

# Ben Rhydding Primary School

## Phonics Programme

### Intent

Our phonics programme offers a comprehensibly planned sequence of lessons that supports the effective teaching of phonics within Early Years, KS1 and, where appropriate, KS2. We have developed Letters and Sounds together with Q Phonics (Natasha Tuite) to meet the needs and challenge our pupils to succeed with their reading and writing. Our phonics programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

Phase One is taught in the Early Years and runs throughout the teaching of phonics Phases Two to Six. In Phase One, children develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds.

In Reception, children work within Phases One to Four with some children accessing Phase Five. They are introduced to phonemes and graphemes systematically. They learn to develop and apply blending and segmenting skills for reading and writing. Children also learn to read and write a range of common exception words. Children should leave Reception being confident to read and write independently using their phonic skills and knowledge.

Within KS1, children work within Phases Four to Six. Teaching is planned to provide opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes.

By Phase Six, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

### Implementation

Our phonics progression map below sets clear expectations for pupil's progress throughout the EYFS, KS1 and beyond. We assess children through the phonic phases, and this provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning, and addressing misconceptions, enabling us to respond and adapt teaching within our programme to provide additional support and challenge to pupils. All suggestions for progression will be carefully considered in line with the cohort's needs and stage of development, using professional judgement and discussion with subject lead.

Our direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities as well as through continuous provision as children apply and practise phonics skills. There is a consistent approach across school to teaching phonemes, letter formation and common exception words. Lessons also offer opportunities to challenge learners.

Lessons follow a structure of:

- recap and rehearse (revisit prior learning)
- learn something new e.g. teach a new phoneme / common exceptional word
- practice and apply new learning (opportunities to read and write)
- challenge

Our home/school links ensure parents are fully informed of the learning going on in the classroom in phonics, their own child's progress and how they can support children at home. Parents are invited to a phonics and early reading workshop in the Autumn Term.

### Impact

The impact of our phonics approach is that children develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. Our programme will prepare children for the statutory year 1 phonics screening check and give them the skills

and knowledge that they will need to become Brilliant Bookworms and WOW Writers as well as preparing them for KS2. We provide a consistent approach to phonics, which is clear to teaching staff, pupils and parents.

### Letters and Sounds Phases One to Six

	Reception			Year One		Year Two+
	Phase One	Phase Two	Phase Three	Phase Four	Phase Five	Phase Six
<b>Overview</b>	Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase Two. The emphasis during Phase One is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. They will follow 7 aspects.	In Phase Two, letters and their sounds are introduced one at a time. A set of letters is taught each week in a set sequence. The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words (VC and CVC). They begin to learn a set of common exception words (words which cannot be sounded out as yet). Children will be introduced to the strategy 'Ask the Question' which promotes accurate spellings and demonstrates a child's phonic knowledge.	By the time they reach Phase Three children will already be able to blend and segment words containing the 19 graphemes taught in Phase Two. Over approximately twelve weeks twenty-five new graphemes are introduced (one at a time). The children learn about digraphs and trigraphs, groups of letters that go together to make one sound. They learn more common exception words to read and write.	By Phase Four children will be able to represent each of 44 phonemes with a grapheme. They will blend phonemes to read more complex words and segment more complex words for spelling. They will also be able to read two syllable words. They will be able to read all the common exception words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases.  <i>*It is important that children are taught that blending is only used when a word is unfamiliar to promote the fluency of reading.</i>	Children will be taught new graphemes and alternative pronunciations for these graphemes and as well as graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding many words for reading by this point and reading words fluently as well as no longer be blending and segmenting familiar words. Children will also learn alternative spellings for each phoneme. Suffixes will be introduced as well as basic grammar strategies.	At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they may still need to sound out to decode. Suffixes will be consolidated and extended as well as basic grammar strategies.

<p><b>New learning</b></p>	<p>Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting.</p>	<p>Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h, b, f, ff, l, ll, ss <i>*Letter names are taught alongside sounds from phase 2 onwards.</i> Children will be introduced to Ask the Question to aid them with accurate spellings.</p>	<p>Set 6: j v w x Set 7: y z zz qu Consonant digraphs: ch sh th ng Vowel digraphs: ai ee igh oa long oo short oo ar or ur ow oi ear air ure er.</p>	<p>No GPCs learnt. Consolidation of knowledge to help children learn to read and spell words with adjacent consonants e.g. trap, string, milk. Polysyllable (compound) words. <i>*Adjacent consonants are NOT taught as digraphs.</i></p>	<p>Ou es ie ir oy ay ey aw ue wh ph we oe au Split digraphs: a-e, e-e, i-e, o-e, u-e Alternative pronunciations for graphemes will also be introduced. Alternative spellings of single consonant sounds, digraphs and long/short vowel sounds. Suffixes: ing, ed, er, est.</p>	<p>Prefix: un, dis. Suffixes: s, es, ing, ed, er (nouns and adjectives), est, ly, ful, less, ment, ness. Word ending in -tion.</p>
<p><b>Common Exception Words (CEW)</b></p>		<p>l the to no go into</p>	<p>he she we me be was you they all are my her said <i>*Children learn to recognise and read said in phase 3 as it appears in some reading books.</i></p>	<p>(said) have like so do some come were there little when out what one <i>*Children learn to write said in phase 4.</i></p>	<p>oh their people Mr Mrs looked called asked could would should water where who again thought through work mouse many laughed because different any eyes friends once please asked everyone hour beautiful</p>	<p>Revision of Common Exception Words for year 1 and 2</p>
<p><b>Key skills</b></p>	<p>Listening and tuning into sounds. Talking about sounds they hear. Describing sounds they make and hear.</p>	<p>Say the phonemes above. Recognise and write the graphemes. Sound out blend and segment words and captions (VC and CVC) containing these GPCs.</p>	<p>Say the phonemes above. Recognise and write the graphemes. Sound out blend and segment words and captions containing these GPCs.</p>	<p>Blend CVC, CVCC and CCVC (then CCVCC CCCVC CCCVCC) words for reading and segment them for spelling containing Phase Two and Three phonemes. Read and begin to spell polysyllabic words.</p>	<p>Recognise and say all Phase Five phonemes and know the corresponding grapheme. Understand the split vowel digraph rule for a-e e-e i-e o-e u-e.</p>	<p>Teach, revise and revisit 2/3 letter graphemes from Phase Five. Understand and apply the rules for using prefixes and suffixes. Secure spelling of Phase Five CEW.</p>

		<p>Recognise and read the CEW for Phase Two.</p> <p>Will use Ask the Question to help with accurate spellings when children are unsure with the c/k/ck sound.</p>	<p>Spell the CWE for Phase Two.</p> <p>Recognise and read the CEW for Phase Three.</p> <p>Begin to spell CEW for Phase Three.</p> <p>Will use Ask the Question to help with accurate spellings when children are unsure e.g. ur / er sound.</p>	<p>Read and write simple sentences containing CVC, CVCC and CCVC (then CCVCC CCCVC CCCVCC) words.</p> <p>Spell all Phase Two and Three CEW.</p> <p>Read Phase Four CEW.</p> <p>Begin to spell most Phase Four CEW.</p> <p>Will use Ask the Question to help with accurate spellings when children are unsure.</p>	<p>Recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one.</p> <p>Read and spell CEW for Phases Two, Three and Four.</p> <p>Recognise, read and spell the CEW for Phase Five.</p> <p>Will use Ask the Question to help with accurate spellings now children know a range of ways to represent sounds.</p>	<p>Teach contractions, possessive apostrophe, homophones and near homophones.</p> <p>Develop comprehension and vocabulary. <i>*Spelling becomes increasingly conventional and reading increasingly fluent.</i></p> <p>Will use Ask the Question to help with accurate spellings when children are unsure of the grapheme representation.</p>
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### Phase One

The teaching of Phase One phonics is to develop children’s listening, vocabulary and speaking skills. In Reception this is done throughout the day in our continuous provision through high quality adult child interactions. For the first few weeks while children settle into school phonics will focus on phase one and include listening games, exploring and experimenting with instrumental sounds, body percussion and voice sounds, segmenting and blending games, looking at alliteration, rhythm and rhyming through play, stories and singing. Throughout the year aspects of phase one will be revisited in our music and singing sessions. Oral segmenting and blending continues throughout Phase Two and beyond.

### Phase Two

In Phase Two phonics is taught daily to children where they learn a new phoneme a day and/or common exception word. Throughout the year they learn the phonic vocabulary to support their understanding. Children learn that a phoneme is a sound that a letter or group of letters make. A graph is when one letter makes a sound e.g. ‘a’ as in ant, a digraph is when two letters go together to make one sound e.g. ‘sh’ as in ship, and a trigraph is when three letters go together to make one sound e.g. ‘igh’ as in light. A grapheme is the physical representation of the phoneme e.g. how it is written.

Children are introduced to a letter, and they learn that it has a name, and it can make a sound. They practice making the pure sound. Children think about words that begin with that sound. Children learn how to form the grapheme. As soon as the children are able to recognise the first set of GPC's they can start to apply their oral blending and segmenting skills to reading and writing. Children are also introduced to the first set of common exception words where they learn to recognise, read and write them. By the end of Phase Two children will be able to read and write VC / CVC words.

### **Phase Three**

In Phase Three children are introduced to the remaining phonemes before learning the consonant and vowel digraphs and some trigraphs. Phase Three provides lots of opportunity to rehearse and consolidate their blending and segmenting skills to support children to become independent in their reading and writing. By the end of Phase Three most children will be able to say the phoneme that most/all Phase Two and Three graphemes make. Children should be able to blend and read words with these graphemes. They should be reading and attempting to write sentences independently. The children should also be recognising the common exception words for Phase Two and Three and attempting to write all Phase Two correctly and most of Phase Three.

### **Phase Four**

Phase Four is about consolidating previous phonemes and applying them to reading and writing in a more challenging way. The children learn about adjacent consonants and how to read and write polysyllabic (compound) words. The children should be able to read and write Phase Two and Three common exception words and be able to read and write most of Phase Four common exception words.

### **Phase Five**

In Phase Five children are introduced to alternative spellings for phonemes and the graphemes e.g. 'ai' as in snail, 'ay' as in play and 'a-e' as in cake. Children are introduced to split digraphs, where two graphemes make one phoneme but have been split by another letter e.g. in time the i-e digraph has been split by the m. They also learn about alternative pronunciation for the graphemes e.g. 'ow' as in cow or 'ow' as in snow. Children will be using Ask the Question so they can spell words accurately with the correct grapheme representation.

### **Phase Six**

Once children have covered Phase Five and can apply this knowledge to their reading and writing, the focus turns to spellings. The children learn spelling patterns and SPAG for their year group. They learn and understand the rules for applying prefixes and suffixes to words. In Phase Six children learn about contractions, possessive apostrophes, homophones and near homophones as well as the past and present tense.

### **Spellings**

Children are taught to use their phonic skills by segmenting the sounds in words to help them to spell them. Children are taught to 'Ask the Question' when more than one grapheme for a phoneme has been learnt e.g. 'c' for cat, 'k' for kitten and 'ck' for duck. Therefore, children can demonstrate their phonic knowledge but also learn the correct spelling for a word. They are taught how to spell the Common Exception Words (CEW) and the word lists for their year group. Children learn to identify spelling patterns in words.

### **Handwriting**

Children need to be able to form their letters accurately and with speed so that they can concentrate on what they are writing. Children are taught the pre cursive stroke in Reception so that they are ready to start to join their letters in the Autumn Term in Year Two. Children are taught to form each letter when they are introduced to a new graph. The children are taught a rhyme and picture with the letter formation to remind children about starting position, direction and flow of the letter. Children are taught about ascenders and descenders and that the letters sit on the line. Towards the end of the Reception year children learn how to form the capital letters and that these stand on the line. In handwriting practice children practice the letters in the letter families (letters that have similar strokes).

## Phonics Programme of Study

### Reception

#### Objectives

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some CEWs.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying the sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Term	Week	Learning – Phase and Focus GPC’s	
Autumn	1	Phase One (Listening and Voice Sounds)	
	2	Phase One (Listening Exploring Sounds – Voice, Instrumental and Body Percussion)	
	3	Phase One (Alliteration and Rhyme)	
	4	Phase One (Oral Blending and Segmenting)	
	5	Phase Two (s, a, t, p)	
	6	Phase Two (i, n, m, d) Introduce CEW I	Phonics Evening for Parents
	7	Phase Two (g, o, c, k) Introduce Ask the Question CEW the	Reading Books sent home
	8	Phase Two (ck, e, u r) CEW go and no	
	9	Phase Two (h, b, f, ff) CEW to and into	
	10	Phase Two (l, ll, ss and recap any difficulties)	Phase Two Assessment
	11	Phase Three (j, v, w, x) CEW he and she	
	12	Phase Three (y, z, zz, qu) CEW me and we	

Spring	1	Week 1 – Recap Phase Two and Three phonemes CEW be	Graph Assessment
	2	Introduce consonant digraphs – sh, ch, th and ng CEW they	
	3	Vowel digraphs – ai, ee, long oo and short oo CEW was	
	4	Digraphs – oa, ar, or and trigraph igh CEW you	
	5	Digraphs ur, ow, oi and trigraph ear CEW are	
	6	Digraphs / trigraphs – air and er CEW my	
	7	Revisit sh, ch, th and ng (Focus on supported / dictated sentence writing) CEW all	
	8	Revisit ai, ee, oo / oo CEW her	
	9	Revisit oa, ar, or and igh CEW said	
	10	Revisit ur, ow, oi and ear Consolidate Phase Two CEW	
	11	Revisit air, er and introduce ure Consolidate Phase 3 CEW	
	12	Revisit all phonemes and Phase Two and Three CEW Capital letter writing	Phase Three Assessment including CEW (Two and Three)
Summer	1	Phase Four (ending adjacent consonants e.g. st, nd, lk, mp, nt, nk) Revisit letter names and ordering alphabet	
	2	Phase Four (beginning adjacent consonants. e.g. br, sp, cl, pr) CEWs have and like	
	3	Phase Four (CCVCC words e.g. string, twist, clamp) CEWs so and do	
	4	Phase Four (Polysyllabic words, e.g. farmyard, laptop, wigwam) CEWs some and come	
	5	Phase Four - Misconceptions (Common Misconceptions e.g. st, dr, sp, tr) CEWs out and what	
	6	Consolidate Phase Three – Focus on independent sentence writing CEW there	
	7	Consolidate Phase Three – Focus on independent sentence writing CEW little	

	8	Consolidate Phase Three – Focus on independent sentence writing CEW one	
	9	Consolidate Phase Three – Focus on independent sentence writing CEW when	
	10	Consolidate Phase Three – Focus on independent sentence writing Consolidate Phase Four CEW	End of Year Assessment (Phase Two, Three and Four)
	11	Consolidate Phase Three – Focus on independent sentence writing Consolidate Phase Four CEW	
	12	Consolidation	

## Year One

### Objectives

- To spell words containing each of the 40+ phonemes already taught.
- To know the common exception words.
- To spell the days of the week.
- To name the letters of the alphabet.
- To name the letters of the alphabet in order.
- To use the letter names to distinguish between alternative spellings of the same sound.
- To add prefixes and suffixes.
- To use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs.
- To use the prefix un.
- To use –ing, -ed, -er and –est where no change is needed in the spelling of root words.
- To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Term	Week	Learning – Phase and Focus GPC's	
Autumn  (Remind children to use 'Ask the Question' to promote accurate spellings)	1	Recap Phase Three (phonemes and CEWs)	
	2	Recap on Phase Four misconceptions and syllables. Phase Four (CEWs)	
	3	Phase Five a: (ay, ou, ie, ea) CEWs – Oh, their and people	
	4	Phase Five a: (oy, ir, ue, aw) CEWs – Mr, Mrs and looked	
	5	Phase Five a: (wh, ph, ew, oe) CEWs – called and asked	
	6	Phase Five a: (au, ey, a-e)	



		CWEs – Consolidate Phase Four	
	7	Phase Five a: (e-e, i-e, o-e) CEWs – Consolidate Phase Five	
	8	Phase Five a: (u-e) Consolidate Phase Five a and CEWs (revisit and address any difficulties)	
	9	Teach ve (love, live, give, have) Consolidate Phase Five a and CEWs (revisit and address any difficulties)	Phonics Assessment
	10	Phase Five b: Set 1: i (tiger) o (open) c (city) g (giant) CEWs – water, where, who and work	
	11	Phase 5b: Set 2: u (unicorn) ow (snow) ie (handkerchief) ea (bread) CEWs – thought, through and mouse	
	12	Phase 5b: Set 3: er (fern) e (me) a (baby) a (swan) y (fly) y (gym) y (pony) CEWs – many, laughed, because and different	
Spring	1	Recap on Phase 5b (Set 1-3) CEWs – any, eyes, friends and pleased	
	2	Phase 5b: Set 4: ch (school) ch (chef) ey (grey) ou (soup) CEWs – once and again	
	3	Teach: ore (more, pore, score, core, wore, shore, before) Consolidate Phase Five b (revisit and address any difficulties) CEWs – Consolidate	
	4	Consolidate use of Phase 5a and 5b. CEWs - Consolidate	
	5	Phase 5c: Set 1: t (picture) tch (catch) wr (wrap) ere (here) ear (learn) or (worm) CEWs – revisit Phase Four	
	6	Phase 5c: Set 2: dge (fudge) st (listen) ere (there) ear (pear) are (bare) oul (could) u push CEWs – revisit Phase Four	
	7	Phase 5c: Set 3: mb (lamb) se (please) a (father) al (half) CEWs – revisit Oh, their and people	
	8	Phase 5c: Set 4: kn (knit) gn (gnat) o (some) al (all) our (four) augh (caught) CEWs – revisit Mr, Mrs and looked	
	9	Consolidate Phase Five c (revisit and address any difficulties) CEWs – revisit called and asked	Phonics Assessment
	10	Consolidate Phase Five a to c (Focus on most likely positions of spelling choices within words) CEWs – revisit water, where, who and work	
	11	Consolidate Phase Five a to c (Focus on most likely positions of spelling choices within words) CEWs – revisit thought, through and mouse	
	12	Consolidate Phase Five a to c (Focus on most likely positions of spelling choices within words) CEWs – revisit many, laughed, because and different	

Summer	1	To add prefixes and suffixes – ing, ed, er and est CEWs – revisit any, eyes, friends and pleased	
	2	To add prefixes and suffixes – ing, ed, er and est CEWs – revisit once and again	
	3	To use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs CEWs – Consolidate Phase 5	
	4	To use –ing, -ed, -er and –est where no change is needed in the spelling of root words CEWs – Consolidate Phase 5	
	5	To use –ing, -ed, -er and –est where no change is needed in the spelling of root words CEWs – Consolidate Phase 5	
	6	Applying Phase Two- Five c GPCs and common exception words taught so far CEWs – Consolidate Phase 5	
	7	Consolidate all GPC knowledge using Letter names to spell. (Focus on most likely positions of spelling choices within words) CEWs – Consolidate Phase 5	
	8		
	9		PHONICS SCREENING
	10		
	11		
	12		

## Year Two

### Objectives

- To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- To learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- To learn to spell common exception words.
- To learn to spell words with contracted forms.
- To learn the possessive apostrophe.
- To distinguish between homophones and near homophones.
- To add suffixes to spell longer words, e.g. –ment, -ness, -ful, -less, -ly.
- To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Term	Week	Learning – Phase and Focus GPC's	
Autumn	1	Recap on Phase Five a: (ay, ou, ie, ea) Most likely positions.	
	2	Recap on Phase Five a: (oy, ir, ue, aw) Most likely positions.	

(Throughout the year, use mnemonics for tricky words such as could, said, people, half etc.)	3	Recap on Phase Five a: (wh, ph, ew, oe) Most likely positions.		
	4	Recap on Phase Five a: (au, ey, a-e) Most likely positions.		
	5	Recap on Phase Five a: (e-e, i-e, o-e) Most likely positions.		
	6	Recap on Phase Five a: (u-e, ve (love)) Most likely positions.		
	7	Recap on Phase Five b: Set 1: i (tiger) o (open) c (city) g (giant) Most likely positions.		
	8	Recap on Phase Five b: Set 2: u (unicorn) ow (snow) ie (hankerchief) ea (bread) Most likely positions.		
	9	Recap on Phase Five b: Set 3: er (fern) e (me) a (baby) a (swan) y (fly) y (gym) y (pony) Most likely positions.		
	10	Recap on Phase Five b: Set 4: ch (school) ch (chef) ey (grey) ou (soup) ore Most likely positions.		
	11	Phase Five c: Set 1: t (picture) tch (catch) wr (wrap) ere (here) ear (learn) or (word) Most likely positions		
	12	Phase Five c: Set 2: dge (fudge) st (listen) ere (there) ear (pear) are (bare) oul (could) u push Most likely positions		
	Spring (As the Y2 Spelling Rules are explored, the R&R element to every lesson must include all Phonics Phases and continue to develop and rehearse, 'Ask the Question.')	1	Phase Five c: Set 3: mb (lamb) se (please) a (father) al (half) Most likely positions	
		2	Phase Five c: Set 4: kn (knit) gn (gnat) o (some) al (all) our (four) augh (caught) Most likely positions	
3		Teach: le (table, apple, little bottle) Teach: el (towel, tunnel, travel, squirrel) Teach: al (animal, metal, capital, hospital) Teach: il (nostril, pencil, fossil)		
4		Consolidate and address gaps/misconceptions of the cohort		
5		Introduce Y2 spelling Chart (Positions)	Mock SATs Week?	
6		Past and Present Tense		
7		Y2 Spelling Chart. (Suffixes –ed, -ing, -er and –est) words ending in y		
8		Y2 Spelling Chart. (Suffixes –ed, ing, -er, est, y) words ending in e		
9		Y2 Spelling Chart (Suffixes –ed, -ing, -er, -est, -y) words ending with consonant		
10		Y2 Spelling Chart. (Positions)		
11		Y2 Spelling Chart. (Contractions)		
12		Y2 Spelling Chart. (Possessive apostrophes)		
Summer	1	Y2 Spelling Chart (Suffixes –ment, -ness, -ful, less, ly)		
	2	Y2 Spelling Chart (Recap on Mnemonics & Images and recap on positions j and c.)		
	3	Y2 Spelling Chart (Alternatives for 'n' kn and gn and 'u' o.)		
	4	Y2 Spelling Chart (Homophones and near homophones)		
	5	Y2 Spelling Chart (Patterns, a (not o), or (not ur), ar (not or), al (not or)	SATS?	
	6	Y2 Spelling Chart (s (zh) and –tion)	SATS?	
	7	Y2 Spelling Chart- Apostrophes (contractions and possession)		
	8	Y2 Spelling Chart – Suffixes		
	9	Y2 Spelling Chart – Suffixes		
	10	Y2 Spelling Chart – Homophones and near homophones		
	11	Y2 Spelling Chart – Recap on difficulties for cohort		

**Key Stage Two**

**Year Three, Four, Five and Six** (*Continue to refer to Phonics as a strategy for spelling*). Teachers to follow Ben Rhydding Primary School Spelling Programme for teaching of Statutory Spellings lists for cohorts Y3/4 and Y5/6.

**Year Three and Four Objectives**

- To use further prefixes and suffixes and understand how to add them.
- To spell further homophones.
- To spell words that are often misspelt.
- To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
- To use the first two or three letters of a word to check its spelling in the dictionary.
- To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Year Five and Six Objectives**

- To use further prefixes and suffixes and understand the guidelines for adding them.
- To spell some of the words with 'silent' letters.
- To continue to distinguish between homophones and other words which are often confused.
- To use the morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically.
- To use dictionaries to check the spelling and meaning of words.
- To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- To use a thesaurus.