

Long term plan for phonics and spelling

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
FS <u>Medium Term Plan</u>	<p style="text-align: center;">Phase 2</p> <p style="text-align: center;">s, a, t, p, i, m, n, d, g, o, c, k,</p> <p style="text-align: center;">Phase 2 tricky words</p> <p style="text-align: center;">l, no, go, the, into to</p>	<p style="text-align: center;">Phase 2 and 3</p> <p style="text-align: center;">ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, ng, th, ai, ee, igh, oa, oo, ar, or, ur</p> <p style="text-align: center;">Phase 2 and 3 tricky words</p> <p style="text-align: center;">he, she, we, me, be, was</p>	<p style="text-align: center;">Phase 3 and 4</p> <p style="text-align: center;">ow, oi, ear, air, ure, er</p> <p style="text-align: center;">Recap ch, ai, oo, ow, ure, sh, ee, ar, oi, er, ng, igh, or, ear, th, oa, ur, air</p> <p style="text-align: center;">Phase 3 tricky words</p> <p style="text-align: center;">you, they, all, are, my, her</p>	<p style="text-align: center;">Phase 4</p> <p style="text-align: center;">Recap y, z, zz, qu, ch, sh, ng, th, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air</p> <p style="text-align: center;">Phase 4 tricky words</p> <p style="text-align: center;">said, have, like, so, do, some, come</p>	<p style="text-align: center;">Phase 2, 3 and 4 recap to use in reading and writing</p> <p style="text-align: center;">ch, sh, ng, th, qu, ure, er, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air</p> <p style="text-align: center;">Phase 4 tricky words</p> <p style="text-align: center;">were, there, little, one, when, out, what</p>	<p style="text-align: center;">Recognition & recall of phase 2&3 graphemes.</p> <p style="text-align: center;">Reading & writing cvc, ccvc, cvcc words.</p> <p style="text-align: center;">Reading & spelling words with adjacent consonants.</p> <p style="text-align: center;">Reading & writing 2 syllable words.</p> <p style="text-align: center;">Practise reading and spelling all Phase 2, 3 and 4 tricky words</p>
Year 1 <u>Medium Term Plan</u>	<p style="text-align: center;">Recap phase 3</p> <p style="text-align: center;">ch, sh, ng, th, ai, ee, igh, oa, oo, ar, or, ur,</p> <p style="text-align: center;">Phase 2 and 3 tricky words</p> <p style="text-align: center;">l, no, go, the, into, to, he, she, we, me, be, was, my, you</p> <p style="text-align: center;">Year 1 common exception words</p> <p style="text-align: center;">the, a, do, to, today, of, said, says, are, were, was, l</p>	<p style="text-align: center;">Recap phase 3 and 4 -</p> <p style="text-align: center;">ow, oi, ear, air, ure, er, CVCC, CCVC, CCCVC, CCVCC, CCCVCC words</p> <p style="text-align: center;">Phase 3 and 4 tricky words</p> <p style="text-align: center;">they, her, all, are, said, so, have, like, some, come</p> <p style="text-align: center;">Year 1 common exception words</p> <p style="text-align: center;">his, has, l, you, all, your, they, be, he, me, she, we, no, go, so</p>	<p style="text-align: center;">Teach Phase 5</p> <p style="text-align: center;">2 syllable words, ay, ou, ie, ea, ir, aw, oy, ue, ph, wh</p> <p style="text-align: center;">Phase 4 and 5 tricky words</p> <p style="text-align: center;">were, there, little, one, do, when, out, what, oh, there, people, looked</p> <p style="text-align: center;">Year 1 common exception words</p> <p style="text-align: center;">by, my, here, there, where, love, come, some, one, once, ask, friend</p>	<p style="text-align: center;">Teach Phase 5</p> <p style="text-align: center;">ew, oe au, ey</p> <p style="text-align: center;">Split digraph a_e Split digraph e_e Split digraph i_e</p> <p style="text-align: center;">Phase 5 tricky words + extra phase 5 words</p> <p style="text-align: center;">Mr, Mrs, <i>called, asked water, where, who, again, thought, work</i></p> <p style="text-align: center;">Year 1 common exception words</p> <p style="text-align: center;">school, put, push, house, pull, full, our, the, a, do, to, today, of, said</p>	<p style="text-align: center;">Teach Phase 5 – alternative pronunciations</p> <p style="text-align: center;">Split digraph o_e Split digraph u_e Alternative pronunciation of i and o Alternative pronunciation of c and g Alternative pronunciation of u and ow Alternative pronunciation of ie and ea</p>	<p style="text-align: center;">Teach Phase 5 – alternative pronunciations</p> <p style="text-align: center;">Alt. pronun. of a Alt. pronun. of y Alt. pronun. of ou Alt. pron. of e and ey Alt pron. of ch and j Alt. pronunciation of n, m and r Alternative pronunciation of s, z and u</p> <p style="text-align: center;">Recap tricky words phase 2-5</p>

					<p>Alternative pronunciation of er and ch</p> <p>Extra phase 5 tricky words</p> <p><i>through, mouse many, laughed, because, any, eyes, different, friends, once, please</i></p> <p>Year 1 common exception words</p> <p>are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, thee, where, love, come, some, one, once</p>	<p>Recap Year 1 common exception words</p> <p>ask, friend, school, put, push, house, pull, full, our</p>
Year 2 Letters and Sounds	Teach Phase 5		NA		NA	
	Alternative spellings: ai, ee, igh, ao, oo, or, ur, ow, oi, ear, air, c, s, j, m, n					
NC Medium Term Plan	<p>The /s/ sound spelt c before e, i and y</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>Year 2 common exception words</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>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</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>The /l/ or /əl/ sound spelt -el, -al, -il at the end of words</p> <p>The /ɔ:/ sound spelt a before l and ll</p>	<p>Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The suffixes -ment, -ness</p> <p>The /i:/ sound spelt -ey</p> <p>The suffixes -ly</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p>			

		<p>The /aɪ/ sound spelt –y at the end of words Words ending in –tion The suffixes ful , –less Contractions Year 2 common exception words</p>	<p>The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words The /ʌ/ sound spelt o The possessive apostrophe (singular nouns) Homophones and near-homophones The /ɒ/ sound spelt a after w and qu The /ʒ/ sound spelt s Year 2 common exception words</p>
<p>Year 3 Medium Term Plan</p>	<p>Words with the /ai/sound spelt with ei. Words with the long/ai/sound spelt with ey. Words with the long/ay/sound spelt with ai Words with /ur/sound spelt with ear. Homophone and near homophones. Creating adverbs using the suffix ly (no change to root word) Creating adverbs using the suffix – ly (root word ends in ‘y’ with a consonant letter before it). Creating adverbs using the suffix (root word ends in le). Creating adverbs using the suffix ly (root word ends in ‘ic’ or ‘al’). Creating adverbs using the suffix-ly (exceptions to the rules). Common words associated with Christmas. Range of words taken from the year 3 and 4 spelling word list</p>	<p>Words with short /i/sound spelt with a ‘y’. Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (uns Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable double the final consonant). Creating negative meanings using prefix mis. Creating negative meanings using prefix dis. Words a /k/sound spelt with ‘ch’. Homophones and near homophones. Adding the prefix bi (meaning ‘two’ or ‘twice’) and adding the prefix re (meaning ‘again’ or back’ Words ending in the /g/sound spelt ‘gue’ and the /k/ sound spelt ‘que’ Words with a /sh/sound spelt ‘ch’ Range of words taken from the year 3 and 4 spelling word list</p>	<p>Words ending in –ary. Words with a short /u/sound spelt with ‘o’. Words with a short /u/sound spelt with ‘ou’. Word families based on common words showing how words are related in form and meaning. Words ending in the suffix – al Words ending with /zher/ sound spelt with sure. Words ending with a /cher/sound spelt with ‘ture’. Words ending with a /cher/sound spelt as ure. Silent letters revision Range of words taken from the year 3 and 4 spelling word list</p>
<p>Year 4 Medium Term Plan</p>	<p>Words with /aw/spelt with augh and au Adding the prefix in – (meaning ‘not’ or ‘into’) Adding the prefix im – (before a root word starting with ‘m’ or ‘p)</p>	<p>Homophone and near homophones. Nouns ending in the suffix-ation Adding the prefix sub- (meaning ‘under’) and adding the prefix super-(meaning ‘above’) Plural possessive apostrophes with plural words.</p>	<p>Adding the prefix inter – (meaning ‘between’ or ‘among’) Adding the prefix anti – (meaning ‘against’) Adding the prefix auto- (meaning ‘self’ or ‘own)</p>

	<p>Adding the prefix ll – (before a root word starting with T) and the prefix ir – (before a root word starting with 'r')</p> <p>Homophones and near homophones</p> <p>Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Words with a /shn/sound spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Words with a /shuhn/sound spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Words with a/shuhn/sound, spelt with 'tion' (if root word ends in 'te' or 't'/or has no definite root).</p> <p>Words with a /shuhn/sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Words with 'ough' to make a long /o/oo/ or /or/ sound.</p> <p>Christmas topic words.</p> <p>Range of words taken from the year 3 and 4 spelling word list</p>	<p>Words with the /s/sound spelt with 'sc'.</p> <p>Words with a 'soft c' spelt with 'ce'</p> <p>Words with a 'soft' c; spelt with 'ci'</p> <p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Range of words taken from the year 3 and 4 spelling word list</p>	<p>Adding the prefix ex –(meaning 'out')</p> <p>Adding the prefix non- (meaning 'not')</p> <p>Words ending in –ar/-er.</p> <p>Adding the suffix – ous (no change to root word).</p> <p>Adding the suffix – ous (no definitive root word).</p> <p>Adding the suffix –ous (words ending in 'y' become 'i' and words ending in 'our' become 'or')</p> <p>Adding the suffix –ous (words ending in 'e' drop the 'e' but not 'ge')</p> <p>Adverbials of frequency and possibility.</p> <p>Adverbials of manner.</p> <p>Range of words taken from the year 3 and 4 spelling word list</p>
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