



**Subject Overview  
Phonics and Spelling**

**EYFS Literacy Education Programme (Statutory)**

It is crucial for children to develop a life-long love of *reading*. *Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

**Knowledge and Skills**

**Comprehension:**

- Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**Word Reading:**

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.

**ELG: Word Reading (Statutory)**

Children at the expected level of development will:

- 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 common exception words.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Phonics Phase 1</p>	<p>Phonics <b>Autumn 2 - Phase 2</b> s a t p l n m d g o c k c k e u r h b f ff l ll ss</p> <p><b>Irregular words:</b> to the, no, go l into</p> <p><b>Spring – Phase 3</b> J v w x y z zz qu sh ch th ng ai ee igh oa oo oo ar or ur ow oi er ear air ure</p> <p><b>Irregular words:</b> me be he my by they she we are you her all was</p>			<p>Phonics <b>Summer 1 – Phase 3</b> Consolidation of phase 3</p> <p><b>Summer 2 - Phase 4</b> (cvcc, ccvc, ccvcc, cccvc, cccvcc)</p> <p><b>Irregular words:</b> said have like so do some come were there little one when out what</p>	

	Autumn		Spring		Summer	
	Phase/spelling focus	Key Objectives/ sounds Irregular words	Phase/spelling focus	Key Objectives/ sounds Irregular words	Phase/spelling focus	Key objectives/sounds Irregular words
<b>Year 1</b>  <b>1<sup>st</sup> half term</b>	<b>Phonic bug Phase 4</b>	<ul style="list-style-type: none"> <li>➤ Consolidate phase 3 knowledge</li> <li>➤ Read and spell words which have adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)</li> </ul> <p>said have like so do some come were there little one when out what</p>	<b>Phonic bug Phase 5</b>	aw au a ir er ear ou oy ere/eer are/ear c k ck ch	<b>Phonic bug Phase 5 (Revision and application)</b>	aw au a ir er ear ou oy ere/eer are/ear c k ck ch
<b>2<sup>nd</sup> half term</b>	<b>Phonic bug Phase 5</b>	zh wh ph ay a-e igh/ey/ei (long a) ea e-e ie/ey/y (long e) ie i-e y i (long i) ow o-e o/oe (long o) ew ue u-e (long u) u/oul (short oo)	<b>Phonic bug Phase 5</b>	Ce/ci/cy sc/stl/se ge/gi/gy dge le/mb kn/gn wr tch sh ea (w)a o c k ck ch	<b>Phonic bug Phase 5 (Revision and application)</b>	Ce/ci/cy sc/stl/se ge/gi/gy dge le/mb kn/gn wr tch sh ea (w)a o c k ck ch
<b>Year 2</b>  <b>1<sup>st</sup> half term</b>	<b>NNS Phase 5 GPCs</b>  <b>Homophones</b>  <b>Common exception words</b>	Revise all phase 5 GPCs.  see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight find, kind, mind, behind, child (children), wild, climb door, floor, poor,	<b>NNS Phonics</b>         <b>Contractions</b>	The /i/ sound spelt 'y' at the end of words  The /l/ or /əl/ sound spelt '-le' at the end of words  /i:/ sound spelt 'ey'  /r/ sound spelt 'wr'  can't, didn't, hasn't, it's, couldn't, I'll, they're	<b>NNS Phonics</b>         <b>Suffixes</b>	The /l/ or /əl/ sound spelt '-el' at the end of words  The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'  The /ɜ:/ sound spelt 'or' after 'w'  The /l/ or /əl/ sound spelt '-al' at the end of words  Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'

			<p><b>Suffixes</b></p> <p>Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘e’ with a consonant before it</p> <p>Adding the ending ‘y’ to words ending in ‘e’ with a consonant before it.</p> <p>Adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant after a single vowel</p> <p><b>Near homophones</b></p> <p>Quite/quiet</p> <p><b>Common exception words</b></p> <p>cold, gold, hold, told, every, everybody, even, great, break, steak,</p>	<p><b>Common exception words</b></p>	<p>The suffixes ‘-ment’, ‘-ness’</p> <p>hour, sure, sugar, eye, who, whole, any, many, clothes, busy,</p>
2 <sup>nd</sup> half term	<p><b>NNS Phase 5 GPCs</b></p> <p><b>Phonics</b></p> <p><b>Homophones</b></p> <p><b>Common exception words</b></p>	<p>Revise any GPCs that are not secure.</p> <p>j/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.</p> <p>The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’</p> <p>The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words</p> <p>to/too/two</p> <p>most, only, both, could, would, should, move, prove, improve, because,</p>	<p><b>Phonics</b></p> <p>/ɒ/ spelt ‘a’ after ‘w’ and ‘qu’</p> <p>/ɜ/ spelt ‘s’</p> <p>new/knew, they’re/there/their</p> <p><b>Homophones</b></p> <p><b>Suffixes</b></p> <p>Adding ‘-es’ to nouns and verbs ending in ‘y’</p> <p>The suffixes ‘-ful’, ‘-less’ and ‘-ly’</p> <p>Words ending in ‘-tion’</p> <p><b>The possessive apostrophe (singular nouns)</b></p>	<p><b>Phonics</b></p> <p><b>Homophones</b></p> <p><b>Common exception words</b></p>	<p>The /ʌ/ sound spelt ‘o’</p> <p>The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling)</p> <p>Revision of all homophones taught so far 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</p> <p>people, water, again, half, money, Mr, Mrs, parents, Christmas</p>

			<b>Common exception words</b>	pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath,		
<b>Year 3 1<sup>st</sup> half term</b>	<b>NNS Rarer GPCs</b>		<b>Rare GPCs</b>		<b>Rare GPCs</b>	
	<b>Homophones</b>	Words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	<b>Prefixes and suffixes</b>	Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure')	<b>Prefixes and suffixes</b>	/ɪ/ sound
	<b>Prefixes and Suffixes</b>	brake/break, grate/great, eight/ate, weight/wait, son/sun		Revise Year 2: suffixes '-ness' and '-ful' following a consonant		Revise from Years 1 and 2: vowel digraphs
		Revise 'un' Teach – dis-		'sub-' and 'tele-	<b>Common exception words</b>	Revise '-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly'
	<b>Common exception words</b>	Revise –s, -es, -ed, -ing, -er	<b>Common exception words</b>	Revise '-ness' and '-ful'		'-ly' with root words ending in 'le' and 'ic'
		Accident(ally) Address Answer Bicycle Build Busy/business		'-less' and '-ly'		Opposite Possible Potatoes Probably Promise Quarter Question Regular Remember
				Early Earth Eight/eighth Exercise Favourite February Forward(s) Fruit Group		
<b>2<sup>nd</sup> half term</b>	<b>NNS Phonics</b>	The /ɪ/ sound spelt 'y'	<b>Rare GPCs</b>	Words with the /k/ sound spelt 'ch' (Greek in origin)	<b>Rare GPCs</b>	The /ʌ/ sound spelt 'ou'
		Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	<b>Prefixes and suffixes</b>	super- and auto-	<b>Homophones</b>	heel/heal/he'll, plain/plane groan/grown rain/rein/ reign
	<b>Homophones</b>	Revise	<b>Homophones</b>	Revision	<b>Common exception words</b>	Sentence Straight Strange Strength Surprise
	<b>Prefixes and Suffixes</b>	Revise Year 2 prefixes and suffixes 'mis-' and 're-'				

	<b>Common exception words</b>	Calendar Caught Circle Complete Continue Describe Different Difficult	<b>Common exception words</b>	Heard Heart History Increase Important Interest Length Library Minute Naughty		Though/although Through Woman/women
<b>Year 4 1<sup>st</sup> half term</b>	<b>NNS Spelling</b>	Words ending /ʒə/ (sure)	<b>NNS Spelling</b>	The /g/ sound spelt 'gu'	<b>NNS Spelling</b>	Words with the /s/ sound spelt 'sc'
	<b>Homophones</b>	peace/piece, main/mane, fair/fare	<b>Homophones</b>	Words with endings spelt '-ture' scene/seen, mail/male, bawl/ball	<b>Homophones</b>	Endings that sound like /ʒən/ spelt 'sion'
	<b>Apostrophe</b>	Revise possessive apostrophe with singular proper nouns (year 2)	<b>Apostrophe</b>	Possessive apostrophe with plurals	<b>Apostrophes</b>	For possession, including singular and plural
	<b>Common exception words</b>	Actual(ly) Appear Arrive Believe Breath Breathe Centre Century Certain Consider	<b>Common exception words</b>	Material Medicine Mention Height Imagine Island	<b>Common exception words</b>	Particular Peculiar Perhaps Popular Position Possess(ion) Pressure Purpose
<b>2<sup>nd</sup> half term</b>	<b>NNS Spelling</b>	Revise words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /tʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'	<b>NNS Spelling</b>	Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	<b>Prefixes and suffixes</b>	-ous
	<b>Prefixes and suffixes</b>	'in-', 'il-', 'im-' and 'ir-'  Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	<b>Prefixes and suffixes</b>	Anti- inter-		Revise - un-, dis-, in-, re-, sub-, inter-, super-, anti-, auto-
			<b>Common exception words</b>	Knowledge Learn Natural		-ly added to words ending in 'y', 'le' and 'ic'  Recent Reign

	<b>Common exception words</b>	Decide Disappear Enough Experience Experiment Extreme Famous Grammar (Greek) Guard Guide		Notice Occasion(ally) Often Ordinary	<b>Common exception words</b>	Separate Special Suppose Therefore Thought Various Weight
<b>Year 5 1<sup>st</sup> half term</b>	<b>NNS Spelling</b>	Words with the letter string 'ough'  Words with 'silent' letters  Words ending in '-able' and '-ible'	<b>NNS Rare GPCs</b>	bruise, guarantee, immediately, vehicle, yacht	<b>NNS</b>	Using etymological/ morphological strategies for spelling
	<b>Homophones</b>	isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed	<b>Homophones</b>	Words ending in -ably, -ibly  Led/lead, steel/steal, alter/altar	<b>Homophones</b>	Proofreading  Cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose
	<b>Common exception words</b>	Achieve Aggressive Ancient attached available average bargain bruise	<b>Common exception words</b>	foreign forty frequently immediate(ly) interrupt language leisure lightning	<b>Common exception words</b>	queue recognise restaurant rhyme rhythm secretary shoulder signature

<b>2<sup>nd</sup> half term</b>	<p><b>NNS Spelling</b></p> <p>Revision of spellings taught last half term</p> <p>Revise plurals -s, -es, -ies</p> <p>Revise apostrophe and contraction</p> <p>Use of the hyphen</p> <p><b>Common exception words</b></p> <p>cemetery communicate competition curiosity develop dictionary disastrous environment equip (-ped, -ment) exaggerate excellent</p>	<p><b>NNS Rare GPCs</b></p> <p>Words with the /i:/ sound spelt 'ei' 'ie'</p> <p>Building words from root words</p> <p><b>Homophones</b></p> <p>Revision</p> <p><b>Common exception words</b></p> <p>marvelous muscle neighbor occur persuade physical programme</p>	<p><b>NNS Spelling</b></p> <p>Words ending '-able'/'-ably', and '-ible'/'-ibly'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p><b>Common exception words</b></p> <p>Accommodate Accompany According Amateur Apparent appreciate Awkward</p>	<p><b>NNS Spelling</b></p> <p>Words with ough letter string</p> <p>Words ending -cial and -tial</p> <p>Generating words from prefixes</p> <p><b>Common exception words</b></p> <p>Definite Desperate Determined Embarrass Especially Existence Explanation Familiar Government</p>	<p><b>NNS Spelling</b></p> <p>Proofreading: use of dictionary to check words referring to first three or four letters</p> <p>Strategies for learning words: problem suffixes</p> <p><b>Homophones</b></p> <p>Revise homophones</p> <p><b>Common exception words</b></p> <p>soldier stomach suggest temperature twelfth vegetable vehicle yacht</p>
<b>Year 6 1<sup>st</sup> half term</b>	<p><b>NNS Spelling</b></p> <p>Words ending '-able'/'-ably', and '-ible'/'-ibly'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p><b>Common exception words</b></p> <p>Accommodate Accompany According Amateur Apparent appreciate Awkward</p>	<p><b>NNS Spelling</b></p> <p>Words ending '-able'/'-ably', and '-ible'/'-ibly'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p><b>Common exception words</b></p> <p>Accommodate Accompany According Amateur Apparent appreciate Awkward</p>	<p><b>NNS Spelling</b></p> <p>Words with ough letter string</p> <p>Words ending -cial and -tial</p> <p>Generating words from prefixes</p> <p><b>Common exception words</b></p> <p>Definite Desperate Determined Embarrass Especially Existence Explanation Familiar Government</p>	<p><b>NNS Spelling</b></p> <p>Rare GPCs from statutory word list</p> <p>Words ending in ant, -ance and -ancy</p> <p>Root words and their meanings</p> <p><b>Common exception words</b></p> <p>Occupy Opportunity Parliament Prejudice Privilege Profession Pronunciation Recommend Relevant</p>	<p><b>NNS Spelling</b></p> <p>Rare GPCs from statutory word list</p> <p>Words ending in ant, -ance and -ancy</p> <p>Root words and their meanings</p> <p><b>Common exception words</b></p> <p>Occupy Opportunity Parliament Prejudice Privilege Profession Pronunciation Recommend Relevant</p>

<b>2<sup>nd</sup> half term</b>	<b>NNS Spelling</b>	Endings spelt '-cious' or '-tious'	<b>NNS Homophones</b>	dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit	<b>NNS Spelling</b>	Words ending ent, ence, ency
	<b>Homophones</b>	ce/se		Generating words from prefixes	<b>Homophones</b>	Draught/draft, dissent/descent, precede/proceed, wary/weary
	<b>Common exception words</b>	Category Committee Community Conscience Conscious Controversy Convenience Correspond Criticise	<b>Common exception words</b>	Harass Hindrance Identity Individual Interfere Mischievous Necessary Nuisance	<b>Common exception words</b>	Sacrifice Sincere(ly) Sufficient Symbol System Thorough Variety