

A developmental progression that provides a coherent framework to support the teaching of reading and writing. It is ambitious and detailed, cross referenced to the National Curriculum and bodies of key research, as well as building in developmental milestones to move pupils from one stage to the next.

Phonics and Spelling Progression

EYFS - Year 6



Our belief

At Feniton Primary School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help. We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach the children to use a range of effective spelling strategies.
- Encourage creativity and the use of more ambitious vocabulary in their writing.
- Enable children to write independently.
- Enhance proof reading and editing skills.
- Encourage children to identify patterns in words and spellings.
- Use phonics as a key strategy for spelling known and unknown words through the primary phase, making phonetically plausible attempts at an age-appropriate level.
- Spell words through word recognition.
- Promote a positive and confident “have a go” attitude towards spelling.
- Help children to use a range of dictionaries and spell checks effectively.
- Help children recognise that spelling is a lifelong skill.
- Provide equal opportunities for all pupils to achieve success in spelling.

The principles

All staff follow the guidelines below:

- Children and staff have a shared and consistent language for spelling and spelling rules throughout the school, including the term ‘Tricky words’ – those words which are not phonetically regular, and ‘common exception words’ (CEW). **See Appendix 2 for a glossary of terms**
- Children learn an increasing range of strategies for ensuring that they spell words accurately in their work, including dictionaries; word-mats; classroom displays.
- Spelling is explicitly taught on a regular and systematic basis, with sufficient time allocated to the teaching and practice of spelling.
- Children correct/practise common exception words and high frequency words if they misspell them in their writing.
- Once taught, words are expected to be spelt correctly in all writing.
- Spelling is linked to handwriting, once correct letter formation has been achieved.
- Spelling is taught through a structured range of programmes, resources and strategies as appropriate.
- There is a strong focus on the use of syllables and ‘chunking’ these for spelling.
- Children are taught a range of strategies to help them check their own spelling.
- Children are expected to proof-read their work carefully.
- From Reception, staff refer to letter names when teaching CEW and Spelling Rules.

- Spelling is assessed by the class teacher using dictation exercises and alternative methods.
- Spellings being taught are adapted to meet individual needs.

Implementing a systematic phonics programme:

“Phonics is a body of knowledge that is necessary for children to learn to read and spell.” (DfE, Reading Framework, 2021)

Evidence shows that teaching phonics is the best way to teach children to read and write. The Rose Report from 2009 stated, *“The practice seen by the review shows that the systematic approach, which is generally understood as 'synthetic' phonics, offers the vast majority of young children the best and most direct route to becoming skilled readers and writers.”* The EEF recommends all schools use a systematic approach to teaching phonics. When inspecting the curriculum, Ofsted’s inspectors evaluate the extent to which the teaching of early reading and synthetic phonics programmes is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception. The Reading Framework states, *“It is important not to confuse children by mixing material from different programmes or across different classrooms.”*

Early Years and Key Stage 1

As a Federation we follow the DfE approved Twinkl Phonics Scheme. Through the delivery of this scheme and our reading curriculum, we ensure a consistent and robust approach to early reading and phonics in Foundation Stage and Key Stage One. This ensures that pupils are able to read and write with increased speed and fluency and access the wider curriculum.

Our decodable reading books are matched to our phonics progression in both the sounds they must know and the common exception words.

Phonics teaching in The Foundation Stage provides a solid understanding for future learning. There is a focus at the beginning of the Reception year on the fundamental skills of segmenting and blending. Pupils in the Reception year are explicitly taught the common exception words that are not phonically decodable as appropriate for their reading stage.

Phonics teaching in Year 1 builds on the learning in The Foundation Stage, teaching them alternative sounds throughout the year. There is a big emphasis on revision of previously taught sounds, improving reading speed and building up their reading stamina. The focus of teaching phonics in Year 1 is heavily focussed on equipping them with the skills needed to read with fluency. Pupils are taught to sight read both the sounds and Common Exception Words appropriate for their Level.

From Year 2, pupils who pass the phonics screening, move onto learning spelling patterns more explicitly through the Twinkl Scheme. They are still encouraged to use the resources and strategies from their phonics teaching. Those pupils who do not pass the Phonics Screening Check, or those who need further support on decoding to support in their reading, recap levels 4 and 5 in an intervention group led by a trained Teaching Assistant.

These lessons are taught daily for 20-30 minutes with opportunities to further model, practise and apply phonics and spelling across the curriculum, throughout the day. Word-mats are accessible/ on display in classrooms.

Spelling partners: Pupils are asked to work in pairs, often to ‘test’ each other.

Strategies taught include:

- Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling.
- Chunking - break longer words into syllables and treat each syllable as a little word.
- Mnemonics – e.g. because – big elephants can't always use small elevators.
- Look/Say/Cover/Write/Check.
- Underline or highlight the tricky part of the word.
- Exact pronunciation (including silent letters): Wed – nes- day; k-night.
- Read own spelling aloud to see if it sounds right e.g. fot as attempt for foot.
- Does it look right?
- What would it look like if you saw it in your reading book?
- Little words in big words – to-get-her.
- Use of rhyme and analogy (could/should/would).
- Use of morphemes e.g. dressed ends in –ed not t, because it is a past tense verb.
- Identifying base words e.g. smile- smiling- smiled.
- Finding words within words/'Countdown'.
- Making links between the origin of words and their spelling (etymology).
- Learning different spelling patterns and investigating new spelling rules e.g. 'shul' sound after a vowel is spelt 'cial'.

Key Stage 2

Years 3-6 follow the No Nonsense Spelling Guidance. Each class has an electronic teacher's book which details lesson plans and resources The Year 2 learning progression of Twinkl and No Nonsense have been scrutinised to ensure there is continuity for children at the end of KS1 moving on to No Nonsense.

This programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session.

A typical teaching sequence is as follows:

Revise

Activate prior knowledge. Revisit previous linked learning

Teach

Introduce the new concept. Explain. Investigate. Model

Practise

Individual/group work. Extend/explore the concept independently. Investigate. Generalise.

Apply/Assess -

Assess through independent application. Explain and demonstrate understanding.

The teaching of spelling continues to reinforce and embed the teaching of phonics. Staff draw upon the GPC charts used in Twinkl Phonics programme to work alongside the teaching of spelling throughout KS2. Visual resources complement the scheme and children are familiar with the layout.

Spelling Journals

Developing the use of spelling journals can support both teachers and pupils in many ways. They enable:

- pupils to take responsibility for their spelling learning
- pupils to refer back to previous learning
- teachers to see how pupils are tackling tricky bits of spelling
- teachers and pupils to discuss spelling with parents and carers

Spelling journals can take many forms and are much more than just a word book. Spelling journals can be used for:

- practising strategies
- learning words
- recording rules/conventions/ generalisations as an aide-memoire
- word lists of really tricky words (spelling enemies)
- 'Having a go' at the point of writing
- ongoing record of statutory words learnt
- investigations
- recording spelling targets or goals
- spelling tests.

Have a Go Sheets

Children have a page in their exercise books to 'have a go'. Teachers can model this process in this way:

1. Model writing a sentence and being unsure about how to spell a word. Talk about the tricky part in the word and some of the choices you might have for that part. You could refer to a GPC chart to find the choices if appropriate.
2. Model writing the word with two or three choices on your own enlarged version of a Have a go sheet and then model choosing the one that you think looks right and using it in your sentence. It is important that pupils learn to ask themselves the question 'Does it look right?' or 'Have I seen it like this in a book?' to help them make their choices.
3. If you are still unsure of the spelling, put a wiggly line under it in the sentence to signal that this needs checking by the teacher, or the pupil if appropriate, during proofreading time.
4. Model continuing with writing and not checking the correct version of the spelling at this point. This is important so that the flow of writing is not unnecessarily slowed.
5. Make sure you model this process briefly in writing in all curriculum areas.
6. Pupils use their own Have a Go sheet (or group sheet) whenever they write and refer to GPC charts and other classroom displays as support, as well as specific strategies that have been taught for using at the point of writing.

7. Remind them never to make more than three attempts at a word. Misspelt words will need to be corrected in line with the spelling and marking framework. Some of these words may be included in pupils' individual word lists for learning

Note: it is important that teachers have an enlarged version of a Have a go sheet displayed for modelling when writing in any curriculum area and at any time in the school day.

Helping Children Keep Up

Intervention groups are run to help children catch up with their peers and/or to prevent them from falling behind. To ensure these needs are identified early teachers complete a phonics assessment each half term in Rec – Year 2 and with children who have not passed their phonics screening in Years 3 and 4. Twinkl provide intervention packs support these interventions.

Phonics teaching and strategies are very much a part of the KS2 curriculum. Children working below age-related expectations at the end of KS1 will be given extra support to accelerate their progress. Children who need support with word decoding will be supported with additional phonics and fluency reading sessions.

We have also investigated in Trugs and IDL as intervention resources which can be used to give children regular practise and consolidate their phonic and spelling knowledge in Key Stage 2.

SEND

Some children will continue to find spelling strategies difficult to use effectively and will need additional support beyond scaffolded classroom activities. Desk top 'Speed sound charts' are available to all children who need them. Support staff may lead additional multi-sensory spelling activities involving small groups or with individuals. Class teachers will liaise with the SENDCO when considering the specific needs of some children. Where necessary, Individual Education Plans will include targets relating to spelling in order to help these children progress further. From Year 4, children with specific learning difficulties such as dyslexia can use a laptop to support their recording.

Assessment and Feedback

Assessment Pupils' learning is assessed throughout the programme.

The 'Apply' part of the sequence regularly includes assessment activities to identify if children have learnt the key concept taught. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.
- Error Analysis

Handwriting and Spelling

Links between handwriting, phonics and spelling are important. The regular practice of letter patterns and the copying of CEW helps develop good visual and writing habits. By copying and tracing whole

words and linking their handwriting to patterns learnt in phonics, the children will develop a good motor memory which will aid independent writing and spelling. **Penpals Handwriting Scheme** is used to provide a progressive and consistent approach to the teaching and learning of handwriting. Please refer to individual Teacher's Books for more information on this.

Home/School Links

Children will be sent home spellings to learn. We recognise that parents have an active part to play in all aspects of their children's learning. While weekly tests are not expected, parents should be encouraged to help children to learn the relevant patterns or rules that children have been given. We subscribe to Spelling Frame to support home learning.

Tips for learning spellings at home

Learning at home needs to be an extension of the practice in school. Consider:

- limiting the number of words to five or less a week to ensure success and enable deeper learning
- making sure pupils and parents have access to the range of learning strategies which have been taught in school, to use in home learning
- assessing spellings in context, for example: learning spellings in a given sentence, generating sentences for each word, assessing through unseen dictated sentences
- keeping an ongoing record of words learnt and setting very high expectations of correct application in writing once a word has been learned.

Monitoring and Evaluation

The framework will be effective if no child (other than where a specific learning difficulty has been identified) has their writing judgement downgraded due to poor spelling. This framework will be evaluated as part of school development and amended where appropriate.

Equal Opportunities

All children will have an equal opportunity to work within this framework area. Account will be taken of specific needs and where appropriate support will be accessed through the special needs framework.

Appendix 1: Learning Progression - Reception

	Grapheme	Reading	Writing
Autumn 1 3 weeks of baseline assessments before Twinkl level 2 scheme is started (weeks 1-4)	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /ck/ /e/ /u/ /r/	to the no go I	n/a
Autumn 2 Twinkl level 2 scheme (week 5 and 6) Twinkl level 3 scheme (weeks 1-4)	/h//b/ /f/ /ff/ /l/ /ll/ /ss/ /j/ /v/ /w/ /x/ /y/ /z/ /zz/ /qu/ /ch/ /sh/ th/ /ng/ /ai/ /ee/ /igh/ /oa/	he she we me be was	the to no go I
Spring 1 Twinkl level 3 scheme (weeks 5-9)	/oo/ /oo /ar/ /or/ /ur/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ Recap level 3 sounds (Twinkl phonics scheme level 3 week 8 and 9)	my you they here all are	(as above)
Spring 2 Twinkl level 3 scheme (weeks 10-12) Assessment of level 3 phonics	Recap level 3 sounds (Twinkl phonics scheme level 3 week 10-12) with a greater focus on writing so spread activities on day 3/4 over 4 days	are here all they	(as above)
Summer 1 Twinkl level 4 scheme (weeks 1-5)	Level 4 Explicit teaching on CVCC words, CCVC words, common consonant blends and polysyllabic words	said so have like some come were there little one do when out what	he she we me be was you they are all my here
Summer B Recap Twinkl level 3 scheme (weeks 1-5)	<i>Level 3 and 4 consolidation. Focus on reading and writing longer sentences</i>		

Appendix 2: Learning Progression – Year 1

	Grapheme	Reading	Writing
<p>Autumn A</p> <p>Recap of Level 3 and 4</p> <p>NB: includes assessment of children and recapping of level 3 and 4 after the summer holidays.</p> <p>Level 5</p> <p>NB: These are additional sounds to be taught. Children should be constantly recapping and revisiting previously taught sounds to support their reading.</p>	<p>Revisit Level 3 and 4, addressing any gaps in learning.</p> <p><i>J/v/w/x/y/z/zz/qu/ch/ sh/th/ng/ai/ee/igh/oa oo/ur/ow/oi/ear/air/ ure/er</i></p> <p>Recap Level 4 – reading and writing polysyllabic words with adjacent consonants.</p> <p>ay (ai) /oy (oi) /ie (igh)</p>	<p>said so have like come some were there little one do when out what</p> <p>could should would want oh their</p>	<p>he she me we be was you they are all my here</p> <p>said so have like come some</p>
<p>Autumn B</p> <p>Level 5</p> <p>NB: These are additional sounds to be taught. Children should be constantly recapping and revisiting previously taught sounds to support their reading.</p>	<p>ea (ee) /a-e (ai) /i-e (igh) o-e (oa) /_u-e (yoo) e-e (ee) / ou (ow)</p> <p>long vowel sounds</p>	<p>Mr Mrs love your people looked called asked water where who why</p>	<p>were there little one do when what could should would want their</p>
<p>Spring A</p> <p>Level 5</p> <p>NB: These are additional sounds to be taught. Children should be constantly recapping and revisiting previously taught sounds to support their reading.</p>	<p>ch (c) / ch (sh) / ir (er) ue (yoo and oo) ew (yoo and oo) y (ee) / aw (or) / au (or)</p>	<p>thought through work house many laughed because different any eye friend also</p>	<p>Mr Mrs love your people looked asked called water where who why</p>
<p>Spring B</p> <p>Level 5</p>	<p>ow (oa) / oe (oa) / wh (w) g (j) / c (s) / ph (f) / ea (e) ie (ee)</p>	<p>once please live coming Monday</p>	<p>thought through work house many</p>

<p>NB: Children are introduced to alternative sounds and spellings. They continue to recap previously taught sounds for reading.</p>		<p>Tuesday Wednesday brother more before January February</p>	<p>laughed because different any eye friend also</p>
<p>Summer A Level 5 NB: Children are introduced to suffixes and prefixes.</p>	<p>Adding -ed Adding -s and -es Adding -er and -est tch (ch) Adding -ing and -er are and ear (air)</p>	<p>April July scissors castle beautiful treasure door floor bought favourite autumn gone</p>	<p>please once live coming Monday Tuesday Wednesday brother more before January February</p>
<p>Summer B Level 5 NB: Phonics screening at start of Summer B</p>	<p>Unspoken 'e' ore (or) Adding prefix un-</p>	<p>know colour other does talk two</p>	<p>April July scissors castle beautiful treasure</p>

Appendix 3: Learning Progression – Year 2

	Grapheme	Tricky words	Grammar focus
<p>Autumn A</p> <p>Recap of Level 5</p> <p><i>NB: includes assessment of children and recapping of level 3, 4 and 5 after the summer holidays.</i></p>	<p>y' saying /igh/</p> <p>dge' and 'ge' saying /j/</p> <p>add the suffix –es to words ending in 'y'.</p> <p>gn' saying /n/</p> <p>'kn' saying /n/</p> <p>Adding –ing and –ed to words ending in 'y'</p> <p>n 'wr' saying /r/</p>	<p>Door/floor</p> <p>Bought/favourite</p> <p>Autumn/gone</p> <p>Know/colour</p> <p>Other/does</p> <p>Talk/two</p> <p>Four/eight</p>	<p>Correctly adding capital letters to the start of sentences and full stops to the end.</p> <p>Use capital letters for names.</p> <p>Plural nouns</p> <p>Put words into alphabetical order using the first and second letter.</p> <p>Put words into alphabetical order when the first or second letters are the same.</p> <p>Identifying verbs and use the correct verb within a sentence.</p> <p>Practise recognising and using adverbs.</p>
<p>Autumn B</p> <p><i>Assessments of Autumn A/B</i></p>	<p>n 'le' saying /l/</p> <p>Adding –er and –est to words ending in 'y'</p> <p>el' saying /l/</p> <p>Adding –ing and –ed to words ending in Y</p> <p>'wr' saying /r/</p> <p>'le' saying /l/</p>	<p>World/work</p> <p>Poor/great</p> <p>break/steak</p> <p>Talk/two</p> <p>Four/eight</p> <p>World/work</p>	<p>Practise recognising and using common nouns.</p> <p>Using adjectives and expanded noun phrases.</p> <p>Use commas correctly in a list.</p> <p>Verbs</p> <p>Adverbs</p> <p>Common nouns</p>
<p>2 – Spring A</p> <p><i>Assessments of Autumn A/B Spring A</i></p>	<p>Adding -er and -est to words ending in y</p> <p>'el' saying /i/</p> <p>'al' and 'il' saying /l/</p> <p>Adding –ed and –er to words ending in e</p> <p>'eer' saying /ear/</p> <p>'ture' saying /cher/</p>	<p>Poor/great</p> <p>Break/steak</p> <p>Busy/ clothes</p> <p>Whole/listen</p> <p>Build/earth</p> <p>Delicious/fruit</p>	<p>Using adjectives and expanded noun phrases.</p> <p>Commas in lists</p> <p>Capital city for place names</p> <p>Regular past tense</p> <p>Regular present tense</p> <p>Questions and commands</p>

<p>Spring B</p> <p>Assessments of Autumn A/B Spring A/B</p>	<p>Adding –est and –y to words ending in e</p> <p>‘nb’ saying /m/</p> <p>‘al’ saying /all/</p> <p>Adding –ing and –ed to CVC and CCVC words</p> <p>‘o’ saying /u/</p> <p>‘ey’ saying /ee/</p>	<p>Learn/search</p> <p>Famous/shoe</p> <p>Pretty/neighbour</p> <p>England/tongue</p> <p>Group/country</p> <p>Heart/dangerous</p>	<p>Exclamations and statements</p> <p>Use a dictionary to find definitions.</p> <p>Co-ordinating conjunctions</p> <p>Irregular past tense</p> <p>Alternative words for ‘said’</p> <p>Exclamation marks to show emotion or shouting.</p>
<p>Summer A</p> <p>Assessments of Autumn A/B Spring A/B Summer A</p>	<p>Adding –er, –est and –y to CVCC and CVC words</p> <p>Contractions</p> <p>‘war’ saying /wor/ and ‘wor’ saying /wur</p> <p>Adding suffixes –ment and –ness to words</p> <p>‘s’ saying /zh/</p>	<p>special, enough</p> <p>aunt, father</p> <p>prove, improve</p> <p>hour, move</p> <p>sure, sugar</p>	<p>Improving sentences (nouns and adjectives)</p> <p>Contractions</p> <p>subordinating conjunctions</p> <p>Improving sentences (verbs and adverbs)</p> <p>Using a thesaurus to add exciting words</p>
<p>Summer B</p> <p>Assessments of Autumn A/B Spring A/B Summer A/B</p>	<p>‘wa’ saying /wo/, ‘qua’ saying /quo/</p> <p>‘tion’ saying /shun/</p> <p>Adding the suffixes –ful, –less and –ly to words.</p> <p>Homophones</p> <p>Adding the prefix dis–</p>	<p>half, quarter</p> <p>touch, straight</p> <p>caught, daughter</p> <p>journey, area</p> <p>heard, early</p>	<p>Possessive apostrophes</p> <p>Using conjunctions to add detail</p> <p>Using speech marks</p> <p>Using commas in speech</p> <p>Using a dictionary to check spellings</p>

Appendix 4 - Phonics Lesson Structures

	Reception	Year 1	Year 2
	Level 2 phonics starts after baseline approx. week 4. During week 1-4 children are practising fine motor activities using pencils and tracing patterns.	Level 5 phonics starts after 4 weeks of consolidation of level 3 and 4.	Level 6 after 4 weeks of consolidation of level 5
Introduction	Talk about the learning objective and new sound to be learnt.	Talk about the learning objective and new sound to be learnt.	Talk about the learning objective and new sound to be learnt.
Revisit and review	Re-cap previously taught sounds/ tricky words either using power point or flash cards. Sounds on power point are limited to current level of learning e.g. if children are learning level 3 sounds the power point doesn't re-cap level 2. Using actions to remember sounds.	Re-cap previously taught sounds/ tricky words either using power point or flash cards. Sounds on power point are limited to current level of learning e.g. if children are learning level 3 sounds the power point doesn't re-cap level 2. Link sound with picture rather than action e.g. 'ar as in star'	Re-cap previously taught sounds/ tricky words either using power point or flash cards. Sounds on power point are limited to current level of learning e.g. if children are learning level 6 sounds the power point doesn't re-cap level 5. Link sound with picture rather than action e.g. 'ar as in star'
Teach new tricky words	Show children new tricky word and discuss which part is tricky and why.	Show children new tricky word and discuss which part is tricky and why.	Show children new tricky word and discuss which part is tricky and why.
Teach - story	Read the story to children will sometimes point out the tricky word for the children to read. Adult re-reads tricky word and carries on with story.	Read the story and emphasise tricky words in a louder voice.	Read the story with the children and emphasise tricky words in a louder voice.
Teach new sound	Children are shown new sound and how it is written and link to action. Children practise this in handwriting after phonics session.	Children are shown new sound and how it is written and link to e.g. 'ur as in purse'. Children practise this in handwriting straight after it has been modelled on presentation.	Children are shown new sound and how it is written and link to e.g. 'ur as in purse'. Children practise this in handwriting with adult modelling the joins.
Apply new sound	(Lesson 1/ lesson 2) Children apply reading the new sound within words. (Lesson 3/ lesson 4) During level 2/3 when learning new sounds children are not writing during phonics sessions. Teacher models segmenting using fingers - my turn your turn (sometimes asks children to try first) and recording on board at this point not using sound buttons.	Lesson 1/ lesson 2) Children apply reading the new sound within words. Lesson 3/ lesson 4 Children apply new sounds when writing word. Teacher models segmenting using fingers - my turn/ your turn - adding sound buttons.	Lesson 1 Children apply reading the new sound within words. Lesson 2 Children recognise and sort different ways the grapheme can be represented in other words Lesson 3 Children apply new sounds when writing word. Teacher models segmenting using

	<p>When re-capping previously taught level 3 sounds children are now starting to use white boards during the phonics sessions.</p> <p>Not attempting to write the sentences at this point but will write words where appropriate.</p> <p>Lesson 5 – currently not using as not appropriate level.</p>		<p>fingers - my turn/ your turn - adding sound buttons.</p> <p>Can children spell words containing the phoneme and make correct grapheme choices?</p> <p>Lesson 4</p> <p>Write dictated sentences using grammar focus and words containing grapheme.</p>
Apply new sound/ tricky words	<p>Lesson 1/ lesson 2</p> <p>Children read a sentence with support using new sound and/ maybe tricky words.</p> <p>Lesson 3/ lesson 4</p> <p>Not attempting to write the sentences at this point but will write words where appropriate.</p> <p>After Easter expectation for writing more during phonics will increase dependent on ability.</p> <p>During last half term of summer children will attempt to write captions/ sentence during phonics.</p> <p>Activities where children can add sound buttons will be introduced.</p>	<p>Lesson 1/ lesson 2</p> <p>Children read a sentence with support using new sound and/ maybe tricky words.</p> <p>Lesson 3/ lesson 4</p> <p>Children attempt and are supported to write sentences using target sounds and tricky words.</p>	<p>Lesson 1</p> <p>Children discuss with adult the tricky part of word.</p> <p>Lesson 2</p> <p>Children write tricky words taught that week.</p> <p>Children read a sentence with support using new sound and/ maybe tricky words.</p> <p>Lesson 3/ lesson 4</p> <p>Children attempt and are supported to write sentences using target sounds and tricky words.</p>

EYFS Additional Information

- Handwriting is modelled again before children are called off in small groups to practise letter formation – initially using Twinkl handwriting sheets. When re-capping using orange books with lines drawn with 2 examples modelled for them to trace over and then copy. Dot to show start point. Practising in letter families.
- Alphabet song linking letters to letter names is sung regularly throughout the week either before phonics sessions or at a different time. (Twinkl recommendation)
- Children are asked to complete independent phonics activities to consolidate learning daily.
- Capital letters are introduced through the presentations during level 2. Language used: capital letters/ lowercase/little letters.

Appendix 5: Learning Progression – Year 3

Term 1	Term 2	Term 3
<p><u>Revisit</u> Common exception words from Year 2 Prefixes and suffixes Revise prefix ‘un’. New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’. Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’</p> <p><u>Rare GPCs</u> The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’ Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin)</p> <p><u>Homophones</u> brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p><u>Apostrophe</u> Revise contractions from Year 2</p> <p><u>Proofreading</u> Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p><u>Strategies at the point of writing</u> Reintroduce Have a go sheets and strategies from Year 2.</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>Revisit</u> Strategies at the point of writing. Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before) Prefixes and suffixes:</p> <p>Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’</p> <p><u>Rare GPCs</u> The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin)</p> <p><u>Homophones</u> here/hear, knot/not, meat/meet</p> <p><u>Apostrophe</u> Revise contractions from Year 2</p> <p><u>Proofreading</u> Revise proofreading routines</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>Revisit</u> Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 Prefixes and suffixes Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes</p> <p><u>Rare GPCs</u> The /ɪ/ sound spelt ‘y’ other than at the end of words (gym, myth) The /ʌ/ sound spelt ‘ou’ (young, touch)</p> <p><u>Homophones</u> heel/heal/he’ll, plain/plane, groan/grown, rain/rein/reign</p> <p><u>Apostrophe</u> Revise contractions from Year 2</p> <p><u>Proofreading</u> Proofread own writing for misspellings of personal spelling list words.</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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.

Appendix 6: Learning Progression – Year 4

Term 1	Term 2	Term 3
<p><u>Revisit</u> Strategies at the point of writing: Have a go</p> <p><u>Rare GPCs</u> Revise:</p> <ul style="list-style-type: none"> • The /eɪ/ sound spelt ‘ej’, ‘eigh’, or ‘ey’ • The /ʃ/ sound spelt ‘ch’ • The /ʌ/ sound spelt ‘ou’ <p>(all from Year 3)</p> <p>Word endings: Words ending /ure/ (treasure, measure)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ • Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’ ‘-en’, ‘-er’, ‘ed’) <p><u>Homophones</u> peace/piece, main/mane, fair/fare</p> <p><u>Apostrophe</u> Possessive apostrophe with singular proper nouns (Cyprus’s population)</p> <p><u>Proofreading</u> Teach proofreading strategies</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>Revisit</u> Year 3 rare GPCs</p> <p><u>Rare GPCs</u> The /g/ sound spelt ‘gu’</p> <p><u>Word endings</u> Words ending /tʃə/ spelt ‘ture’ (creature, furniture) Endings that sound like /ʃən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (invention, comprehension, expression, magician)</p> <p><u>Prefixes and Suffixes</u> Prefixes ‘anti-’ and ‘inter-’ Suffix ‘-ation’</p> <p><u>Homophones</u> scene/seen, male/mail, bawl/ball</p> <p><u>Apostrophe</u> Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p><u>Proofreading</u> Model how to use various strategies in proofreading, including using a dictionary.</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>Revisit</u> Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed.</p> <p><u>Rare GPCs</u> Words with the /s/ sound spelt ‘sc’ (Latin in origin)</p> <p><u>Word endings</u> Endings that sound like /ʒən/ spelt ‘-sion’ (division, confusion)</p> <p><u>Prefixes and Suffixes</u> Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’ Suffix ‘-ous’ (poisonous, outrageous)</p> <p><u>Homophones</u> whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem</p> <p><u>Apostrophe</u> Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p><u>Proofreading</u> Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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.

Appendix 7: Learning Progression – Year 5

Term 1	Term 2	Term 3
<p><u>Revisit</u> Strategies at the point of writing Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession</p> <p><u>Rare GPCs</u> Words with ‘silent’ letters</p> <p><u>Morphology/ Etymology</u> Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p><u>Word endings</u> Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’</p> <p><u>Homophones</u> isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</p> <p><u>Hyphen</u> Use of the hyphen (co-ordinate, co-operate)</p> <p><u>Dictionary</u> Use of a dictionary to support teaching of word roots, derivations and spelling patterns. Use of a dictionary to create word webs.</p> <p><u>Proofreading</u> Focus on checking words from personal lists.</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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 	<p><u>Revisit</u> Strategies at the point of writing: Have a go Apostrophe for possession</p> <p><u>Rare GPCs</u> Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt ‘ei’ after ‘c’(receive, ceiling)</p> <p><u>Morphology/ Etymology</u> Teach extension of base words using word matrices.</p> <p><u>Word endings</u> Words ending in ‘-ably’ and ‘-ibly’ Revise words ending in ‘-able’ and ‘-ible’</p> <p><u>Homophones</u> altar/alter, led/lead, steal/steel</p> <p><u>Dictionary</u> Use a dictionary to create collections of words with common roots</p> <p><u>Proofreading</u> Checking from another source after writing(spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>Revisit</u> Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p><u>Homophones</u> (cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose)</p> <p><u>Suffixes</u> Problem suffixes</p> <p><u>Dictionary</u> Teach use of dictionary to check words, referring to the first three or four letters</p> <p><u>Proofreading</u> Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p><u>Morphology/ Etymology</u> Teach morphemic and etymological strategies to be used when learning specific words</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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.

Appendix 8: Learning Progression – Year 6

Term 1	Term 2	Term 3
<p><u>Revisit</u> Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p><u>Rare GPCs</u> Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p><u>Prefixes and Suffixes</u> Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p><u>Word endings</u> Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious)</p> <p><u>Homophones</u> advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p><u>Proofreading</u> Proofreading in smaller chunks – sentences and paragraphs.</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>Revisit</u> Words containing the letter string ‘-ough’ Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p><u>Word endings</u> The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (official, special, artificial, partial, confidential, essential)</p> <p><u>Homophones</u> compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary All homophones from KS2</p> <p><u>Proofreading</u> Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>Revisit</u> Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</p> <p><u>Word endings</u> Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p><u>Homophones and near homophones</u> draft/draught, dissent/descent, precede/proceed, wary/weary</p> <p><u>Proofreading</u> Embedding proofreading strategies when reviewing own writing independently.</p> <p><u>Learning and Practising Spellings</u></p> <ul style="list-style-type: none"> ➤ 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.

Appendix 9: Glossary of Language Used to Teach Phonics and Spelling

Blending - saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.

Common Exception Words (CEW) or tricky words - words not decodable at the child's current phonics level understanding

Digraph - two letters which together make one sound e.g. ee, oa, ea, ch, ay.

Etymology - the study of the origin of words and the way in which their meanings have changed throughout history.

Grapheme – the written letters or a group of letters which represent one single sound (phoneme) .

Grapheme Phoneme Correspondence (GPC's) – the relationship between the sound and the letter or the letter that represents a sound.

Homophone - each of two or more words having the same pronunciation but different meanings, origins, or spelling, for example *new* and *knew*.

Mnemonic – illustration/action designed to support the children's recognition of GPC's.

Morphology - the study of words, how they are formed, and their relationship to other words in the same language. It analyses the structure of words and parts of words such as stems, root words, prefixes, and suffixes.

Phoneme – the smallest unit of sound that can be 'heard' in a word.

Prefix – a group of letters added to the start of a word to make a new word

Pure Sound in phonics - the pronunciation of each letter sound clearly and distinctly without adding additional sounds to the end.

Root Word – a basic word which to which affixes (prefixes and suffixes) are added. A root word is a word in it's own right.

Segmenting - This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.

Suffix – a letter or a group of letters added to the end of a word to make a new word

Trigraph - three letters which go together make one sound e.g. ear, air, igh, dge, t

Appendix 10: Error Analysis and Dictation

Analysis can be used to assess what strategies pupils are using in their day-to-day writing. It can also help identify where to put emphasis in the programme – for the whole class, groups or individuals. Error Analysis can also be repeated to assess progress over a longer period of time.

How to complete an Error Analysis:

1. Choose one piece of independent writing from each pupil.
2. Identify all the spelling errors and record them on the grid. Decide what you think is the main source of the error and record the word in the corresponding column. It is a good idea to record the word as the pupil has spelt it.
3. Identify any patterns. Quite quickly you will be able to see which aspect of spelling needs to be addressed. The headings on the grid included are
 - Common exception words
 - GPCs (grapheme–phoneme correspondences) including rarer GPCs and vowel digraphs
 - Homophones
 - Prefixes and suffixes
 - Word endings
 - Other.

These headings correspond to key strands within the National Curriculum. These could be changed or further areas added if needed.

Error Analysis

Child's Name

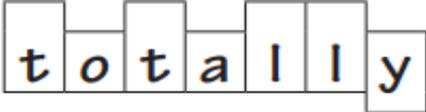
Date

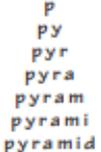
Piece of Writing

Completed by

Common Exception Words	Grapheme Phoneme Correspondence	Homophones	Prefixes/Suffixes	Word Endings	Other

Appendix 11: Classroom Resources (from No Nonsense Spelling & Twinkl)

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div style="text-align: center; margin-top: 10px;">  </div>

Drawing an image around the word	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
Words without vowels	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <div style="text-align: center; margin: 10px 0;">  </div>
Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>You can then reverse the process so that you end up with a diamond.</p>
Other strategies	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Whole Scheme Sound Poster

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ar ar	or or ore aw al au a	ur ur er ir	ow ow ou	oi oi oy	ear ear eer	air air are ear	ure ure	u_e u_e ue u ew	b b
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ng ng	p p	qu qu	r r wr	s s ss c	sh sh ch	t t	th th	th th	v v
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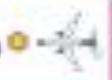
Whole Scheme Sound Poster

a a	e e ea	i i	o o	u u oo o	ai ai ay a_e a	ee ee ea e_e e y ie ey	igh igh ie i i_e y	oa oa ow o_e o oe	oo oo ue u_e ew
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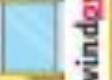
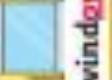
Key

Level 2 Level 5
Level 3 Level 6

Level 3 Sounds

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y	ng	or	z	Z	ai	ur	igh	zz	bee	ee	ow	qu			
															

Level 5 Sounds

ay	u_e	ch	ow	oy	ie	ea	ae	ie	o_e	u_e	ch	ow	oy	ie	ea	ae	ie	o_e	u_e	
																				
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ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew	ew
																				

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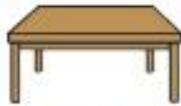
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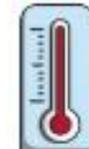
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