Middleforth Church of England Primary School

Curriculum progression Overview: Phonics & Spelling

Systematic synthetic phonics programme: Bug Club Phonics (Pearson), validated by the DfE. Spelling from Year 2 to Year 6: No-Nonsense Spelling.

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	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

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Nursery	EYFS Statutory Framework	Progression steps
		Autumn 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 1-2 General sound discrimination: - Environmental - Instrumental sounds **(Week 7-12)** Aspect 3-4 General sound discrimination: - Body percussion - Rhythm and Rhyme 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

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 5-6 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		

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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 7-12)** 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.

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Curriculum progression Overview: Phonics & Spelling

Reception	EYFS Statutory Framework	Progression steps
	Autumn Term	
Unit: Phase 1 & 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 1-3)** **Phase 1** Recap: Listening / Sound Recognition **Week (4-6)** **Phase 2** Unit 1: s, a, t, p Unit 2: i, n, m, d (Week 7-10) Unit 3: g, o, c, k Unit 4: ck, e, u, r Unit 5: h, b, f, ff, l, ll, ss Tricky words: to, the, no, go, I, into **(Week 11-12)** **Phase 2** Consolidation To develop children's ability to listen to and identify 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, jingles, 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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		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 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, jingles, 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. To help children identify rhythm in words (syllables), ask them to use their bodies to act out the syllable beats in a word.

Curriculum progression Overview: Phonics & Spelling

		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 (CVCC / CCVC / CCVCC / 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 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, jingles, 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. 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.

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Curriculum progression Overview: Phonics & Spelling

Year 1	National Curriculum	Progression steps
	Autumn Term	
Unit: Phase 3, 4 & 5	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 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. Spell words containing each of the 40+ phonemes already taught Using letter names to distinguish between alternative spellings of the same sound.	**(Week 1-2)** **<u>Phase 3 & 4</u>** Recap. **(Week 3-6)** **<u>Phase 5</u>** Unit 13: zh, wh, ph Unit 14: ay, a-e, eigh, ey, ei Unit 15: ea, e-e, ie, ey, y <u>Tricky words:</u> oh, their, people, Mr, Mrs, looked, called, asked, could
Unit: Phase 5		**(Week 7-12)** Unit: **<u>Phase 5</u>** Unit 16: ie, i-e, y, i Unit 17: ow, o-e, o, oe Unit 18: ew, ue, u-e, u, oul <u>Tricky words:</u> oh, their, people, Mr, Mrs, looked, called, asked, could
	Spring Term	
Unit: Phase 5	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	**(Week 1-6)** Unit: **<u>Phase 5:</u>** Unit 19: aw, au, al Unit 20: ir, er, ear Unit 21: ou, oy

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	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 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. Spell words containing each of the 40+ phonemes already taught. Using letter names to distinguish between alternative spellings of the same sound.	Tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could **(Week 7-12)** Unit: **Phase 5:** Unit 22: ere, eer, are, ear Unit 23: c, k, ck, ch Tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could
Summer Term		
Unit: Phase 5	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	**(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 Tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could
Unit: Phase 5	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. Spell words containing each of the 40+ phonemes already taught Using letter names to distinguish between alternative spellings of the same sound.	**(Week 7-12)** Unit: **Phase 5** Unit 26: le, mb, kn, gn, wr Unit 27: tch, sh, ea, wa, o Consolidate Tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could

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Year 2	National Curriculum	Progression steps
	Autumn Term	
Unit: Phase 5	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. 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.	**(Week 1-6)** Unit: **Phase 5** Recap units 14-18 **(Week 7-12)** Unit **Phase 5** Recap Units 19-27
Unit: No Nonsense Spellings **Homophones** **Year 2 phonic** **Common exception words** **Proofreading**	**Spell by:** Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	**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)

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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, –ly12. **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

		• 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		
Unit: Phase 6	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. 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.	**(Week 1-6)** Unit: **Phase 6** Unit 28: Suffix -ing, -ed Unit 29: Suffix -s, -es
Unit: Phase 6		**(Week 7-12)** Unit: **Phase 6** Unit 30: Prefix and suffix: re-, un-, -er, -est

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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, –ly14. **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 /ɒ/ 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

		• Saying the word in a funny way **Strategies at the point of writing** • Have a go • Using the working wall to find correct spellings of high frequency and common exception words • Using an alphabetically-ordered word bank **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. • Use dictionary skills Ensure that guidance on marking is used to support pupils' proofreading. **Learning and Practising spellings** • If not already introduced, introduce the use of spelling journals.
Summer Term		
Unit: Phase 6	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above.	**(Week 1-6)** Unit: Phase 6 Year 2 suffixes (beyond Bug Club Unit 30): -ly, -ment, -ness **(Week 7-12)** Unit Phase 6: Consolidate Phase 6 apply to independent writing opportunities

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, –ly16. **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.

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Year 3	National Curriculum	Progression steps
	Autumn Term	
Unit: Phase 5	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. 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.	**(Week 1-12)** Unit: **Phase 5** Recap phase 5 units Address identified gaps in learning.
Unit: No Nonsense Spelling **Revisit** **Prefixes and suffixes** **Rare GPCs** **Homophones** **Apostrophe** **Proofreading**	Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt.	**Revisit** Common exception words from Year 2 **Prefixes and suffixes** Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'

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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.

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Spring Term		
Unit: Phase 6	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. 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.	**(Week 1-12)** Unit: Phase 6 Recap phase 6 units Address identified gaps in learning
Unit: No Nonsense Spelling **Revisit** **Prefixes and suffixes** **Rare GPCs** **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.	**Revisit** Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) **Prefixes and suffixes** Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' **Rare GPCs** The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)

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 **Revisit** **Prefixes and suffixes** **Rare GPCs** **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]	**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.

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Curriculum progression Overview: Phonics & Spelling

Year 4	National Curriculum	Progression steps
Autumn 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** Strategies at the point of writing: Have a go **Rare GPCs** Revise: • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /ʃ/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3) **Word endings:** Words ending /ure/ (*treasure, measure*) **Prefixes and Suffixes** • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', '-ed') **Homophones** *peace/piece, main/mane, fair/fare* **Apostrophe** Possessive apostrophe with singular proper nouns (*Cyprus's population*) **Proofreading** Teach proofreading strategies **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

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, comprehension, 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 proofreading, 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 **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** 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.

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Curriculum progression Overview: Phonics & Spelling

Year 5	National Curriculum	Progression steps
	Autumn Term	
Unit: No Nonsense Spelling **Revisit** **Rare GPCs** **Morphology/ Etymology** **Word endings** **Homophones** **Hyphen** **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 Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession **Rare GPCs** Words with 'silent' letters **Morphology/ Etymology** Use spelling journals to record helpful etymological notes on curious or difficult words **Word endings** Words with the letter string '-ough' Words ending in '-able' and '-ible' **Homophones** *isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed* **Hyphen** Use of the hyphen (*co-ordinate, co-operate*) **Dictionary** Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs **Proofreading** Focus on checking words from personal lists. **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.

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		

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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.

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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, referring 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.

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Curriculum progression Overview: Phonics & Spelling

Year 6	National Curriculum	Progression steps
Autumn Term		
Unit: No Nonsense Spelling **Revisit** **Rare GPCs** **Prefixes and Suffixes** **Word endings** **Homophones** **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 Words ending '-able/ably', '-ible/ibly' **Rare GPCs** Revise words with the /i:/ sound spelt 'ei' after 'c'. **Prefixes and Suffixes** Adding suffixes beginning with vowel letters to words ending in '-fer'. **Word endings** Endings that sound like /ous/ spelt '-cious' or '-tious' (*precious, ambitious*) **Homophones** *advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy* **Proofreading** Proofreading in smaller chunks – sentences and paragraphs. **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.
Spring Term		

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Curriculum progression Overview: Phonics & Spelling

Unit: No Nonsense Spelling **Revisit** **Prefixes and Suffixes** **Word endings** **Homophones** **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** Words containing the letter string '-ough' **Prefixes and Suffixes** Generating words from prefixes and suffixes **Word endings** The /ʃəl/ sound, words ending 'tial' and 'cial' (*official, special, artificial, partial, confidential, essential*) **Homophones** *compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary* All homophones from KS2 **Proofreading** Proofreading someone else's writing. Note down strategies that help in spelling journals **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.
Summer Term		
Unit: No Nonsense Spelling **Revisit**	Use further prefixes and suffixes and understand the guidance for adding them; spell some words	**Revisit** Spelling strategies at the point of writing

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/proceed, 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.