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| **Stage** | **Phonics for Reading** | **Phonics for Spelling** | **Other Spelling** |
| **1** | * Joins in with rhymes and songs * Awareness and identification of common environmental sounds, musical sounds * Enjoys alliteration and rhyme * Can match an adult segmented CVC word to an object, e.g. d – o – g to a picture of a dog * Begin to be aware that there are letter names and letter sounds | * Knows that marks on paper represent sounds |  |
| **2** | Sequence of learning for each set   * Intro letter sounds for set * Intro names of letters for set * Use letters in set to segment and blend VC/CV and then CVC words * (from Set 2 onwards) use letters to segment and blend using current and previous set * Set 1: s, a, t, p, i, n, m, d * Set 2: g, o, c, k, ck, e, u, r * Set 3: h, b, f, ff, l, ll, ss | * Knows the difference between a letter and a word * Hears initial sounds in words * Can verbally segment sounds in two and three sound words, *e.g. VC, CV, CVC* * When spelling words represents some sounds correctly and in sequence |  |
| **3** | Sequence of learning for each set   * As above * Set 4:j, , v, w, x, y, z, zz * Set 5: sh, ch, th (loud and quiet), qu, ng * Set 6: wh, ph * Set 7: ai, ee, igh, oa, oo (long and short), u-e * Set 8: ar, er, or, ow, oi, ur * Set 9: air, ear, ure | * Identifies each sound in a VC, CV, CVC word in the correct sequence *- if fine motor poor, can represent using magnetic letters* * Writes dominant sounds for longer words | * Knows difference between ‘ai’ as a sound and ‘a’ as a word * Knows difference between ‘igh’ as a sound and ‘I’ as a word * Spell S1 words accurately |
| **4** | * Blend common 2 letter CC at start of CCVC words, e.g. * bl, cl, fl, gl, pl, sl, * br, cr, dr, fr, gr, pr, tr * sc, sk, sm, sn, sp, st, sw * tw * Blend and segment CCVC words with the above * Read common w letter CC at end of CVCC words, e.g. * nd, nk, nt * ld, lk, lp, lt * ft, pt * mp, sk * Read more complex common word starts and ends, eg. * scr, shr, str, nch * Read words containing all of the above | * Spells CCVC/CVCC words correctly * Spells majority of words in LV1 and LV2 correctly * Spell majority of words in CV1 and CV2 correctly | * Knows which letters are vowels (and make short   vowel sounds) and consonants   * Use letter names when spelling common words |
| **5 a** | Sequence of learning for each set   * Say the story for the phoneme set * Say the keywords for the phoneme set * For the keywords in the story identify the key grapheme represented for the phoneme set * Read individually alternative graphemes for phoneme set * Find alternative graphemes for phoneme in a word, and then segment and blend the word * Find alternative graphemes for phonemes in a word within sentences * From Set 11, find graphemes for phonemes from current and previous sets within words to then segment and blend accurately * From Set 11 as above but within sentences * Set 10: ai 🡪 a-e, ay   *(NB: a as word vs grapheme should be taught here)*   * Set 11: ee 🡪ea, ey, y * Set 12: igh 🡪 i-e, ie, y   *(NB: I as word vs grapheme should be taught here)*   * Set 13: oa 🡪o-e, oe, ow * Set 14: oo (long) 🡪 ue, ew * Set 15: oo (short) 🡪 u * Set 16: u-e 🡪 ew, ue | * Write the grapheme choices for a phoneme * Names letters when spelling alternative graphemes * Knows all sounds in 5a Phonics for Reading are long vowels * Knows which graphemes are split digraphs and what this means * Spells words with long vowel using an appropriate grapheme, even if not right one (as each one is taught) * Spell words in LV3 correctly * When looking at spelling choices, mostly chooses the correct spelling for long vowels * Beginning, with support, to write words with each spell choice to try and choose correct spelling | * Uses letter names when spelling words * Knows and can say spelling rules for plurals * Use spelling plural rule with some accuracy * Knows how a dictionary works * With support use a dictionary to check a spelling * Know what a root word is * Spell S2 and S3 words correctly * Spell numbers in words to ten |
| **5 b** | Sequence of learning for each set   * As above * Set 17: ar 🡪 a   (NB: ‘r’ letter name vs phoneme should be taught here)   * Set 18: ow 🡪 ou * Set 19: oi 🡪 oy * Set 20: or 🡪 au, aw, al * Set 21: ur 🡪 ir, * Set 22: air 🡪 are, ear * Set 23: ear 🡪 eer * Identify graphemes which make more than one sound, e.g. ow, ue, ew, air, ear, u * When reading words with graphemes that make more than one sound, chn try both and use the one that makes sense | * Spell words with long vowels in 5a with mostly accurate grapheme choice * Knows all graphemes in 5b Phonics for Spelling are long vowels * Spell words with phonemes in 5b sets using an appropriate grapheme, even if not right one (as each one is taught) * Know different sounds made by ‘ed’ * Spell words in CV3 accurately | * Knows difference between ‘ar’ as a sound ‘r’ as a letter name and ‘are/our’ as a word * Adds ‘ed’ and ‘ing’ to words using correct spelling (not nec appropriately for spelling rules) * Use a dictionary to check spellings (Y1 beginning to) * Read common prefixes - un, dis, and understand how these change a root word * Read all common suffixes - ed, ing, er, est, en, ful, less, ness, ly, ment and discuss how they change the root word * Spell T1, T2 and T3 words correctly * Spell numbers in words to twenty * Spell days of the week accurately * Spell some common usage contractions accurately |
| **5c** | * Reads texts without visible segmenting and blending | * Spells using mostly accurate grapheme choices * Spells common spelling patterns in P1, P2 and P3 | * Spells all words in S and T blocks * Spell contractions accurately and say what they are when written in two words |

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| **6a** | * Know term homophone * Identify homophones and near homophones * are/our * there/their/they’re * to, two, too * other examples: *won/one, night/knight, bee/be, eye/I, see/sea, blue/blew, sun/son, quite/quiet, new/knew, whole/hole, write/right* * chooses the correct homophone in a context * spells homophones correctly when writing | * Sort suffixes into vowel and consonant * Sort root words by their ending - CC, v-e, sVC, lVC, lV (not y) * Know rules for vowel suffixes * Apply vowel suffix rules to individual words * Know rules for consonant suffixes and apply to individual words | * dge’ and ‘ge’ as ‘j’ *(edge, cage)* * ‘s’ sound spelt as ‘c’ before e, i, y *(ice, city, fancy)* * Words with silent k and g * ‘le’ on end of words *(table)* * ‘el’ on end of words *(camel)* * ‘al’ on end of words *(metal)* * ‘il’ on end of words *(pencil)* * Know some irregular past tense verbs |
| **6b** | * Apply all knowledge mostly accurately | * Apply vowel suffix rules in everyday writing mostly accurately * Know rules for suffixes when root words end in Vy and Cy * Apply suffix rules for Vy and Cy root words | * Apply all rules mostly accurately |

End of Year Expectations

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|  | **Phonics for Reading** | **Phonics for Spelling** | **Other Spelling** |
| **YR** | * 3 | * 3 | * 3 |
| **Y1** | * 5b | * 5a   *up to but not including Spell LV3* | * 5b   *Bullet points 1, 2, 3 (beginning to) 4, 6 (only T1)* |
| **Y2** | * ARE: end * GDS: end | * ARE: 5c with dictionary   6a know rules but only apply many   * GDS: end | * ARE: 5c with dictionary   6a with dictionary   * GDS: end |