



Curriculum progression Overview: Phonics & Spelling

For the academic year 2022-2023; all year groups are to re-cover the previous years spelling including their own - this will equate to five sessions per week.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phase 1	Phase 1	Phase 1	Phase 1	Phase 2	Phase 2
Reception	Phase 1 & 2	Phase 2	Phase 3	Phase 3	Phase 3	Phase 4
Year 1	Phase 3, 4 & 5	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
Year 2	Phase 5	Phase 5	Phase 6	Phase 6	Phase 6	Phase 6
Year 2 (Spelling)	Homophones Year 2 phonic Common exception words Proofreading Learning and practising spellings		Revisit Homophones Apostrophe Year 2 phonics Common exception words Suffixes Strategies at the point of writing Proofreading: Learning and Practising spellings		Revisit Homophones Apostrophe Year 2 phonics Proofreading Learning and practising spellings Common exception words Suffixes	
Year 3 (Phonics)	Phase 5	Phase 6				
Year 3 (Spelling)	Revisit Prefixes and suffixes Rare GPCs Homophones Apostrophe Proofreading		Revisit Prefixes and suffixes Rare GPCs Homophones Apostrophe Proofreading Learning and Practising spellings		Revisit Prefixes and suffixes Rare GPCs Homophones Apostrophe Proofreading Learning and Practising spellings	



Curriculum progression Overview: Phonics & Spelling

	Strategies at the point of writing Learning and Practising spellings		
Year 4 (Spelling)	Revisit Rare GPCs Word endings: Prefixes and Suffixes Homophones Apostrophe Proofreading Learning and Practising spellings	Revisit Rare GPCs Word endings Prefixes and Suffixes Homophones Apostrophe Proofreading Learning and Practising spellings	Revisit Rare GPCs Word endings Prefixes and Suffixes Homophones Apostrophe Proofreading Learning and Practising spellings
Year 5 (Spelling)	Revisit Rare GPCs Morphology/ Etymology Word endings Homophones Hyphen Dictionary Proofreading Learning and Practising spellings	Revisit Rare GPCs Morphology/ Etymology Word endings Homophones Dictionary Proofreading Learning and Practising spellings	Revisit Homophones Suffixes Dictionary Proofreading Morphology/ Etymology Learning and Practising spellings
Year 6 (Spelling)	Revisit Rare GPCs Prefixes and Suffixes Word endings Homophones Proofreading Learning and Practising spellings	Revisit Prefixes and Suffixes Word endings Homophones Proofreading Learning and Practising spellings	Revisit Rare GPCs Word endings Homophones and near homophones Proofreading Learning and Practising spellings



Curriculum progression Overview: Phonics & Spelling

Nursery	EYFS Statutory Framework	Progression steps
Autumn Term		
Unit: Phase 1	<p>Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>(Week 1-6)</p> <p>Aspect 1-2 General sound discrimination:</p> <ul style="list-style-type: none">- Environmental- Instrumental sounds <p>(Week 7-12)</p> <p>Aspect 3-4 General sound discrimination:</p> <ul style="list-style-type: none">- Body percussion- Rhythm and Rhyme <p>Hears initial sounds.</p> <p>Can begin to attempt to orally blend/ segment some common simple CVC words</p> <p>Identifies sounds in words.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Count or clap syllables in a word</p>



Curriculum progression Overview: Phonics & Spelling

Recognise words with the same initial sound, such as money and mother.

Can begin to write some identifiable letters such as ones in their name and early Phase 2 sounds.

Spring Term

Unit: Phase 1

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

(Week 1-6)

Aspect 5 General sound discrimination:

- Alliteration
- Voice sounds

(Week 7-12)

Aspect 7:

- Oral blending and segmenting

Hears initial sounds.

Can begin to attempt to orally blend/ segment some common simple CVC words

Identifies sounds in words.

Enjoy sharing books with an adult.

Pay attention and responds to the pictures or the words.

Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Count or clap syllables in a word

Recognise words with the same initial sound, such as money and mother.

Can begin to write some identifiable letters such as ones in their name and early Phase 2 sounds.

Summer Term



Curriculum progression Overview: Phonics & Spelling

Unit: Phase 2

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

(Week 1-6)

Unit 1: s, a, t, p

Unit 2: i, n, m, d

(Week 6-12)

Unit 3: g, o, c, k

Unit 4: ck, e, u, r

Hears initial sounds.

Can begin to attempt to orally blend/ segment some common simple CVC words

Identifies sounds in words.

Enjoy sharing books with an adult.

Pay attention and responds to the pictures or the words.

Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Count or clap syllables in a word

Recognise words with the same initial sound, such as money and mother.

Can begin to write some identifiable letters such as ones in their name and early Phase 2 sounds.



Curriculum progression Overview: Phonics & Spelling

Reception	EYFS Statutory Framework	Progression steps
Autumn Term		
Unit: Phase 1 & 2	<p>Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>(Week 1-3) Phase 1 Recap: Listening / Sound Recognition</p> <p>Week (4-6) Phase 2 Unit 1: s, a, t, p Unit 2: i, n, m, d</p> <p>(Week 6-10) Unit 3: g, o, c, k Unit 4: ck, e, u, r Unit 5: h, b, f, ff, l, ll, ss</p> <p><u>Tricky words:</u> to, the, no, go, l, into</p> <p>(Week 11-12) Phase 2 Consolidation</p> <p>To develop children’s ability to listen to and identify phonological awareness everyday sounds, play listening games.</p> <p>To focus the children’s attention on the structure of words and to develop their familiarity with rhyme and rhythm, provide opportunities to sing songs, nursery rhymes, ingles, raps with music and movement, and skipping games.</p> <p>To encourage children to focus on alliteration and initial (onset) sounds, put out objects and pictures.</p>



Curriculum progression Overview: Phonics & Spelling

To develop an awareness that language consists of words and sentences, children can play games with spoken sentences of different lengths.

To help children identify rhythm in words (syllables), ask them to use their bodies to act out the syllable beats in a word.

To practise oral blending, segment words into phonemes and then say the whole word.

To practise oral segmentation, introduce the children to a puppet who can only understand sound-talk.

Spring Term

Unit: Phase 3

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

(Week 1-6)

Unit: **Phase 3:**

Unit 6: j, v, w, x

Unit 7: y, z, zz, qu

Unit 8: ch, sh, th, ng

(Week 7-12)

Unit 9: ai, ee, igh, oa, oo

Unit 10: ar, or, ur, ow, oi

Unit 11: ear, air, ure, er

Tricky words:

he, she, we, me, be, was, you, they, all, are, my, her

To develop children's ability to listen to and identify phonological awareness everyday sounds, play listening games.

To focus the children's attention on the structure of words and to develop their familiarity with rhyme and rhythm, provide opportunities to sing songs, nursery rhymes,ingles, raps with music and movement, and skipping games.

To encourage children to focus on alliteration and initial (onset) sounds, put out objects and pictures.



Curriculum progression Overview: Phonics & Spelling

To develop an awareness that language consists of words and sentences, children can play games with spoken sentences of different lengths.

To help children identify rhythm in words (syllables), ask them to use their bodies to act out the syllable beats in a word.

To practise oral blending, segment words into phonemes and then say the whole word.

To practise oral segmentation, introduce the children to a puppet who can only understand sound-talk.

Summer Term

Unit: Phase 3 & 4

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

(Week 1-6)

Unit: **Phase 3:**
Consolidation

Tricky words:
he, she, we, me, be, was, you, they, all, are, my, her

(Week 7-12)

Unit: **Phase 4:**
Unit 12: Adjacent consonants (ccvc / cccvc / cccvcc)

Tricky words:
said, have, like, so, do, some, come, were, there, little, one, when, out, what

To develop children's ability to listen to and identify phonological awareness everyday sounds, play listening games.

To focus the children's attention on the structure of words and to develop their familiarity with rhyme and rhythm, provide opportunities to sing songs, nursery rhymes, in-gles, raps with music and movement, and skipping games.

To encourage children to focus on alliteration and initial (onset) sounds, put out objects and pictures.

To develop an awareness that language consists of words and sentences, children can play games with spoken sentences of different lengths.



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Curriculum progression Overview: Phonics & Spelling

To help children identify rhythm in words (syllables), ask them to use their bodies to act out the syllable beats in a word.

To practise oral blending, segment words into phonemes and then say the whole word.

To practise oral segmentation, introduce the children to a puppet who can only understand sound-talk.



Curriculum progression Overview: Phonics & Spelling

Year 1	National Curriculum	Progression steps
Autumn Term		
Unit: Phase 3, 4 & 5	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Spell words containing each of the 40+ phonemes already taught</p>	<p>(Week 1-2) Phase 3 & 4 Recap.</p> <p>(Week 3-6) Phase 5 Unit 13: zh, wh, ph Unit 14: ay, a-e, eigh, ey, ei Unit 15: ea, e-e, ie, ey, y</p> <p><u>Tricky words:</u> oh, their, people, Mr, Mrs, looked, called, asked, could</p>
Unit: Phase 5	<p>Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>(Week 6-12) Unit: Phase 5 Unit 16: ie, i-e, y, i Unit 17: ow, o-e, o, oe Unit 18: ew, ue, u-e, u, oul</p> <p><u>Tricky words:</u> oh, their, people, Mr, Mrs, looked, called, asked, could</p>
Spring Term		
Unit: Phase 5	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>(Week 1-6) Unit: Phase 5: Unit 19: aw, au, al Unit 20: ir, er, ear Unit 21: ou, oy Unit 22: ere, eer, are, ear</p> <p><u>Tricky words:</u> oh, their, people, Mr, Mrs, looked, called, asked, could</p>



Curriculum progression Overview: Phonics & Spelling

	<p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>(Week 7-12) Unit: Phase 5: Unit 21: ou, oy Unit 22: ere, eer, are, ear Unit 23: c, k, ck, ch</p> <p><u>Tricky words:</u> oh, their, people, Mr, Mrs, looked, called, asked, could</p>
Summer Term		
Unit: Phase 5	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught..</p>	<p>(Week 1-6) Unit: Phase 5 Unit 24: c(e), c(i), c(y), sc, st(l), se Unit 25: g(e), g(i), g(y), dge</p> <p><u>Tricky words:</u> oh, their, people, Mr, Mrs, looked, called, asked, could</p>
	<p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>(Week 7-12) Unit: Phase 5 Unit 26: le, mb, kn, gn, wr Unit 27: tch, sh, ea, wa, o Consolidate</p> <p><u>Tricky words:</u> oh, their, people, Mr, Mrs, looked, called, asked, could</p>



Curriculum progression Overview: Phonics & Spelling

Year 2	National Curriculum	Progression steps
Autumn Term		
Unit: Phase 5	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>(Week 1-6) Unit: Phase 5 Recap units 14-18</p> <p>(Week 7-12) Unit Phase 5 Recap Units 19-27</p>
Unit: No Nonsense Spellings Homophones Year 2 phonic Common exception words Proofreading	<p>Spell by: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p>	<p>Homophones Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two)</p>



Curriculum progression Overview: Phonics & Spelling

Learning and practising spellings

Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Learning to spell common exception words.

Learning to spell more words with contracted forms

Learning the possessive apostrophe (singular) [for example, the girl's book]

Distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly¹³.

Statutory requirements:

Apply spelling rules

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Year 2 phonics

- The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.
- The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’
- The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words

Common exception words

/aɪ/ sound spelt ‘i’ in common

exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.

Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children's proofreading.

Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.



Curriculum progression Overview: Phonics & Spelling

		<ul style="list-style-type: none"> • Identify the tricky part of the word • Segmentation strategy • Look, Say, Cover, Write, Check • Rainbow write • Saying the word in a funny way
Spring Term		
<p>Unit: Phase 6</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>(Week 1-6) Unit: Phase 6 Unit 28: Suffix -ing, -ed Unit 29: Suffix -s, -es</p>
	<p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>(Week 6-12) Unit: Phase 6 Unit 30: Prefix and suffix: -re, -un, -er, -est</p>



Curriculum progression Overview: Phonics & Spelling

Unit: No Nonsense

Spellings

Revisit

Homophones

Apostrophe

Year 2 phonics

Common exception words

Suffixes

Strategies at the point of writing

Proofreading:

Learning and Practising

spellings

Spell by:

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Learning to spell common exception words.

Learning to spell more words with contracted forms

Learning the possessive apostrophe (singular) [for example, the girl's book]

Distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly¹⁵.

Statutory requirements:

Apply spelling rules

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Revisit

The /l/ or /əl/ sound spelt '-le' at the end of words

Homophones

Homophones and near homophones quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant

Apostrophe

The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)

Year 2 phonics

The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey'

The /r/ sound spelt '-wr' at the beginning of words

The /o/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'

Common exception words

Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils

Suffixes

Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter

Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly'

Words ending in '-tion'

- Focus on learning of knowledge and patterns taught this term

Remind pupils of the following strategies:

- Segmentation
- Look, Say, Cover, Write, Check
- Using mnemonics



Curriculum progression Overview: Phonics & Spelling

		<ul style="list-style-type: none"> Saying the word in a funny way <p>Strategies at the point of writing</p> <ul style="list-style-type: none"> Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and Practising spellings</p> <ul style="list-style-type: none"> If not already introduced, introduce the use of spelling journals.
Summer Term		
<p>Unit: Phase 6</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p>	<p>(Week 1-6) Unit: Phase 6 Unit 30: Suffix -ly, -ment, -ness</p> <hr/> <p>(Week 7-12) Unit Phase 6: Consolidate Phase 6 apply to independent writing opportunities</p>



Curriculum progression Overview: Phonics & Spelling

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Unit: No Nonsense Spellings
 Revisit
 Homophones
 Apostrophe
 Year 2 phonics
 Proofreading
 Learning and practising spellings
 Common exception words
 Suffixes

Spell by:
 Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Learning to spell common exception words.

Learning to spell more words with contracted forms

Learning the possessive apostrophe (singular) [for example, the girl's book]

Distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly¹⁷.

Statutory requirements:
 Apply spelling rules

Revisit
 The possessive apostrophe (singular nouns)

Homophones
 Revision of all homophones taught so far

Apostrophe
 The possessive apostrophe (singular nouns)

Year 2 phonics
 The /l/ or /əl/ sound spelt 'el' at the end of words
 The /l/ or /əl/ sound spelt 'al' at the end of words
 The /l/ or /əl/ sound spelt 'il' at the end of words (unusual spelling)
 The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'
 The /ʌ/ sound spelt 'o'
 The /ɜ:/ sound spelt 'or' after 'w'

- Introduce individual Have a Go sheets if not established already



Curriculum progression Overview: Phonics & Spelling

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

- Teach using analogy to spell a word you don't know

Proofreading

After writing, secure routines for proofreading:

- Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception or tricky words.
- Ensure that guidance on marking is used to support pupils' proofreading.

Learning and practising spellings

- Secure learning routines with resources, for example spelling journals or environmental print.

Remind pupils of the following strategies:

- Writing in the air
- Tracing over the word
- Rainbow writing
- Look, say, cover, write, check

Common exception words

All Year 2 words not taught so far

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'

The suffixes '-ment', '-ness',

Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies.



Curriculum progression Overview: Phonics & Spelling

Year 3	National Curriculum	Progression steps
Autumn Term		
Unit: Phase 5	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>(Week 1-12) Unit: Phase 5 Recap phase 5 units Address identified gaps in learning.</p>
Unit: No Nonsense Spelling Revisit Prefixes and suffixes Rare GPCs Homophones Apostrophe Proofreading	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p>	<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p>



Curriculum progression Overview: Phonics & Spelling

Strategies at the point of writing Learning and Practising spellings

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Rare GPCs

The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y'
Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)

Homophones

brake/break, grate/great, eight/ate, weight/wait, son/sun

Apostrophe

Revise contractions from Year 2

Proofreading

Focus: checking after writing the spelling of KS1 common exception or tricky words.

Strategies at the point of writing

Reintroduce Have a go sheets and strategies from Year 2.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.



Curriculum progression Overview: Phonics & Spelling

Spring Term

<p>Unit: Phase 6</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>(Week 1-12) Unit: Phase 6 Recap phase 6 units Address identified gaps in learning</p>
<p>Unit: No Nonsense Spelling</p> <p>Revisit Prefixes and suffixes Rare GPCs Homophones Apostrophe Proofreading Learning and Practising spellings</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs The //j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p>



Curriculum progression Overview: Phonics & Spelling

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Homophones

here/hear, knot/not, meat/meet

Apostrophe

Revise contractions from Year 2

Proofreading

Revise proofreading routines

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Summer Term

Unit: No Nonsense Spelling

Use further prefixes and suffixes and understand how to add them.

Revisit
Prefixes and suffixes
Rare GPCs
Homophones
Apostrophe
Proofreading
Learning and Practising spellings

Spell further homophones.

Spell words that are often misspelt.

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Revisit

Strategies for spelling at the point of writing
Vowel digraphs from Years 1 and 2

Prefixes and suffixes

Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes

Rare GPCs

The /ɪ/ sound spelt 'y' other than at the end of words (*gym, myth*)

The /ʌ/ sound spelt 'ou' (*young, touch*)



Curriculum progression Overview: Phonics & Spelling

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Homophones

heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign

Apostrophe

Revise contractions from Year 2

Proofreading

Proofread own writing for misspellings of personal spelling list words.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.



Curriculum progression Overview: Phonics & Spelling

Year 4	National Curriculum	Progression steps
Autumn Term		
<p>Unit: No Nonsense Spelling</p> <p>Revisit Rare GPCs Word endings: Prefixes and Suffixes Homophones Apostrophe Proofreading Learning and Practising spellings</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none"> • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /j/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3) <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an



Curriculum progression Overview: Phonics & Spelling

average of 5 or 6 words each term.)

- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Spring Term

Unit: No Nonsense Spelling

- Revisit
- Rare GPCs
- Word endings
- Prefixes and Suffixes
- Homophones
- Apostrophe
- Proofreading
- Learning and Practising spellings

Use further prefixes and suffixes and understand how to add them.

Spell further homophones.

Spell words that are often misspelt.

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Revisit

Year 3 rare GPCs

Rare GPCs

The /g/ sound spelt 'gu'

Word endings

Words ending /tʃə/ spelt 'ture' (*creature, furniture*)

Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (*invention, comprehen- sion, expression, magician*)

Prefixes and Suffixes

Prefixes 'anti-' and 'inter-' Suffix '-ation'

Homophones

scene/seen, male/mail, bawl/ball

Apostrophe

Revise contractions from Year 2 Possessive apostrophe with plurals

Proofreading

Model how to use various strategies in proof- reading, including using a dictionary.

Learning and Practising spellings

Pupils:



Curriculum progression Overview: Phonics & Spelling

- Learn selected words taught in new knowledge this term.
 - Learn words from the Years 3 and 4 word list. (Suggest an average of
5 or 6 words each term.)
 - Learn words from personal lists.
- Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Summer Term

Unit: No Nonsense Spelling

Use further prefixes and suffixes and understand how to add them.

Revisit
Rare GPCs
Word endings
Prefixes and Suffixes
Homophones
Apostrophe
Proofreading
Learning and Practising spellings

Spell further homophones.

Spell words that are often misspelt.

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Revisit

Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.

Rare GPCs

Words with the /s/ sound spelt 'sc' (Latin in origin)

Word endings

Endings that sound like /ʒən/ spelt '-sion' (*division, confusion*)

Prefixes and Suffixes

Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'

Suffix '-ous' (*poisonous, outrageous*)

Homophones

whether/weather, who's/whose, missed/mist, medal/meddle, team/teem



Curriculum progression Overview: Phonics & Spelling

Apostrophe

Apostrophe for possession, including singular and plural

Revise contractions from Year 2 and plural apostrophe rules

Proofreading

Check writing for misspelt words that are on the Years 3 and 4 word list.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of
5 or 6 words each term.)
- Learn words from personal lists

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.



Curriculum progression Overview: Phonics & Spelling

Year 5	National Curriculum	Progression steps
Autumn Term		
<p>Unit: No Nonsense Spelling</p> <p>Revisit Rare GPCs Morphology/ Etymology Word endings Homophones Hyphen Dictionary Proofreading Learning and Practising spellings</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p>	<p>Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p>Rare GPCs Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists.



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Curriculum progression Overview: Phonics & Spelling

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Spring Term



Curriculum progression Overview: Phonics & Spelling

Unit: No Nonsense Spelling

Revisit
Rare GPCs
Morphology/ Etymology
Word endings
Homophones
Dictionary
Proofreading
Learning and Practising spellings

Use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]

Continue to distinguish between homophones and other words which are often confused

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

Use dictionaries to check the spelling and meaning of words

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus.

Revisit

Strategies at the point of writing: Have a go Apostrophe for possession

Rare GPCs

Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

Words with the /i:/ sound spelt 'ei' after 'c' (*receive, ceiling*)

Morphology/ Etymology

Teach extension of base words using word matrices.

Word endings

Words ending in '-ably' and '-ibly'

Revise words ending in '-able' and '-ible'

Homophones

altar/alter, led/lead, steal/steel

Dictionary

Use a dictionary to create collections of words with common roots

Proofreading

Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.



Curriculum progression Overview: Phonics & Spelling

Summer Term

Unit: No Nonsense Spelling

Revisit
Homophones
Suffixes
Dictionary
Proofreading
Morphology/ Etymology
Learning and Practising spellings

Use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]

Continue to distinguish between homophones and other words which are often confused

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

Use dictionaries to check the spelling and meaning of words

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus.

Revisit

Strategies at the point of writing: Have a go A range of strategies for learning words

Homophones

(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)

Suffixes

Problem suffixes

Years 5 and 6 word list.

Dictionary

Teach use of dictionary to check words, refer- ring to the first three or four letters

Proofreading

Check writing for misspelt words that are on the Years 5 and 6 word list

Morphology/ Etymology

Teach morphemic and etymological strategies to be used when learning specific words

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.



Curriculum progression Overview: Phonics & Spelling

Year 6	National Curriculum	Progression steps
Autumn Term		
<p>Unit: No Nonsense Spelling</p> <p>Revisit Rare GPCs Prefixes and Suffixes Word endings Homophones Proofreading Learning and Practising spellings</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p>	<p>Revisit Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p>Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p>Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
Spring Term		



Curriculum progression Overview: Phonics & Spelling

<p>Unit: No Nonsense Spelling</p> <p>Revisit Prefixes and Suffixes Word endings Homophones Proofreading Learning and Practising spellings</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p>	<p>Revisit Words containing the letter string '-ough'</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /jəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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Summer Term

<p>Unit: No Nonsense Spelling</p> <p>Revisit</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them spell some words</p>	<p>Revisit Spelling strategies at the point of writing</p>
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Curriculum progression Overview: Phonics & Spelling

Rare GPCs

Word endings

Homophones and near homophones

Proofreading

Learning and Practising spellings

with 'silent' letters [for example, knight, psalm, solemn]

Continue to distinguish between homophones and other words which are often confused

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

Use dictionaries to check the spelling and meaning of words

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus.

Rare GPCs

Revise words with rare GPCs from the Years 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

Word endings

Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'

Homophones and near homophones *draft/draught, dissent/descent, precede/pro-ceed, wary/weary*

Proofreading

Embedding proofreading strategies when reviewing own writing independently.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists
- Root words and meanings

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.