

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

EYFS	Year 1 and 2				
<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"> • 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words <p>Year 2</p> <ul style="list-style-type: none"> • 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 <p>spell by:</p> <ul style="list-style-type: none"> • 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 				
<p>Knowledge Phoneme, grapheme, GPC, digraph, trigraph, split-vowel digraph, segment, blend, vowel, consonants, alternative, common exception words,</p>					
	Teaching content	Skills and strategies	Key Words to read	Key Words to spell	Reading books
Level 1	<p>Level 1 continuous provision through Level 2 – 6</p> <p>Level 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>				

	<p>Below is the order in which phonics will be taught. The number of weeks within each half-term will differ from year to year, therefore this is a rough guide of what is to be covered within each half-term.</p>				
<p>Reception Autumn 1 (2 weeks of Baseline assessments and then phonics teaching will commence) Level 2 = 6 weeks</p>	<p>EYFS Baseline assessments to be completed.</p> <p>Level 2 Pupils will learn single graphemes Week 1; s, a, t, p, Week 2; i, n, m, d Week 3; g, o, c, k Week 4; ck, e, u, r (to, the)</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>to the no go l</p> <p>See appendix for decodable word list.</p>		<p>Reception to start off on the Lilac books (no words). After Level 2 Week 4 has been taught, the children will start reading books from Level 2a (s, a, t, p, i, n, m, d, g, o, c, k). The children will have been taught the graphemes in readiness for these books and will have also been taught the tricky words they will come across in these texts.</p>
<p>Reception Autumn 2 Level 3 = 12 weeks in total</p>	<p>Level 2 continued Week 5; h, b, f (ff), l (ll), ss (no, go, l) Week 6: all Level 2 GPCs</p> <p>End of Level 2 phonics assessments to be completed.</p> <p>Level 3 Pupils will continue to learn single graphemes and be taught consonant digraphs Level 3 Week 1; j, v, w, x Week 2; y, z, zz, qu, ch (he, she) Week 3; sh, th, th, ng (we, me, be) Week 4; ai, ee, igh, oa, (was)</p>	<p>Level 3: Blend and read CVC words containing Level 2 and 3 sounds Segment and spell CVC words containing Level 2 and 3 sounds Write each letter correctly when following a model</p>	<p>All Level 2 He she we me be was See appendix for decodable word list.</p>	<p>the to no go l</p>	<p>Children will continue reading books from Level 2a. After Level 2 Week 7 has been taught, the children are to move on to Level 2b (e, u, r, h, b, f, l, ck, ss, ll, ff). At this point, the more confident readers can also access the Level 2c books.</p> <p>Access to Active Primary for Level 2 is set up for each child once Level 2 has been taught.</p>

	digraphs, trigraphs, graphemes, blend (to read), segment (to spell), CVC words (a word with three sounds)				
Reception Spring 1	<p>Level 3 continued Week 5; oo, oo, ar, or, (my) Week 6 ear (you) Week 7; air, ure er (they) Week 8; All Level 3 GPCs (here) Week 9; all Level 3 GPCs (all, are) Week 10; trigraphs and consonant digraphs (was, my recap)</p> <p>digraphs trigraphs syllables</p>	<p>Differentiate between letter names and letter sounds</p> <p>Able to read simple two syllable words and captions.</p>	<p>my you they here all are recap was, my recap we they all Level 3 tricky words See appendix for decodable word list.</p>	<p>The, to, no, go, I</p>	<p>After Level 3 Week 4 has been taught, the children can move on to Level 3a books(j, v, w, x , y, z, zz, qu, ch (he, she) sh, th, th, ng (we, me, be) ai, ee, igh, oa, (was).</p> <p>After Level 3 Week 7 has been taught, the children can move on to Level 3b (oo, oo, ar, or, (my) ear (you) air, ure er (they))</p> <p>During this time, the children can also access Level 3c books.</p>
Reception Spring 2 Level 4	<p>Level 3 continued Week 11; recap j, v, w, x and vowel digraphs (we, they recap) Week 12; all Level 3 GPCs (all Level 3 tricky words)</p> <p>Level 3 phonics assessments to be completed.</p> <p>Level 4 Week 1; Final consonant blends Week 2; Initial consonant blends Week 3; Consonant blends Week 4; Consonant blends</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 come some were there little one do when out what See appendix for decodable word list.</p>	<p>He Be We She me was you they are all my her here</p>	<p>Access to Active Primary for Level 3 is set up for each child once Level 3 has been taught.</p>

Reception Summer 1 and 2 Consolidation and application	Pupils will be given opportunities to apply their phonic knowledge to read and spell decodable words and write in simple sentences. Extra consolidation weeks maybe needed at the each of Level 2 or 3 depending on findings from phonics assessments.		Consolidate key words for reading and spelling.		After Level 4 Week 4 has been taught, the children will access the Level 4 books, starting with 4a. Access to Active Primary for Level 4 is set up for each child once Level 4 has been taught.
Year 1 Autumn 1 Level 5	Level 5 Pupils will learn alternative graphemes for sounds taught in Level 3 and 4 and alternative pronunciations Couple weeks revisiting/assessing Level 3 and 4 Week 1: 'ay' saying /ai/ (could, should) Week 2: 'oy' saying /oi/ (would, want) Week 3: 'ie' saying /igh/ (oh, their) Week 4: 'ea' saying /ee/ (Mr, Mrs) Week 5: 'a_e' saying /ai/ (love, your) phonemes graphemes digraphs trigraphs syllables	Understanding there are alternative ways to represent different phonemes Blending and segmenting words containing alternative graphemes Practise reading and spelling polysyllabic words (NC Link – compound words)	Could, should Would, want oh, their Mr, Mrs love, your	said so have like some come were there	Year 1 will start the year on Level 4 books, continuing to work their way through 4a, 4b and 4c. Level 5a consolidates Twinkl Phonics Teaching weeks 1-10. Ideally, up to and including Level 5 week 10 needs to be taught before children move on to Level 5a. With the discretion of the class teacher, the more confident readers can begin Level 5a before Week 10 has begun, choosing the books with the graphemes which have already been taught.
Autumn 2	Week 6: 'i_e' 'o_e' Week 7: 'u_e' 'e_e' Week 8: 'ou' saying /ow/ Week 9: long vowel sounds Week 10: 'ch' saying /c/'ch' saying /sh/ Week 11: 'ir' saying /er/ (work, house)		People looked Called asked Water where Who why Thought through Love your	little one do when what could should would want their Mr, Mrs love, your	
Spring 1	Week 12: 'ue' saying /yoo/ and /oo/ Week 13: 'ew' saying /yoo/ and /oo/	Reading and spelling words	Many laughed Because different	People looked Asked called	Children should now be reading books from Level 5a.

Spring 2	<p>Week 14: 'y' saying /ee/ Week 15: 'aw' and 'au' saying /or/ Week 16: 'ow' and 'oe' saying /oa/ Week 17: 'wh' saying /w/ Week 18: 'c' saying /s/ 'g' saying /j/ Week 19: 'ph' saying /f/ Week 20: 'ea' saying /e/ Week 21: 'ie' saying /ee/ Week 22: suffix -ed Week 23: suffix -s and -es</p>	<p>with adjacent consonants and words with newly learned graphemes</p> <p>Reading and writing sentences containing GPCs taught so far.</p>	<p>Any eyes Friend also Once please Lived coming Monday Tuesday Wednesday Thursday More before January February April July August October</p>	<p>Water where Who why Thought through Work house Many laughed Because different Any eyes Friend once Please live More coming</p>	<p>After Level 5 Week 20 has been taught, the children can move on to Level 5b books.</p> <p>Access to Active Primary for Level 5 is set up for each child once Level 5 week 20 has been taught.</p>
Summer 1 and 2	<p>Week 24: suffix -er and -est Week 25: 'tch' saying /ch/ Week 26: adding - ing and -er to verbs Week 27: 'are' and ear' saying /air/ Week 28: 've' saying /v/ Week 29: 'ore' saying /or/ Week 30: prefix un-</p>	<p>Reading and spelling phonically 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>	<p>November December Door floor Prince princess Autumn school Know baby Other whole Talk two</p>	<p>Monday Tuesday Wednesday Thursday Also before January February April July August October November December</p>	<p>Children should now be reading books from Level 5b. After Level 5 Week 30 has been taught, the children can move on to Level 5c books.</p>
Year 2	<p>From September 2022, the Year 2's will move on to Level 6 from the Twinkl phonics scheme to continue this consistent approach.</p> <p>Level 6 with NC links Level 6 'y' saying /igh/ 'kn' saying /n/ 'dge'/'ge' saying /j/ 'wr' saying /r/ 'gn' saying /n/ 'le' saying /l/</p> <p>'eer' saying /ear/ 'a' and 'al' saying /or/ 'ey' saying /ee/ 'o' saying /u/ 'mb' saying /m/ (e.g. lamb) Words ending in -ture</p>		<p>Refer to the Common Exception words from No Nonsense spellings, appendix 4.</p>		<p>The children will continue reading books from Level 5. There are Level 6a, 6b and 6c books for those children who need to make use of these.</p> <p>It is more likely that the children will move on to the colour band system. By the end of Year 2, the children should be on Gold.</p> <p>Access to Active Primary for the colour-bands is set-up when the children move on to this system. Children will then alternate between an actual book and an online book.</p>

	'or' saying /ur/ (e.g. world) 'a' saying /o/ (e.g. watch) 's' saying /zh/ (e.g. usually) Words ending in -tion				
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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 f l l s s	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	

We are currently transferring over to the Twinkl phonics scheme.

Some of the Bug club books link to Level 5 weekly plans. Please see the Bug Club column in the progression of phonics table above.

For the weeks where the Bug Club books are not linked well, we will make use of the Rhino Readers e-books during the transition stage.

From September, when Level 5 is being taught the children will completely move over to the Rhino Readers text to ensure the fidelity of our phonics teaching and learning.

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)

Level Two		
Decodable words		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	

Level Three			
Decodable words		Tricky words	
will	see	he	you
that	for	she	they
this	now	we	all
then	down	me	are

them with	look too	be was	my her
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Level Four		
Decodable words		Tricky words
went it's from children just help	said have like so do some come	were there little one when out what

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

Appendix 3

Terminology (metalanguage)

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	Lesson 1 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words. Homophones (<i>sea/see</i> and <i>be/ bee</i>)	Lesson 2 Teach Strategies at the point of writing: using a GPC chart	Lesson 3 Practise Phase 5 GPCs	Lesson 4 Teach Strategies for learning words: using spelling journals.	Lesson 5 Practise Using segmentation strategy for learning selected words
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Wee k 2	Lesson 6 Revise/Teach/ Practise/Apply Phase 5 GPCs Homophones (blue/blew)	Lesson 7 Revise/Teach/ Practise/Apply Phase 5 GPCs and relevant homophones.	Lesson 8 Teach Strategies at the point of writing: using the environment	Lesson 9 Practise Using segmentation and Phase 5 GPCs to learn words from this week	Lesson 10 Assess Selected Phase 5 GPCs and homophones: dictation
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
	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 4					
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	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach /aɪ/sound spelt 'y'	Lesson 3 Practise /aɪ/sound spelt 'y'	Lesson 4 Apply /aɪ/sound spelt 'y'	Lesson 5 Teach Strategies for learning words: common exception words and high-frequency words (<i>could,</i> <i>should, would</i>)
Wee k 2	Lesson 6 Teach Contractions (<i>can't, didn't,</i> <i>hasn't, it's,</i> <i>couldn't, I'll,</i> <i>they're</i>)	Lesson 7 Practise/Apply Contractions (<i>can't, didn't,</i> <i>hasn't, it's,</i> <i>couldn't, I'll,</i> <i>they're</i>)	Lesson 8 Revise /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant	Lesson 9 Practise /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant	Lesson 10 Teach/Practise Proofreading

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

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

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

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 /I/ or /əI/ sound spelt '- el' at the end of words	Lesson 3 Practise The /I/ or /əI/ sound spelt '- el' at the end of words	Lesson 4 Apply The /I/ or /əI/ 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>Lesson 11 Teach The /ɔ:/sound spelt 'a' before 'l' and 'll'</p>	<p>Lesson 12 Practise The /ɔ:/sound spelt 'a' before 'l' and 'll'</p>	<p>Lesson 13 Teach The /ɔ:/ sound spelt 'ar' after 'w'</p>	<p>Lesson 14 Practise The /ɔ:/ sound spelt 'ar' after 'w'</p>	<p>Lesson 15 Apply Strategies for learning words: words including /ɔ:/ spelt 'a' before 'l' and 'll' and /ɔ:/ spelt 'ar' after 'w'</p>
	<p>Lesson 16 Teach Suffixes '-ment' and '-ness'</p>	<p>Lesson 17 Practise Suffixes '-ment' and '-ness'</p>	<p>Lesson 18 Apply Suffixes '-ment' and '-ness'</p>	<p>Lesson 19 Teach Strategies for learning words: selected words using cards</p>	<p>Lesson 20 Learn Strategies for learning words: common exception words and words from errors</p>

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

Block 6 – summer second half term

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

Week 3					
The remainder of the term	<p>Spelling lessons should now focus on the following:</p> <ol style="list-style-type: none">1. Revision of all the content from the Year 2 programme2. Securing spelling strategies3. At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced4. After writing – developing proofreading and checking skills including using a dictionary5. Learning spellings – developing children’s personal spelling journals to reflect their growing independence in using taught strategies to learn new words.				