (cow) **oi** (coin) **ear** (dear)**air** (fair) | Phase 3 **oa** (throw)**ure** (sure)  **er** (corner)  | **Phonics assessment**  | Review week R6 |
| **Harder to read and spell** |  | they,all, are |  | ball, tall  | when, what |  |
| **Revisit/review** | **Recap phase 3 sounds taught in Spring 1**  |
| **Spring 2** | Focus on reading and writing **words and captions containing Phase 2 and 3 graphemes** in **sentences and tricky words** – *letters and sound p013* |
|  | Review week R7 | Review week R8 | Review week R9 | Review week R10 | **Phonics assessment** Review week R11 | Review week R12 |
| **Harder to read and spell** | said, so, have | were, out, like | some, come, there | little, one, do | children, love  |  |
| **Summer 1** | Phase 4 **CVCC** ed suffix | Phase 4**CCVC** ed suffix - /t/ | Phase 4 **CCVCC**ed suffix - /d/ | Phase 4**CCCVC**  | **Phonics assessment** Review week R13 | Phase4 **CCCVCC**-est and -er suffix |
| **Summer 2** | Phase 5 **ay** (day)**ie** (tie)**ea** (eat)**ou** (cloud)**Teach: come, some**  | Phase 5 **oy** (ahoy)**ir** (shirt) **ue** (true)**aw** (fawn) | Phase 5 **wh**(whip)**ph**(photo) **ew** (crew)**oe** (tiptoe) | Phase 5 **au**(launch)**ey**(money) **a\_e** (cake)**e\_e**(compete) | **Phonics assessment** Review week R14 | Phase 5 **i\_e**(shine)**o\_e**(note) **u\_e**(tune)**c**(city)**Phonics screening** |
| **Harder to read and spell** | oh, their | people, Mrs, Mr | your, ask, should | would, could, asked | house, mouse, water | want, very |

**Year 1 (End of Year Expectation: Secure in Phase 5 and Year 1 NC expectations)**

Main teaching focus Phase 5 however all sessions must be differentiated for children to apply the phonic skills they need.

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| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Revisit/review | **Recap phase 3 graphemes and alphabet letter names** |
| **Autumn 1**  | **Phonics assessment** Review week Y1 | Review week 2  | Revise: **ay** (day)**ie** (tie)**ea** (eat)**ou** (cloud) | Revise: **oy** (ahoy)**ir** (shirt) **ue** (true)**aw** (fawn) | **Phonics assessment** Review week Y3 | Revise: **wh**(whip)**ph**(photo) **ew** (crew)**oe** (tiptoe) |
| Revisit/review | **Recap phase 3 graphemes during revisit and review game and alphabet letter names** |
| **Autumn 2** | Phase 5 New graphemes for reading and spelling |
| Revise: **au**(launch)**ey**(money) **a\_e** (cake)**e\_e**(compete) | Revise: **i\_e**(shine)**o\_e**(note) **u\_e**(tune)**c**(city) | Phase 5**y** (baby)**al** (walk)Review week Y4 | Review week Y5 | **Phonics assessment** Review week Y6 | Review week Y7 |
| **Harder to read and spell** | please, once | any, many, again | who, whole | where, two |  |  |
| Revisit/review | **Recap graphemes based upon class phonic screening results** |
| **Spring 1** | Alternative Pronunciations for reading and spelling |
|  | Review week Y8 | Phase 5**a**(launch)**ey**(money) **ea** (cake)**eigh**(compete)**a** (acorn)**e** (he)**i** (find)**y** (by) | phase 5 **o**(go)**a** (was - o)**/o/** making **u** (push - oo)**u** (music - **oo)****ch**(school - **c** **ch** (chef - **sh**)**ea** (head -**e)** |  Phase 5 **or (**world - **ur)****ear (**learn **- ur)****ou (**soup - **oo)****ou (**shoulder **-oa)****ie (**brief **- ee)****ve (**have **- v)****y (**gym **- i)** | **Phonics assessment**Review week Y9 | Phase 5**are (**care **- air)****ere** (there **- air)****ear (**pear **- air)****tch (**patch **- ch)** |
| **Harder to read and spell** |  |  | here, sugar, friend  | because  |  |  |
| Revisit/review | **Recap graphemes taught in Spring 1** |
| **Spring 2** | Alternative spellings for phonemes |
| Phase 5o (**brother** - u)Review week Y10 | Phase 5**g** (gem - **j**)**ge** (fringe - **j**)**dge** (bridge - **j**)**st** (listen - **j**) | Phase 5**ce** (fence - **s**)**se** (house - **s**)**gn** (sign - **n**)**k**  (knee - **n**)**wr** (wrap - **r**)**mb** (lamb -**m**) | Phase 5**se** (cheese - **z**)**ze** (freeze - **z)****eer (**cheer **- ear)****ere (**here **- ear)****ti (**patient **- sh)****ti - tion (**station **- sh)** | **Phonics assessment**Review week Y11**Phonics screening practice** | **al** (half - **ar**)**augh** (caught -**or**)**ssi** (session - **sh**)si (vision - **zh**)**ti - tious** (scrumptious - **sh**)**ci** (delicious - **sh**)**ous****ion****ian**  |
| Revisit/review | **Recap graphemes based upon class phonic screening results** |
| **Summer 1** | Alternative spellings for phonemes |
|  | Phase 5Review all previously taught and **rarely used** GPSappendix ii  | **Phonics screening practice** | Phase 5Review all previously taught and **rarely used** GPSappendix ii  | Phase 5Review all previously taught and **rarely used** GPSappendix ii ) | **Phonics assessment**  | Phase 5Review all previously taught and **rarely used** GPSappendix ii  |
| Revisit/review | **Alien and real words using all phase 3 and phase 5 sounds** | **Spelling of high frequency words – based on class assessment**  |
| **Summer 2** | Phonics screening revision/check | Reading and Spelling prefixes/suffixes |
|  | **Phonics screening recap based on results from the most recent check** | **Phonics screening check**Phase 5Review all previously taught and **rarely used** GPSappendix ii  | PPhase 5Review all previously taught and **rarely used** GPSappendix ii | Phase 5Review all previously taught and **rarely used** GPSappendix ii | **Phonics assessment** Phase 5Review all previously taught and **rarely used** GPSappendix ii | Phase 5Review all previously taught and **rarely used** GPSappendix ii |

**Year 2 (End of Year Expectation: Secure in Phase 6 and Year 2 NC expectations)**

Main teaching focus: Spelling rules and recapping and reviewing based on ongoing phonics tracking. This should be reflected in daily recap and review section.

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| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Revisit/review | **Recap phase 5 graphemes**  |
| **Autumn 1**  | **Phonic assessments**Formation of new nouns by compounding(ice + cream = ice cream) | **Vowel families revision**/ai/ (rain), a\_e (plate), ay (say), a (apple | **Vowel families revision**/ee/ (see), ea (bead), ea (bread), y (happy), ey (key) e\_e (theme), e (egg), ie (chief | **Vowel families revision**/igh/ (night), ie (pie), i\_e (lime), I (I), y (my), I (nit) | **Phonic assessments****Teach homophones:**their, there, they’retwo,too, to | **Vowel families revision**/oa/ (boat), oe (toe), o\_e (bone), o (so), o (dog)**Week 7: Vowel families revision**/oo/ (moon), ew (new), ue (glue), u\_e (tune), o (do), u (just) |
| Revisit/review | **Silent letters in words /b/(bomb) /t/ (castle) /h/ (ghost) /k/(know) /w/ (sword)** |
| **Autumn 2** | Phase 5 New graphemes for reading and spelling  |
| The /j/ spelt /ge/ and /dge/ (when at the end of words) /g/(when before e, i and y) | /ie/ spelt /y/ ( when at the end of words cry, fly, dry, try, reply, July) /s/ spelt /c/ (when before e, i and y in a word) | /r/ spelt /wr/(when at the beginning of words write, wrap, written, wrong, wrote)/n/ spelt /kn/ and/gn/ (at the beginningof words gnome, know) | /l/ spelt /el/ (camel) and /le/ (table)(when at the end of words) | **Phonic assessments****Teach homophones:**here, hearsun, sonbe, bee  | /l/ spelt /al/ and/ il/ (when at the end of words pencil, fossil, metal, pedal) |
| Revisit/review | **Recap alternative spellings taught in Autumn 2**  |
| **Spring 1** | Adding suffixes to root words to change meaning  |
|  | /v/ spelt /ve/ (When at the end of words alive, save, stove) | /er/ added to adjectives to give comparative form(bigger, slower)/er/ added to verbs to show the person doing the action(runner, reader) |  /ness/ and /less/added to adjectives to form nouns(when no change to the word (darkness)and drop /y/ add /i/ and add /ness/ (happiness)) | /ed/ - added to verbs - past tense use words yesterday, today introduce (when no change to the word (walked) and drop /e/ add /ed/ (baked))  | **Phonics assessment****Teach homophones:**quiet, quite one, wonblue, blew | /ed/ - past tense (when short vowel – double last letter (hopped) and ends in /y/ change to /i/ and add /ed/ (tried))  |
| Revisit/review | **Recap comparatives and past tense forms**  |
| **Spring 2** | Adding suffixes to root words to change meaning |
| /ing/ add to verbs – present tense – use word **now** to introduce (when no change to the word (jumping)) | **/**ing/ add to verbs – present tense (when short vowel – double last letter (hopping)and drop /e/ add /ing/ (loving)) | /s/ and /es/ added to nouns and verbs(cats, runs, use an /es/ when ch,sh,x,zz,bushes, catches) | /y/ added to nouns to form adjectiveswhen no change to the word (sandy), drop /e/ add /y/ (smoky) and short vowel – double last letter (sunny)) | **Phonics assessment****Teach homophones:** sea, seebare, bearnight, knight | **/ly/** added to adjectives to form adverbs(when no change to the word (sadly)and drop /y/ add /i/ and add /ly/ (happily)) |
| Revisit/review | **Recap singular/ plurals and present tense verbs**  |
| **Summer 1** | Continued suffixes and tracking  | Rare alternatives for spelling  |
|  | /est/added to adjectives to make ‘the best’ (when short vowel – double last letter (biggest) when ends in /y/ change to /i/ and add /est/ (happiest))  | /est/added to adjectives to make ‘the best’(when no change to the word (slowest) when drop /e/ add /est/ (latest)) | /or/ spelt /a/(when before /l/ and /ll/)(wall, ball) | /zh/ sound spelt as /s/ (Treasure, television)/sion/(when ends in –ss/ -mit (possession, admission) and when any other ending spelt /tion/ (station, question)) | **Phonics assessment****Teach homophones:** | /o/ spelt /a/ (When follows /w/ (was, wasp))Also known as ‘special /w/’/u/ spelt as /o/(when before /v/, /th/, /n/ ((mother, son)) |
| Revisit/review | **Recap special /w/ rules – year 2 common exception words**  |
| **Summer 2** | Grammar and assessment  |
|  | Contractions(I am - I’m, let us - let’s) | Possessive apostrophe(girl’s – being her own, girls’ being all together) | /ment/ (added to verbs to form nouns pavement, advertisem ent)/ful/(added to nouns careful, painful)t |  /er/ spelt /or/ (when follows letter /w/ (work, word))**Important exception: were**/or/ spelt with /ar/ (when after /w/ (war, warm)) | **Phonics assessment****Teach homophones:** | Revise spelling rules based on phonics tracking gaps.  |

 **Year 3**

Use revisit and review time to review gaps identified during phonics tracking and marking. Continue to teach common exception words throughout grammar sessions. 15 4x a week.

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| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Revisit/review | **Recap spelling alternatives from year 2 Summer 1** |
| **Autumn 1**  | Revising phase 5 alternative graphemes for reading and spelling |
| **Phonic assessments** | Vowel Families revision/ai/ (rain), /a\_e/ (plate), /ay/ (say), /ei/ (eight) /ey/ (grey) | Vowel families revision/ee/ (see), /ea/ (bead), /y/ (happy), /ey/ (key)/e\_e/ (theme) /ie/ (chief) | Vowel families revision/igh/ (night), /ie/ (pie),/i\_e/ (lime), /I/ (I) and /y/(my) | **Assessment assessments** | Vowel families revision/oa/ (boat), /oe/ (toe), /o\_e/ (bone), /o/ (so) **Week 7:** Vowel families revisionoo/ (moon), /ew/ (new), /ue/ (glue), /u\_e/ (tune), /o/ (do) |
| Revisit/review | **Recap previously taught homophones in year 2**sea, see/bare, bear/ night, knight/ quiet, quite/ one, won/ blue, blew/ here, hear/ sun, son/ be, beetheir, there, they’re/ two,too, to |
| **Autumn 2** | Revising phase 5 alternative graphemes for reading and spelling |
| /u/ spelt /ou/ (country) | /ou/ (out) and /ow/ (clown) | /s/ spelt /sc/ - known as silent /c/ (science, scene) | /ch/ (chick) and /tch/ (patch) | **Phonics assessment**Teach homophonesball, bawlberry, buryfair, fare | /ear/, /ere/(here) and /eer/ (peer) |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| **Spring 1** | Revising adding suffixes to root words to change meaning |
|  | /ly/ Changing an adjective to an adverb | /ly/ and /ally/ to a root word to form an adverb. ( when ending /le/ take off /le/ and add suffix (cuddly), when ending in /ic/ add /ally/ (basically) and including exceptions)/ed/ /ing/ to a root word(when ending with /y/ change to /i/) | /ed/ /ing/to a root word(when ending with /e/ take off and add suffix) | /ed/ /ing/ to a root word. (When ending in a consonant after a short vowel double the consonant) | **Phonics assessment**Teach homophonesto too twothere their mist missed | /l/ spelt /le/ (When at the end of words)/al/ Remove the /e/ change /y/ to an /i/  |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| Spring 2 | Revising alternative spelling endings | Revising and learning new suffixes to root words to change meaning |
| /er/ to words with more than one syllable when words end in /tch/ (teacher, catcher) | /ture/(picture, culture, pleasure, measure) | /tion/(question)/zhuh/ spelt and  | /shun/ spelt /sion/(expansion,revision) | **Phonics assessment**Teach homophonesgrate, greatmail malemain mane | /zhun/ spelt sion (when ends in –ss/ -mit)(possession, admission) |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| **Summer 1** | Revising know suffixes  | New prefixes  |
|  | /in/ and/il/meaning ‘not’ or ‘the opposite’(incorrect, illegal) | /auto/meaning ‘self’ or ‘own (automatic) |  /dis/ and /mis/ - all negative meanings(disallow, misunderstand) | /anti/ meaning ‘against’ (anticlockwise)/sub/ meaning ‘under’(subzero)) | **Phonics assessment**Teach homophonesmeat meetgroan grownyour you’re | /inter/ meaning ‘between’or ‘among’(interlinked) /re/ meaning ‘again’ or ‘back (revise) |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| **Summer 2** | Revising alternative spellings of graphemes for reading and writing  |
|  | im/ and /ir/ meaning ‘not’ or ‘the opposite’(irregular, impossible) | /k/ spelt/ ch/(anchor, ache | /g/ spelt /gue/ - at the end of words(tongue, league) | Revise spelling rules based on phonics assessment gaps | **Phonics assessment****Homophone revisit** Revise spelling rules based on phonics tracking gaps.  | Revise spelling rules based on phonics assessment gaps |

**Year 4**

Use revisit and review time to review gaps identified during phonics tracking and marking. Continue to teach common exception words throughout grammar sessions. 10-15 3x a week.

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| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Revisit/review | **Recap spelling alternatives from year 2 Summer 1** |
| **Autumn 1**  | Revising phase 5 alternative graphemes for reading and spelling |
| **Phonic assessments** | Vowel Families revision/ai/ (rain), /a\_e/ (plate), /ay/ (say), /eigh/ (eight) and /aigh/ (straight) | Vowel families revision/ee/ (see), /ea/ (bead), /y/ (happy), /ey/ (key)/e\_e/ (theme) /ie/ (chief)/i/ (prettiest) | Vowel families revision/igh/ (night), /ie/ (pie),/i\_e/ (lime), /I/ (I) and /y/(my) | **Assessment assessment**  | Vowel families revision/oa/ (boat), /oe/ (toe), /o\_e/ (bone), /o/ (so) **Week 7:** Vowel families revisionoo/ (moon), /ew/ (new), /ue/ (glue), /u\_e/ (tune), /o/ (do) |
| Revisit/review | **Recap previously taught homophones in year 2**sea, see/bare, bear/ night, knight/ quiet, quite/ one, won/ blue, blew/ here, hear/ sun, son/ be, beetheir, there, they’re/ two,too, to |
| **Autumn 2** | Revising phase 5 alternative graphemes for reading and spelling |
| /ous/ to a root word – meaning full of(, when ending /e/ keep if after a /ge/ (outrageous), when no change to the word (enormous)) | /sol/ and /real/ word families  | /s/ spelt /sc/ - known as silent /c/ (science, scene)/s/ spelt /c/ - known as soft c(cat, cent) | /sh/ spelt /ch/ -mostlyFrench in **– link to French lesson this week**(quiche, chalet) | **Phonic assessment**Teach homophonesaccept, exceptweather, whether whose, who’snot knot  | /phone/ and /sign/ word families  |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| **Spring 1** | Revising adding suffixes to root words to change meaning |
|  | /ly/ adjectives to adverb when ending in /l/ (finally) | /ly/ to a root word to form an adverb. (when ending with /y/ change to an /i/ (happily), when ending /le/ take off /le/ and add suffix (cuddly) | /ly/ to create adverbs of manner(curiously) | double constants **statutory words** | **Phonics assessment****Teach homophones:** heal heelpeace piece effect affect | /bi/ prefix(bicycle) |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| Spring 2 | Revising alternative spelling endings | Revising and learning new suffixes to root words to change meaning |
| /shun/hun spelt /cian/ ending in /c/ and /cs/ (musician) | /ation/ (station, question)/ation/ verbs to nouns | /shun/ spelt /tion/ ending in /t/ and /te/ (creation) | /shun/ spelt /sion/ ending in /d/, /de/ and /se/(expansion) | **Phonics assessment****Teach homophones:**heel heal here hearscene seen | /shun/ spelt /ssion/ ending in /ss/ /mit/ (expression) |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| **Summer 1** | Revising know suffixes  | New prefixes  |
|  | /in/, /ir/ and /il/, im/meaning ‘not’ or ‘the opposite’(incorrect, irregular, illegal, impossible) | /auto/meaning ‘self’ or ‘own (automatic) | /super/ meaning ‘above’ (superhero)  | /sub/ meaning ‘under’(subzero)/anti/ meaning ‘against’ (anticlockwise | **Phonics assessment****Teach homophones:**to too twothere their they’reyour you’replane, plain | /inter/ meaning ‘between’or ‘among’(interlinked) /re/ meaning ‘again’ or ‘back (revise) |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| **Summer 2** | Revising alternative spellings of graphemes for reading and writing  |
|  | Rules for pluralPossessive apostrophe with plural words  | /k/ spelt /que/ - at the end of words(antique, unique)  | unstressed vowel**statutory words** | Revise spelling rules based on phonics assessment gaps | **Phonics assessment****Homophone revisit**  | Revise spelling rules based on phonics assessment gaps |

**Year 5**

Use revisit and review time to review gaps identified during phonics/spelling tracking and marking.

statutory curriculum words are combined within weekly word lists.

15 mins 4 x weekly sessions

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| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Revisit/review | **Recap spelling rules identified in assessment**  |
| **Autumn 1**  | Revising phase 5 alternative graphemes for reading and spelling |
| **Pre assessment week** **Vowel Families revision****(ai e.g rain)**/a\_e/ /ai/ /a/ /eigh/ /aigh//ei/ /ea/*When secure introduce:**/e/ /ae/ /au/ /e/ et/*  | **Vowel Families revision****(ee e.g. see)**/ee/ /ea/ /y/ /e\_e/ /ei/ /i/ /ie/When secure introduce: eo/i-e/oe/ay/ae | **Vowel Families revision****(igh e.g. night)**/igh/ /i\_e/ /i/ /ais/ /is/ /eigh/ When secure introduce: /ai/ ay/ /a/ /ye/  | **Vowel Families revision****(oa e.g. boat)**/o-e/ /ow/ /o/ /oe/ /oa/When secure introduce: /eau/ /au/ /ew/ /oah/ /oo/ /ol/ /owe/  | **Phonics assessment****Teach homophones:**advise advicedevice devise licence license proceed proceed  | **Vowel Families revision****(oo e.g. moon)**oo/ (moon), /ew/ (new), /ue/ (glue), and /ough/ (through)**Week 7: Vowel Families revision****(u e.g puff)**/u/ /o/ /ou/ /oe/ /oo/  |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| **Autumn 2** | Revising phase 5 alternative graphemes for reading and spelling and grammar rules  |
| **Spelling pattern focus** **/un/ /dis/ /mis/**(all negative meanings) **/in/ /ir/ /il/** (meaning not) | ((**shul)** /cial/  | (**shul)** /tial/ | (**shus)** /tious/  | **Phonics assessment****Teach homophones:**practice practiseprophecy prophesy aisle isle wery weary  | (**shus)** /cious/ |
| Revisit/review | **Teach a new homophone daily 3x a week** |
| **Spring 1** | Revising phase 6 suffixes to root words to change meaning | Revising year 3/4 prefixes  |
|  | **Spelling pattern focus** suffixes to words ending in -fer  | Silent letter at the start /kn/ /w/ /p/ /m/  | Silent letter/t/ /s/ /b/ /n/ /v/ /p/ | words spelt with /ie/ after /c/  | **Phonics assessment****Teach homophones:**morning mourning past passedbridal bridle stationary stationery  | words spelt with /ie/ after /c/ making /ee/  |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| Spring 2 | Learning new suffixes and meanings  |
| **Spelling pattern focus** /ant//ance//ancy/ | **Spelling pattern focus** /ent/ /ence/ /ency/  | alternative /aw/including /ough/  | alternative /ow/ including /ough/ | **Phonics assessment****Teach homophones:**cereal serial compliment complementprincipal principleascent assent  | Double constants statutory words |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| **Summer 1** | Revising spelling rules  |
|  | **Spelling pattern focus** /able/ /ible/  | **Spelling pattern focus** /ably/ /ibly/ | **Spelling pattern focus**  /c/ makes an /s/ before /e/ /y/ /i/  | **Spelling pattern focus** prefixes with hyphens**re -** **co -**  |  **Phonics assessment****Teach homophones:**farther fatherguessed guest alter altar allowed aloud | Hyphens |
| Revisit/review | **Based upon assessment gaps identified in phonics tracking** |
| **Summer 2** | Revising alternative spellings of graphemes for reading and writing  |
|  | Modal verbs  |  prefixes and suffix statutory words | Assessment and consolidation of spellings patterns  | Assessment and consolidation of spellings patterns  | **Phonics assessment****Teach homophones:**draught draftdessert desert whose who’s | Assessment and consolidation of spellings patterns  |

 **Year 6**

Use revisit and review time to review gaps identified during phonics/spelling tracking and marking.

statutory curriculum words are combined within weekly word lists.

15 mins 4 x weekly sessions

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Revisit/review | **Recap spelling rules identified in assessment**  |
| **Autumn 1**  | Revising phase 5 alternative graphemes for reading and spelling |
| **Pre assessment week****Vowel Families revision**/ai/ (rain), /a\_e/ (plate), /ay/ (say), /eigh/ (eight)  /aigh/ (straight) | **Vowel Families revision**/ee/ (see), /ea/ (bead), /y/ (happy), /ey/ (key)/e\_e/ (theme) /ie/ (chief))/i/ ) | **Vowel Families revision**/igh/ (night), /ie/ (pie),/ i\_e/ (lime), /I/ (I) and /y/(my | **Vowel Families revision**/oa/ (boat), /oe/ (toe), /o\_e/ (bone), /o/ (so) and /ough/(dough)/oi/ (coin) and /oy/ (boy) | **Phonics assessment****Teach homophones:**advise advicedevice devise licence license proceed proceed  | **Vowel Families revision**oo/ (moon), /ew/ (new), /ue/ (glue), and /ough/ (through)**Week 7:** /s/ spelt /ce/ - known as soft c |
| Revisit/review | **Recap previously taught homophones.** aisle, isle/ allowed, aloud/ affect, effect/ alter, alter/ steal, steel/ weary, wart/ morning, mourning/ past, passed/ precede, proceed/ assent, ascent/ prophet, profit/ advise, advice/ led, lead/ bridle, bridal/ license, licence/ practice, practice/ cereal, serial/ prophecy, prophesy/ herd, heard/ complement, compliment  |
| **Autumn 2** | Revising phase 6 suffixes and spelling rules  |
| **prefixes** dis un over im | shul/ spelt /cial/ (special) (when after a vowel letter) otherwise /tial/(confidential) | /shun/ spelt /tion/ (creation), /sion/ (expansion), /ssion/ (expression) and /cian/ (musician | /zhun/ spelt sion (when ends in –ss/ -mit)(possession, admission) | **Phonics assessment****Teach homophones:**practice practiseprophecy prophesy aisle isle wery weary  | /shus/ spelt/cious/(precious) or /tious/ (infectious) - meaning full of |
| Revisit/review | **Recap phase 5 alternatives spellings for reading and spelling identified during profile assessment/marking**  |
| **Spring 1** | Revising phase 6 suffixes and spelling rules |  |
|  | Words ending in /or/, /ar/ and /er/ **.**  | Silent letter/t/ /s/ /b/ /n/ /v/ /p/ /kn/ /w/ /p/ /m/  |  /gue/ /que/ (vague, picturesque)  |  /c/ makes /s/ before /i/ /e/ /y/ | **Phonics assessment****Teach homophones:**morning mourning past passedbridal bridle stationary stationery  | /ch/ makes /sh/ /ch/ makes /k/ |
| Revisit/review | **Recap phase 5 alternatives spellings for reading and spelling identified during profile assessment/marking** |
| Spring 2 | Revising spelling rules based upon SPAG checklist |
| /ant/(pleasant)/ance/ (brilliance) and/ancy/ (expectancyto form adjectives from nouns and verbs | /ent/(magnificent)/ence/ (absence) and /ency/ (frequency) to form adjectives from nouns and verbs | /ow/ and /o/ spelt /ough/  | /aw/ spelt /ough/  | **Phonics assessment****Teach homophones:**cereal serial compliment complementprincipal principleascent assent  |  Double constants **statutory words** |
| Revisit/review | **Recap phase 5 alternatives spellings for reading and spelling identified during profile assessment/marking** |
| **Summer 1** | Revising spelling rules based upon SPAG checklist |
|  | /ible/ (when there is not a root word (possible)) meaning possible or causing | /ibly/ (when there is not a root word (possibly)) to form adverbs from verbs | **SATS**  | **SATS** | **Phonics assessment****Teach homophones:**farther fatherguessed guest alter altar allowed aloud | **Apostrophes**  |
| Revisit/review | **Recap phase 5 alternatives spellings for reading and spelling identified during profile assessment/marking** |
| **Summer 2** | Revising spelling rules based upon SPAG checklist |
|  | /ous/– meaning full of(when ending with /our/ change to an /or/(humorous), when ending /e/ keep if after a /ge/ (outrageous), when no change to the word (enormous)) | Unstressed vowels **statutory words**  | Assessment and consolidation of spellings patterns  | Assessment and consolidation of spellings patterns  | **Phonics assessment****Teach homophones:**draught draftdessert desert whose who’s | Assessment and consolidation of spellings patterns  |