

Phonics progression	Autumn	Spring	Summer
<p>EYFS</p> <p><i>Letters and Sounds phase 2, 3 and 4.</i></p>	<p>Phase 2 (up to 8 weeks) <i>Letter progression (one set per week)</i> Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f, ff l, ll ss Set 6: j v w x Set 7: y z, zz qu</p> <p>To blend the CV words is, it, in, at, and</p> <p>Read captions by sounding out VC and CVC words</p> <p><i>Tricky words:</i> To read: the, to, go, no, l</p> <p>To sound out, blend and read the 26 decodable high frequency words. a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back. And, get, big, him, his, not, got, up, mum, but, put.</p>	<p>Phase 3 (up to 12 weeks)</p> <p>ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>To blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes)</p> <p>To segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes)</p> <p>To write each letter correctly when following a model.</p> <p><i>Tricky words:</i> To read: he, she, we, me, be, was, my, you, her, they, all, are; To spell: the, to, go, no, l Decodable words: Will, that, this, then, them, with, see, for, now, down, look, too.</p>	<p>Phase 4 (up to 6 weeks) Recap all previous sounds.</p> <p>To give and find the sound when shown any Phase Two and Phase Three grapheme;</p> <p>To blend and read words containing adjacent consonants</p> <p>To segment and spell words containing adjacent consonants</p> <p>To write each letter, correctly</p> <p><i>Tricky words:</i> To read: some, one, said, come, do, so, were, when, have, there, out, like, little, what To spell: he, she, we, me, be, was, my, you, her, they, all, are Decodable words: went, it's, from, children, just, help</p>

<p>Year 1</p> <p><i>Letters and Sounds Phase 4 and 5</i></p>	<p>Autumn 1 Phase 4 (4-6 weeks) Recap all previous sounds <i>Tricky words:</i> To read and spell: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</p> <p>Autumn 2 Phase 5 Teach new graphemes for reading: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</p> <p>To give the sound when shown any grapheme that has been taught For any given sound, write the common graphemes Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable Read and spell phonically decodable two-syllable and three-syllable words Form each letter correctly</p> <p><i>Reading Common Exception Words:-</i> could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through, work, house, many, laughed</p> <p><i>Spelling Common Exception Words:-</i> said, so, have, like, some, come, were, there, little, one, do, when, what, could,</p>	<p>Spring 1 and 2 Continuing Phase 5 <i>Teach alternative spellings for:</i> ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh</p> <p><i>Reading Common Exception Words:-</i> Because, different, any, eyes, friend, also, once, please, lived, coming, Monday, Tuesday, Wednesday, Thursday, more, before, January, February, April, July, August, October, November, December</p> <p><i>Spelling Common Exception Words:-</i> Asked, called, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eyes, friend, once, please, lived, more, coming, Monday, Tuesday, Wednesday, Thursday</p> <p><i>Spelling patterns:-</i> Adding -s and -es to words (plural of nouns and the third person singular of verbs) Adding -est to adjectives where no change is needed to the root word (e.g. grandest) The /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live)</p>	<p>Summer 1 and 2 Recap Recap and apply all previous sounds.</p> <p><i>Reading Common Exception Words:-</i> Door, floor, prince, princess, autumn, school, know, baby, other, whole, talk, two</p> <p><i>Spelling Common Exception Words:-</i> Also, before, January, February, April, July, August, October, November, December</p> <p><i>Spelling patterns:-</i> The /tʃ/ sound is usually spelt as 'tch' after a short vowel (e.g. watch, match, kitchen) Exceptions to this rule (e.g. bench, much, which) To spell words with the prefix 'un' To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p>
---	--	---	---

would, should, want, their, Mr, Mrs, love, your.

Decodable words:

don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put.

Spelling patterns:-

Add -s to plural words

Adding -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping)

Adding -er to adjectives where no change is needed to the root word (e.g. fresher)

<p>Year 2</p> <p><i>Letters and Sounds</i> Phase 6</p>	<p>Phase 6</p> <p><i>Spelling patterns:</i> 'y' saying /igh/ 'dge' and 'ge' saying /j/ adding -es to words ending in y 'gn' saying /n/ 'kn' saying /n/ adding -ed and -ing to words ending in y 'wr' saying /r/ 'le' saying /l/ adding -er and -est to words ending in y 'el' saying /l/ 'al' and 'il' saying /l/</p> <p><i>Spelling Common Exception Words:-</i> door, floor, prince, princess, autumn, school, know, baby, mother, another, talk, two, world, work, poor, great, break, steak, busy, clothes, whole</p>	<p>Phase 6</p> <p><i>Spelling patterns:</i> Adding -er and -ed to words ending with e 'eer' saying /ear/ ture Adding -est and -y to words ending with e 'mb' saying /m/ 'al' saying /or/ Adding -ing and -ed to words with a short vowel 'o' saying /u/ 'ey' saying /ee/ adding -er, -est and -y to words with a short vowel Contractions 'war' saying /wor/ or /wur/ (e.g. war, warm, work, worth)</p> <p><i>Spelling Common Exception Words:-</i> Easter, again, most, only, both, please, use, money, parents, every, everybody, pretty, beautiful, England, Ireland, always, after, everyone, four, eight, aunt, father, prove, improve</p>	<p>Phase 6</p> <p><i>Spelling patterns:</i> Suffixes -ment and -ness 's' saying /zh/ 'wa' saying /wo/ and 'qua' saying /quo/ (e.g. want, watch, quality, squash) -tion Suffixes -ful, -less and -ly Homophones and near homophones Prefix -dis</p> <p><i>Spelling Common Exception Words:-</i> hour, move, sure, sugar, half, quarter, straight, weight, caught, daughter, forty, area, heard, early</p>
---	--	---	---

<p>Year 3</p>	<p><i>Spelling patterns</i> To spell words with the /ai/ sound spelt as 'ei', 'eigh' or 'ey' (e.g. vein, weigh, neighbour) To spell words with the /i/ sound spelt as 'y' in a position other than at the end of words (e.g. mystery, gym) To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist) To spell words ending in the /g/ sound spelt 'gue' (e.g. league, tongue) To spell words ending in the /k/ sound spelt 'que' (e.g. antique, unique) To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine) To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double)</p> <p><i>Year 3 and 4 Statutory Spellings</i> eight/eighth, weight, reign, answer, accident, actual, address, answer, appear, arrive, believe, bicycle, breathe, build, busy/business, calendar, caught, centre, century, certain.</p>	<p><i>Spelling patterns</i> To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure) To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, picture, nature) To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p><i>Year 3 and 4 Statutory Spellings</i> Circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, enough, exercise, exercise, experience, experiment, extreme, famous, favourite, February.</p>	<p>Summer 1 <i>Spelling patterns</i> To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>Summer 2 Consolidate all spelling patterns learned throughout the year.</p> <p><i>Year 3 and 4 Statutory Spellings</i> Forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material.</p>
----------------------	--	---	--

<p>Year 4</p>	<p><i>Spelling patterns</i> To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p><i>Year 3 and 4 Statutory Spellings</i> Medicine, mention, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise</p>	<p><i>Spelling patterns</i> To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p><i>Year 3 and 4 Statutory Spellings</i> Purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, straight, strange, strength, suppose, surprise, therefore, though/although, through, various, woman/women</p>	<p>Summer 1 <i>Spelling patterns</i> To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p> <p>Summer 2 Consolidate all spelling patterns learned throughout the year.</p> <p><i>Year 3 and 4 Statutory Spellings</i> Recap all Year 3 and 4 spellings.</p>
----------------------	---	--	--

<p>Year 5</p>	<p><i>Spelling patterns</i> To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious). To spell words with 'silent' letters (e.g. doubt,, lamb, solemn). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> <p><i>Year 5 and 6 Statutory Spellings</i> accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience</p>	<p><i>Spelling patterns</i> To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p> <p><i>Year 5 and 6 Statutory Spellings</i> correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty</p>	<p>Summer 1 <i>Spelling patterns</i> To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>Summer 2 Consolidate all spelling patterns throughout the year</p> <p><i>Year 5 and 6 Statutory Spellings</i> frequently, government, guarantee, harass hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity parliament, persuade, physical</p>
----------------------	--	---	---

<p>Year 6</p>	<p><i>Spelling patterns</i> To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p><i>Year 5 and 6 Statutory Spellings</i> Prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly) soldier, stomach, sufficient, suggest, symbol system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</p>	<p><i>Spelling patterns</i> To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p> <p><i>Year 5 and 6 Statutory Spellings</i> Consolidation of all spellings</p>	<p><i>Spelling patterns</i> Consolidation of all spelling patterns</p> <p><i>Year 5 and 6 Statutory Spellings</i> Consolidation of all spellings</p>
----------------------	---	--	--