

## Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

# Phonics

<b>EYFS</b>	<b>Year 1 and 2</b>				
<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Year 1 -</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul> <p>spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> </ul> <p>spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> </ul>				
<p><b>Knowledge</b> Phoneme, grapheme, GPC, digraph, trigraph, split-vowel digraph, segment, blend, vowel, consonants, alternative, common exception words,</p>					
	<b>Teaching content</b>	<b>Skills and strategies</b>	<b>Key Words to read</b>	<b>Key Words to spell</b>	<b>Bug Club books</b>
Phase 1	Phase 1 continuous provision through Phase 2 – 6 Phase One builds the foundations for children's speaking and listening skills and all aspects need to be covered throughout all phases. In particular, activities are included to develop rhythm and rhyme (aspect 4) and oral blending and segmenting of the sounds of spoken words (aspect 7).				

<p>Reception Autumn 1 6 weeks</p>	<p>Phase 2 Pupils will learn single graphemes 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</p> <p>Phonemes, graphemes, letter names, alphabet, red tricky words blend, segment</p>	<p>Correct articulation of individual phonemes.</p> <p>Oral blending/segmentation of VC and CVC words</p> <p>To use phonics and identify the 'tricky bit' in a word that is not fully decodable</p> <p>Oral blending/segmentation of CVC words</p>	<p>the to go no I into</p> <p>See appendix for decodable word list.</p>		<p>Lilac books (no words) moving on to Bug Club books sets 1-5</p>
<p>Reception Autumn 2 5 weeks teaching new content 1 week - review</p>	<p>Phase 3 Pupils will continue to learn single graphemes and be taught consonant digraphs Phase 3 Set 6; j, v, w, x Set 7; y, z, zz, qu Set 8; ch, sh, th, ng Set 9; ai, ee, igh, oa, Set 10; oo, ar, or, ur</p> <p>digraphs, trigraphs, graphemes, blend (to read), segment (to spell), CVC words (a word with three sounds)</p>	<p>Phase 3: Blend and read CVC words containing Phase 2 and 3 sounds Segment and spell CVC words containing Phase 2 and 3 sounds Write each letter correctly when following a model</p>	<p>He she we me be</p> <p>See appendix for decodable word list.</p>	<p>I the to no go into</p>	<p>Bug Club books sets 1-5 moving on to sets 6-8.</p>
<p>Reception Spring 1</p>	<p>Set 11; ow, oi, ear, air, ure Set 12; er, oo</p>	<p>Differentiate between letter names and letter sounds</p>	<p>was my by you</p>	<p>he she we</p>	<p>Bug Club books sets 6- 10</p>

<p>2 weeks teaching new content</p> <p>3 weeks – application/consolidation of phase 3</p> <p>1 week phase 3 review</p>	<p>digraphs trigraphs syllables</p>	<p>Able to read simple two syllable words and captions.</p>	<p>they her all are See appendix for decodable word list.</p>	<p>me be</p>	
<p>Reception Spring 2 Phase 4</p>	<p>Set 13; sp, dr, fl, br Set 14; st, tr, gr Set 15; cr, pr, sc, fr Set 16; tw, sw, xt, nt Set 17; mp, nk, nd, cl Set 18; sm, lk, sk, lf</p> <p>consonant/vowel</p>	<p>Blend and read CVCC/CCVC words</p> <p>Segment and spell CVCC/CCVC words</p>	<p>said so have like some come were there little one do when out what See appendix for decodable word list.</p>	<p>was my you they her all are</p>	<p>Bug Club books sets 6-11 Moving on to Phase 4 set 12.</p>
<p>Reception Summer 1 and 2 Consolidation and application</p>	<p>Pupils will be given opportunities to apply their phonic knowledge to read and spell decodable words and write in simple sentences.</p>		<p>Consolidate key words for reading and spelling.</p>		<p>Bug club books phase 4 set 12</p>
<p>Year 1 Autumn 1 Phase 5</p>	<p>Phase 5 Pupils will learn alternative graphemes for sounds taught in Phases 3 and 4 and alternative pronunciations Set 19; ph, ow, oe, ay Set 20; ie, i-e, o-e, a-e</p>	<p>Understanding there are alternative ways to represent different phonemes</p> <p>Blending and segmenting</p>	<p>oh their people Mr Mrs looked called ask asked</p>	<p>said so have like some come were there</p>	<p>Bug club books phase 4 set 12  Bug club books phase 5 set ____</p>

	Set 21 – ir, ue (blue), ea, e-e Set 22; au, aw, al, ew, u-e (rule)  phonemes graphemes digraphs trigraphs syllables	words containing alternative graphemes  Practise reading and spelling polysyllabic words	could		
Autumn 2	Set 23; wh, ure (pure), oy, ou Set 24; a – acorn, e – he, l – find, o – cold, u – unit Set 25; c- cent, g – giant, ie – chief, ea – bread, y – by Set 26; y – very, ch – school, ch – chef, ou – you, ey – they	(NC Link – compound words)	<i>water</i> <i>where</i> <i>who</i> <i>again</i> <i>though</i> <i>through</i> <i>work</i> <i>mouse</i> <i>many</i> <i>laughed</i> <i>because</i> <i>different</i> <i>any</i> <i>eyes</i> <i>friends</i> <i>once</i> <i>please</i>	<i>little</i> <i>one</i> <i>do</i> <i>when</i> <i>what</i> <i>out</i>	<i>Bug Club key words from Phase 5 sets</i>
Spring 1	Set 27; ch - picture, ch – catch, j – fudge, m – lamb, z – please Set 28; r – wrap, n – knit, l – happy, air – bare, air – there Set 29; ear – beer, s – house, or - caught	Reading and spelling words with adjacent consonants and words with newly learned graphemes	See appendix 2 for decodable word list	<i>oh</i> <i>their</i> <i>people</i> <i>Mrs</i> <i>Mr</i> <i>looked</i> <i>called</i> <i>asked</i>	
Spring 2		Reading and writing sentences containing GPCs taught so far.	See appendix 2 for decodable word list		
Summer 1 and 2	Revisit and consolidate Phase 5 alternative graphemes	Reading and spelling phonically	See appendix 2 for decodable word list		

		<p>decodable two syllable and three syllable words</p> <p>Read and spell most of the words in the list of 100 high frequency words</p>		
Year 2	<p>See appendix 5 Children move on to the No Nonsense spelling scheme. Phase 6 with NC links Morphology –</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, -ing, -er, and –est to a root word ending in –y -e with a consonant before it + adding these suffixes to words of one syllable ending in a single consonant after a single vowel letter</p> <p>The suffixes –ment, -ness, -ful, -less, and –ly</p> <p>Teaching National Curriculum for spelling and grammar content.</p>		<p>Refer to the Common Exception words from No Nonsense spellings, appendix 4.</p>	

Appendix 1

Bug Club order sounds/key words/ Book titles

Phase 2	Sounds order	Bug Club key words order	Book titles order
Set 1 – Set 2	s a t p i n m d		
Set 3	g o c k	and, to	
Set 4	c k e u r	the, no, go	
Set 5	h b f ff l ll ss	I, into	

Phase 3	Sounds order	Bug Club key words order	Book titles order
Set 6	j v w x	me, be	
Set 7	y z, zz qu	he, my, by	
Set 8	ch sh th ng	they, she	

Set 9	ai ee igh oa oo (long) oo (short)	we, are	
Set 10	ar or ur ow oi	you, her	
Set 11	ear air ure er	all, was	

Phase 4	Sounds order	Bug Club key words order	Book titles order
Set 12	Adjacent consonants (cvcc, ccvc, ccvcc, do, some, come, cccvc, cccvcc	said, have, like, so, were, there, little, one, when, out, what	

Phase 5	Sounds order	Bug Club key words order	Book titles order
13	wh ph	oh, their	
14	ay a-e igh ey ei (long a)	looked, called, asked	
15	ea e-e ie ey y (long e)	water, where	
16	ie i-e y i (long i)	who, again	
17	ow o-e o oe (long o)	thought, through	

18	ew ue u-e (long u) u oul (short oo)	work, laughed, because	
19	aw au a	Thursday, Saturday, thirteen,	
20	ir er ear	thirty	
21	ou oy	different, any, many	
22	eer ere are ear	eyes, friends	
23	c k ck ch	two, once	
24	c(i) c(y) sc stl	great, clothes	
25	g(e) g(i) g(y)	it's, I'm, I'll, I've	
26	le mb kn gn wr	don't, can't, didn't	
27	tch ch c(ial) ss(ion) t(ion)	first, second, third	



Appendix 2

High Frequency Word Lists (Letters and Sounds)

Phase Two		
Decodable words		Sight (Tricky) words
a	had	the
an	back	to
as	and	I
at	get	no
if	big	go
in	him	into
is	his	
it	not	
of	got	
off	up	
can	mum	
dad	but	

Phase Three			
Decodable words		Sight (Tricky) words	
will	see	he	you
that	for	she	they
this	now	we	all
then	down	me	are
them	look	be	my
with	too	was	her

Phase Four		
Decodable words		Sight (Tricky) words
went		said
it's		have
from		like
children		so
just		do
help		some
		come
		were
		there
		little
		one
		when
		out
		what

Phase Five		
Decodable words		Sight (Tricky) words
don't	day	oh
did	made	Mrs
I'm	came	Mr
by	make	people
time	here	their
house	saw	called
about	very	looked
your	put	asked
again		could

### Appendix 3

#### Terminology (metalinguage)

##### Working terminology

Phonics has a large technical vocabulary. Below is a small number of working terms to help teach Letters and Sounds.

##### Phonics

Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

## Phonemes

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words bed, led). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

## Graphemes

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

## Grapheme–phoneme correspondences (GPCs) and phoneme–grapheme correspondences

We convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (e.g. sounding out ship as /sh/-/i/-/p/ not /s/- /h/ - /i/ - /p/), and then merge (blend) the phonemes together to make a word.

## Segmenting and blending

Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

## Digraphs and trigraphs (and four-letter graphemes)

A digraph is a two-letter grapheme where two letters represent one sound such as 'ea' in seat and 'sh' in ship. A trigraph is a three-letter grapheme where three letters represent one phoneme (e.g. 'eau' in bureau, and 'igh' in night). And by definition a four-letter grapheme uses four letters to represent one phoneme (e.g. 'eigh' representing the /ai/ phoneme in eight and in weight). A split digraph has a letter that splits, i.e. comes between, the two letters in the digraph, as in make and take, where 'k' separates the digraph 'ae' which in both words represents the phoneme /ai/. There are six split digraphs in English spelling: 'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in make, scene, like, bone, cube, type. A very few words have more than one letter in the middle of a split digraph (e.g. ache, blithe, cologne, scythe).

## Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant[1]consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. am (VC), Sam (CVC), slam (CCVC), or each (VC), beach (CVC), bleach (CCVC).

#### Appendix 4

##### **No Nonsense Spellings**

## Common exception words for Year 2

**door floor poor because find kind mind behind child children wild climb most only both old**

**cold gold hold told every everybody even great break steak pretty beautiful after fast**

**last past father class grass pass plant path bath hour move prove improve sure**

**sugar eye could should would who whole any many clothes busy people water again half money Mr**

**Mrs parents Christmas**

**(and/or others according to programme used)**

#### Appendix 5

## Year 2 lesson plans

## Year 2 Term 1 overview

### Block 1 – autumn first half term

Wee k 1	<b>Lesson 1</b> Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words. Homophones ( <i>sea/see</i> and <i>be/</i> <i>bee</i> )	<b>Lesson 2 Teach</b> Strategies at the point of writing: using a GPC chart	<b>Lesson 3</b> Practise Phase 5 GPCs	<b>Lesson 4 Teach</b> Strategies for learning words: using spelling journals.	<b>Lesson 5</b> Practise Using segmentation strategy for learning selected words
	<b>Lesson 6</b> Revise/Teach/ Practise/Apply Phase 5 GPCs Homophones ( <i>blue/blew</i> )	<b>Lesson 7</b> Revise/Teach/ Practise/Apply Phase 5 GPCs and relevant homophones.	<b>Lesson 8 Teach</b> Strategies at the point of writing: using the environment	<b>Lesson 9</b> Practise Using segmentation and Phase 5 GPCs to learn words from this week	<b>Lesson 10</b> Assess Selected Phase 5 GPCs and homophones: dictation

Wee k 2					
Wee k 3	Lesson 11 Teach Strategies at the point of writing: Have a go sheets	Lesson 12 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 13 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 14 Teach Strategies for learning words: highlighting the tricky part in common exception words	Lesson 15 Practise Words learnt this week: common exception words and Phase 5 GPCs
Wee k 4	Lesson 16 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words	Lesson 17 Revise Strategies at the point of writing: Have a go sheets	Lesson 18 Teach/Practise/ Apply Proofreading: using word banks for common exception words	Lesson 19 Learn Strategies for learning words: polysyllabic and common exception words	Lesson 20 Apply Strategies for learning words: polysyllabic and common exception words

Wee k 5	Lesson 21 Teach/Practise/ Apply Proofreading, especially high- frequency words	Lesson 22 Teach Homophones	Lesson 23 Teach Strategies for learning words: tricky parts of words and Look, say, cover, write, check	Lesson 24 Revise/Learn Strategies for learning words: Look, say, cover, write, check	Lesson 25 Apply Homophones learnt so far
Wee k 6	Lesson 26 Revise /aɪ/ spelt 'i' in common exception words ( <i>find, kind, mind, behind, child, wild, climb</i> )	Lesson 27 Practise /aɪ/ spelt 'i' in common exception words ( <i>find, kind, mind, behind, child, wild, climb</i> )	Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists	Lesson 29 Learn Strategies for learning words: words from this half term	Lesson 30 Assess Words from this half term

Block 2 – autumn second half term

Wee k 1	Lesson 1 Teach/Practise/ Apply Strategies for learning words: Look, say, cover, write, check for common exception words	Lesson 2 Teach Strategies for learning words: kinaesthetic and visual strategies for learning common exception words	Lesson 3 Teach/Practise Proofreading common exception words and high- frequency words	Lesson 4 Practise Strategies for learning words: common exception words and personal words	Lesson 5 Apply Common exception words and personal words: dictation
Wee k 2	Lesson 6 Revise Phase 5 GPCs that are not secure	Lesson 7 Teach Homophones ( <i>to/two/too</i> )	Lesson 8 Revise/ Teach/Apply Homophones ( <i>to/two/too</i> )	Lesson 9 Revise Strategies at the point of writing: Have a go	Lesson 10 Apply Strategies for learning words: Rainbow write
Wee k 3	Lesson 11 Revise Selected Phase 5 GPCs	Lesson 12 Teach Strategies at the point of writing: Word sort	Lesson 13 Revise/Teach/ Practise: Strategies at the point of writing: Have a go	Lesson 14 Practise: Strategies at the point of writing: Which one looks right?	Lesson 15 Learn Strategies for learning words: selected topic words for this term



Wee k 4	Lesson 16 Revise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words
Wee k 5	Lesson 21 Teach /s/sound spelt 'c' before 'e', 'i' and 'y'	Lesson 22 Practise /s/sound spelt 'c' before 'e', 'i' and 'y'	Lesson 23 Apply /s/sound spelt 'c' before 'e', 'i' and 'y': dictation	Lesson 24 Teach/Revise Homophones ( <i>here/hear, one/ won, sun/son</i> ) Revise homophones taught so far	Lesson 25 Practise/Apply Homophones ( <i>here/hear, one/ won, sun/son</i> ) Revise homophones taught so far
	Lesson 26 Revise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 27 Practise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 28 Teach Strategies for learning words: saying the word in a funny way	Lesson 29 Learn Strategies for learning words: saying the word in a funny way	Lesson 30 Assess /n/ sound spelt 'kn' and 'gn' at the beginning of words: dictation

Wee k 6					
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**Block 3 – spring first half-term**

Wee k 1	<p><b>Lesson 1</b> Revise Strategies at the point of writing: Have a go sheets</p>	<p><b>Lesson 2 Teach</b> /aɪ/sound spelt 'y'</p>	<p><b>Lesson 3</b> Practise /aɪ/sound spelt 'y'</p>	<p><b>Lesson 4 Apply</b> /aɪ/sound spelt 'y'</p>	<p><b>Lesson 5 Teach</b> Strategies for learning words: common exception words and high-frequency words (<i>could, should, would</i>)</p>
Wee k 2	<p><b>Lesson 6 Teach</b> Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p>	<p><b>Lesson 7</b> Practise/Apply Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p>	<p><b>Lesson 8</b> Revise /I/ or /əI/ sound spelt '-le' at the end of words and following a consonant</p>	<p><b>Lesson 9</b> Practise /I/ or /əI/ sound spelt '-le' at the end of words and following a consonant</p>	<p><b>Lesson 10</b> Teach/Practise Proofreading</p>

Wee k 3	<b>Lesson 11</b> <b>Teach/Practise</b> <b>Adding endings</b> ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘e’ with a consonant before it	<b>Lesson 12</b> <b>Teach/Practise</b> <b>Adding endings</b> ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘e’ with a consonant before it	<b>Lesson 13</b> <b>Teach/Practise</b> <b>Adding the</b> <b>ending ‘y’ to</b> <b>words ending</b> <b>in ‘e’ with a</b> <b>consonant</b> <b>before it</b>	<b>Lesson 14</b> <b>Revise/Learn</b> <b>Strategies for</b> <b>learning words:</b> <b>selected words</b> <b>from this half</b> <b>term, focusing</b> <b>on polysyllabic</b> <b>and topic</b> <b>words</b>	<b>Lesson 15</b> <b>Apply</b> <b>Selected words</b> <b>from this half</b> <b>term: dictation</b>
Wee k 4	<b>Lesson 16</b> <b>Teach</b> <b>/i:/ sound spelt</b> <b>‘ey’</b>	<b>Lesson 17</b> <b>Practise</b> <b>/i:/ sound spelt</b> <b>‘ey’</b>	<b>Lesson 18</b> <b>Apply</b> <b>/i:/ sound spelt</b> <b>‘ey’: dictation</b>	<b>Lesson 19</b> <b>Teach/Revise</b> <b>Near</b> <b>homophones</b> <b>(quite/quiet)</b>	<b>Lesson 20</b> <b>Practise/Apply</b> <b>Homophones</b> <b>and near</b> <b>homophones</b>
	<b>Lesson 21</b> <b>Teach</b> <b>/r/ sound spelt</b> <b>‘wr’</b>	<b>Lesson 22</b> <b>Practise</b> <b>/r/ sound spelt</b> <b>‘wr’</b>	<b>Lesson 23</b> <b>Teach/Practise</b> <b>Common</b> <b>exception</b> <b>words (<i>most,</i></b> <b><i>both, only</i>)</b>	<b>Lesson 24</b> <b>Practise</b> <b>Strategies for</b> <b>learning words:</b> <b>selected words</b> <b>from personal</b> <b>lists, including</b> <b>common</b> <b>exception</b> <b>words, topic</b> <b>words, /r/</b> <b>words</b>	<b>Lesson 25</b> <b>Assess</b> <b>/r/ sound spelt</b> <b>‘wr’ and</b> <b>common</b> <b>exception</b> <b>words</b>

Wee k 5					
Wee k 6	<p><b>Lesson 26</b> Teach Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p>	<p><b>Lesson 27</b> Practise Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p>	<p><b>Lesson 28</b> Apply Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p>	<p><b>Lesson 29</b> Teach/Practise Common exception words (<i>move, prove, improve, should, would, could, most, both, only</i>)</p>	<p><b>Lesson 30</b> Practise/Apply Strategies at the point of writing: using a working wall</p>

Week 1	Lesson 1 Teach /b/ spelt 'a' after 'w' and 'qu'	Lesson 2 Practise Strategies for learning words: /b/ spelt 'a' after 'w' and 'qu'	Lesson 3 Assess /b/ spelt 'a' after 'w' and 'qu': dictation	Lesson 4 Teach Strategies for learning spellings: mnemonics	Lesson 5 Practise Strategies for learning spellings: mnemonics
Week 2	Lesson 6 Revise /z/ spelt 's', segmentation and syllable clapping.	Lesson 7 Practise /z/ spelt 's'	Lesson 8 Assess /z/ spelt 's'	Lesson 9 Revise Homophones ( <i>new/knew</i> )	Lesson 10 Teach/Practise Homophones ( <i>there, their, they're</i> )
	Lesson 11 Teach Adding '-es' to nouns and verbs ending in 'y'	Lesson 12 Practise Adding '-es' to nouns and verbs ending in 'y'	Lesson 13 Apply Adding '-es' to nouns and verbs ending in 'y'	Lesson 14 Revise Strategies for learning words: Look, say, cover, write, check for selected words	Lesson 15 Practise/Apply Strategies for learning words

Wee k 3					
Wee k 4	<b>Lesson 16</b> <b>Teach</b> <b>The possessive</b> <b>apostrophe</b> <b>(singular</b> <b>nouns)</b>	<b>Lesson 17</b> <b>Practise</b> <b>The possessive</b> <b>apostrophe</b> <b>(singular</b> <b>nouns)</b>	<b>Lesson 18</b> <b>Apply</b> <b>The possessive</b> <b>apostrophe</b> <b>(singular</b> <b>nouns)</b>	<b>Lesson 19</b> <b>Teach</b> <b>Strategies at</b> <b>the point of</b> <b>writing: using</b> <b>an</b> <b>alphabetically-</b> <b>ordered word</b> <b>bank</b>	<b>Lesson 20</b> <b>Practise</b> <b>Strategies at</b> <b>the point of</b> <b>writing: using</b> <b>an</b> <b>alphabetically-</b> <b>ordered word</b> <b>bank</b>
Wee k 5	<b>Lesson 21</b> <b>Teach</b> <b>Adding suffixes</b> <b>'-ful' , '-less'</b> <b>and '-ly'</b>	<b>Lesson 22</b> <b>Practise</b> <b>Adding suffixes</b> <b>'-ful' , '-less'</b> <b>and '-ly'</b>	<b>Lesson 23</b> <b>Apply</b> <b>Adding suffixes</b> <b>'-ful' , '-less'</b> <b>and '-ly'</b>	<b>Lesson 24</b> <b>Revise/Learn:</b> <b>Strategies for</b> <b>learning words</b> <b>from this half</b> <b>term</b>	<b>Lesson 25</b> <b>Assess Words</b> <b>from this half</b> <b>term</b>

Wee k 6	Lesson 26 Revise Contractions ( <i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i> )	Lesson 27 Teach Words ending '- tion'	Lesson 28 Practise Words ending '-tion'	Lesson 29 Teach Proofreading: dictionary skills	Lesson 30 Practise Proofreading: dictionary skills.

**Block 5 – summer first half term**

Wee k 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach The // or /ə/ sound spelt '- el' at the end of words	Lesson 3 Practise The // or /ə/ sound spelt '- el' at the end of words	Lesson 4 Apply The // or /ə/ sound spelt '- el' at the end of words	Lesson 5 Revise Proofreading: using a dictionary/word bank
	Lesson 6 Teach Adding endings '-ing', '-ed', '-er', and '- est' to words ending in '-y'	Lesson 7 Practise Adding endings '-ing', '-ed', '-er', and '- est' to words ending in '-y'	Lesson 8 Apply Adding the endings '-ing', '- ed', '-er', and '- est' to words ending in '-y'	Lesson 9 Teach/Practise/ Apply Strategies at the point of writing: using analogy (includes dictation)	Lesson 10 Revise/Learn Strategies for learning words

Week 2					
Week 3	<p><b>Lesson 11</b>  <b>Teach</b>  The /ɔ:/sound spelt 'a' before 'l' and 'll'</p>	<p><b>Lesson 12</b>  <b>Practise</b>  The /ɔ:/sound spelt 'a' before 'l' and 'll'</p>	<p><b>Lesson 13</b>  <b>Teach</b>  The /ɔ:/ sound spelt 'ar' after 'w'</p>	<p><b>Lesson 14</b>  <b>Practise</b>  The /ɔ:/ sound spelt 'ar' after 'w'</p>	<p><b>Lesson 15</b>  <b>Apply</b>  Strategies for learning words: words including /ɔ:/ spelt 'a' before 'l' and 'll' and /ɔ:/ spelt 'ar' after 'w'</p>
	<p><b>Lesson 16</b>  <b>Teach</b> Suffixes '-ment' and '-ness'</p>	<p><b>Lesson 17</b>  <b>Practise</b> Suffixes '-ment' and '-ness'</p>	<p><b>Lesson 18</b>  <b>Apply</b> Suffixes '-ment' and '-ness'</p>	<p><b>Lesson 19</b>  <b>Teach</b> Strategies for learning words: selected words using cards</p>	<p><b>Lesson 20</b>  <b>Learn</b> Strategies for learning words: common exception words and words from errors</p>



Wee k 4					
Wee k 5	<b>Lesson 21</b> <b>Teach</b> The /ɜ:/ sound spelt 'or' after 'w'	<b>Lesson 22</b> <b>Practise</b> The /ɜ:/ sound spelt 'or' after 'w'	<b>Lesson 23</b> <b>Assess</b> The /ɜ:/ sound spelt 'or' after 'w': dictation	<b>Lesson 24</b> <b>Revise</b> The possessive apostrophe (singular nouns)	<b>Lesson 25</b> <b>Practise/Asses</b> <b>s</b> The possessive apostrophe (singular nouns): dictation
Wee k 6	<b>Lesson 26</b> <b>Teach</b> The // or /ə/ sound spelt '- al' at the end of words	<b>Lesson 27</b> <b>Practise</b> The // or /ə/ sound spelt '- al' at the end of words	<b>Lesson 28</b> <b>Apply</b> The // or /ə/ sound spelt '- al' at the end of words	<b>Lesson 29</b> <b>Teach</b> Strategies for learning words: using Look, say, cover, write and check for common exception words	<b>Lesson 30</b> <b>Practise/Apply</b> Common exception words

**Block 6 – summer second half term**

<p><b>Week 1</b></p>	<p><b>Lesson 1</b>            Revise            Spellings and            concepts that            pupils need to            secure</p>	<p><b>Lesson 2</b>            Practise            Spellings and            concepts that            pupils need to            secure</p>	<p><b>Lesson 3</b>            Apply            Spellings and            concepts that            pupils need to            secure</p>	<p><b>Lesson 4</b>            Teach            Spellings and            concepts that            pupils need to            secure</p>	<p><b>Lesson 5</b>            Practise/Apply            Spellings and            concepts that            pupils need to            secure</p>
<p><b>Week 2</b></p>	<p><b>Lesson 6</b>            Revise            Homophones</p>	<p><b>Lesson 7</b>            Apply            Homophones</p>	<p><b>Lesson 8</b>            Teach            /ʌ/ sound spelt            'o'</p>	<p><b>Lesson 9</b>            Practise/Apply            /ʌ/ sound spelt            'o'</p>	<p><b>Lesson 10</b>            Apply            Words revised            or learnt this            week</p>
	<p><b>Lesson 11</b>            Teach            /i/ or /əi/            sounds spelt            'il' at the end            of words</p>	<p><b>Lesson 12</b>            Practise            /i/ or /əi/            sounds spelt            'il' at the end            of words</p>	<p><b>Lesson 13</b>            Apply            /i/ or /əi/            sounds spelt            'il' at the end            of words</p>	<p><b>Lesson 14</b>            Revise            Strategies for            learning            words:            common            exception            words</p>	<p><b>Lesson 15</b>            Apply            Common            exception            words</p>

<b>Week 3</b>					
<b>The remainder of the term</b>	<p><b>Spelling lessons should now focus on the following:</b></p> <ol style="list-style-type: none"><li><b>1. Revision of all the content from the Year 2 programme</b></li><li><b>2. Securing spelling strategies</b></li><li><b>3. At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced</b></li><li><b>4. After writing – developing proofreading and checking skills including using a dictionary</b></li><li><b>5. Learning spellings – developing children’s personal spelling journals to reflect their growing independence in using taught strategies to learn new words.</b></li></ol>				