



Swindon Village Primary School



Phonics and Spelling

Foundation Stage Overview

	Autumn	Spring	Summer
Letters and Sounds Phonic Phase	Phase 2	Phase 3	Phase 3 Phase 4
Grapheme Phoneme Correspondences taught (GPCs)	s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss	j, v, w, x y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa oo, oo, ar, or ur, ow, oi, ear air, ure, er	Recognition, recall and application of all Phase 2 & 3 graphemes. Read and spell CCVCC, CCCVC & CCCVCC words.
Common Exception Words Read	I, no, go to, the, into	he, she, we, me, be, was, my, her, you, they, all, are, here	said, so, have, like, come, some, were, there, little, one, do, when, out, what
Common Exception Words Spell		I, no, go to, the, into	he, she, we, me, be, was, my, her, you, they, all, are, here

Year 1 Overview

	Autumn	Spring	Summer
Letters and Sounds Phonic Phase	Phase 3 & 4 Revision Phase 5	Phase 5	Phase 5
Grapheme Phoneme Correspondences taught (GPCs)	Recognition and recall of all Phase 2 & 3 graphemes. Read and spell CCVCC, CCCVC & CCCVCC words. <u>NEW GRAPHEMES</u> ay, ou, ie, ea, oy, ir, ue saying /oo/ and /yoo/, aw, au, wh saying /w/ and /h/, ph	<u>NEW GRAPHEMES</u> ew saying /oo/ and /yoo/, ow, au, ey, a_e, e_e, i_e, o_e, u_e' saying /oo/ and /yoo/ Revision of new Graphemes taught in Phase 5	<u>ALTERNATIVE PRONUNCIATIONS</u> 'ow' in low /oa/ 'ie' in chief /ee/ 'ea' in head /e/ 'ear' in pear /air/ 'are' in care /air/
Common Exception Words Read	said, so, have, like, come, some, were, there, little, one, do, when, out, what	oh, their, people, Mr, Mrs, looked, called, asked, would, should, could don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put, push, pull, full, today, of, they, love, where	Take from Next 200 common words (pg 195 Letters and Sounds)
Common Exception Words Spell	He, she, we, me, be, was, you, they, are, all, my, her, here	said, so, do, have, like, some, come, were, there, little, one, when, out, what oh, their, people, Mr, Mrs, looked, called, asked, would, should, could	don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put, push, pull, full, today, of, they, love, where
Spelling Rules			The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, ck Division of syllables 'tch' spelling The /v/ sound at the end of words Word ending -y 'k' Compound words
Suffixes and Prefixes			Adding s and es to words Adding -ing, -ed, -er to verbs (where no change is needed to root word) Adding -er, -est to adjectives where no change is needed to the root word The prefix un

Year 2 Overview

	Autumn	Spring	Summer
Revisit	Phase 5 GPCs as required by pupils	The /l/ or /əl/ sound spelt '-le' at the end of words	The possessive apostrophe (singular nouns)
Homophones	Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)	<i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant	Revision of all homophones taught so far
Apostrophe		The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	The possessive apostrophe (singular nouns)
Year 2 Phonics	The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words	The /ai/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'	The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'
Common Exception Words	/ai/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.	Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils	All Year 2 words not taught so far
Suffixes	Teach, practise and apply spelling strategies at the point of writing using <i>Have a Go</i> strategies: Segmentation Using a GPC chart Using spelling journals, word banks, the environment, a working wall. Word sort Which one looks right?	Adding endings '-ing-', '-ed', '-er', '-est', '-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 Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'	Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',

<p>Proof Reading</p>	<p>After writing, teach pupils to: Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children's proofreading.</p>	<p>After writing, teach pupils to: Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills Ensure that guidance on marking is used to support pupils' proofreading.</p>	<p>After writing, secure routines for proofreading: Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils' proofreading.</p>
<p>Learning and Practising Spellings</p>	<p>Teach children how to learn and practise spell- ings including words taught in new knowledge, common exception or tricky words and individual target words. Identify the tricky part of the word Segmentation strategy Look, Say, Cover, Write, Check Rainbow write Saying the word in a funny way</p>	<p>If not already introduced, introduce the use of spelling journals. Focus on learning of knowledge and patterns taught this term Remind pupils of the following strategies: Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny way</p>	<p>Secure learning routines with resources, for example spelling journals or environmental print. Remind pupils of the following strategies: Writing in the air Tracing over the word Rainbow writing Look, say, cover, write, check</p>

Year 3 Overview

	Autumn	Spring	Summer
Revisit	Common exception words from Year 2	Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)	Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2
Prefixes and Suffixes	Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'	Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'	Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes
Rare GPCs	The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)	The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)	The /i/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)
Homophones	<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>	<i>here/hear, knot/not, meat/meet</i>	<i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i>
Apostrophe	Revise contractions from Year 2	Revise contractions from Year 2	Revise contractions from Year 2
Proof Reading	Focus: checking after writing the spelling of KS1 common exception or tricky words.	Revise proofreading routines	Proofread own writing for misspellings of per-sonal spelling list words.
Learning and Practising Spellings	Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list	Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Year 4 Overview

	Autumn	Spring	Summer
Revisit	Strategies at the point of writing: Have a go	Year 3 rare GPCs	Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'.
Rare GPCs	Revise: The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /ʃ/ sound spelt 'ch' The /ʌ/ sound spelt 'ou' (all from Year 3)	The /g/ sound spelt 'gu'	Words with the /s/ sound spelt 'sc' (Latin in origin)
Word Endings	Words ending /ʊre/ (<i>treasure, measure</i>)	Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)	Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)
Prefixes and Suffixes	Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')	Prefixes 'anti-' and 'inter-' Suffix '-ation'	Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)
Homophones	<i>peace/piece, main/mane, fair/fare</i>	<i>scene/seen, male/mail, bawl/ball</i>	<i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i>
Apostrophe	Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)	Revise contractions from Year 2 Possessive apostrophe with plurals	Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules
Proof Reading	Teach proofreading strategies	Model how to use various strategies in proof-reading, including using a dictionary.	Check writing for misspelt words that are on the Years 3 and 4 word list.
Learning and Practising Spellings	Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Year 5 Overview

	Autumn	Spring	Summer
Revisit	Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession	Strategies at the point of writing: Have a go Apostrophe for possession	Strategies at the point of writing: Have a go A range of strategies for learning words
Rare GPCs	Words with 'silent' letters	Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)	
Morphology/ Etymology	Use spelling journals to record helpful etymological notes on curious or difficult words	Teach extension of base words using word matrices.	Teach morphemic and etymological strategies to be used when learning specific words
Word Endings	Words with the letter string '-ough' Words ending in '-able' and '-ible'	Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'	
Homophones	<i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i>	<i>altar/alter, led/lead, steal/steel</i>	<i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i>
Suffixes			Problem suffixes
Hyphens	Use of the hyphen (<i>co-ordinate, co-operate</i>)		
Dictionary	Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs	Use a dictionary to create collections of words with common roots	Teach use of dictionary to check words, referring to the first three or four letters.
Proof Reading	Focus on checking words from personal lists.	Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)	Check writing for misspelt words that are on the Years 5 and 6 word list
Learning and Practising Spellings	Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.	Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.	Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Year 6 Overview

	Autumn	Spring	Summer
Revisit	Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'	Words containing the letter string '- ough'	Spelling strategies at the point of writing
Rare GPCs	Revise words with the /i:/ sound spelt 'ei' after 'c'.		Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise</i> , <i>guarantee</i> , <i>queue</i> , <i>immediately</i> , <i>vehicle</i> , <i>yacht</i>)
Word Endings	Endings that sound like /ous/ spelt '- cious' or '-tious' (<i>precious</i> , <i>ambitious</i>)	The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official</i> , <i>special</i> , <i>artificial</i> , <i>partial</i> , <i>confidential</i> , <i>essential</i>)	Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'
Homophones	<i>advice</i> / <i>advise</i> , <i>device</i> / <i>devise</i> , <i>licence</i> / <i>license</i> , <i>practice</i> / <i>practise</i> , <i>prophecy</i> / <i>prophesy</i>	<i>compliment</i> / <i>complement</i> , <i>desert</i> / <i>dessert</i> , <i>principal</i> / <i>principle</i> , <i>profit</i> / <i>prophet</i> , <i>stationery</i> / <i>stationary</i> All homophones from KS2	<i>draft</i> / <i>draught</i> , <i>dissent</i> / <i>descent</i> , <i>precede</i> / <i>pro-ceed</i> , <i>wary</i> / <i>weary</i>
Prefixes and Suffixes	Adding suffixes beginning with vowel letters to words ending in '-fer'.	Generating words from prefixes and suffixes	
Proof Reading	Proofreading in smaller chunks - sentences and paragraphs.	Proofreading someone else's writing. Note down strategies that help in spelling journals	Embedding proofreading strategies when reviewing own writing independently.
Learning and Practising Spellings	Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high- frequency and cross-curricular words from the Years 5 and 6 word list.	Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high- frequency and cross-curricular words.	Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists Root words and meanings Extend the knowledge of spelling strategies and apply to high- frequency and cross-curricular words from the Years 5 and 6 word list.