Phonic and Spelling Yearly Plan.

<table>
<thead>
<tr>
<th>Autumn 1</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
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</thead>
<tbody>
<tr>
<td>Revision from Year 1</td>
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<td>Alternative spelling patterns</td>
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<td>The –tch sound comes straight after a single vowel</td>
<td>Adding s and es to words (plural of nouns and the third person singular of verbs)</td>
<td>Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word</td>
</tr>
<tr>
<td>igh, i-e, ie ay, a-e, ai</td>
<td>ee, ea, e-e</td>
<td>ow, o-e, oa ue, u-e, ew, oo</td>
<td>air, are, ear ear or, ore, aw, au</td>
<td>The /v/ sound at the end of words</td>
<td>CEW – you, your, they</td>
<td>Words ending in –y</td>
<td>CEW – by, so, go, no is</td>
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<tr>
<td>eg: toe, goes, boat, coach</td>
<td>eg: unhappy, undo, unlock, unfair</td>
<td>eg girl, bird, better, sister, hurt, church</td>
<td>The –j/ sound – j, g, ge, dge</td>
<td>CEW – your, they</td>
<td>Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word</td>
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<tr>
<td>ou, ow</td>
<td>-nk</td>
<td>-o, io</td>
<td>The /v/ sound at the end of words</td>
<td>CEW – my, by, be, her, her</td>
<td>Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word</td>
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<td>eg: brown, town, mouth, around, out</td>
<td>eg bank, think, sunk</td>
<td>eg: boy, enjoy, annoy, join, point, join</td>
<td>Give, love, have, live</td>
<td>CEW – my, by, be, her, her</td>
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<tr>
<td>CEW í the, to, do, today, we</td>
<td>CEW í push, pull, full, like</td>
<td>CEW í has his, he, she, me, spoke</td>
<td>CEW í push, pull, full, like</td>
<td>CEW í you, your, they</td>
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<tr>
<td>Assessment of CEW-words unknown sent home to be learned.</td>
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<tr>
<th>Autumn 2</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
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<tr>
<td>The or sound spelt a before i and I</td>
<td>Soft ‘c’ before e, i and y</td>
<td>The ‘n’ sound spelt kn and gn</td>
<td>The ‘igh’ sound spelt ‘y’ at the end of words</td>
<td>The ‘j’ sound – j, g, ge, dge</td>
<td>The ‘o’ sound spelt “a after w and qu</td>
<td>The ‘u’ sound spelt as ‘o’</td>
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<td>e.g. all, ball, call, walk, talk, always</td>
<td>e.g. race, ice, cell, city, fancy</td>
<td>e.g. knew, know, knot, knight, knife, knee, gnaw, gnome, gnarl, gnaw</td>
<td>e.g. shy, sky, fly, reply, nearby, terrify, butterfly</td>
<td>e.g. jacket, jar, gently, gem, charge, large, badge, bridge</td>
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<tr>
<td>The ‘or’ sound spelt ‘or’ after ‘w’</td>
<td>CEW í ask(ed) put, are, was</td>
<td>CEW í come, some house</td>
<td>Number Words: forty, fifty</td>
<td>-j never used at end of word.</td>
<td>CEW í once, one, love, like</td>
<td></td>
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<tr>
<td>eg: work, warm, world</td>
<td>CEW í water, again, Mr, Mrs</td>
<td>CEW í push, pull, full, like</td>
<td>Out, have</td>
<td>dge í used straight after a short vowel</td>
<td>CEW í kind, find, mind, wild</td>
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<td>The ‘or’ sound spelt ‘or’</td>
<td>CEW í push, pull, full, like</td>
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<td>eg: war, warm, towards</td>
<td>CEW í push, pull, full, like</td>
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- eg-prefix
- Prefix-un
- sound spelt
- Exceptions which, rich, much, such
- New consonant
- Alternative spelling patterns
- The -tch sound comes straight after a single vowel
- The -j sound – j, g, ge, dge
- The -o sound spelt “a after w and qu
- The -u sound spelt as ‘o’
### Phonic and Spelling Yearly Plan.

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<th>Spring 1</th>
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<tr>
<td><strong>Adding the suffix –ed</strong> (double consonant before adding ‘ed) eg: chatted, clapped, dripped skipped, hopped. Teach: Vowels (short/long) Consonants, base/root words <strong>CEW</strong> – after, father, parents, little <strong>Number words:</strong> sixty, seventy oh</td>
<td><strong>Contractions and apostrophes</strong> e.g. can’t, I’ll, I’m, didn’t, I’ve <strong>Possessive apostrophes</strong> Simon’s coat The boy’s toys The man’s boat <strong>Revisit Summer 2</strong> <strong>CEW</strong> – busy, most, only, beautiful <strong>CEW</strong> i.e clothes, sure, sugar</td>
</tr>
<tr>
<td><strong>Adding the suffix –ing</strong> (doubling the consonant if a word ends in a short vowel) e.g. putting, knotting, drumming, tripping <strong>Adding the suffix –ly to make an adverb</strong> e.g. bravely, loudly, slowly, coolly, quietly <strong>Homophones:</strong> See/sea Knight/night Son/sun Saw/sore <strong>Near homophones:</strong> Quiet and quiet</td>
<td><strong>Adding the suffix –ful</strong> e.g. joyful, colourful, hopeful, painful, helpful -ful, -ness, -less, -ly, -ment added straight onto root word. <strong>Exceptions:</strong> root words ending in -y with a consonant before it, change ýô to iô eg: merriment, happiness, happily <strong>CEW</strong> i.e prove, improve, move <strong>Adding the suffixes –er or –est</strong> (no change is needed and when you have to drop the ‘y for an ãï and doubling consonant when ending with a short vowel) e.g. enjoyment, treatment, amazement <strong>Homophones:</strong> there/their no/know right/write to/too week/weak <strong>CEW</strong> – could, should, would</td>
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<td><strong>Adding the suffix –ed</strong> (when a word ends in a consonant +y, we swap the y for an i before adding the ‘ed) eg cried, fried, tried. <strong>or when a word ends in e we drop the e)</strong> eg cried, fried, tried. lied <strong>CEW</strong> – called, what, when, out, why</td>
<td><strong>Adding the suffix –ing</strong> (when the word ends in e and we drop the e) e.g. baking, riding, shining, phoning <strong>Homophones:</strong> See/sea Knight/night Son/sun Saw/sore <strong>Near homophones:</strong> Quite and quiet</td>
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# Phonic and Spelling Yearly Plan.

## Summer 1

**Assessment of CEW not known**

- New list sent home to learn.

### Words ending in –el and –al
- **el** used after m, n, v, s, v, w.
  - e.g. camel, jewel, tinsel.
- **al** - many adjectives end in al
  - magical, plural tropical

**Rule:** Small letter before ending + el/al

- Number words: eighty, ninety, one hundred, First

### Words ending in –le
- **Rule 1:** Stick & tail before ending +le
  - eg- table, purple, castle,
- **Rule 2:** Short vowel + consonant double consonant + le
  - eg- rattle, bubble, apple, wobble, dazzle, kettle

### The ‘ee’ sound spelt ‘ey’
- e.g. key, donkey, chimney, turkey, trolley

### Plural ‘ey’
The plural of these words is formed by adding ‘-s’
- eg- monkeys, keys, donkeys, turkeys

**Revisit:** ‘ies’ to words ending in ‘y’
- eg- lady, fry, reply

### Homophones:
- There/their
- For/four
- Nose/knows
- Ate/eight
- Two/too/to

### The r sound spelt wr
- e.g. wrap, wreck, wrong, wrist, wriggle

### Revision of the variety of suffixes learnt
- -ment
- -less
- -ness
- -ful

**Rule:** No change to root word.

### Revision meaning of suffixes
- **CEW:** child, children, because
- **CEW:** every, school, everybody, people

## Summer 2

**Assessment of CEW words unknown**

- New list sent home to learn.

### Words ending in –tion
- e.g. station, fiction, motion, national, section

### Words where ‘s’ makes the ‘zh’ sound
- e.g. television, treasure, usual

### Possessive apostrophe
- Revisit

### Apostrophes for contraction
- Revisit

### Compound/polysyllabic words
- Revisit any gaps + learn to read and spell:
  - January, February, March, April, May, June
  - July, August, September, October, November, December

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**Phase 4 words**

**Phase 5 tricky words**
Phonic and Spelling Yearly Plan.

Handwriting:

- Form lower case letters correctly with entry and exit flicks.
- Form capital letters of correct size (larger than all other letters and do not join to other letters)
- Ensure ascenders are tall and descenders below line.
- Write digits to 100
- Practise diagonal and horizontal joins
- Practise correct spacing between letters

Handwriting linked to spelling (see separate plan)

- Each week graphemes + grapheme words and sentences with grapheme words to be focus.
- CEW to be tested each Friday in back of home-school book and sent home to learn.
- Children to complete colouring grapheme sheet. Test each half term