



Lawn
Primary
School

Phonics and Spelling

Guidance and Progression Map 2023 - 24

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Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /eel/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Example FS2 Phonics Lesson Plan

Weekly grid Reception phase 2

Autumn 2 week 1

Lesson focus	Revisit and review	Teach and practise							Practise and apply	
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words Independent reading	Tricky words	Read the phrase	Spelling
ff puff	ie u o a r c k p t h b f l	Put your teeth on your bottom lip and push the air out ffffff	puff out – puff a piece of cotton wool – fluff a flower (to sniff) cliff	n/a – refer to 'flamingo'	Down the flamingo's neck, all the way to its foot, then across its wings.	h-u-ff o-ff p-u-ff	Review: fat hut peck New: huff off puff Independent: big cat	New: put* Review: is	a big cat	cat
ll bell	ie u o a h b t g d f r l ff	Put your tongue to the top of your mouth behind your teeth and press llll llll	bell hill shell	n/a – refer to 'lollipop'	All the way down the lollipop.	b-e-ll h-i-ll t-e-ll	Review: off dig hit New: bell hill tell Independent: hat top	New: pull* Review: is put*	a red hat	top
ss mess	ie u o a h b m g r l s ff ll	Show your teeth and let the s hiss out sssss	mess dress class (of children)	n/a – refer to 'snake'	Under the snake's chin, slide down and round its tail.	m-e-ss h-i-ss f-u-ss	Review: bell hug back New: mess hiss fuss Independent: cup bed	New: full* Review: the is put* pull*	a bell in a bed	bed
j jellyfish	ck ie u o a h b f r l ff ll ss	Pucker your lips and show your teeth; use your tongue as you say j j j	jam jug jellyfish	j jellyfish 	All the way down the jellyfish. Dot on its head.	j-u-g j-a-m j-e-t	Review: sock hiss kid New: jug jam jet Independent: ten red	New: as Review: I the is put* pull* full*	a red sock	ten
Review	ck s a t p i n m d g o c k ff ll ss j	Graphemes to display: ff ll ss j	Match initial/end sound of object to grapheme: bell mess fluff jellyfish			Blend from the box p-u-ff m-e-ss h-i-ll j-a-m	Review: puff mess hill jam luck sock Independent: hen mud	Review: is as the put* pull* full* I	jam on a hen	sock

Reading practice sessions with decodable reading books three times a week

Notes for these lessons

- Use the GPCs in red for **Quick review**. Use the Prompt card and 'How to' video 'Revisit and Review: GPCs' for support.
- Tricky words:** The 'tricky' part of the word is in **bold**.
- *The tricky words 'put', 'pull' and 'full' may not be tricky in some regional pronunciations and in which case should not be treated as such. Please add these words to **Revisit and review: Teacher-led blending words**.
- Lessons 1–3: Use the digraph mantra 'two letters, one sound' to remind the children that 'ss', 'll' and 'ff' are digraphs. When writing, use the formation phrase twice for each of the double letters. Remind children that these are digraphs before you write them.



Example Year 1 Lesson Plan

Weekly grid Year 1 phase 5

Autumn 2 week 1

Lesson focus	Revisit and review			Teach and practise					Practise and apply		Reading practice sessions with decodable reading books three times a week
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	New tricky word	Read/write the sentence	Spelling	
/ur/ ir bird	er ur ay ow ou oi oy ee ea	each treat proud spoon thump earring	here today one	/ur/ ir	f-ir-s-t b-ir-d g-ir-l	bird skirt girl first shirt third	first The first thing I do when I get to school is hang my coat on the peg. third My friend came second in the race, and I came third.	their	The girl has some birds on her skirt.	bird girl + their	
/igh/ ie pie	igh ow ou oi oy ee ea ur ir	least first skirt growl bench magnet	here today one their	/igh/ ie	l-ie c-r-ie-d f-r-ie-d	lie tie pie cried tried fried	tie You can tie a knot. You can wear a tie. lie A lie is not telling the truth. You can have a lie down on a bed.	people	I looked at the pie and tried not to eat it!	pie tried + people	
/oo/ /yoo/ ue blue rescue	oo ou oi oy ee ea ur ir igh ie	cried tie third creep shower bench	here today one their people	/oo/ /yoo/ ue	b-l-ue r-e-s-c-ue ar-g-ue	blue clue true glue rescue argue	clue If you don't know the answer, you can ask for a clue. rescue A helicopter can rescue people who get into trouble in the sea. argue When we fight, we argue. So, let's be kind and not argue!	oh	The clue led us to the blue bench.	blue true + oh	
/yoo/ u unicorn	oo ou oi oy ee ea ur ir igh ie	true rescue fried winter snort squelch	here today one their people oh	/yoo/ u	u-n-i-t t-u-n-a m-u-s-i-c	unicorn music unit human tuna stupid	unit A unit means one, like a unit cube. tuna A tuna is a very big fish. You can eat tinned tuna. unicorn A unicorn is a mythical animal. It looks like a horse with a horn coming out of the middle of its head.	your	We spied unicorn tracks in the mud.	human unit + your	
Review	ou oi oy ee ea ur ir igh ie oo u	Sort the ir/ie words: third tried cried girl skirt tie	here today one their people oh your	n/a	n/a	Match the words to the pictures: bird pie glue unicorn tuna shower	Quick review: each least true rescue squelch snort music stupid blue	n/a	Write: It is fun to play on the swings.	third cried	

Notes for these lessons

- Practise reading new words with word cards showing the sound button side.
- GPCs in red are in the 'Phonics screening check'. GPCs in **bold** link to the GPC in the **Lesson focus**.
- **New tricky words:** The 'tricky' part of the word is in **bold**.
- Lesson 3: The sound /yoo/ is in the words 'rescue' and 'argue'. In the other words 'ue' makes the sound /oo/.
- Lesson 4: 'u' /yoo/ – This grapheme [show card 'u'] can also make the sound /u/.
- Lesson 5: Remind children of the alternative pronunciation of the grapheme 'u': /u/ and /yoo/. **Sort the words:** Use pictures such as /ir/ 'bird' and /igh/ 'light' to sort the words.

Year 1 and 2 Spelling Rules are covered by the Little Wandle phonics scheme.

Year 1 Common Exception Words:

the, a, do, today, of, said, says, are, were, was, is, his, has, I, 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.

Year 2 Common Exception Words:

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.

Little Wandle Spelling: Programme progression

Overview

The Little Wandle Spelling programme begins with a five-week review of Phase 5.

The Bridge to spelling teaches children how to 'think about spelling'. Over five weeks, the children will complete the alphabetic code and learn the underpinning concepts of spelling.

Once this learning is secure, children are ready to move on to the Year 2 Spelling units.

The Spelling units follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Little Wandle Spelling teaches children to consider etymology, morphology and grammar when spelling new words.

The programme provides full coverage of National Curriculum spelling requirements.

Phase 5 review

Autumn 1	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.

**'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

Bridge to spelling

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Spelling units

Term	Unit	Coverage	Prickly spellings	Homophones	
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	one once	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	two again	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	any many	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	eye people	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	journey friend	see/sea
	Week 5	7	Why do some words end -le, -el, -al or -il?	move improve	to/too/two

Term	Unit	Coverage	Prickly spellings	Homophones	
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	says said	here/hear
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
	Week 4				
	Week 5	11	How can I show missing letters in a word?	beautiful laugh	there/their/ they're
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	sure sugar shoe	sun/son
	Week 2				
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	Mr Mrs (Ms)	whole/hole
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	thought through	blue/blew
	Week 5				

Years 3 and 4 Common Exception Words

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

YEAR 3

Term / Week		Revisit	Teach <i>Important Note: In addition to the words suggested in the English Appendix 1, also check your year group's and previous year group's Common Exception Words to see if any 'fit into' the spelling rule and can therefore be included in your spelling 'list' for the week.</i>
Autumn 1, 2022	Week 1	Y1 Rule: Adding s and es to words (plural of nouns and the third person singular of verbs).	Y2 Rule: Adding –es to nouns and verbs ending in –y.
	Week 2	Y1 Rule: Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word.	Y2 Rule: Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
	Week 3	Y1 Rule: Adding –er and –est to adjectives where no change is needed to the root word.	Y2 Rule: Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.
	Week 4	Year 1: Common Exception Words.	Y2 Rule: Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.
	Week 5	Year 2: Common Exception Words.	Y2 Rule: The suffixes –ment, –ness, –ful, –less and –ly.
	Week 6	Year 1 Rule: Adding the prefix –un.	Y2 Rule: Contractions
	Week 7	Y1 Rule: Adding s and es to words (plural of nouns and the third person singular of verbs) – this is repeated to highlight how apostrophes should not be used for these words – common misconception.	Y2 Rule: Apostrophes for singular possession.
Autumn 2, 2022	Week 1	Y2 Rule: Homophones – there, their, they're and to, too, two.	Y3/4 Rule: Adding suffixes beginning with vowel letters to words of more than one syllable.
	Week 2	Y2 Rule: Words ending in -tion.	Y3/4 Rule: The 'i' sound spelt y elsewhere than at the end of words.
	Week 3	Y1 Rule: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.	Y3/4 Rule: The 'uh' sound spelt 'ou'.
	Week 4	Assessment Week?	
	Week 5	Year 1 and 2 Common Exception Words	Year 3/4: Prefixes dis and mis.
	Week 6	Year 1: wh words.	Year 3/4: Prefixes in and il.
	Week 7	Year 1: The /v/ sound at the end of words.	Year 3/4: Prefixes im and ir.
Spring 1, 2023	Week 1	Year 1 and 2: Common Exception Words	Year 3/4: Prefixes inter and super
	Week 2	Year 1: -tch	Year 3/4: Prefixes anti and auto
	Week 3	Year 1: ai / ay and oi / oy	Year 3/4: The suffix -ation.
	Week 4	Year 2: the 'j' sound spelt -dge, g, j and the 's' sound spelt 'c'.	Year 3/4: The suffix -ly
	Week 5	Year 2: Homophones – there, their, they're and to, too, two.	
	Week 6	Y3/4 Rule: Adding suffixes beginning with vowel letters to words of more than one syllable.	Year 3/4: Homophones - <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>
Spring 2, 2023	Week 1	Use these weeks to address any difficulties found from weekly spelling assessments of Year 3-4 spelling rules. Continue to follow the 4-part routine (revisit, teach, practice, apply). Assess each rule and record on TEAMS as normal so that VS can see which rules were re-taught and what the impact was.	
	Week 2		
	Week 3	Assessment Week?	
	Week 4		
	Week 5	Year 2 Homophones: there/their/they're, here/hear, quite/quiet, see/sea.	Y3/4: -sure and -ture.
	Week 6	Y2: Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.	Y3/4: -sion
Summer 1, 2023	Week 1	Year 2: Apostrophes for possession -vs- plural words which don't need apostrophes! Common misconception.	Year 3/4 Common Exception Words – with double consonants: accident(ally), address, appear, arrive, different, difficult, disappear, grammar, occasion(ally), opposite, possess(ion), possible, pressure, suppose (only test 10).
	Week 2	Year 3/4 Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun.	Year 3-4: -gue, -que.
	Week 3	Year 2: Apostrophes for contractions. Highlight the common misconception of e.g. 'could of' which should be 'could have' or could've.	Year 3-4: the 'sh' sound spelt 'ch' and the 'k' sound spelt 'ch'.
	Week 4	Y2: Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.	Year 3/4 Common Exception Words – answer, believe, bicycle, breath, busy, business, calendar, centre, century, early, earth (only test 10).
	Week 5	Y1 and Y2 Common Exception Words	Y3/4 Homophones: peace/piece, whose/who's, meat/meet, missed/mist.
Summer 2, 2023	Week 1	Use these weeks to address any difficulties found from weekly spelling assessments of Year 3-4 spelling rules. Continue to follow the 4-part routine (revisit, teach, practice, apply). Assess each rule and record on TEAMS as normal so that VS can see which rules were re-taught and what the impact was.	
	Week 2		
	Week 3		
	Week 4	Assessment Week?	
	Week 5	Y2: Words ending in -al, -il, -le.	Y3/4 Homophones: fair/fare, no/know, medal/meddle, knot/not.
	Week 6	Y1 Rule: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.	Y3/4 Common Exception Words: famous, favourite, various, though, although, thought, through, enough, caught, naughty.
	Week 7	Y2: /g/ or /c/ followed by an e, i or y.	Year 3/4 Common Exception Words: reign, eight, eighth, eighty, height, weight, straight, fruit, build, guide.

YEAR 4

Term / Week	Revisit	Teach	
Autumn 1, 2022	1	Y1 Rule: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. Y2 Rule: Adding –es to nouns and verbs ending in –y. Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	Y3/4 Rule: Adding suffixes beginning with vowel letters to words of more than one syllable.
	2	Y2 Rule: Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it. Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.	Year 3/4 Common Exception Words – answer, believe, bicycle, breath, breathe, busy, business, calendar, centre, century, early, earth, heard, learn – ensure chn know where to find them on their CEW mat. Only test 10.
	3	Y2 Rule: The suffixes –ment, –ness, –ful, –less and –ly.	Y3/4 Rule: The ‘uh’ sound spelt ‘ou’. Include CEWs various and famous.
	4	Y2 Rule: Apostrophes for contractions and apostrophes for singular possession. Highlight the common misconception of e.g. ‘could of’ which should be ‘could have’ or could’ve.	Year 3/4: Prefixes dis and mis.
	5	Y2 Rule: Words ending in -tion.	Year 3/4: Prefixes in and il.
	6	Y2 Rule: Homophones – there/their/they’re, to/too/two, your/you’re	Year 3/4: Prefixes im and ir.
	7	Year 1 and 2 Common Exception Words – ensure chn know where to find them on their CEW mat.	Year 3/4: Prefixes inter and super
Autumn 2, 2022	1	Year 1: wh words and the /v/ sound at the end of words.	Year 3/4: Prefixes anti and auto
	2	Year 2: -tion. Year 1: -tch and ai / ay and oi / oy	Year 3/4: The suffix -ation.
	3	Year 2: the ‘j’ sound spelt -dge, g, j and the ‘s’ sound spelt ‘c’.	Y3/4: complete, consider, continue, decide, describe, exercise, experience, experiment, extreme, famous, favourite, February, forwards, grammar.
	4	Assessment Week?	
	5	Year 2: Homophones – there/their/they’re, to/too/two, your/you’re (and any others causing problems in independent writing).	Y3/4: -sure and -ture.
	6	Year 1 and 2 Common Exception Words – ensure chn know where to find them on their CEW mat.	Y3/4 Homophones: fair/fare, no/know, medal/ meddle, knot/not. heel/heal/he’ll, whose/who’s. brake/break.
	7	Y3/4 Rule: Adding suffixes beginning with vowel letters to words of more than one syllable.	Y3/4: -sion
Spring 1, 2023	1	Year 2: /g/ or /c/ followed by an e, i or y.	Year 3/4 Common Exception Words – with double consonants: accident(ally), address, appear, arrive, different, difficult, disappear, grammar, occasion(ally), opposite, possess(ion), possible, pressure, suppose - ensure chn know where to find them on their CEW mat.
	2	Year 3-4: -gue, -que. Year 3-4: the ‘sh’ sound spelt ‘ch’ and the ‘k’ sound spelt ‘ch’.	Y3/4 Homophones: grate/great, eight/ate, weight/wait, son/sun, peace/piece, meat/meet, missed/mist.
	3	Year 3/4 Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun, fair/fare, no/know, medal/meddle, knot/not. Include threw / through.	Year 3/4: Words with the /ay/ sound spelt ‘ei’, ‘eigh’ or ‘ey’.
	4	Year 2: Apostrophes for singular possession -vs- plural words which don’t need apostrophes! Common misconception.	Y3/4 CEWs: famous, favourite, various, though, although, thought, through, enough, caught, naughty, heart, history, imagine, increase, important, interest, island. Ensure chn know where to find them on their CEW mat. Only test 10.
	5	Y2: Words ending in -al, -il, -le.	Year 3/4: Apostrophes for plural possession. Include recap on singular possession and recap misconceptions about using apostrophes for plural nouns e.g. ‘three cat’s are eating’ should be ‘three cats are eating’.
	6	Y2: Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.	Year 3/4 CEWs – answer, believe, bicycle, breath, breathe, busy, business, calendar, centre, century, early, earth, heard, learn – ensure chn know where to find them on their CEW mat. Only test 10.
Spring 2, 2023	1	Use these weeks to address any difficulties found from weekly spelling assessments of Year 3-4 spelling rules. Continue to follow the 4-part routine (revisit, teach, practice, apply). Assess each rule and record on TEAMS as normal so that VS can see which rules were re-taught and what the impact was.	
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	4	Assessment Week?	
	5	Y3/4: -sure and -ture. Y3/4: -sion	Year 3/4: Homophones – accept/except, affect/ effect, berry/bury, groan/grown, main /mane, scene/seen, weather /whether.
	6	Year 3/4: The suffix -ly.	Year 3/4 CEWs: reign, eight, eighth, eighty, height, weight, straight, fruit, build, guide – ensure chn know where to find them on their CEW mat.

Summer 1, 2023	1	Year 3/4: Prefixes dis, mis, in, il, im and ir.	Year 3/4: Words with the /sc/ sound spelt 's'.	
	2	Year 3/4: Prefixes inter, super, anti and auto	Year 3/4: CEWs – knowledge, length, strength, library, material, medicine, mention, minute, natural, notice, often, ordinary, particular, perhaps, popular, position, question, potatoes, probably, promise – ensure chn know where to find them on their CEW mat. Only test 10.	
	3	Y3/4 Rule: Adding suffixes beginning with vowel letters to words of more than one syllable.	Y3/4 Rule: The 'i' sound spelt y elsewhere than at the end of words.	
	4	Y3/4 Rule: The 'i' sound spelt y elsewhere than at the end of words. The 'uh' sound spelt 'ou'.	Year 3/4 Common Exception Words – purpose, quarter, recent, regular, remember, sentence, separate, special, strange, therefore, woman, women – ensure chn know where to find them on their CEW mat. Only test 10.	
	5	Year 1 and 2 CEWs – ensure chn know where to find them on their word mat.	Year 3/4: The suffix -ly (recap teaching including any Year 1 or 2 rules which apply).	
Summer 2, 2023	1	Use these weeks to address any difficulties found from weekly spelling assessments of Year 3-4 spelling rules. Continue to follow the 4-part routine (revisit, teach, practice, apply). Assess each rule and record on TEAMS as normal so that VS can see which rules were re-taught and what the impact was.		
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	4	Assessment Week?		
	5	Year 3/4 CEWs – ensure chn know where to find them on their word mat.	Any homophones (from any year group) which are still causing an issue in independent writing e.g. there/their/they're, etc.	
	6		Any words which are regularly misspelled during independent writing (e.g. 'with', 'should of', etc).	
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Years 5 and 6 Common Exception Words

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

YEAR 5

Term / Week	Revisit	Teach	
Autumn 1, 2022	1	Y1 Rule: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. Y2 Rule: Adding –es to nouns and verbs ending in –y. Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	Important Note: In addition to the words suggested in the English Appendix 1, also check your year group's and previous year group's Common Exception Words to see if any 'fit into' the spelling rule and can therefore be included in your spelling 'list' for the week. Y3/4 Rule: Adding suffixes beginning with vowel letters to words of more than one syllable.
	2	Y3/4 Rule: The 'uh' sound spelt 'ou'. Include CEWs various and famous.	Y3/4: Add suffix –ous (first 4 rules).
	3	Year 2: the 'j' sound spelt -dge, g, j and the 's' sound spelt 'c'.	Y3/4: Add suffix –ous (next 2 rules).
	4	Year 3/4: -ous and Y3/4 CEWs	Y5/6: Endings which sound like /ʃəs/ spelt –cious or –tious
	5	Y2: Words ending in –tion	Y3/4: If the ending sounds like /ʒən/, it is spelt as –sion.
	6	Y3/4: Adding -ous	Y3/4: Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
	7	Homophones: there / their / they're, no / know, your/you're, where / wear, to / too / two.	
Autumn 2, 2022	1	Y3/4: Add suffix –ous (all 6 rules)	Y5/6: -cial and -tial
	2	Y3/4 Rule: Adding suffixes beginning with vowel letters to words of more than one syllable.	Y5/6: -ant / -ance / -ancy
	3	Y5/6: -cious and -tious	Y5/6: -ent / -ence / -ency
	4	Assessment Week?	
	5	Y5/6: -cial and -tial	Y5/6: -able/ably
	6	Y5/6: -ant / -ance / -ancy	Y5/6: –ible/-ibly
	7	Y5/6: -ent / -ence / -ency	Y5/6: CEWs
Spring 1, 2023	1	Y3/4 Rule: Adding suffixes beginning with vowel letters to words of more than one syllable.	Y5/6 Homophones
	2	Y2: 'w' followed by 'a', 'ar' or 'o'.	Y5/6: Use of hyphens
	3	Y5/6: -able/able	Y5/6: The 'igh' sound being spelt 'ei' after 'c'.
	4	Y5/6: –ible/-ibly	Y5/6: Words containing the letter string –ough
	5	Year 2: the 'j' sound spelt -dge, g, j and the 's' sound spelt 'c'.	Y5/6: Words with silent letters
	6	Y1: tch	Y5/6: CEWs
Spring 2, 2023	1	Homophones: there / their / they're, no / know, your / you're, where / wear, to / too / two, etc.	Y5/6: Adding suffixes beginning with vowel letters to words ending in –fe
	2	Y3/4: Homophones	Y5/6: CEWs
	3	Y3/4 Homophones	Y5/6: CEWs
	4	Assessment Week?	
	5	Y5/6: Adding suffixes beginning with vowel letters to words ending in –fe	Y5/6 Homophones
	6	Y5/6: Use of hyphens	Y5/6 Homophones
Summer 1, 2023	1	Y5/6: The 'igh' sound being spelt 'ei' after 'c'.	Y5/6 Homophones
	2		Y5/6: Homophones
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Summer 1 2023	1	Use these weeks to address any difficulties found from weekly spelling assessments of Year 3-4 spelling rules. Continue to follow the 4-part routine (revisit, teach, practice, apply). Assess each rule and record on TEAMS as normal so that VS can see which rules were re-taught and what the impact was.	
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	4	Assessment Week?	
	5	Year 3/4 CEWs – ensure chn know where to find them on their word mat.	Any homophones (from any year group) which are still causing an issue in independent writing e.g. there/their/they're, etc.
	6		Any words which are regularly misspelled during independent writing (e.g. 'with', 'should of', etc).
	7		Year 3/4: The suffix -ous.

YEAR 6

Term / Week	Revisit	Teach
Autumn 1, 2022	1	Trigraphs and digraphs from Y1 appendix Y5/6: Y5/6 Homophones
	2	Prefixes from Y3/4 appendix Y5/6: Y5/6 Homophones
	3	Split digraphs from Y1 appendix Y5/6: Prefixes (mis-, dis-, pre-)
	4	Prefixes from Y3/4 appendix Y5/6: Statutory Y5/6 words
	5	Suffixes from Y5/6 appendix Y5/6: Statutory Y5/6 words
	6	Prefixes and suffixes from Y3/4 appendix Y5/6: Suffixes (-ment, -ful, -less, -ness)
	7	Words with 's' spelt 'sc' from Y3/4 appendix Y5/6: Suffixes (-able, -ible)
Autumn 2, 2022	1	Adding prefixes and suffixes to root words (Y3/4, Y5/6) Y5/6: Words ending in 'fer'.
	2	Adding prefixes and suffixes to root words (Y3/4, Y5/6) Y5/6: Double consonants
	3	Making plurals from Y2 appendix Y5/6: Silent letters
	4	Assessment Week?
	5	Adding prefixes and suffixes to root words (Y5/6) Y5/6: Suffixes (-tial, -cial)
	6	Alternative pronunciations for 'ough' grapheme (Y5/6) Y5/6: Words containing 'ough'
	7	Adding suffixes -tial and -cial (Y5/6) Y5/6: Words containing a soft c
Spring 1, 2023	1	Adding suffixes from Y2 appendix /ay/ phoneme
	2	Adding prefixes from Y2 appendix Y5/6: Changing adjectives to adverbs (-ibly, -ably)
	3	Alternative spellings for /ul/ phoneme (Y2 appendix) Alternative spellings for the Short /e/ phoneme
	4	Short vowel phonemes (Y2 appendix) Alternative spellings for the Long /e/ phoneme
	5	Long vowel phonemes (Y1 and Y2 appendices) Alternative spellings for the Long /i/ phoneme
	6	Words ending in /shun/ phoneme (Y3/4 appendix) Alternative spellings for the /air/ phoneme
Spring 2, 2023	1	Homophones (Y3/4 appendix) Alternative spellings for the Short /i/ phoneme
	2	Suffixes -tious and -cious (Y5/6 appendix) Alternative spellings for the Long /o/ phoneme
	3	Changing adjectives to adverbs (-ibly, -ably) (Y5/6 appendix) Alternative spellings for the /aw/ phoneme
	4	Assessment Week?
	5	'ei' after c (Y5/6 appendix) Alternative spellings for the /er/ phoneme
	6	Possessive apostrophes from Y3/4 appendix Alternative spellings for the /er/ phoneme
Summer 1, 2023	1	/k/ phoneme spelt 'ch' (Y3/4 appendix) Alternative spellings for the /oo/ phoneme
	2	Words containing soft c (Y5/6 appendix) Alternative spellings for the long /u/ phoneme
	3	SATs Week
	4	Double consonant words (Y5/6 appendix) Alternative spellings for the /ar/ phoneme
	5	Silent letters (Y/6 appendix) Y5/6: Y5/6 statutory spellings

Summer 2 2023	1	Consolidation of taught strategies and main focus of Y5/6 statutory words to be used in independent writing.
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