

**PHONICS PROGRESSION 2024-2025**

**NURSERY Phase One**

**Autumn Term**

<b>Aspect</b>	<b>Main Purpose</b>	<b>Examples of whole class, small group and transitions activities</b>
General Sound Discrimination: Environmental Sounds	To develop children's listening skills and awareness of sounds in the environment	<i>Tuning into Sounds</i> - Listening walks - Listening moments - Drum outdoors
General Sound Discrimination: Instrumental Sounds	To experience and develop awareness of sounds made with instruments and noise makers	<i>Tuning into Sounds</i> -New words to old songs
	To use a wide vocabulary to talk about the sounds instruments make	<i>Talking about Sounds</i> -Story sounds -Hidden Instruments
General Sound Discrimination: Body Percussion	To develop awareness of sounds and rhythm	<i>Tuning into Sounds</i> -Action songs - Roly Poly
Rhythm and Rhyme	To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	<i>Tuning into sounds</i> -Rhyming books -Learning songs and rhymes -Listen to the beat
	To increase awareness of words and rhyme and to develop knowledge about rhyme	<i>Listening and remembering sounds</i> -Songs and rhymes
Alliteration	To develop understanding of alliteration	<i>Tuning into sounds</i> -Sounds around -Bertha goes to the zoo

Voice Sounds	To distinguish between the differences in vocal sounds, including oral blending and segmenting	<i>Tuning into sounds</i> -Mouth movements -Voice Sounds
Oral Blending and Segmenting	To develop oral blending and segmenting of sounds in words	<i>Tuning into sounds</i> -Oral blending

### Spring Term

<b>Aspect</b>	<b>Main Purpose</b>	<b>Examples of whole class, small group and transitions activities</b>
General Sound Discrimination: Environmental Sounds	To develop children's listening skills and awareness of sounds in the environment	<i>Tuning into Sounds</i> -Teddy is lost in the jungle
	To develop vocabulary and children's identification and recollection of the difference between sounds	<i>Listening and Remembering Sounds</i> -Mrs Browning has a box -Describe and Find it
General Sound Discrimination: Instrumental Sounds	To experience and develop awareness of sounds made with instruments and noise makers	<i>Tuning into Sounds</i> -New words to old songs -Which instrument?
	To listen to and appreciate the difference between sounds made with instruments	<i>Listening and remembering sounds</i> -Matching sound makers
General Sound Discrimination: Body Percussion	To develop awareness of sounds and rhythm	<i>Tuning into Sounds</i> -Action songs -Listen to the music
	To distinguish between sounds and to remember patterns of sound	<i>Listening and remembering sounds</i> -Noisy neighbour 1

	To talk about sounds we make with our bodies and what the sounds mean	<i>Talking about sounds</i> -Words about sounds
Rhythm and Rhyme	To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	<i>Tuning into sounds</i> -Rhyming books -Learning songs and rhymes -Rhyming soup
	To increase awareness of words and rhyme and to develop knowledge about rhyme	<i>Listening and remembering sounds</i> -Songs and rhymes -Rhyming pairs
Alliteration	To develop understanding of alliteration	<i>Tuning into sounds</i> -Sounds around -Digging for treasure
	To listen to sounds at the beginning of words and hear the differences between them	<i>Listening and remembering sounds</i> -Our sound bag -Musical corners
Voice Sounds	To distinguish between the differences in vocal sounds, including oral blending and segmenting	<i>Tuning into sounds</i> -Voice Sounds
	To explore speech sounds	<i>Listening and remembering sounds</i>

		- Chain games
Oral Blending and Segmenting	To develop oral blending and segmenting of sounds in words	<i>Tuning into sounds</i> -Oral blending -Which one?

	To listen to phonemes within words and to remember them in the order in which they occur	<i>Listening and remembering sounds</i> -Segmenting
--	--	--

### Summer Term

<b>Aspect</b>	<b>Main Purpose</b>	<b>Examples of whole class, small group and transitions activities</b>
General Sound Discrimination: Environmental Sounds	To develop children's listening skills and awareness of sounds in the environment	<i>Tuning into Sounds</i> -Listening walks
	To develop vocabulary and children's identification and recollection of the difference between sounds	<i>Listening and Remembering Sounds</i> -Mrs Browning has a box -Describe and Find it
	To make up simple sentences and talk in greater detail about sounds	<i>Talking about sounds</i> -Socks and shakers
General Sound Discrimination: Instrumental Sounds	To experience and develop awareness of sounds made with instruments and noise makers	<i>Tuning into Sounds</i> -New words to old songs
	To listen to and appreciate the difference between sounds made with instruments	<i>Listening and remembering sounds</i> -Matching sound makers
	To use a wide vocabulary to talk about the sounds instruments make	<i>Talking about sounds</i> -Story sounds -Animals sounds
General Sound Discrimination: Body Percussion	To develop awareness of sounds and rhythm	<i>Tuning into Sounds</i> -Action songs -Listen to the music
	To distinguish between sounds and to remember patterns of sound	<i>Listening and remembering sounds</i> -Noisy neighbour 1

	To talk about sounds we make with our bodies and what the sounds mean	<i>Talking about sounds</i> -Words about sounds
--	---	--

Rhythm and Rhyme	To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	<i>Tuning into sounds</i> -Rhyming books -Learning songs and rhymes -Rhyming bingo
	To increase awareness of words and rhyme and to develop knowledge about rhyme	<i>Listening and remembering sounds</i> -Songs and rhymes
	To talk about words that rhyme and to produce rhyming words	<i>Talking about sounds</i> -Rhyming puppets -I know a word
Alliteration	To develop understanding of alliteration	<i>Tuning into sounds</i> -I spy names
	To listen to sounds at the beginning of words and hear the differences between them	<i>Listening and remembering sounds</i> -Our sound bag -Musical corners
	To explore how different sounds are articulated, and to extend understanding of alliteration	<i>Talking about sounds</i> -Name play -Silly soup
Voice Sounds	To distinguish between the differences in vocal sounds, including oral blending and segmenting	<i>Tuning into sounds</i> -Metal Mike
	To explore speech sounds	<i>Listening and remembering sounds</i> - Target sounds

	To talk about the different sounds that we can make with our voices	<i>Talking about sounds</i> -Sounds story time -Animal noises
Oral Blending and Segmenting	To develop oral blending and segmenting of sounds in words	<i>Tuning into sounds</i> -Oral blending -Cross the river -I spy
	To listen to phonemes within words and to remember them in the order in which they occur	<i>Listening and remembering sounds</i> -Segmenting
	To talk about the different phonemes that make up words	

## RECEPTION

### Autumn Term

	<p><b><u>Letter Sounds</u></b> Introduced each week</p> <p>(Taught through whole class carpet sessions and table top activities.)</p>	<p>Examples of <b><u>Blending/Segmenting</u></b> Linked to the sounds of the week.</p> <p>(cvc words for the majority ccvc /cvcc for more able)</p>	<p><b><u>Letter Formation</u></b> Linked to new sound introduced and PenPals letter families.</p>	<p><b><u>High Frequency Word</u></b> Introduced each week.</p>	<p>Examples of <b><u>sentence/caption activities</u></b> linked to high frequency words.</p> <p>(linked to pictures or drawings by the children. Planned to support developing person drawing)</p>
--	---	---	---	--	--

Week 1 - 3	Baseline Assessment				
Week 4	s,a,m	am, Sam (Green Eggs and Ham)	New sounds	I am	I am... (self-portrait and first name with capital)
Week 5	t,p, i	tip, tap, pit, pat, sit, sat, mat	New sounds	at	I am at... (drawing of them somewhere they like to go)
Week 6	n, o	nap, nip, pin, pan, top, mop, not, stop, stamp, stomp	New sounds	in and	I am in... (drawing of them in something)  Ella and Finn (drawings with child's name/name of friend)
Week 7	d, g	got, gap, pig, dig, dog, Mog, dot, sand, pond, stand, spot drag, drip	New sounds	on	I am on... (drawing of them on something)
Week 8	Revise all sounds and focus on segmenting/blending	sat, top, dot, set, pack, net, run, list, zip,		The the	the sky the sun (labelling pictures)
Week 9	c, k, ck	cat kit cap cot can sock tick stick sack pack back rock sick tuck kick track smack truck black	New sounds	Revise words learned	

Week 10	e, r, h	rat rip step send ten pen pet net hen hunt hat hot hug hump hand	New sounds	go to	I go to the... (picture of where they go)
Week 11	u, b, j	jog jam jump bug run cup snug bag bin bat bed	New sounds	It is a	It is a ... (picture of something and label) Abdi is a... (child as an animal – caption)
Week 12	v, w, ss	van, vet vest win wag wig wind swim, kiss, miss, dress, mess, cross, hiss	New sounds	my mum	I hug my mum. I kiss my mum.
Week 13	x, y	fox, box, yak, yuk, yes, yum, yuck yo-yo	New sounds	my dad	I hug my dad. I kiss my dad.
Week 14	l/l, f/ff, z, zz	leg lip log lap let lid lost lamp slug slip list fan fin fog fun, frog, flag zip zap fox box fix mix hill sell yell huff puff sniff	New sounds	To love	To mum and dad Love (Used to write Christmas Cards)
Week 15	Revise all sounds and focus on segmenting/blending			Revise all words learned	

**Spring Term**



	<b><u>Letter Sounds</u></b> introduced each week	Examples of <b><u>Blending/Segmenting</u></b> Linked to the sounds of the week	<b><u>Letter Formation</u></b>	<b><u>High Frequency Word</u></b> Introduced each week.	Examples of <b><u>sentences/captions</u></b> linked to the high frequency words.
Week 1	Revise all sounds and focus on segmenting/blending		Letter formation fine motor practice	Revise all words	

Week 2	qu, ng	quit, quiz quiet, quest quack ring, song, king, long, wing, spring, fling	Curly Caterpillar family	went	I went to ... (Holiday News)
Week 3	sh, ch	shut, shed, bash, rush, shop sheep, shell chop, chin, chat, rich, chest, chomp	Curly Caterpillar family	my	my... my... (label pictures)
Week 4	th/th	moth, thin, with thumb, throw, cloth they, the	Robot letter family	this they	This is my friend.  The moth has thin wings.
Week 5	oo/oo	moo, zoo, room, boot, food book, look	Robot letter family	come look too	'Come to my party' (invitations)
Week 6	ee/or	bee, see, feet, tree, keep, queen, sheet for, torn, fork, corn, born, shorts, sport	Revise both families	see	I can see a spider/beetle. (look through the magnifying glass)

Week 7	ai, ay	tail, wait, rain, sail day, way, say, today, play	Ladder Letter family	day	The day is (Monday/ Tuesday...)
Week 8	oi, oy	oil, boil, soil, join, tinfoil boy, toy, enjoy, royal	Ladder Letter family	look	Look at the... (pictures and sentences)
Week 9	oa	coat, soap, toad, goat, road	Zig Zag Letter family	said	'Moo' said the... 'Oink' said the...
Week 10	ow	owl, cow, town, clown,	Zig Zag Letter family	we me she he	Draw pics of each and label with appropriate pronoun.
Week 11	ar, er	Jar, car, far, dark, farm, park shark spark charm  her mixer boxer sister	Revise all families	going now	We are going ... (Bear Hunt/To the Zoo song?)

Week 12	ur	church, turn, fur, surf	Revise all families	down	Revise all words
---------	----	-------------------------	------------------------	------	------------------

### **Summer Term**

	<b><u>Letter Sounds</u></b> introduced each week	Examples of <b><u>Blending/Segmenting</u></b> linked to the sounds of the	<b><u>Letter Formation</u></b>	<b><u>High Frequency Word</u></b> introduced	Examples of <b><u>sentence/captions</u></b> linked to the phonics and high
--	--	---	------------------------------------	---	--

		week		each week.	frequency words.
Week 1	Revise all sounds and focus on segmenting and blending		Revise all families	for you	This is for you. (label a gift)
Week 2	igh	high, light, right, bright	Focus on b, d (bed)	are/Are all	Are you... (guessing game and answer)
Week 3	ear	ear, near, beard, year	Focus on e	yes / no	'We are all...' (what are the children all doing)
Week 4	air	air, chair, fairy, stairs	Focus on y	like play	I like to... (describe what they like to play)
Week 5	ure	picture, mixture, vulture	Problem formations	was	She/he was.... (what was the character in the story doing)
Week 6	Review of trigraphs / Assessment		Problem formations	here/Here	Here are my family/friends. (draw family friends)
Week 7	Phase 4 -st, nd	nest, best, chest, lost band, pond, wind	Revise all families	just said	He said we can (play Simon says game)
Week 8	Phase 4 -mp, nt	lamp, camp, chimp tent, hunt, paint	Identified letters	went	We went to....

Week 9	Phase 4 -nk, -ft	bank, thank, sink gift, soft, lift	Identified letters	so	It is so (hot/wet/cloudy..) today
Week 10	Phase 4 -lp, -sk, -lt	help, gulp, helper ask, tusk, desk belt, melt, felt tilt, belt, melt	Identified letters	help	Will you help me?

Week 11	Phase 4 tr, dr, gr	trip, tree, train drop, drink, drift grab, green, groan	Revise all	Revision of all words	Revise all words
Week 12	Phase 4 cr, br, fr	cream, creep, crash brown, brush, bring frog, fresh, frost	Revise all	Revise all words	Revise all words

**YEAR ONE**

**Autumn Term**

	<b><u>Grapheme and phoneme teaching</u></b>  [Taught through whole class carpet sessions and table top activities.]	Examples of <b><u>Blending/Segmenting</u></b> Linked to the sounds of the week.	<b><u>Letter Formation</u></b> Lowercase letters will be revised in families	<b><u>High Frequency Word/s</u></b> Introduced each week	Examples of <b><u>sentences/captions</u></b> linked to the phonics and high frequency words.  Often linked to pictures or drawings by the children. Planned to support developing personal drawing skills.
Week 1	<p>Assessment of GPC taught in RECEPTION. Small group assessment for children assessed summatively at end of EYFS as achieving GLD Individual assessment for identified children to closely match provision to gaps in GPC</p> <p><b>High frequency words</b> <b>Letter formation</b> <b>Alphabet song</b> <b>Letters</b></p> <p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• find any phase 2/phase 3 letter, from a display, when given the sound</li> <li>• give the sound when shown all or most Phase Two and Phase Three graphemes;</li> <li>• be able to orally blend and segment CVC words i.e. single-syllable words consisting of Phase Two and Phase Three graphemes)</li> <li>• be able to blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'alien names' such as ip, ug and ock</li> <li>• be able to blend and segment in order to read and spell CVC and CVVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes such as 'man' 'hat' and 'rain'' and attempt CVC alien names such as 'mig', 'pob', 'nem'</li> <li>• be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are;</li> <li>• be able to spell the tricky words the, to, I, no, go;</li> <li>• write each letter correctly when following a model.</li> </ul>				
Week 2	Reading and spelling CVCC words (Week 1 of Letters and sounds phase 4) st / nd / mp / nt / nk	nest, chest, best, hand, land, pond, lamp, chimp, jump, tent, paint,	Practicing long legged	went, just said, so (reading)	I must not stand or tramp on the flowers. We went to the bank.

		burnt, sink, think, chunk	giraffe letters	<i>he she we me be</i> (spelling)	She can jump and land.
Week 3	Reading and spelling CCVC words (Week 2 of Letters and Sounds Phase 4) ft/ sk / lt / lp	gift, lift, soft, softest, ask, task, desk, tilt, belt, melt, shelter, help, helper, gulp	Writing words with ll	help! <i>have, you, like,</i> (reading) <i>was you</i> (spelling)	The gift is near the desk. I need to ask for help with my task. You can see snow melt if it is too hot.
Week 4	Reading and spelling words with adjacent consonants CCVCC and CCCVC (Week 3 of Letters and Sounds phase 4) tr / dr / gr / cr / br / fr	train, tree, trail, drop, drag, drink, grass, green, groan, creep, crust, crash, brush, bring, brown, frog, fresh, frost	Introducing capital letters for long legged giraffe letters	Revise all words	The green frog jumps in the pond. Mum said I must drink the milk. The brown train crept along the track.
Week 5	Reading and spelling words with adjacent consonants, two syllables / polysyllabic words (Week 4 of Letters and Sounds phase 4) bl / fl / gl / pl / cl / sl	blink, blowing, black, flag, float, floating, glad, glass, glint, plan, plum, plump, clamp, clown, clear, slept, slant, sleeping	Practicing one armed robot letters	<i>do, when, out what</i> (reading) <i>my her</i> (spelling)	The clown did tricks with her chimpanzee. My flag is blowing in the wind. I blink when I am asleep. Can I see the plan?
Week 6	Reading and spelling words with adjacent consonants, two syllables / polysyllabic words (Week 5 of Letters and Sounds phase 4) sp / st / tw / sm	spot, spin, spoil, spoon, spending, stop, steep, stair, twin, twist, twig, twisting, smelling, smart	Practicing long legged giraffe letters and one armed robot letters	<i>there, here, some, come</i> (reading) <i>are</i> (spelling)	Some children twist and spin in the wind. The stars are bright on a clear night. They are all very smart!
Week 7	Reading and spelling words with adjacent consonants, two syllables / polysyllabic words (Week 6 of Letters and Sounds phase 4) nch / scr / shr / str / thr	bench, lunchbox, crunch, scrunch, scrap, shrinking, shrub, strap, string, street, thrilling,	Practicing curly caterpillar letters	it's, one	She likes to crunch her lunch! We see rubbish strewn all along the street!

		throwing, thrust			Will the top shrink in the wash? Do not throw fresh food in the bin!
Week 8	<b>Assessment Week</b>				

Week 9	phase 5 ay (revision) / ie / oy (revision)	play, day, spray, tray, pie, lie, tie, boy, toy, enjoy	Writing words with ff	day <i>oh their</i> (reading) <i>said so</i> (spelling)	Kay must pay for the new toy. The pie at lunch was so good! Dad said the boy can get a toy.
Week 10	phase 5 ea / ou / ir	sea, seat, repeat, third, first, girl, bird, out, shout, cloud, found	Writing words with ss	about, house, <i>people</i> (reading) <i>have like</i> (spelling)	We have to eat peas with the meat. Loud sounds can be annoying. Have you seen the girl in the house?
Week 11	phase 5 aw/ ue / ew	saw, claw, lawn, yawn, blue, clue, tissue, stew, new, grew, screw	Introducing capitals for curly caterpillar letters	saw, Mr, Mrs (reading) some come (spelling)	They saw the dog had hurt his paw. A few flowers grew in the garden. Some clues are on the lawn.
Week 12	phase 5 wh / ph / au	when, wheel, whisper, phonics, elephant, dolphin, August, launch, author		looked, called (reading)	Can you lift an elephant? When is your birthday? Is August the hottest month of the year?

**Spring Term**

	<p><b><u>Letter Sounds</u></b> Introduced each week Phases 5</p>	<p>Examples of <b><u>Blending/Segmenting</u></b> Linked to the sounds of the week</p>	<p><b><u>Letter Formation</u></b> Letters will be revised in letter families</p>	<p><b><u>High Frequency Word</u></b> Introduced each week</p>	<p>Examples of <b><u>sentences/captions</u></b> linked to the phonics and high frequency words.</p>
--	--	---	--	---	---

Week 1	<b>Assessment week</b>				
Week 2	<p>phase 5 oe Split digraphs a-e / e-e / i-e / o-e / u-e</p>	<p>toe hoe doe  game, same, snake, these, complete, even, like, shine, slide, bone, home, alone,</p>	<p>Practicing long legged giraffe letters / one armed robot letters and curly caterpillar letters</p>	<p>time came made make</p>	<p>I banged my toe with the hoe! Would you scream if you saw a snake? These books are the same as mine. My friends came to</p>



Week 3		June, rude, rule	Practicing zig zag monster letters		stay at my home. I love to eat ice-cream in June.
Week 4	phase 5 zh (s / ge) / alt pron c / alt pron g	treasure, television, measure, beige, gent, gym, gem, ginger, cell, central, December	Writing words with zz	again, water, <i>asked</i> (reading) <i>were where there here</i> (spelling)	We found a clue on our treasure hunt. The girl did not like the taste of ginger! Is December the coldest month of the year?
Week 5	phase 5 Alternative pronunciation ch Alternative pronunciation y (2 lessons)	school, chemist, Christmas, by, try, why, happy, very, funny	Mixing all the letter families	by, put <i>who thought through</i> (reading) <i>little</i> (spelling)	At school we try a little harder every day. The children were very happy to open Christmas presents.
Week 6	phase 5 Alternative pronunciation a (2 lessons) / e	acorn, bacon, fast, path, wash, was, he, she, frequent	Practicing all the capital letters	<i>many, laughed because</i> (reading) <i>one</i> (spelling)	The acorns fell onto the path. One team was the fastest in the race. It rains frequently in April.

Week 7	<b>Assessment Week</b>				
--------	------------------------	--	--	--	--

Week 8	phase 5 Alternative pronunciation i / o / u	mind, find, wind, no, gold, cold, put, pull, push, music, unicorn	Practicing all the numbers 0-9	work mouse (reading) what (spelling)	He felt the cold wind blow on his face. I want to find a gold coin on the treasure hunt. What music do you like to dance to?
Week 9	Alternative pronunciation. ea / ie / er	head, bread, heaven, chief, thief, shriek, relief, her, farmer, herbs	Writing words with ck and qu	<i>different any eyes friends</i> (reading) <i>when</i> (spelling)	When will the farmer harvest his crop? The chief is the head of the tribe.
Week 10	phase 5 Alternative pronunciation /ey / ou x 2	they, grey, money, you, could, shoulder	Practicing long vowel phonemes ai igh oo	<i>once please</i> (reading) <i>when</i> (spelling)	When could you help me? My shoulder is hurt. Dogs must obey their master.
Week 11	phase 5 Alternative spellings c / ch / j	picture, creature, catch, fetch, fudge, hedge, badge	Practicing vowels with adjacent consonants ee, oa, oo	very, your <i>oh</i> (spelling)	The dog played fetch and catch with the ball. What a tiny creature in your picture!
Week 12	<b>Assessment Week</b>				

**Summer Term**

	<b><u>Letter Sounds</u></b> Introduced each week Phases 5	Examples of <b><u>Blending/Segmenting</u></b> Linked to the sounds of the week	<b><u>Letter Formation</u></b> Letters will be revised in letter families	<b><u>High Frequency Word</u></b> Introduced each week	Examples of <b><u>sentences/captions</u></b> linked to the phonics and high frequency words.
Week 1	phase 5 Alternative spellings m / n / r	lamb, thumb, comb gnaw, gnome, sign, knit, knock, knuckle, wrap, wrench, wrote,	Numbers 10-20; spacing	<i>their, people</i> (spelling)	People like to put gnomes in their garden. What a lot of fun the lamb and badger had in the field. Their friend wrote a long letter to them.
Week 2	phase 5 Alternative spellings s / z / u	listen, rustle, castle, house, purse, loose, please, cheese, because, come, son, mother	Practicing ch unjoined	Mr, Mrs (spelling)	The King and Queen live in the castle. Mrs Bing had loose coins in her purse. Please do not eat all the cheese. Mr Wills has a son named Pete.
Week 3	phase 5 Alternative spellings ear / air x 2	here, adhere, interfere, there, where, pear, bear, square, share, scare	Introducing diagonal join to ascender ch	<i>looked, called</i> (spelling)	I looked here, there and everywhere! We were scared by the big bear! This shape is called a square.

Week 4	phase 5 Alternative spellings ar / or x 2 /	father, path, grass, last, all, walk, beanstalk, four, your, caught, taught, daughter naughty,	Practicing ai unjoined	<i>asked</i> ( <i>spelling</i> )	I asked my father to take me to school. I have a bath at night. Your beanstalk has grown so tall! I asked her to pour me a drink? The chimp has a naughty daughter!
Week 5	phase 5 Alternative spellings ur / oo / ai	learn, heard, early, search, worm, world, worst, could, would, put, full, cushion, day, crayon, came, made	Introducing diagonal join, no ascender ai	Revision of taught HFW	The mermaid searched for pearl. The worm wiggled in my hand. This cushion is so soft! Today I made a picture with my crayons.
Week 6	phase 5 Alternative spellings e x 3	sea, meat, treat, these, even, extreme, happy, daddy, penny, field, priest, thief, key, donkey, trolley	Practicing wh unjoined	Revision of taught HFW	Mum gave us a few grapes as a treat. These shoes belong to Eve. The field was full of sheep and cows. The donkey and monkey were best friends.
Week 7	phase 5 Alternative spellings i	pie, tie, spied, by, fry, sky, like, shine, polite	Introducing horizontal join to ascender wh	Revision of taught HFW	We can bake a pie today. I spy lots of stars in the night sky. Can a rabbit go down a slide?

Week 8	phase 5 Alternative spellings oa	low, grow, show, toe, fore, heroes, bone, stone,alone	Practicing ow unjoined	Revision of taught HFW	The snow fell outside the window. Heroes are brave and helpful. The dog had a big meaty bone!
Week 9	phase 5 Alternative spellings oo	queue, statue, rescue, tune, huge, use, stew, knew, nephew	Introducing horizontal join, no ascender ow	Revision of taught HFW	The people argued in the queue. The Duke went up a huge hill. We have a new nephew!
Week 10	phase 5 Alternative spellings oo	clue, glue, tissue, June, flute, rude, blue, threw, screw	Revise all taught letters	Revision of taught HFW	This story book is full of true facts. She was very rude to me! I drew a picture for my sister.
Week 11	<b>Assessment and Revision of taught sounds until the end of term.</b>				

## YEAR TWO

### Autumn – Read, Write, Inc. Spelling Programme (book 2A) Phase 6

Week 1 - 2	Small group assessment and individual assessment for identified children. Pre-programme activities including revision of the alphabetical code and of Key Year 1 concepts
------------	--

3	The <i>or</i> sound spelt <i>a</i> before <i>l</i> or <i>ll</i>
4	Soft <i>c</i>
5	Adding the suffix <i>-y</i> (to words ending in short vowel and a consonant)
6	Adding the suffix <i>-y</i> (to words ending in <i>e</i> )
7	<p><b>Practice Test 1</b>  <b>Special focus 1 and 2</b> + (consolidation) and (spelling challenge)  <b>Common exception words:</b> where, could, there, want, was, would, what  <b>Homophones and near homophones:</b> sea/see, sun/son, blue/blew/, knight/night, saw/sore, quite/quiet</p>
8	Adding the suffix <i>-ly</i> (to words to make adverbs)
9	The "n" sound spelt <i>kn</i> and <i>gn</i>
10	The <i>-igh</i> sound spelt <i>y</i>
11	Adding the suffix <i>-ing</i> (to words ending in short vowel and a consonant)
12	<p><b>Practice Test 2</b>  <b>Special focus 3 and 4</b> + (consolidation) and (spelling challenge)  <b>Common exception words:</b> money, people, busy, half  <b>Homophones:</b> there/their, no/know, right/write, to/too, week/weak</p>

13	Adding the suffix <i>-ing</i> (words ending in <i>e</i> or <i>ie</i> , drop the <i>e</i> before adding the suffix <i>-ing</i> )
14	The <i>j</i> sound ( <i>j, g, ge, dge</i> )

<b>Spring Term</b>	
1	The <i>o</i> sound spelt after <i>w</i> and <i>qu</i>
2	Adding the suffix <i>-ed</i> (to words ending in two consonant letters just add <i>ed</i> )
3	Adding the suffix <i>-ed</i> (if words end in a consonant plus <i>y</i> , we swap the <i>y</i> for <i>i</i> before adding <i>ed</i> )
4	Adding the suffix <i>-ed</i> (dropping <i>e</i> to add <i>-ed</i> and revision of doubling the final consonant and swapping <i>y</i> for <i>i</i> )
5	<p><b>Practice Test 3</b>  <b>Special focus</b> 6 and 7 + (consolidation) and (spelling challenge)  <b>Contractions and apostrophes:</b> I'm, I'll, you're, he's, they're, she'll, we're  <b>The <i>u</i> sound spelt <i>o</i> and the <i>or</i> sound spelt <i>ar</i> after <i>w</i>:</b> mother, brother, other, nothing, Monday; towards, swarm, reward, warm;  <b>End of Book 2A</b></p>

6	Book 2 The r sound spelt wr
7	Adding the suffix er or est
8	Adding the suffix er or est if a words end in y we swap the y for an i before adding er/est
9	Adding suffix er or est if the word ends in short vowel sound plus a consonant we double the consonant before adding er/est
10	<b>Practice Test 4</b> <b>Special Focus</b> 1 and 2 + ( <i>consolidation</i> ) and ( <i>spelling challenge</i> ) <b>Common Exception Words:</b> many, some, should, come, would <b>Homophones:</b> two, too, ate, eight, there, their, nose, knows, four, for
11	The ee sounds spelt ey
12	Adding the suffix ness (where no change is needed)
13	Adding the suffix ness if a root words ends in a consonant plus y we swap the l for a y before adding the suffix ness

<b>Summer Term -</b>	
1	Words ending in le



2	<p><b>Practice Test 5</b>  <b>Special Focus</b> words 3 and 4 + (<i>consolidation</i>) and (<i>spelling challenge</i>)  <b>Homophones</b> seen, scene, wait, weight, hole, whole, sighed, side, new, knew  <b>Words ending in il and words where s makes the zh sound;</b> pupil, pencil, fossil, evil, stencil, council, peril, treasure, usual, television, revision, measure</p>
3	Words ending in el
4	Words ending in al
5	Adding the suffix ful
6	Adding the suffix less
7	Adding the suffix <i>ment</i>
8	Words ending in <i>tion</i>
9	Adding the suffix es
10 and 11	<p><b>Practice Test 6</b>  <b>Special Focus</b> words 5 and 6 + 7 (<i>consolidation</i>) and (<i>spelling challenge</i>)  <b>The ir sound spelt or after w;</b> worm, world, work, worse  <b>Contractions and apostrophes</b> I've, we'd, they've, they'd  <b>Possessive Apostrophes</b> (singular nouns)</p>