

Spelling Progression

Phonics and Spelling Intent of the Curriculum

Intent: At Woodseaves, we believe that by the end of KS2, children should have a solid understanding of the sound and spelling system and use this to read and spell accurately. This enables them to access texts that are inspiring and communicate their skills in a literary context. We build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic/spelling knowledge and skills. In Reception and KS1 we follow the Little Wandle phonics scheme and follow the National Curriculum to teach spellings from Y2-Y6 supported by Spelling Shed resources.

Implementation: Children follow Little Wandle phonics scheme from Reception and are taught and assessed on spellings within the scheme until they are assessed as being ready to move on to the National Curriculum statutory spellings for

ELG and National Curriculum Links

EYFS	Key Stage One		Lower Key Stage Two	Upper Key Stage Two
<p>Reception</p> <p>Little Wandle Phonics scheme:</p> <p>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 is aspirational yet achievable if teachers maintain pace, practice and participation by all children. Children who are not keeping up with their peers are given additional practice immediately through keep-up sessions.</p>	<p>Year 1</p> <p>Revision of Reception work, which includes:</p> <ul style="list-style-type: none"> - all letters of the alphabet and the sounds which they most commonly represent - consonant digraphs which have been taught and the sounds which they represent - vowel digraphs which have been taught and the sounds which they represent - the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds - words with adjacent consonants - guidance and rules which have been taught <p>Year 1</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables -tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur</p> <p>Vowel digraphs and trigraphs: oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)</p> <p>Words ending -y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix -un</p> <p>Compound words</p> <p>Common exception words (all words in Red)</p>	<p>Year Two</p> <p>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /ə/ sound spelt -le at the end of words</p> <p>The /l/ or /ə/ sound spelt -el at the end of words</p> <p>The /l/ or /ə/ sound spelt -al at the end of words</p> <p>Words ending -il</p> <p>The sound spelt -y at the end of words /aɪ/</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 with a consonant before it</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The sound spelt a before l and ll /</p> <p>The sound spelt a before l and ll /ɔ:/</p> <p>The sound spelt o /ʌ/</p> <p>The /i:/ sound spelt -ey</p> <p>The sound spelt a after w and qu /ɒ/</p> <p>The sound spelt or after w /ɜ:/</p> <p>The sound spelt ar after w /ɔ:/</p> <p>The sound spelt s /z/</p> <p>The suffixes -ment, -ness, -ful, -less and -ly</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in -tion</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The sound spelt y elsewhere than at the end of words /ɪ/</p> <p>The sound spelt ou /ʌ/</p> <p>More prefixes</p> <p>The suffix -ation</p> <p>The suffix -ly</p> <p>Words with endings sounding like /t ə/ or /zə/</p> <p>Endings which sound like /zən/</p> <p>The suffix -ous</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>

At Woodseaves CE Primary, children will follow the sequence below in spelling.

	EYFS	Y1	Stage 1 if required	2	3	4	5	6
Spellings	<p>Reception (Little Wandle sequence of spelling within phonics programme)</p> <p>Phase 2</p> <p>Autumn 1: Phonics taught: s a t p i n m d g o c k is c k e u l h b f l the</p> <p>Week 1- 4: – letter formation of GPCs taught Week 5 – spelling starts: Spellings tested: dog, ten, red, mum, kid</p> <p>Autumn 2: Phonics taught: ff ll ss j put* pull* full* as v w x y and has his her z zz qu words with s /s/ added at the end (hats sits) ch go no to into sh th ng nk she push* he of words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</p> <p>Spellings tested: Wk 1. cat, top, hat, bed, ten, Review: sock Wk 2. fat, sock, sad, hug, Review: rock Wk 3. can, back, run, had, Review: sun. Wk 4. fix fill, jam leg, bell dad, mess bag, Review: wet duck. Wk 5. cups pots ship, bags dog ring, Review: cats bags long, nod buzz mum, zip fish chick.</p> <p>Phase 3</p> <p>Spring 1: Phonics taught: Wk 1. ai ee igh oa oo oo ar or was you they Wk 2. ur ow oi ear my by all Wk 3. air er words with double letters: dd mm tt bb rr gg pp ff are sure pure Wk 4. longer words</p> <p>Spellings tested: Wk 1. rain wait the, see feet put, night right pull, coat boat full, Review: sheep road Wk 2. food cool was, look book you, dark park they, born for push. Review: wood hard. Wk 3. turn hurt my, down now by, join boil all, hear near into. Review: town how. Wk 4. chair fair are, letter hammer sure, bigger rabbit pure, hidden kitten go. Review: rubber pair.</p>	<p>Year 1 (Little Wandle sequence of spellings within phonics programme - children should be able to spell the GPCs taught).</p> <p>Autumn 1: Phase 3/4 reviewed and 4 Phase 5 GPCs taught: Review phase 2-4 tricky words: 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 Wk 1. review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Wk2. air er /z/ s –es words with two or more digraphs e.g. queen thicker Wk 3. Phase 4: CVCC CCVC CCVC CCCVC Phase 4 with long vowels Wk4. Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Wk 5. review longer words</p> <p>Spellings tested: Phase 3 Wk 1. feel right go, food hard my, sort took into, down hear out. Review: light zoom. Wk2. hair year what, chain march she, queen sharp me, chair shark love. Review: better bucket. Phase 4 Wk 3. frog drum they, splat thinks some, green brown were, train paint sure. Review: milk thump. Wk 4. day play said, cloud sound you, boy joy like, read treat push. Review: found children. Phase 5 Wk. 5. magnet popcorn all, cartoon rabbit of. Review: spray toy one, proud say here.</p> <p>Autumn 2: Phase 5 graphemes taught: Wk 1. /ur/ ir bird/igh/ ie pie /oo/ yoo/ ue blue rescue/yoo/ u unicorn their people oh your Wk 2. /oa/ o go/igh/ i tiger /ai/ a paper /ee/ e he Mr Mrs Ms ask* Wk 3. /ai/ a-e shake /igh/ i-e time /oa/ o-e home/oo/ /yoo/ u-e rude cute could would should our Wk 4. /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw house mouse water want Wk 5. Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p> <p>Spellings tested: Wk 1. bird girl their, pie tried people, blue true oh, human unit your. Review: third cried. Wk2. both go Mr, child kind Mrs, basic acorn Ms, fever me ask* (*The tricky word 'ask' may not be tricky in some</p>	<p>Autumn Set 1: CVC words Set 2: CVC and CCVC words Set 3: CVC, CCVC, CCVCC and CCCVC words Set 4: Words ending in ll, ss, ff, zz and ck Set 5: Words ending in nk and words of two syllables Set 6: Words ending in tch and ve Set 7: Adding s and es to words Set 8: Adding the ending s –ing, ed and er to verbs (no change in root word needed) Set 9: Words with short vowel sounds ending in er and est Set 10: Words with long vowel sounds ending in er and est Set 11: Words containing ai and oi Set 12: Words containing ay and oy</p> <p>Spring Set 1: Words with 'a-e' Set 2: Words with 'e-e' and 'i-e' Set 3: Words with 'o-e' and 'u-e' Set 4: Words with 'ar' and 'ee' Set 5: Words with 'ea' Set 6: Words containing 'er' Set 7: Words with 'ir' and 'ur' Set 8: Words with 'oo' as in spoon Set 9: Words with 'oo' as bull Set 10: Words with 'oe' and 'oa' Set 11: Words with 'ou' Set 12: Words containing 'ow'</p> <p>Summer Set 1: Words with 'ue' and 'ew' Set 2: Words with 'ie' as /ee/ and /ie/ Set 3: Words with igh Set 4: Words with 'or' and 'ore' Set 5: Words with 'aw' and 'au' Set 6: Words with 'air' and 'ear' Set 7: Words with 'are' and 'ear' as /air/ Set 8: Words ending in 'y' Set 9: Words with 'ph' as /f/ and 'wh' Set 10: Words with 'k' before 'e', 'i' and 'y' Set 11: Prefix 'un' to make opposite Set 12: Compound words</p>	<p>Autumn Set 1: Words ending in 'dge' Set 2: Words ending in 'ge' Set 3: Words containing 'g' as /j/ Set 4: Words containing 'c' as /s/ Set 5: Words with 'kn' and 'gn' as /n/ Set 6: Words with 'wr' as /r/ Set 7: Words ending in 'le' as /l/ Set 8: Words ending in 'el' as /l/ Set 9: Words ending in 'al' as /l/ Set 10: Words ending in 'il' as /l/ Set 11: Words ending in 'y' as /ie/ Set 12: changing y to ies for plurals</p> <p>Spring Set 1: Adding 'ing' to words ending in e Set 2: Adding 'er', 'est' and 'y' to words ending in 'e' Set 3: Adding 'ing', 'er' and 'ed' to words with a short vowel sound Set 4: Adding 'est' and 'y' to words with a short vowel sound Set 5: Adding 'endings' to words ending in consonant and 'y' Set 6: Words with 'a' as /or/ Set 7: Words with 'o' as /u/ Set 8: Words with 'ey' as /ee/ Set 9: Words with 'wa' and 'qua' as /o/ and 'wo' as /er/ Set 10: Words with ' Set 11: Words ending 'ful', 'ness' and 'less's' as /zh/ Set 12: Contractions</p> <p>Summer Set 1: Homophones/near homophones 1 Set 2: Homophones/near homophones 2 Set 3: Homophones near/ homophones 3 Set 4: Homophones near/ homophones 4 Set 5: Homophones 5 Set 6: Words with 'oo' as /ore/ and words with /i/ Set 7: Words with /o/ Set 8: Words with 'ea' as /ay/ and 'a' as /ar/ or /a/ (dialect) Set 9: Odd words Set 10: Useful words Set 11: words ending in –tion</p>	<p>Autumn Set 1: The /ow/ sound spelled 'ou.' Set 2: The /u/ sound spelled 'ou.' Set 3: The /i/ sound spelled with a 'y.' Set 4: Words with endings that sound like /ze/ as in measure are always spelled with '- sure.' Set 5: Words with endings that sound like /ch/ is often spelled – 'ture' unless the root word ends in (t)ch. Set 6: Revision Set 7: Words with the prefix 're-' 're-' means 'again' or 'back.' Set 8: The prefix 'dis-' Set 9: The prefix 'mis-' Set 10: Adding suffixes beginning with vowel letters to words of more than one syllable. Set 11: Adding suffixes beginning with vowel letters to words of more than one syllable. Set 12: Revision</p> <p>Spring Set 1: The long vowel /a/ sound spelled 'ai' Set 2: The long /a/ vowel sound spelled 'ei.' Set 3: The long /a/ vowel sound spelled 'ey.' Set 4: Adding the suffix –ly. Set 5: Homophones Set 6: Revision Set 7: The /l/ sound spelled '-al' at the end of words. Set 8: The /l/ sound spelled '-le' at the end of words. Set 9: Adding the suffix '-ly' when the root word ends in '-le' Set 10: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' Set 11: Adding the suffix –ly. Words which do not follow the rules. Set 12: Revision</p> <p>Summer Set 1: Words ending in '-er' when the root word ends in (t)ch. Set 2: Words with the /k/ sound spelled 'ch.' Set 3: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' Set 4: Words with the /s/ sound spelled 'sc' Set 5: Homophones Set 6: Revision Set 7: The suffix '-sion' Set 8: Revision Set 9: Revision</p>	<p>Autumn Set 1: These words are homophones or near homophones. Set 2: The prefix 'in-' can mean both 'not' and 'in'/'into.' Set 3: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' Set 4: The prefix 'sub-' which means under or below. Set 5: The prefix 'inter-' means between, amongst or during. Set 6: Revision Set 7: The suffix '-ation' is added to verbs to form nouns. Set 8: The suffix '-ation' is added to verbs to form nouns. Set 9: Adding –ly to adverbs. Set 10: Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.' Set 11: Word with the 'sh' sound spelled ch. Set 12: Revision</p> <p>Spring Set 1: Adding the suffix '-ion.' Set 2: Adding the suffix –ous.' Set 3: The suffix '-ous.' Set 4: The 'ee' sound spelled with an 'i.' Set 5: The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending. Set 6: Revision Set 7: The 'au' digraph Set 8: The suffix '-ion' when the root word ends in 't' or 'te'. Set 9: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' Set 10: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' Set 11: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. Set 12: Revision</p> <p>Summer Set 1: Homophones Set 2: The /s/ sound spelled c before 'i' and 'e'. Set 3: Some words have similar spellings, root words and meanings. We call these word families: 'sol word family' and 'real word family' Set 4: Some words have similar spellings, root words and meanings. We call these word families: 'phon word family' and 'sign word family'</p>	<p>Autumn Set 1: Words ending in '-ious.' Set 2: Words ending in '-cious.' Set 3: Ending '-cial' and '-tial.' Set 4: Ending '-cial' and '-tial.' Set 5: Ending '-cial' and '-tial.' Set 6: Revision Set 7: Words ending in '-ant.' '-ant' Set 8: Words ending in '-ance.' '-ance' Set 9: Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. Set 10: Words ending in '-able' and '-ible.' Set 11: Words ending in '-ably' and '-ibly.' Set 12: Revision</p> <p>Spring Set 1: Words ending in '-able.' Set 2: Adverbs of time Set 3: Adding suffixes beginning with vowel letters to words ending in –fer. Set 4: Words with 'silent' letters at the start. Set 5: Words with 'silent' letters Set 6: Revision Set 7: Words spelled with 'ie' after c. Set 8: Words with the 'ee' sound spelled ei after c. Set 9: Words containing the letter string 'ough' where the sound is /aw/. Set 10: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. Set 11: Adverbs of possibility. Set 12: Revision</p> <p>Summer Set 1: These words are homophones or near homophones. Set 2: These words are homophones or near homophones. Set 3: These words are homophones or near homophones. Set 4: These words are homophones or near homophones. Set 5: These words are homophones or near homophones. Set 6: Revision Set 7: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Set 8: Revision Set 9: Revision Set 10: Revision</p>	<p>Autumn Set 1: Words with the short vowel sound /i/ spelled y Set 2: Words with the long vowel sound /i/ spelled with a y. Set 3: Adding the prefix '-over' to verbs. Set 4: Convert nouns or verbs into adjectives using suffix '-ful.' Set 5: Words which can be nouns and verbs. Set 6: Words with an /o/ sound spelled 'ou' or 'ow.' Set 7: Words with a 'soft c' spelled /ce/. Set 8: Prefix dis, un, over, im. Set 9: Words with the /f/ sound spelled ph. Set 10: Words with origins in other countries Set 11: Words with unstressed vowel sounds. Set 12: Words with endings /shuhl/ after a vowel letter.</p> <p>Spring Set 1: Words with endings /shuhl/ after a consonant letter. Set 2: Words with the common letter string 'acc' at the beginning of words. Set 3: Words ending in '-ably.' Set 4: Words ending in '-ible' Set 5: Adding the suffix '-ibly' to create an adverb. Set 6: Changing '-ent' to '-ence.' Set 7: -er, -or, -ar at the end of words. Set 8: Revision Set 9: Revision Set 10: Revision Set 11: Revision Set 12: Revision</p> <p>Summer Set 1: Revision Set 2: Revision Set 3: Revision Set 4: Revision Set 5: Adverbs synonymous with determination. Set 6: Revision Set 7: Adjectives to describe settings Set 8: Vocabulary to describe feelings Set 9: Adjectives to describe character Set 10: Grammar Vocabulary Set 11: Mathematical Vocabulary Set 12: Revision</p>

	<p>Wk 5. laptop lemon she, rocket chicken push, carpet market me, carpark bedroom of. Review: pocket, carrot.</p> <p>Spring 2: <i>Phonics taught:</i> Review all tricky words taught so far; no new tricky words. Wk1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Wk2. review Phase 3: er air Secure spelling words with double letters longer words Wk3. words with two or more digraphs Wk4. longer words words ending in -ing compound words wk 5. longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p> <p><i>Spellings tested:</i> Wk1. feel deep the, food hard of, sort took put, down join full, Review: coat, moon. Wk 2. bigger chair and, better buzzer go, dinner pattern no, seven comic of. Review: butter rubbish. Wk 3. sharp sheet to, tooth chart into, short thinker she, corner shorter we. Review: shower march. Wk 4. river finger was, looking waiting you, singing zooming they, carpark all. Review: towel fantastic. Wk. 5 vanish mammoth my, visit poison are, coats cooks sure, wishes boxes pure. Review: fizzes fishes.</p> <p style="text-align: center;">Phase 4</p> <p>Summer 1: <i>Phonics taught</i> wk 1. short vowels CVCC said so have like Wk 2. short vowels CVCC CCVC some come love do Wk 3. short vowels CCVCC CCCVC CCCVCC longer words were here little says Wk 4. longer words compound words there when what one Wk5. root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out today</p> <p><i>Spellings tested:</i> Wk 1. went help said, jump lift so, best soft have, fact pond like. Review: just hand. Wk 2. munch chest some, milk shelf come, smash crack love, dress bring do. Review: smell swim. Wk 3. stamp twist were, blend crunch here, string strong little, sprint scrunch says. Review: splat crisp. Wk 4. forest printer there, blanket children when, second freshness what, lunchbox one. Review: river finger.</p>	<p>regional pronunciations, in which case, it should not be treated as such). Review: post paper. Wk 3. take same could, time like would, home woke should, rude cute our. Review: made slide Wk 4. these even house, new chew mouse, shriek field water, claw draw want. Review: straw grew. Wk. 5: Review: time fried sure, spray game some, open float little, being eating what, prize straw.</p> <p>Spring 1: <i>Phase 5 graphemes taught:</i> Wk 1. /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder any many again Wk 2. /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone who whole where two Wk 3. /l/ le al apple metal /s/ c ice /v/ ve give school call different Wk 4. /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey thought through friend work Wk 5. Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p><i>Spellings tested:</i> Wk 1. happy funny water, head bread any, wheel white many, toe shoulder again. Review: carry whisper. Wk2. fly dry who, grow yellow whole, huge magic where, phone photo two. Review: why show. Wk 3. bubble gentle school, total petal call, face mice different, give leave ask. Review: n/a Wk 4. touch won thought, cheese noise through, dance horse friend, key monkey work. Review: brother money. Wk. 5. fruit group water, happy secret want, fizzy visit could, follow groan people. Review: amazing snowy.</p> <p>Spring 2: <i>Phase 5 graphemes taught:</i> Wk 1. /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk once laugh Wk 2. /ch/ tch match /ch/ ture adventure /ar/ al half*/ar/ a father* because eye Wk 3. /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there Wk 4. /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor Wk 5. /c/ ch school/sh/ ch chef /z/ /s/ ce se ze freeze</p> <p><i>Spellings tested:</i></p>			<p>Set 10: Revision Set 11: Revision Set 12: Revision</p>	<p>Set 5: Prefixes – ‘super-’ ‘anti’ and ‘auto.’ Set 6: Revision Set 7: The prefix bi- meaning two. Set 8: Revision Set 9: Revision Set 10: Revision Set 11: Revision Set 12: Revision</p>		
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<p>Wk 5. jumping snapping out, helped cracked today, hunted melted all, softest strongest are. Review: swimming trusted.</p> <p>Summer 2: <i>Phonics taught:</i> <i>Review all tricky words taught so far to secure spelling</i></p> <p>Wk 1. long vowel sounds CVCC CCVC Wk 2. long vowel sounds CCVC CCCVC CCV CCVCC Wk 3. Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Wk 4. root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Wk 5. Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p> <p><i>Spellings tested:</i> Wk 1. toast spark be, growl bright there, train sport what, green spoon when. Review: brown start. Wk 2. crown sleep pure, street screen pure, stair clear little, three spoilt here. Review: fright sweet. Wk 3. paints floats says, crowds spears like, splashes dresses love, perfect frighten some. Review: balloon bright. Wk 4. sleeping painting come, splashed croaked said, floated painted have, cleared groaned you,. Review: sparked started. Wk 5. brighter sweeter are, smartest clearest today, Review: appear three they, street free out, spoons crown.</p>	<p>Wk 1. word world once, awful playful our, share square laugh, floor door their. Review: poor dare. Wk2. catch itchy because, picture nature eye, calf half once, father nasty our. Review: beach fetch. Wk 3. always small who, difficult animal whole, swap watch people, bear tear thought. Review: wear squash. Wk 4. learn early any, write wrong many, scent listen two, colour actor friend. Review: n/a Wk. 5. school echo laugh, freeze squeeze eye, ball salt once, again difficult because, gigantic different.</p> <p>Summer 1: <i>Review of Phase 5 GPCs for phonics screening check:</i> <i>No new tricky words</i></p> <p>Wk 1. ay play a-e shake ea each e he Wk 2. ie pie i-e time o go o-e home Wk 3. ue blue rescue ew chew new u-e rude cute aw claw Wk 4. ea head ir bird ou cloud oy toy Wk 5. i tiger a paper ow snow u unicorn Wk 6. ph phone wh wheel ie shield g giant</p> <p><i>Spellings tested:</i> Wk 1– phonics screening revision week. play tray they, made game sure, sea treat pure, fever secret said, Review: sea comic. Wk2. lie cried were, time like one, both over says, home note here. Review: shock strip. Wk 3. blue true today, knew flew there, use rule people, saw straw your. Review: think stair. Wk 4. bread thread any, bird girl many, sound out who, joy annoy whole. Review: shine spoiled. Wk. 5. mind child two, later baking eye, show grow thought, music unit through. Review: thorn goal. Wk 6. phone dolphin friend, when white once, field shriek our, gem magic because. Review: wheel girl.</p> <p>Summer 2: <i>Phase 5 Graphemes taught:</i> Wk 1. /ai/ eigh aigh ey ea eight straight grey break /n/ _n gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour Wk 2. /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe Wk 3. /sh/ ti ssi si ci potion mission mansion delicious Wk 4. /or/ augh our oar ore daughter pour oar more review Wk 5. review all taught.</p> <p><i>Spellings tested:</i></p>						
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Challenge Words	All common exception 'tricky words' in red				<p>From Y3/Y4 word list accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>	<p>From Y5/Y6 word list accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>		

