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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
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| **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
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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
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