

PHONICS PROGRESSION 2025-2026

NURSERY Phase One

Autumn Term

Aspect	Main Purpose	Examples of whole class, small group and transitions activities
General Sound Discrimination: Environmental Sounds	To develop children's listening skills and awareness of sounds in the environment	<i>Tuning into Sounds</i> - Listening walks - Listening moments - Drum outdoors
General Sound Discrimination: Instrumental Sounds	To experience and develop awareness of sounds made with instruments and noise makers	<i>Tuning into Sounds</i> -New words to old songs
	To use a wide vocabulary to talk about the sounds instruments make	<i>Talking about Sounds</i> -Story sounds -Hidden Instruments
General Sound Discrimination: Body Percussion	To develop awareness of sounds and rhythm	<i>Tuning into Sounds</i> -Action songs - Roly Poly
Rhythm and Rhyme	To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	<i>Tuning into sounds</i> -Rhyming books -Learning songs and rhymes -Listen to the beat
	To increase awareness of words and rhyme and to develop knowledge about rhyme	<i>Listening and remembering sounds</i> -Songs and rhymes

Alliteration	To develop understanding of alliteration	<i>Tuning into sounds</i> -Sounds around -Bertha goes to the zoo
Voice Sounds	To distinguish between the differences in vocal sounds, including oral blending and segmenting	<i>Tuning into sounds</i> -Mouth movements -Voice Sounds
Oral Blending and Segmenting	To develop oral blending and segmenting of sounds in words	<i>Tuning into sounds</i> -Oral blending

Spring Term

Aspect	Main Purpose	Examples of whole class, small group and transitions activities
General Sound Discrimination: Environmental Sounds	To develop children's listening skills and awareness of sounds in the environment	<i>Tuning into Sounds</i> -Teddy is lost in the jungle
	To develop vocabulary and children's identification and recollection of the difference between sounds	<i>Listening and Remembering Sounds</i> -Mrs Browning has a box -Describe and Find it
General Sound Discrimination: Instrumental Sounds	To experience and develop awareness of sounds made with instruments and noise makers	<i>Tuning into Sounds</i> -New words to old songs -Which instrument?
	To listen to and appreciate the difference between sounds made with instruments	<i>Listening and remembering sounds</i> -Matching sound makers

General Sound Discrimination: Body Percussion	To develop awareness of sounds and rhythm	<i>Tuning into Sounds</i> -Action songs -Listen to the music
	To distinguish between sounds and to remember patterns of sound	<i>Listening and remembering sounds</i> -Noisy neighbour 1
	To talk about sounds we make with our bodies and what the sounds mean	<i>Talking about sounds</i> -Words about sounds
Rhythm and Rhyme	To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	<i>Tuning into sounds</i> -Rhyming books -Learning songs and rhymes -Rhyming soup
	To increase awareness of words and rhyme and to develop knowledge about rhyme	<i>Listening and remembering sounds</i> -Songs and rhymes -Rhyming pairs
Alliteration	To develop understanding of alliteration	<i>Tuning into sounds</i> -Sounds around -Digging for treasure
	To listen to sounds at the beginning of words and hear the differences between them	<i>Listening and remembering sounds</i> -Our sound bag -Musical corners
Voice Sounds	To distinguish between the differences in vocal sounds, including oral blending and segmenting	<i>Tuning into sounds</i> -Voice Sounds
	To explore speech sounds	<i>Listening and remembering sounds</i>

		- Chain games
Oral Blending and Segmenting	To develop oral blending and segmenting of sounds in words	<i>Tuning into sounds</i> -Oral blending -Which one?
	To listen to phonemes within words and to remember them in the order in which they occur	<i>Listening and remembering sounds</i> -Segmenting

Summer Term

Aspect	Main Purpose	Examples of whole class, small group and transitions activities
General Sound Discrimination: Environmental Sounds	To develop children's listening skills and awareness of sounds in the environment	<i>Tuning into Sounds</i> -Listening walks
	To develop vocabulary and children's identification and recollection of the difference between sounds	<i>Listening and Remembering Sounds</i> -Mrs Browning has a box -Describe and Find it
	To make up simple sentences and talk in greater detail about sounds	<i>Talking about sounds</i> -Socks and shakers
General Sound Discrimination: Instrumental Sounds	To experience and develop awareness of sounds made with instruments and noise makers	<i>Tuning into Sounds</i> -New words to old songs
	To listen to and appreciate the difference between sounds made with instruments	<i>Listening and remembering sounds</i> -Matching sound makers

	To use a wide vocabulary to talk about the sounds instruments make	<i>Talking about sounds</i> -Story sounds -Animals sounds
General Sound Discrimination: Body Percussion	To develop awareness of sounds and rhythm	<i>Tuning into Sounds</i> -Action songs -Listen to the music
	To distinguish between sounds and to remember patterns of sound	<i>Listening and remembering sounds</i> -Noisy neighbour 1
	To talk about sounds we make with our bodies and what the sounds mean	<i>Talking about sounds</i> -Words about sounds

Rhythm and Rhyme	To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	<i>Tuning into sounds</i> -Rhyming books -Learning songs and rhymes -Rhyming bingo
	To increase awareness of words and rhyme and to develop knowledge about rhyme	<i>Listening and remembering sounds</i> -Songs and rhymes
	To talk about words that rhyme and to produce rhyming words	<i>Talking about sounds</i> -Rhyming puppets -I know a word
Alliteration	To develop understanding of alliteration	<i>Tuning into sounds</i> -I spy names

	To listen to sounds at the beginning of words and hear the differences between them	<i>Listening and remembering sounds</i> -Our sound bag -Musical corners
	To explore how different sounds are articulated, and to extend understanding of alliteration	<i>Talking about sounds</i> -Name play -Silly soup
Voice Sounds	To distinguish between the differences in vocal sounds, including oral blending and segmenting	<i>Tuning into sounds</i> -Metal Mike
	To explore speech sounds	<i>Listening and remembering sounds</i> - Target sounds
	To talk about the different sounds that we can make with our voices	<i>Talking about sounds</i> -Sounds story time -Animal noises
Oral Blending and Segmenting	To develop oral blending and segmenting of sounds in words	<i>Tuning into sounds</i> -Oral blending -Cross the river -I spy
	To listen to phonemes within words and to remember them in the order in which they occur	<i>Listening and remembering sounds</i> -Segmenting
	To talk about the different phonemes that make up words	

RECEPTION

Autumn Term

	<u>Letter Sounds</u> Introduced each week (Taught through whole class carpet sessions and table top activities.)	Examples of <u>Blending/Segmenting</u> Linked to the sounds of the week. (cvc words for the majority ccvc /cvcc for more able)	<u>Letter Formation</u> Linked to new sound introduced and PenPals letter families.	<u>High Frequency Word</u> Introduced each week.	Examples of <u>sentence/caption activities</u> linked to high frequency words. (linked to pictures or drawings by the children. Planned to support developing person drawing)
Week 1 - 3	Baseline Assessment				
Week 4	s,a,m	am, Sam (Green Eggs and Ham)	New sounds	I am	I am... (self-portrait and first name with capital)
Week 5	t,p, i	tip, tap, pit, pat, sit, sat, mat	New sounds	at	I am at... (drawing of them somewhere they like to go)
Week 6	n, o	nap, nip, pin, pan, top, mop, not, stop, stamp, stomp	New sounds	in and	I am in... (drawing of them in something) Ella and Finn (drawings with child's name/name of friend)

Week 7	d, g	got, gap, pig, dig, dog, Mog, dot, sand, pond, stand, spot drag, drip	New sounds	on	I am on... (drawing of them on something)
Week 8	Revise all sounds and focus on segmenting/blending	sat, top, dot, set, pack, net, run, list, zip,		Revise words learned	the sky the sun (labelling pictures)
Week 9	c, k, ck	cat kit cap cot can sock tick stick sack pack back rock sick tuck kick track smack truck black	New sounds	The the	

Week 10	e, r, h	rat rip step send ten pen pet net hen hunt hat hot hug hump hand	New sounds	go to	I go to the... (picture of where they go)
Week 11	u, b, j	jog jam jump bug run cup snug bag bin bat bed	New sounds	It is a	It is a ... (picture of something and label) Abdi is a... (child as an animal – caption)
Week 12	v, w, ss	van, vet vest win wag wig wind swim, kiss, miss, dress, mess, cross, hiss	New sounds	my mum	I hug my mum. I kiss my mum.
Week 13	x, y	fox, box,	New sounds	my	I hug my dad.

		yak, yuk, yes, yum, yuck yo-yo		dad	I kiss my dad.
Week 14	l/ll, f/ff, z, zz	leg lip log lap let lid lost lamp slug slip list fan fin fog fun, frog, flag zip zap fox box fix mix hill sell yell huff puff sniff	New sounds	love	To mum and dad Love (Used to write Christmas Cards)
Week 15	Revise all sounds and focus on segmenting/blending			Revise all words learned	

Spring Term

	<u>Letter Sounds</u> introduced each week	Examples of <u>Blending/Segmenting</u> Linked to the sounds of the week	<u>Letter Formation</u>	<u>High Frequency Word</u> Introduced each week.	Examples of <u>sentences/captions</u> linked to the high frequency words.
Week 1	Revise all sounds and focus on segmenting/blending		Letter formation fine motor practice	Revise all words	

Week 2	qu, ng	quit, quiz quiet, quest quack ring, song, king, long, wing, spring, fling	Curly Caterpillar family	went	I went to ... (Holiday News)
Week 3	sh, ch	shut, shed, bash, rush, shop sheep, shell chop, chin, chat, rich, chest, chomp	Curly Caterpillar family	this	my... my... (label pictures)
Week 4	th/th	moth, thin, with thumb, throw, cloth they, the	Robot letter family	they	This is my friend. The moth has thin wings.
Week 5	oo/oo	moo, zoo, room, boot, food book, look	Robot letter family	come	'Come to my party' (invitations)
Week 6	ee/or	bee, see, feet, tree, keep, queen, sheet for, torn, fork, corn, born, shorts, sport	Revise both families	see	I can see a spider/beetle. (look through the magnifying glass)
Week 7	ai,ay	tail, wait, rain, sail day, way, say, today, play	Ladder Letter family	day	The day is (Monday/ Tuesday...)
Week 8	oi, oy	oil, boil, soil, join, tinfoil boy, toy, enjoy, royal	Ladder Letter family	look	Look at the... (pictures and sentences)
Week 9	oa	coat, soap, toad, goat, road	Zig Zag Letter	said	'Moo' said the... 'Oink' said the...

			family		
Week 10	ow	owl, cow, town, clown,	Zig Zag Letter family	we me she he	Draw pics of each and label with appropriate pronoun.
Week 11	ar, er	Jar, car, far, dark, farm, park shark spark charm her mixer boxer sister	Revise all families	going now	We are going ... (Bear Hunt/To the Zoo song?)

Week 12	ur	church, turn, fur, surf	Revise all families	down	Revise all words
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Summer Term

	<u>Letter Sounds</u> introduced each week	Examples of <u>Blending/Segmenting</u> linked to the sounds of the week	<u>Letter Formation</u>	<u>High Frequency Word</u> introduced each week.	Examples of <u>sentence/captions</u> linked to the phonics and high frequency words.
Week 1	Revise all sounds and focus on segmenting and blending		Revise all families	for you	This is for you. (label a gift)

Week 2	igh	high, light, right, bright	Focus on b, d (bed)	are/Are all	Are you... (guessing game and answer)
Week 3	ear	ear, near, beard, year	Focus on e	yes / no	'We are all...' (what are the children all doing)
Week 4	air	air, chair, fairy, stairs	Focus on y	like play	I like to... (describe what they like to play)
Week 5	ure	picture, mixture, vulture	Problem formations	was	She/he was.... (what was the character in the story doing)
Week 6	Review of trigraphs / Assessment		Problem formations	here/Here	Here are my family/friends. (draw family friends)
Week 7	Phase 4 -st, nd	nest, best, chest, lost band, pond, wind	Revise all families	just	He said we can (play Simon says game)
Week 8	Phase 4 -mp, nt	lamp, camp, chimp tent, hunt, paint	Identified letters		We went to....
Week 9	Phase 4 -nk, -ft	bank, thank, sink gift, soft, lift	Identified letters	so	It is so (hot/wet/cloudy..) today
Week 10	Phase 4 -lp, -sk, -lt	help, gulp, helper ask, tusk, desk belt, melt, felt	Identified letters	help	Will you help me?

		tilt, belt, melt			
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Week 11	Phase 4 tr, dr, gr	trip, tree, train drop, drink, drift grab, green, groan	Revise all	Revision of all words	Revise all words
Week 12	Phase 4 cr, br, fr	cream, creep, crash brown, brush, bring frog, fresh, frost	Revise all	Revise all words	Revise all words

YEAR ONE

Autumn Term

	<u>Grapheme and phoneme teaching</u> [Taught through whole class carpet sessions and table top activities.]	Examples of <u>Blending/Segmenting</u> Linked to the sounds of the week.	<u>Letter Formation</u> Lowercase letters will be revised in families	<u>High Frequency Word/s</u> Introduced each week	Examples of <u>sentences/captions</u> linked to the phonics and high frequency words. Often linked to pictures or drawings by the children. Planned to support developing personal drawing skills.
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Week 1	<p>Assessment of GPC taught in RECEPTION. Small group assessment for children assessed summatively at end of EYFS as achieving GLD Individual assessment for identified children to closely match provision to gaps in GPC</p> <p>High frequency words</p> <p>Letter formation</p> <p>Alphabet song</p> <p>Letters</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • find any phase 2/phase 3 letter, from a display, when given the sound • give the sound when shown all or most Phase Two and Phase Three graphemes; • be able to orally blend and segment CVC words i.e. single-syllable words consisting of Phase Two and Phase Three graphemes) • be able to blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'alien names' such as ip, ug and ock • be able to blend and segment in order to read and spell CVC and CVVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes such as 'man' 'hat' and 'rain' and attempt CVC alien names such as 'mig', 'pob', 'nem' • be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are; • be able to spell the tricky words the, to, I, no, go; • write each letter correctly when following a model.
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Week 2	Reading and spelling CVCC words (Week 1 of Letters and sounds phase 4) st / nd / mp / nt / nk	nest, chest, best, hand, land, pond, lamp, chimp, jump, tent, paint, burnt, sink, think, chunk	Practicing long legged giraffe letters	went, just <i>said, so</i> (reading) <i>he she we me</i> be (spelling)	I must not stand or tramp on the flowers. We went to the bank. She can jump and land.
Week 3	Reading and spelling CCVC words (Week 2 of Letters and Sounds Phase 4) ft/ sk / lt / lp	gift, lift, soft, softest, ask, task, desk, tilt, belt, melt, shelter, help, helper, gulp	Writing words with ll	help <i>have, you,</i> <i>like, (reading)</i> <i>was you</i> (spelling)	The gift is near the desk. I need to ask for help with my task. You can see snow

					melt if it is too hot.
Week 4	Reading and spelling words with adjacent consonants CCVCC and CCCVC (Week 3 of Letters and Sounds phase 4) tr / dr / gr / cr / br / fr	train, tree, trail, drop, drag, drink, grass, green, groan, creep, crust, crash, brush, bring, brown, frog, fresh, frost	Introducing capital letters for long legged giraffe letters	Revise all words	The green frog jumps in the pond. Mum said I must drink the milk. The brown train crept along the track.
Week 5	Reading and spelling words with adjacent consonants, two syllables / polysyllabic words (Week 4 of Letters and Sounds phase 4) bl / fl / gl / pl / cl / sl	blink, blowing, black, flag, float, floating, glad, glass, glint, plan, plum, plump, clamp, clown, clear, slept, slant, sleeping	Practicing one armed robot letters	<i>do, when, out what</i> (reading) <i>my her</i> (spelling)	The clown did tricks with her chimpanzee. My flag is blowing in the wind. I blink when I am asleep. Can I see the plan?
Week 6	Reading and spelling words with adjacent consonants, two syllables / polysyllabic words (Week 5 of Letters and Sounds phase 4) sp / st / tw / sm	spot, spin, spoil, spoon, spending, stop, steep, stair, twin, twist, twig, twisting, smelling, smart	Practicing long legged giraffe letters and one armed robot letters	<i>there, here, some, come</i> (reading) <i>are</i> (spelling)	Some children twist and spin in the wind. The stars are bright on a clear night. They are all very smart!
Week 7	Reading and spelling words with adjacent consonants, two syllables / polysyllabic words (Week 6 of Letters and Sounds phase 4) nch / scr / shr / str / thr	bench, lunchbox, crunch, scrunch, scrap, shrinking, shrub, strap, string, street, thrilling, throwing, thrust	Practicing curly caterpillar letters	it's, one	She likes to crunch her lunch! We see rubbish strewn all along the street! Will the top shrink in the wash? Do not throw fresh food in the bin!

Week 8	Assessment Week				
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Week 9	phase 5 ay (revision) / ie / oy (revision)	play, day, spray, tray, pie, lie, tie, boy, toy, enjoy	Writing words with ff	day <i>oh their</i> (reading) <i>said so</i> (spelling)	Kay must pay for the new toy. The pie at lunch was so good! Dad said the boy can get a toy.
Week 10	phase 5 ea / ou / ir	sea, seat, repeat, third, first, girl, bird, out, shout, cloud, found	Writing words with ss	about, house, <i>people</i> (reading) <i>have like</i> (spelling)	We have to eat peas with the meat. Loud sounds can be annoying. Have you seen the girl in the house?
Week 11	phase 5 aw/ ue / ew	saw, claw, lawn, yawn, blue, clue, tissue, stew, new, grew, screw	Introducing capitals for curly caterpillar letters	saw, Mr, Mrs (reading) some come (spelling)	They saw the dog had hurt his paw. A few flowers grew in the garden. Some clues are on the lawn.
Week 12	phase 5 wh / ph / au	when, wheel, whisper, phonics, elephant, dolphin, August, launch, author		looked, called (reading)	Can you lift an elephant? When is your birthday? Is August the hottest month of the year?

Spring Term

	<u>Letter Sounds</u> Introduced each week Phases 5	Examples of <u>Blending/Segmenting</u> Linked to the sounds of the week	<u>Letter Formation</u> Letters will be revised in letter families	<u>High Frequency Word</u> Introduced each week	Examples of <u>sentences/captions</u> linked to the phonics and high frequency words.
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Week 1	Assessment week				
Week 2	phase 5 oe Split digraphs a-e / e-e / i-e / o-e / u-e	toe hoe doe game, same, snake, these, complete, even, like, shine, slide, bone, home, alone, June, rude, rule	Practicing long legged giraffe letters / one armed robot letters and curly caterpillar letters	time came made make	I banged my toe with the hoe! Would you scream if you saw a snake? These books are the same as mine. My friends came to stay at my home. I love to eat ice-cream in June.

Week 3			Practicing zig zag monster letters		
Week 4	phase 5 zh (s / ge) / alt pron c / alt pron g	treasure, television, measure, beige, gent, gym, gem, ginger, cell, central, December	Writing words with zz	again, water, <i>asked</i> (reading) were <i>where</i> <i>there here</i> (spelling)	We found a clue on our treasure hunt. The girl did not like the taste of ginger! Is December the coldest month of the year?
Week 5	phase 5 Alternative pronunciation ch Alternative pronunciation y (2 lessons)	school, chemist, Christmas, by, try, why, happy, very, funny	Mixing all the letter families	by, put <i>who thought</i> <i>through</i> (reading) little (spelling)	At school we try a little harder every day. The children were very happy to open Christmas presents.
Week 6	phase 5 Alternative pronunciation a (2 lessons) / e	acorn, bacon, fast, path, wash, was, he, she, frequent	Practicing all the capital letters	<i>many,</i> <i>laughed</i> <i>because</i> (reading) one (spelling)	The acorns fell onto the path. One team was the fastest in the race. It rains frequently in April.
Week 7	Assessment Week				

Week 8	phase 5 Alternative pronunciation i / o / u	mind, find, wind, no, gold, cold, put, pull, push, music, unicorn	Practicing all the numbers 0-9	work mouse (reading) what (spelling)	He felt the cold wind blow on his face. I want to find a gold coin on the treasure hunt. What music do you like to dance to?
Week 9	Alternative pronunciation. ea / ie / er	head, bread, heaven, chief, thief, shriek, relief, her, farmer, herbs	Writing words with ck and qu	<i>different any</i> <i>eyes friends</i> (reading) <i>when</i> (spelling)	When will the farmer harvest his crop? The chief is the head of the tribe.
Week 10	phase 5 Alternative pronunciation /ey / ou x 2	they, grey, money, you, could, shoulder	Practicing long vowel phonemes ai igh oo	<i>once please</i> (reading) <i>when</i> (spelling)	When could you help me? My shoulder is hurt. Dogs must obey their master.
Week 11	phase 5 Alternative spellings c / ch / j	picture, creature, catch, fetch, fudge, hedge, badge	Practicing vowels with adjacent consonants ee, oa, oo	very, your <i>oh</i> (spelling)	The dog played fetch and catch with the ball. What a tiny creature in your picture!
Week 12	Assessment Week				

Summer Term

	<u>Letter Sounds</u> Introduced each week Phases 5	Examples of <u>Blending/Segmenting</u> Linked to the sounds of the week	<u>Letter Formation</u> Letters will be revised in letter families	<u>High Frequency Word</u> Introduced each week	Examples of <u>sentences/captions</u> linked to the phonics and high frequency words.
Week 1	phase 5 Alternative spellings m / n / r	lamb, thumb, comb gnaw, gnome, sign, knit, knock, knuckle, wrap, wrench, wrote,	Numbers 10-20; spacing	<i>their, people</i> (spelling)	People like to put gnomes in their garden. What a lot of fun the lamb and badger had in the field. Their friend wrote a long letter to them.
Week 2	phase 5 Alternative spellings s / z / u	listen, rustle, castle, house, purse, loose, please, cheese, because, come, son, mother	Practicing ch unjoined	Mr, Mrs (spelling)	The King and Queen live in the castle. Mrs Bing had loose coins in her purse. Please do not eat all the cheese. Mr Wills has a son named Pete.
Week 3	phase 5 Alternative spellings ear / air x 2	here, adhere, interfere, there, where, pear, bear,	Introducing diagonal join to	<i>looked, called</i> (spelling)	I looked here, there and everywhere! We were scared by the

		square, share, scare	ascender ch		big bear! This shape is called a square.
Week 4	phase 5 Alternative spellings ar / or x 2 /	father, path, grass, last, all, walk, beanstalk, four, your, caught, taught, daughter naughty,	Practicing ai unjoined	<i>asked</i> (spelling)	I asked my father to take me to school. I have a bath at night. Your beanstalk has grown so tall! I asked her to pour me a drink? The chimp has a naughty daughter!
Week 5	phase 5 Alternative spellings ur / oo / ai	learn, heard, early, search, worm, world, worst, could, would, put, full, cushion, day, crayon, came, made	Introducing diagonal join, no ascender ai	Revision of taught HFW	The mermaid searched for pearl. The worm wiggled in my hand. This cushion is so soft! Today I made a picture with my crayons.
Week 6	phase 5 Alternative spellings e x 3	sea, meat, treat, these, even, extreme, happy, daddy, penny, field, priest, thief, key, donkey, trolley	Practicing wh unjoined	Revision of taught HFW	Mum gave us a few grapes as a treat. These shoes belong to Eve. The field was full of sheep and cows. The donkey and monkey were best

					friends.
Week 7	phase 5 Alternative spellings i	pie, tie, spied, by, fry, sky, like, shine, polite	Introducing horizontal join to ascender wh	Revision of taught HFW	We can bake a pie today. I spy lots of stars in the night sky. Can a rabbit go down a slide?
Week 8	phase 5 Alternative spellings oa	low, grow, show, toe, fore, heroes, bone, stone, alone	Practicing ow unjoined	Revision of taught HFW	The snow fell outside the window. Heroes are brave and helpful. The dog had a big meaty bone!
Week 9	phase 5 Alternative spellings oo	queue, statue, rescue, tune, huge, use, stew, knew, nephew	Introducing horizontal join, no ascender ow	Revision of taught HFW	The people argued in the queue. The Duke went up a huge hill. We have a new nephew!
Week 10	phase 5 Alternative spellings oo	clue, glue, tissue, June, flute, rude, blue, threw, screw	Revise all taught letters	Revision of taught HFW	This story book is full of true facts. She was very rude to me! I drew a picture for my sister.

Week 11	Assessment and Revision of taught sounds until the end of term.
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YEAR TWO

Autumn – Read, Write, Inc. Spelling Programme (book 2A) Phase 6

Week 1	Teaching of new spelling strategies and introduction of spelling journal Phase 5 revision including polysyllabic words Homophones sea/see and be / bee
Week 2	Phase 5 revision Homophones blue/blew
Week 3	Introducing new spelling strategy for learning common exception words Phase 5 revision Homophones revision
Week 4	Introducing new spelling strategy for proofreading the spelling of common exception words Phase 5 revision including polysyllabic words
Week 5	Introducing new spelling strategy of look, cove, write, check Teaching of homophones Revision of learnt spelling strategies in particular hfw
Week 6	Revise 'i' in common exception words eg find, kind, behind, climb Revision of learnt strategies for learnt words this term Assessment

Week 7	Common exception words and personal words Phase 5 revision
Week 8	Selected Phase 5 (any taught sounds not secure) Homophones to/two /too Introducing new spelling strategies
Week 9	Selected Phase 5 (any taught sounds not secure) Introducing new spelling strategies
Week 10	Introducing / revising the 'ge' and 'dge' sound at the end of words Teach sometimes a 'g' elsewhere in words before e i and y
Week 11	Introducing / revising the 's' sound spelt 'c' before e i and y Homophones here / hear one/won sun/son Revision taught homophones
Week 12	Introduce the 'n' sound spelt 'kn' and 'gn' at the beginning of words Introducing new spelling strategy
Week 13-14	Revision and assessment

Spring Term	
Week 1	Introducing the 'i' sound sound spelt 'y' eg cry, why, my

Week 2	Introducing contractions eg can't, didn't, hasn't, I'll, they're Revise 'l' sound spelt 'le' at the end of words following a consonant
Week 3	Adding endings - ing, ed, er, est to words ending in 'e' with consonant before it Revision of strategies and polysyllabic words
Week 4	Introducing e spelt 'ey' eg monkey, donkey, Near homophones eg quite/quiet
Week 5	Introducing the 'r' sound spelt 'wr' eg write, wrong Common exception words
Week 6	Adding endings - ing, er, est an y to words of one syllable ending in a single consonant after a single vowel eg pat - patting, big - biggest Common exception words
Week 7	Introducing 'o' sounds spelt 'a' after w and qu eg watch, squash
Week 8	Introducing spelling using the letter 's' in words such as usual, treasure, sure Homophones new/knew and there /their /they're
Week 9	Adding es to nouns and verbs ending in y eg fly - flies
Week 10	Introducing the possessive apostrophe for singular nouns
Week 11	Adding suffixes ful less and ly Revision of taught strategies Assessment

Week 12	Revision of contractions can't, didn't, hasn't, it's, couldn't, I'll, they're Words ending in tion Dictionary skills
Week 13	Revision

Summer Term -	
Week 1	Revision Introduce the l sound spelt el at the end of words eg bottle, muddle, little
Week 2	Adding endings - ing ed er and est to words ending in y
Week 3	Introduce the or sound spelt a before l and ll eg hall, Introduce the or sound spelt ar after w eg warm, towards,
Week 4	Adding the suffix ment and ness
Week 5	Introducing the sound spelt or and w eg world, worst Revising the possessive apostrophe
Week 7	Introducing the l or ul sounds spelt al at the end of words
Week 8	Revision
Week 9	Revision of homophones Introduce the u sound spelt o eg love, money
9	Introduce the l or ul sounds spelt il at the end of words eg nostril, stencil

	Common exception words
The remainder of the term	<ul style="list-style-type: none"> • Revision of content from Year 2 programme • Securing spelling strategies • Revision of strategies • Revision of proofreading and checking strategies including using a personal dictionary • Learning spellings and developing personal spelling dictionaries