



**Key characteristics we want to promote with our children:**

- To be able to apply spelling rules and phonics to written work
- To build confidence in spelling both familiar and unfamiliar words
- Phonic/Spelling rules are built on from previous knowledge

<b>Range of Opportunities</b>	
<b>Early Years</b>	
<ul style="list-style-type: none"> <li>• Daily phonics lessons to teach specific phonic and pre-phonics skills</li> <li>• Introduction of tricky words alongside phonics from phase 2 onwards</li> <li>• A wide variety of games to raise children’s awareness of sounds around them</li> <li>• Develop sound differentiation using musical instruments and noise makers</li> <li>• Singing songs, learning action rhymes and listening to music to raise awareness of sound, rhyme and rhythm</li> <li>• Reading rhyming stories</li> <li>• Oral blending practiced on a regular basis in groups</li> <li>• Supporting children in small groups with writing activities, encouraging them to use the phonics they have learnt to help them sound out words for themselves</li> <li>• Writing table where children can go and practise writing for themselves putting into practice the phonics they have learnt</li> <li>• Phonic sound mats to support independent writing and reinforce phonemes taught</li> <li>• Phonics displays in classrooms to reinforce phonemes taught</li> </ul>	
<b>Range of Opportunities</b>	
<b>Key Stage 1</b>	<b>Key Stage 2</b>
<ul style="list-style-type: none"> <li>• Daily phonics lessons to teach specific phonemes, graphemes and common exception words</li> <li>• Regular dictation activities to reinforce and practice phonics taught and spelling of common exception words</li> <li>• Phonic sound mats to support independent writing and reinforce phoneme families - differentiated across year groups</li> <li>• Phonics displays in year 1 and 2 classrooms to reinforce phonemes taught</li> <li>• Common exception word cards on tables to support children when writing</li> <li>• Phoneme flash cards sent home in year one (and for those in y2 who need it) for children to practise</li> <li>• Spellings sent home for children to learn, reinforcing common exception words and phonic spelling patterns</li> <li>• Spelling practice twice weekly in Y2 in curriculum time. Fortnightly spelling check</li> <li>• Writing table in Year 1 where children can write independently for their own purpose, putting their phonics and spelling knowledge into practice</li> <li>• Whole class shared writing activities to model using phonic knowledge to sound out words, correct spelling of key words and spelling rules taught</li> <li>• Reading work through with teacher so spelling and phonic errors can be addressed as appropriate to individual child</li> <li>• Opportunities for children to read through and check their own work for spelling mistakes when they are ready for this</li> <li>• Children in Y2 correcting spellings within a piece of writing when they are ready to do this</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging children to use dictionaries to look up the spellings of unfamiliar words</li> <li>• Years 3-6 following Spelling Shed’s spelling scheme to ensure children learn spelling rules in a systematic approach</li> <li>• Years 3-6 using the games on Spelling Shed to practice their weekly spellings</li> <li>• Weekly spelling tests</li> <li>• Children who are receiving a Phonics Intervention to have spellings linking to the phoneme(s) they are focusing on</li> <li>• Children who are working below age related expectations in Years 3 and 4 to receive support with Phonics through interventions and personalised spellings which are derived from the Common Exception Words list/High Frequency Words list or a mixture of these words and their class’ spellings</li> <li>• Children who are working below age related expectations in Year 5 and 6 to receive personalised spellings from the Common Exception Words/High Frequency Words list or a mixture of these words and their class’ spellings</li> <li>• Children are given the opportunity to check and edit their work, including checking their spellings</li> <li>• Weekly spelling lessons which explain the rule for their weekly spellings and to provide children with opportunities to practise these</li> </ul>

Areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling Rules Taught	<p><b>Rocket phonics scheme</b></p> <p><b>Autumn 1</b> *Introduce graphemes; s a t i p n m d g o c k * CVC words * Common exception words: l the go to no into</p> <p><b>Autumn 2</b> *Introduce graphemes: ck e u r h b f ff l ll ss * CVC words * Words with double letters *Two syllable words * Common exception words; l the go to no into</p> <p><b>Spring 1</b> *Introduce graphemes; J v w x y z zz qu *Words ending in s /z/ (bags) *Common exception words; he she we me be was my you her they all are</p> <p><b>Spring 2</b> *Introduce graphemes; ch sh th ng ai ee igh oa oo oo *Common exception words; he she we me be was my you her they all are</p> <p><b>Summer 1</b> *Introduce graphemes; ar or ur ow oi ear air ure er *Common exception words; some one said come do so were when have there out like little what</p> <p><b>Summer 2</b>*Introduce graphemes;  *Introduce graphemes; /w/ as in <b>w</b>heel /f/ as in <b>d</b>olphin /ai/ as in <b>c</b>rayon</p>	<p><b>Autumn 1</b> /w/ as in <b>w</b>heel /f/ as in <b>d</b>olphin /ai/ as in <b>c</b>rayon /ai/ as in <b>c</b>ake /ai/ as in <b>a</b>corn /ee/ as in <b>s</b>cene /ee/ as in <b>s</b>hield /ee/ as in <b>p</b>each Consolidation *Common exception words: some one said come do so were when have there out like little what</p> <p><b>Autumn 2</b> *Introduce graphemes; /igh/ as in child /igh/ as in time /igh/ as in pie /lgh/ as in spy /oa/ as in rope /oa/ as in snow /oa/ as in toe /oa/ as in piano /ee/ as in happy /ee/ as in key Consolidation *Common exception words; some one said come do so were when have there out like little what</p> <p><b>Spring 1</b> *Introduce graphemes; /y+oo/ as in unicorn Short /oo/ as in push /y+oo/ as in cube Long/oo/ as in flute /y+oo/ as in statue Long /oo/ as in blue ?y+oo? As in news Long /oo/as in screw /ur/ as in herb /ur/ as in bird /ou/ as in cloud /oi/ as in toy consolidation *Common exception words</p>	<p>This year group transitioned onto the Rocket Phonics scheme in 2021-22. Due to this, there is some overlap between the year 1 and 2 curriculum for this year as year 2 teachers pick up the scheme from where the children left off in year 1. This will ensure that there are no gaps for this cohort and the whole curriculum is covered.</p> <p><b>Autumn 1</b> *Introduce graphemes; /s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house s/s as in fence /k/ as in school /sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother Consolidation *Common exception words Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p> <p><b>Autumn 2</b> *Introduce graphemes; /ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/as in comb /n/ as in knot /n/as in sign /r/ as in writing /sh/ as in hatching /zh/ as in treasure, television, collage Consolidation *Common exception words Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p> <p><b>Spring 1</b></p>	<p>Recap Phase 5 and Phase 6</p> <p><b>Spelling Shed:</b></p> <ul style="list-style-type: none"> <li>• 'ow' spelled 'ou'</li> <li>• 'u' spelled 'ou'</li> <li>• 'i' spelled 'y'</li> <li>• ending: -sure</li> <li>• ending: -ture</li> <li>• prefix: re-</li> <li>• prefix: dis-</li> <li>• prefix: mis-</li> <li>• adding 'ing' and 'ed' to multisyllabic words</li> <li>• adding 'ing', 'en' and 'ed' are added to multisyllabic words</li> <li>• long vowel 'a' spelled 'ai'</li> <li>• long vowel 'a' spelled 'ei'</li> <li>• long vowel 'a' spelled 'ey'</li> <li>• suffix: -ly</li> <li>• homophones</li> <li>• words ending in 'le'</li> <li>• suffix: -ly when root word ends in '-le'</li> <li>• adding 'ally' when the root word ends in 'ic'</li> <li>• suffix: -ly for words that don't follow the rules</li> <li>• words ending in '-er' when the root word ends in 'ch'</li> <li>• words where 'ch' makes a 'k' sound</li> <li>• words where 'que' makes a 'k' sound</li> <li>• 's' spelled 'sc'</li> <li>• Further homophones</li> <li>• suffix: -sion</li> <li>• 'Challenge Words'</li> </ul> <p><b>Spelling of specific words:</b></p> <ul style="list-style-type: none"> <li>• Year 3/4 Statutory Spellings – half taught in Year 3 and half taught in Year 4</li> </ul>	<p><b>Spelling Shed:</b></p> <ul style="list-style-type: none"> <li>• homophones/near homophones</li> <li>• prefix: 'in-'</li> <li>• prefix: 'il-', 'im-' and 'ir-'</li> <li>• prefix: 'sub-'</li> <li>• prefix: 'inter-'</li> <li>• suffix: '-ation'</li> <li>• suffix: '-ly'</li> <li>• suffix: '-lly'</li> <li>• 'ch' makes a 'sh' sound</li> <li>• suffix: -ion</li> <li>• words ending in 'sion'</li> <li>• words ending in 'ous'</li> <li>• words ending in 'ous' where the ge from the root word remains</li> <li>• 'i' making an 'ee' sound</li> <li>• words ending in 'ious' and 'eous'</li> <li>• 'au' makes an 'or' sound</li> <li>• words ending in 'tion'</li> <li>• words ending in 'cian'</li> <li>• words that are adverbs of manner</li> <li>• further homophones</li> <li>• words spelled with 'c' before 'l' and 'e'</li> <li>• words containing 'sol' and 'real'</li> <li>• words containing 'phon' and 'sign'</li> <li>• prefixes: 'super', 'anti' and 'auto'</li> <li>• prefix 'bi'</li> <li>• apostrophe for possession</li> <li>• 'Challenge Words'</li> </ul> <p><b>Spelling of specific words:</b></p> <ul style="list-style-type: none"> <li>• Year 3/4 Statutory Spellings – half taught in Year 3 and half taught in Year 4</li> </ul>	<p><b>Spelling Shed:</b></p> <ul style="list-style-type: none"> <li>• words ending in 'tious' and '-ious'</li> <li>• words ending in '-cious'</li> <li>• words ending in '-cial'</li> <li>• words ending in 'shul' spelled '-tial'</li> <li>• words ending in 'shul' spelled 'cial' and 'tial'</li> <li>• words ending in '-ant'</li> <li>• words ending in '-ance' and '-ancy'</li> <li>• using '-ent' and '-ence'</li> <li>• words ending in '-able' and '-ible'</li> <li>• words ending in '-ably' and '-ibly'</li> <li>• words ending in '-able' where the 'e' from the root word remains</li> <li>• adverbs of time</li> <li>• words ending in '-fer'</li> <li>• words with 'silent' first letters</li> <li>• 'ie' after c</li> <li>• 'ee' spelled 'ei'</li> <li>• words where 'ough' makes an 'or' sound</li> <li>• words containing 'ough'</li> <li>• adverbs of possibility and frequency</li> <li>• homophones and near homophones</li> <li>• further homophones</li> <li>• words with hyphens</li> <li>• 'Challenge Words'</li> </ul> <p><b>Spelling of specific words:</b></p> <ul style="list-style-type: none"> <li>• Year 5/6 Statutory Spellings – half taught in Year 5 and half taught in Year 6</li> </ul>	<p><b>Spelling Shed:</b></p> <ul style="list-style-type: none"> <li>• words with short vowel 'i' spelled 'y'</li> <li>• words with long vowel sound 'igh' spelled 'y'</li> <li>• prefix: 'over-'</li> <li>• suffix: '-ful'</li> <li>• words which can be nouns and verbs</li> <li>• words with an /oa/ sound spelled 'ou' or 'ow'</li> <li>• soft sound 'c' spelled 'ce'</li> <li>• prefix: 'dis', 'un', 'over' and 'im'</li> <li>• 'f' spelled 'ph'</li> <li>• words with origins in other countries</li> <li>• words with unstressed vowel sounds</li> <li>• words words ending in '-shuhl' spelled 'cial'</li> <li>• words words ending in '-shuhl' spelled 'tial'</li> <li>• words beginning with 'acc-'</li> <li>• suffix: '-ably'</li> <li>• suffix: '-ible'</li> <li>• suffix: '-ibly' to create an adverb</li> <li>• changing 'ent' to 'ence'</li> <li>• '-er' at the end of words</li> <li>• '-or' at the end of words</li> <li>• '-ar' at the end of words</li> <li>• adverbs synonymous with determination</li> <li>• adjectives to describe settings</li> <li>• adjectives to describe feelings</li> <li>• adjectives to describe characters</li> <li>• Grammar vocabulary</li> <li>• Mathematical vocabulary</li> </ul> <p><b>Spelling of specific words:</b></p>

	<p>/ai/ as in <b>cake</b>          /ai/ as in <b>acorn</b>          /ee/ as in <b>scene</b>          /ee/ as in <b>shield</b>          /ee/ as in <b>peach</b>          Consolidation          *Common exception words:          some one said come do so          were when have there out          like little what</p>	<p>Oh, their, people, Mr, Mrs,          looked, called, asked, could,          water, where  <b>Spring 2</b>          *Introduce graphemes;          /or/ as in astronaut          /or/ as in strawberry          /oa/ as in shoulder          Long /oo/ as in soup          Short /oo/ as in should          /ar/ as in palm          /ur/ as in world          /eer/ as in deer          /air/ as in square, bear, there          /or/ as in ball          /or/ as in four          /or/ as in core          /or/ as in door          /or/ as in daughter          consolidation          *Common exception words          Who, again, thought,          through, many, laughed,          because, any, eyes, friends,          once, please   <b>Summer 1</b>          *Introduce graphemes;          /s/ as in celery          /j/ as in giraffe          /e/ as in bread          /s/ as in house          s/s as in fence          /k/ as in school          /sh/ as in chef          /j/ as in bridge          /j/ as in package          /uh/ as in mother          Consolidation          *Common exception words          Oh, their, people, Mr, Mrs,          looked, called, asked, could,          water, where   <b>Summer 2</b>          *Introduce graphemes;          /ul/ as in bottle          /t/ as in mixed          /d/ as in drilled          /m/as in comb          /n/ as in knot          /n/as in sign          /r/ as in writing          /sh/ as in hatching</p>	<p>*Introduce graphemes;          /ch+u/ as in picture          /i/ as in pyramid          /s/ as in scissors          /s/ as in whistle          /o/ as in watch          /sh/ as in station          /sh/ as in musician          /sh/ as in percussion          Consolidation           *Common exception words          Who, again, thought,          through, many, laughed,          because, any, eyes, friends,          once, please   <b>Spring 2</b>          Revise sound families;          /ai/ ai, ay, a-e, a, eigh, ei, ea,          ey          /ee/ ee, e-e, ie, ea, y, ey, e          /igh/ igh, i, i-e, ie, y          /oa/ oa, o-e, ow, oe, o          homophones and near-          homophones          suffixes          Consolidation   <b>Summer 1</b>          Revise sound families;          /w/ w, wh /f/ f, ff, ph          long /oo/ oo, u-e, ou, ue, ew          /y+oo/ u, u-e, ue, ew          short /oo/ oo, u, oul /ar/ ar,          a, al          possessive apostrophes          suffixes          Consolidation   <b>Summer 2</b>          Revise sound families;          /or/ or, au, aw, al, ar, a          /or/ our, ore, oor, augh          /ur/ ur, er, ir, ear, or          /ou/ ou, ow /oi/ oi, oy          Contractions          Suffixes          Consolidation</p>				<ul style="list-style-type: none"> <li>Year 5/6 Statutory Spellings – half taught in Year 5 and half taught in Year 6</li> </ul>
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