**\**

**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**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Revisit/review** | **Recap rhythm and rhyme** | | | | | |
| **Autumn 1** | Phase 2 Alphabet song  Set 1 **s, a, t, p,** | Phase 2 Alphabet song  Set 2 **i, n, m, d** | Phase 2  Alphabet song  Set 3 **g, o, c, k** | Phase 2  Alphabet song  Set 4 **ck, e, u, r** | **Assessment -** /s/ /ss/ | Phase 2  Set 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 3  Set 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 5  o (**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 5  Review all previously taught and **rarely used** GPS  appendix ii | | **Phonics screening practice** | | Phase 5  Review all previously taught and **rarely used** GPS  appendix ii | | | | Phase 5  Review all previously taught and **rarely used** GPS  appendix ii  ) | | | **Phonics assessment** | | Phase 5  Review all previously taught and **rarely used** GPS  appendix 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 5  Review all previously taught and **rarely used** GPS  appendix ii | | | | PPhase 5  Review all previously taught and **rarely used** GPS  appendix ii | | Phase 5  Review all previously taught and **rarely used** GPS  appendix ii | | **Phonics assessment**  Phase 5  Review all previously taught and **rarely used** GPS  appendix ii | | | Phase 5  Review all previously taught and **rarely used** GPS  appendix 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.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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’re  two,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 beginning  of words gnome, know) | /l/ spelt /el/ (camel) and /le/ (table)  (when at the end of words) | **Phonic assessments**  **Teach homophones:**  here, hear  sun, son  be, 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, won  blue, 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 adjectives  when no change to the word (sandy), drop /e/ add /y/ (smoky) and short vowel – double last letter (sunny)) | **Phonics assessment**  **Teach homophones:** sea, see  bare, bear  night, 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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 revision  oo/ (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, bee  their, 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 homophones  ball, bawl  berry, bury  fair, 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 homophones  to too two  there 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 homophones  grate, great  mail male  main 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 homophones  meat meet  groan grown  your 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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 revision  oo/ (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, bee  their, 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/ -mostly  French in **– link to French lesson this week**  (quiche, chalet) | **Phonic assessment**  Teach homophones  accept, except  weather, whether  whose, who’s  not 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 heel  peace 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 hear  scene 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 two  there their they’re  your you’re  plane, 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 plural  Possessive 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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 advice  device 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 practise  prophecy 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 passed  bridal 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 complement  principal principle  ascent 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 father  guessed 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 draft  dessert 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 advice  device 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 practise  prophecy 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 passed  bridal 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/ (expectancy  to 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 complement  principal principle  ascent 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 father  guessed 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 draft  dessert desert  whose who’s | Assessment and consolidation of spellings patterns |