

SUBJECT YEARLY OVERVIEW – Phonics and Spelling

	Autumn	Spring	Summer
FS1 Phonics PHASE 1 of Letters and Sounds	<p>Aspect 1 Environmental Sounds <i>Main purpose:</i> To develop the children’s listening skills and awareness of sounds in the environment (Tuning into sounds – TIS). Further development of vocabulary and children’s identification and recollection of difference between sounds (Listening and remembering sounds – LRS). To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).</p> <p>Aspect 2 Instrumental Sounds <i>Main purpose:</i> To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS). To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS). To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).</p>	<p>Aspect 3 Body Percussion <i>Main purpose:</i> To develop awareness of sounds and rhythms (Tuning into sounds – TIS). To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS). To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).</p> <p>Aspect 4 Rhythm and rhyme <i>Main purpose:</i> To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS). To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS). To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS).</p>	<p>Aspect 5 Alliteration <i>Main purpose:</i> To develop understanding of alliteration (Tuning into sounds – TIS). To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS). To explore how different sounds are articulated, and to extend understanding of alliteration (Talking about sounds – TAS).</p> <p>Aspect 6 Voice sounds <i>Main purpose:</i> To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS). To explore speech sounds (Listening and remembering sounds – LRS). To talk about the different sounds that we can make with our voices (Talking about sounds – TAS).</p> <p>End of phase 1- children can orally blend and recognise s, a, t, p, i, n</p>
FS2 Phonics Using PhonicsPlay Phase 2 (s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng and blend for reading/spelling words	To know and write s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng and blend for reading/spelling words	To know and spell ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi and blend for reading/spelling words with phase 3 digraphs/ trigraphs in as well as reading nonsense words such as tez,	To know and spell ear, air, ure, er and blend for reading/spelling words with phase 3 digraphs/ trigraphs in as well as reading nonsense words such as kear, sair, fure, sperk.

<p>h, b, f, ff, l, ll, ss) Phase 3 (j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er and</p> <p>Phase 4 (reading CVCC and CCVC words, words with adjacent consonants and tricky words)</p>	<p>such as in, am, sat, peg, bull, jam, van, win, tax, yes as well as nonsense words bij, gav, wib, gax, yub (children are not expected to read words with phase 3 consonant digraphs in).</p> <p>Read some of the following 23 words- he, she, we, me, be, can, up, get, dad, is, it, in, at, and, a, cat, the, to, am, no, go, l, on</p>	<p>huzz, quom, cham, hish, thab, veng, zaip, fleep, pight, groat, spoom, gart, norg, yurk, fowd, doit.</p> <p>Read a further 16 words- her, big, yes, look, see, all, this, are, going, of, was, my, dog, you, for, they</p> <p>Read 23 words from Autumn term</p>	<p>To read CVCC words such as mend, chimp and roast. To read CCVC words such as spot, brown and groan. To read tricky words. To read words with adjacent consonants such as think, thank and crunch.</p> <p>Read a further 19 words- said, so, like, come, some, have, away, mum, were, there, little, one, do, when, out, what, play, want, day</p> <p>By the end of Summer term children can read all 45 key words, most included above:</p> <table border="1" data-bbox="1046 707 1501 1043"> <tr><td>l</td><td>go</td><td>come</td><td>went</td><td>up</td></tr> <tr><td>you</td><td>day</td><td>was</td><td>look</td><td>are</td></tr> <tr><td>the</td><td>of</td><td>we</td><td>this</td><td>dog</td></tr> <tr><td>me</td><td>like</td><td>going</td><td>big</td><td>she</td></tr> <tr><td>and</td><td>they</td><td>my</td><td>see</td><td>on</td></tr> <tr><td>away</td><td>mum</td><td>it</td><td>at</td><td>play</td></tr> <tr><td>no</td><td>yes</td><td>for</td><td>a</td><td>dad</td></tr> <tr><td>can</td><td>he</td><td>am</td><td>all</td><td>is</td></tr> <tr><td>cat</td><td>get</td><td>said</td><td>to</td><td>in</td></tr> </table>	l	go	come	went	up	you	day	was	look	are	the	of	we	this	dog	me	like	going	big	she	and	they	my	see	on	away	mum	it	at	play	no	yes	for	a	dad	can	he	am	all	is	cat	get	said	to	in
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<p>Yr 1</p>	<p>To know ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-, i-e, o-e, u-e, ow, er; alternative sounds for i, o, c, g, u, a, ai, ee, ch, y, ch, igh, f, oa, m. To read and spell words with the above sounds in. To read and spell words containing ff, ll, ss. To read and spell 45 Year One common exception words- the, a, do, to, today, of, said, says, are, were, was, is, his, has, l, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.</p>	<p>To know alternative sounds for oo, y, oo, n, ow, ng, n, or, oi, r, ar, s, ear, sh, air, v, w, ure. To read and spell words containing above alternative sounds. To read and spell words containing -tch, s and es (plural), -ing, -ed, -er (suffixes), -un (prefix). To read and spell the 7 days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</p>	<p>To know alternative sounds for er, i, ure, o, or, zh, u; s and es (plural), -ing, -ed, -er, -un. To read and spell words containing above alternative sounds. To read and spell words -er, -est, k, words ending -y (such as funny) and compound words.</p>																																													
<p>Yr 2</p>	<p>To read and spell words containing ge, dge, c (the s sound spelt c before e, l, y), kn, gn, wr, -le, -el, -al, -il, -y.</p>	<p>To read and spell words containing possessive apostrophes, -ment, -ness, -ful, -ly, -ed, -ing, -er, -est, -y,</p>	<p>To read and spell words containing – ey, wa, qu, wor, ar, s, -tion, homophones and near-homophones, contractions and compound words.</p>																																													

	<p>To read and spell 31 Year Two common exception words- door, floor, poor, find, kind, mind, behind, child, children*, wild, climb, because, most, only, old, cold, gold, hold, told, who, whole, people, great, break, steak, class, grass, pass, even, beautiful, plant.</p>	<p>ll and the sound u spelt o (such as mother). To read and spell 19 more common exception words- fast, last, past, path, bath, hour, move, prove, improve, after, every, pretty, sure, sugar, both, everybody, eye, father and water.</p>	<p>To read and spell 14 more common exception words- money, could, should, would, clothes, busy, any, many, again, half, Mr, Mrs, parents and Christmas.</p>
Yr 3	<p>To revise key elements of Year One study related directly to words from the Year 3 and 4 common exception word list. To read and spell words containing ff, ll, ss, zz and ck; -ing, -ed, -er (suffixes); ai, er, or, ore, au, ear, -y, -un (prefix) and compound words. To read and spell 20 Year Three and Four common exception words- difficult, address, different, learn, guard, interest, straight, remember, quarter, forwards, ordinary, therefore, caught, naughty, appear, early, century, popular, decide and interest.</p>	<p>To revise key elements of Year Two study related directly to words from the Year 3 and 4 common exception word list. To read and spell words containing ge, dge, c (the s sound spelt c before e, l, y), -le, -es, -ing, -ed, -er, -est, -y and the sh sound spelt with a 's', suffixes -ment, -ness, -ful, -less and -ly; -tion, contractions, homophones and near homophones. To read and spell 24 more Year Three and Four common exception words- knowledge, notice, recent, sentence, centre, possible, century, history, library, strange, increase, notice, guide, decide, experience, believe, circle, describe, suppose, surprise, Purpose, mention, question and position.</p>	<p>To read and spell words where the 'l' sound is spelt with a 'y' (such as myth). To read and spell words where the 'u' sound is spelt with a 'ou' (such as double). To add a range of prefixes and suffixes to root words: Prefixes- dis, mis, in, il (illegal), im (immature), ir (irregular), re, sub, inter, super, anti, auto. Suffixes- -ation, -ly. To read and spell 18 more Year Three and Four common exception words- answer, bicycle, famous, favourite, appear, continue, heard, guide, believe, complete, important, build, imagine, consider, accidentally, natural, actual and certain.</p>
Yr 4	<p>To revise key elements of Year Three study related directly to spelling rules. To add at least 9 different suffixes to root words using the appropriate rule:</p> <ul style="list-style-type: none"> • Add -ly when the root words ends with -le such as gentle to gently. • Read and spell words with endings sounding like 'sh' or 'ze' with the spelling 	<p>To read and spell words using the possessive apostrophe for plural words. To read and spell words ending with 'que'. To read and spell words with the 's' sound spelt 'sc' such as fascinate. To read and spell words with 'ei', 'eigh' and 'ey' in such as vein, eight and obey. To read and spell a range of homophones and near-homophones including their, there and they're; and your, you're.</p>	<p>To read and spell a range of words containing the letter-string 'ough' such as thought, rough, though and cough, where words contain different sounds. To read and spell words with the digraph -ea and the different sounds it can produce such as breath, breathe, Earth and heart. To read and spell words with the trigraph -gth such as strength (and adding suffixes e.g. strengthen). To read and spell words from the Year Three and Four list which have not yet been taught. To read and spell 19 Year Three and Four common exception words-</p>

	<p>'sure' such as measure.</p> <ul style="list-style-type: none"> • Read and spell words with endings which sound like 'zen' with the spelling 'sion' such as division. • The suffix –ous such as poisonous. • To read and spell words ending with 'tion', 'sion', 'ssion' and 'cian' <p>To know when to spell words with 'ch' such as character and brochure.</p> <p>To read and spell 5 Year Three and Four common exception words- probably, pressure, famous, various, possession.</p>	<p>To read and spell 6 Year Three and Four common exception words- weight, eight, eighth, caught, island and reign.</p>	<p>thought, enough, though, although, through, breath, breathe, Earth, heart, length, strength, opposite, minute, promise, fruit, grammar, often, woman and women.</p>
<p>Yr5</p>	<p>To revise key elements of Year One and Year Two study related directly to words from the Year Five and Six common exception word list.</p> <p>To read and spell words where the 's' sound is spelled 'ss'.</p> <p>To read and spell words where the 'v' sound at the end of words is spelt 've' such as 'give'.</p> <p>To read and spell words with the vowel digraphs 'aw' and 'or'.</p> <p>To read and spell words with new consonant spelling- ph.</p> <p>To read and spell words containing ge, dge, c (the s sound spelt c before e, l, y), kn, gn and wr.</p> <p>To add suffixes such as –ment to a range of root words.</p> <p>To use and apply skills when writing contractions and using</p>	<p>To revise key elements of Year Three and Year Four study related directly to words from the Year Five and Six common exception word list.</p> <p>To read and spell words where the 'l' sound is spelt with a 'y' (such as myth).</p> <p>To add the following prefixes to a range of words: Inter, com, con, pro, re, ex, de.</p> <p>To add the suffixes -ation and –ly to a range of words.</p> <p>To read and spell words ending with 'sure', 'ture' and 'sion'.</p> <p>To read and spell the following Year Five and Six common exception words- system, symbol, interrupt, interfere, community, competition, communicate, committee, conscience, convenience, controversy, profession, programme, pronunciation, recognise, recommend, exaggerate, excellent, existence, explanation, definite, desperate, determined,</p>	<p>To revise key elements of Year Three and Year Four study related directly to words from the Year Five and Six common exception word list.</p> <p>The suffix –ous such as poisonous.</p> <p>To read and spell words ending "ssion".</p> <p>To read and spell words with the sound 'k' spelt 'ch' such as character</p> <p>To know when to spell words with 'ch' such as character and brochure.</p> <p>To read and spell words with the 's' sound spelt 'sc' such as muscle.</p> <p>To read and spell a range of homophones and near-homophones taught in Year Four including their, there and they're; and your, you're.</p> <p>To learn Year Five and Six spelling rules:</p> <p>To read and spell words ending with '-cious', '-tious', '-cial', '-tial', '-ant', '-ance', '-ancy', '-ent', '-ence', '-ency', '-able' and 'ible'.</p> <p>To read and spell the following Year Five and Six common exception words- marvellous, disastrous, mischievous, profession, stomach, muscle, conscious, especially, occupy, relevant, ancient, sufficient, occur, existence, correspond, available and vegetable.</p>

	<p>the possessive apostrophe.</p> <p>To read and spell 13 Year Five and Six common exception words- embarrass, harass, necessary, aggressive, awkward, forwards, ordinary, average, exaggerate, sacrifice, prejudice, develop and equip.</p>	<p>pronunciation, communication, desperation, explanation, recommendation, sincere→sincerely, immediate→ immediately, frequent-ly, definite-ly, leisure, temperature and signature.</p>	
Yr 6	<p>To revise key elements from Year Five Term 1, Term 2 and Term 3.</p> <p>To explore a range of prefixes, suffixes and root words taught in Year Five.</p> <p>To add suffixes beginning with vowel letters to words ending in -fer such as referring, referred, referral, reference referee, preference and transference.</p> <p>To read and spell words with the 'ee' sound spelt 'ei' after c such as deceive.</p> <p>To read and spell a range of words containing the letter-string 'ough' such as thought, rough, though and cough, where words contain different sounds.</p> <p>To read and spell words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) such as doubt, island, lamb, solemn, thistle and knight.</p> <p>To read and spell the following Year Five and Six common exception words- soldier, variety, foreign, achieve, mischief, thorough, rhyme, rhythm, yacht,</p>	<p>To read and spell homophones and other words that are often confused such as when nouns end -ce and verbs end -se. 'Advice' and 'advise' provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p>To read and spell words with the prefix 'ac'.</p> <p>To read and spell words with the suffixes- '-ity' and '-ary'.</p> <p>To read and spell words with the use of the hyphen such as co-ordinate.</p> <p>To read and spell the following Year Five and Six common exception words- Recognise, criticise, accommodate, accompany, according, opportunity, curiosity, identity, dictionary, secretary, necessary, shoulder suggest, twelfth, bruise, cemetery, criticise (critic + ise), category, forty, neighbour, amateur, attached, bargain, parliament, privilege and restaurant.</p> <p>To read and spell all of the words from the Year Five and Six common exception word list and to use these in independent writing.</p>	<p>To revise key elements of Year Three and Year Four study, addressing common errors.</p> <p>To revise key elements of Year Five and Year Six study, addressing common errors.</p>

	queue, muscle, stomach, vehicle, environment, government		
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