

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Progression of sounds		s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
	Phonemic awareness focus	<b>Phase I Aspects 4-7</b> Rhythm & rhyme Alliteration Voice sounds Oral blending & segmenting	Teach children to hear the same initial sound for words and names of objects	Teach children to identify initial sounds of words and names of objects Teach children to distinguish different sounds	Teach children to identify initial sounds of words and names of objects Teach children to articulate sounds correctly – including playing with voice sounds	Teach children to identify initial sounds of words and objects	Teach children to identify the final sounds of words and objects
	Oral blending focus		Teach children to blend CVC words using oral blending and objects	Teach children to blend a wider range of CVC words using oral blending	Teach children to blend a wider range of words using oral blending	Teach children to blend a wider range of words using oral blending	Teach children to blend a wide range of words using oral blending
	Recognising their name		Teach children to find their name using their picture	Teach children to recognise the initial sound of their name	Teach children to recognise the capital letter that starts their name	Teach children to match their name to their picture	Teach children to match their name to their picture
Term	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Wk 1	4 days	4 days ff ll ss j	ai ee igh oa	<b>Review Phase 3</b> ai ee igh oa oo ar or ur oo ow oi ear	<b>Assess and review</b>	<b>Summer 1 content</b> root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est
	Wk 2	<b>Staggered start for children</b>	v w x y	oo oo ar or	<b>Review Phase 3</b> er air words with double letters longer words	<b>Short vowels</b> CVCC	<b>Assess and review</b>
	Wk 3	s a t p	z zz qu words with -s /s/ added at the end (hats sits) ch	ur ow oi ear	<b>Words with two or more digraphs</b>	<b>Short vowels</b> CVCC CCVC	<b>Summer 2 content begins</b> Long vowel sounds CVCC CCVC
	Wk 4	i n m d	sh th ng nk	air er words with double letters: dd mm tt bb rr gg pp	<b>Longer words words ending in -ing</b> Compound words	4 days <b>Short vowels</b> CCVCC CCCVC CCVCC	<b>Long vowel sounds</b> CCVC CCCVC CCV CCVCC
	Wk 5	g o c k	words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags)	<b>Longer words</b>	<b>Longer words</b> words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the en	<b>Longer words</b> Compound words	<b>Longer words</b> Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end
	Wk 6	ck e u r	<b>Assess and review</b>	<b>Assess and review</b>		2 days	<b>Longer words</b> Root words ending in -ing, -ed /t/, -ed /d/ /ed/, -ed /d/
	Wk 7	h b f l	<b>Assess and review</b>				<b>Longer words</b> Root words ending in: -er, -est
	Wk 8	<b>Assess and review</b>					1 day <b>Assess and review</b>

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wk 1</b>	4 days <b>Phase 4</b> Long vowel sounds CVCC CCVC	4 days /oa/ o go /igh/ i tiger /ail/ a paper /ee/ e he	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	<b>Summer 1 content</b> ay play a-e shake ea each e he	<b>Summer 1 content</b> ph phone wh wheel ie shield g giant
<b>Wk 2</b>	<b>Long vowel sounds</b> CCVC CCCVC CCV CCVCC <b>Longer words</b> Phase 4 words with -s /s/ at the end Phase 4 words with -z /z/ at the end Phase 4 words with -es /z/ at the end	/ail/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	/ll/ le al apple metal /s/ c ice /v/ ve give	/or/ a water schwa in longer words: different /ol/ a want /air/ ear ere bear there	ie pie i-e time o go o-e home	<b>Assess and review</b> <b>Phonics Screening Check Week</b>
<b>Wk 3</b>	<b>Phase 4</b> CVCC CCVC CCVCC CCCVC <b>Phase 4 with long vowels</b> <b>Longer words</b> Root words ending in -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	/eel/ e-e these /ool/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	/ul/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /eel/ ey donkey	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	ue blue rescue ew chew new u-e rude cute aw claw	<b>Start Summer 2 content</b> /ail/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer
<b>Wk 4</b>	<b>Longer words</b> Root words ending in: -er, -est <b>Review phase 3 GPCs</b> ai ee igh oa oo ar or ur oo ow oi ear	<b>Grow the code</b> /igh/ ie i i-e /ail/ ay a a-e /oa/ oa o o-e /eel/ e ie e-e ea /ool/ /yoo/ ew u-e u ue	<b>Grow the code</b> /ool/ u ew ue u-e ui ou oo fruit soup /eel/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	/cl/ ch school /sh/ ch chef /z/ ze freeze	4 days ea head ir bird ou cloud oy toy	/zh/ su si treasure vision /j/ dge bridge /il/ y crystal /j/ ge large
<b>Wk 5</b>	air er /z/ s -s -es words with two or more digraphs e.g. queen thicker <b>Phase 5</b> /ail/ ay play /ow/ ou cloud /oi/ oy toy /eel/ ea each	<b>Assess and review</b>	<b>Assess and review</b>	<b>Assess and review</b>	i tiger a paper ow snow u unicorn	/sh/ ti ssi si ci potion mission mansion delicious
<b>Wk 6</b>	<b>Review longer words</b>	<b>Assess and review</b>	<b>Spring 2 content</b> /ur/ or word /ool/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk		2 days	/or/ augh our oar ore daughter pour oar more review
<b>Wk 7</b>	<b>Assess and review</b>	<b>Spring 1 content</b> /eel/ y funny /el/ ea head /wl/ wh wheel /oa/ oe ou toe shoulder				<b>Assess and review</b>
<b>Wk 8</b>	<b>Autumn 2 content</b> /ur/ ir bird /igh/ ie pie /ool/ /yoo/ ue blue rescue /yoo/ u unicorn					1 day



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<b>Wk 1</b> 4 days <b>Expectations week</b>	4 days <b>Phase 5 review</b> /ail/ a-e ai ay a eigh ea ey aigh leel y ea ee ie ey e-e lighl igh i-e i y ie loal ow o o-e oa oe ou	<b>Bridge to spelling</b> What do I need to know to think about spelling? How do I use the 'Complete the Code' chart to help me to spell?	<b>Spelling units</b> Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	<b>Assess and review</b>	<b>Spelling units</b> Why does 'c' make the sound /s/ in s The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?
	<b>Wk 2</b> <b>Start Summer 2 content</b> /ail eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	/ool/ lyool/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	<b>Bridge to spelling</b> Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?			<b>Spelling units</b> The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?
	<b>Wk 3</b> /zh/ su si treasure vision /j/ dge bridge /il/ y crystal /lj/ ge large	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /chl/ ch tch ture* /sh/ sh ti ch ssi ci si	<b>Bridge to spelling</b> Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	<b>Spelling units</b> Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	<b>Spelling units</b> Why do I swap the 'y' for an 'i' when I add the suffix -es?	<b>Spelling units</b> Why does 'c' make the sound /s/ in some words?
	<b>Wk 4</b> /sh/ ti ssi si ci potion mission mansion delicious	/lj/ j g ge dge /s/ s ss c ce se st sc /ul/ ou /el/ ea lil y /ol/ a /ul/ o o-e /ool/ u oul schwa: er a or ar our re	<b>Bridge to spelling</b> When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?			4 days <b>Spelling units</b> Why do some words have the spelling 'ey' for the sound /ee/?
	<b>Wk 5</b> /or/ augh our oar ore daughter pour oar more review	ie /eel/ lighl y /eel/ lighl /il/ ea /eel/ lel /ail/ a /al/ /ail/ /or/	<b>Bridge to spelling</b> Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	<b>Spelling units</b> Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	<b>Spelling units</b> Why do some words end -le, -al, -il or -el?	<b>Spelling units</b> What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?
	<b>Wk 6</b> <b>Review longer words</b>	<b>Assess and review</b>	<b>Assess and review</b>			2 days
	<b>Wk 7</b> <b>Assess and review</b>	<b>Assess and review</b>				<b>Assess and review</b>
	<b>Wk 8</b> <b>Assess and review</b>					1 day



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>3</b>	<b>Wk 1</b> 4 days <b>Expectations week</b> <b>Autumn term revise KS1</b>	<b>Spelling units</b> Why do some words have the spelling 'ey' for the sound /ee/?	<b>Assess and review</b>	<b>Statutory words</b> Clued spelling	<b>Homophones</b> Spelling in writing package	<b>Homophones</b> Spelling in writing package
	<b>Wk 2</b> <b>Bridge to spelling</b> When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	<b>Spelling units</b> Why do some words end -le, -al, -il or -el?	<b>/ll/ ending</b> Spelling tracker rule 12	<b>-sion/-tion</b> Spelling tracker rule 17	<b>Statutory words</b> Clued spelling	<b>Statutory words</b> Clued spelling
	<b>Wk 3</b> <b>Spelling units</b> Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	<b>Spelling units</b> Why does 'c' make the sound /s/ in s? The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	<b>Suffixes after a 'y'</b> Spelling tracker rule 14	<b>-sion/-tion</b> Spelling tracker rule 17	<b>/N/ sound spelt 'ou'</b> Links to Clued Spelling	<b>Statutory words</b> Clued spelling
	<b>Wk 4</b> <b>Spelling units</b> Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	<b>Spelling units</b> Why does 'c' make the sound /s/ in some words?	<b>Suffixes after a 'y'</b> Spelling tracker rule 14	<b>Prefixes</b> Spelling tracker rule 18	4 days <b>Words with the /k/ sound spelt ch</b> Links to Clued Spelling	<b>Assessment</b>
	<b>Wk 5</b> <b>Spelling units</b> Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	<b>Spelling units</b> How can I spell the sound /zh/?	<b>-ly suffix</b> Spelling tracker rule 16	<b>Prefixes</b> Spelling tracker rule 18	<b>Words with the /k/ sound spelt ch</b> Links to Clued Spelling	<b>Homophones</b> Spelling in writing package
	<b>Wk 6</b> <b>Spelling units</b> The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	<b>Spelling units</b> What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	<b>-ly suffix</b> Spelling tracker rule 16		2 days	<b>Statutory words</b> Clued spelling
	<b>Wk 7</b> <b>Spelling units</b> Why do I swap the 'y' for an 'i' when I add the suffix -es?	<b>Spelling units</b> How can I show missing letters in a word?				<b>Editing</b> Spelling in writing package
	<b>Wk 8</b> <b>Assess and review</b>					1 day



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	Wk 1 4 days <b>Expectations week</b>	4 days <b>-sion/-tion</b> Spelling tracker rule 17	<b>/N/ sound spelt 'ou'</b> Links to Clued Spelling	<b>Homophones</b> Spelling in writing package	<b>The /i/ sound spelt 'y' other than at the end of words</b> Links to Clued Spelling	<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</b> Links to Clued Spelling
	Wk 2 <b>Pixl Yr 3 Spelling tracker therapies</b> <b>/ll/ ending</b> Spelling tracker rule 12	<b>-sion/-tion</b> Spelling tracker rule 17	<b>/N/ sound spelt 'ou'</b> Links to Clued Spelling	<b>Statutory words</b> Clued spelling	<b>-ous/-ious</b> Spelling tracker rule 20	<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</b> Links to Clued Spelling
	Wk 3 <b>/ll/ ending</b> Spelling tracker rule 12	<b>Prefixes</b> Spelling tracker rule 18	<b>Words with the /k/ sound spelt ch</b> Links to Clued Spelling	<b>Pixl Yr 4 Spelling tracker therapies</b> <b>-sure/-ture</b> Spelling tracker rule 19	<b>-ous/-ious</b> Spelling tracker rule 20	<b>Homophones</b>
	Wk 4 <b>Suffixes after a 'y'</b> Spelling tracker rule 14	<b>Prefixes</b> Spelling tracker rule 18	<b>Words with the /k/ sound spelt ch</b> Links to Clued Spelling	<b>-sure/-ture</b> Spelling tracker rule 19	4 days <b>-cian/-ssion</b> Spelling tracker rule 22	<b>Assessment</b>
	Wk 5 <b>Suffixes after a 'y'</b> Spelling tracker rule 14	<b>Homophones</b> Spelling in writing package	<b>Homophones</b> Spelling in writing package	<b>The /i/ sound spelt 'y' other than at the end of words</b> Links to Clued Spelling	<b>-cian/-ssion</b> Spelling tracker rule 22	<b>Statutory words</b> Clued spelling
	Wk 6 <b>-ly suffix</b> Spelling tracker rule 16	<b>Homophones</b>	<b>Statutory words</b> Clued spelling		2 days	<b>Statutory words</b> Clued spelling
	Wk 7 <b>-ly suffix</b> Spelling tracker rule 16	<b>Statutory words</b> Clued spelling				<b>Editing</b> Spelling in writing package
	Wk 8 <b>Statutory words</b> Clued spelling					1 day

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>5</b>	Wk 1 4 days <b>Expectations week</b>	4 days <b>-ous/-ious</b> Spelling tracker rule 20	<b>Assessment</b>	<b>Statutory words</b> Clued spelling	<b>Words with the /i:/ sound spelt ei after c</b> Spelling tracker rule 28	<b>Words with silent letters</b> Spelling tracker rule 30
	Wk 2 <b>Pixl Yr 4 Spelling tracker therapies</b> <b>-sure/-ture</b> Spelling tracker rule 19	<b>-ous/-ious</b> Spelling tracker rule 20	<b>Statutory words</b> Clued spelling	<b>-cious/-tious</b> Spelling tracker rule 25	<b>Words with the /i:/ sound spelt ei after c</b> Spelling tracker rule 28	<b>Words with silent letters</b> Spelling tracker rule 30
	Wk 3 <b>-sure/-ture</b> Spelling tracker rule 19	<b>-cian/-ssion</b> Spelling tracker rule 22	<b>Editing</b> Spelling in writing package	<b>-cious/-tious</b> Spelling tracker rule 25	<b>Adding suffixes beginning with vowel letters to words ending in -fer</b> Spelling tracker rule 27	<b>Homophones</b>
	Wk 4 <b>The /i/ sound spelt 'y' other than at the end of words</b> Links to Clued Spelling	<b>-cian/-ssion</b> Spelling tracker rule 22	<b>Editing</b>	<b>Homophones</b>	4 days <b>Adding suffixes beginning with vowel letters to words ending in -fer</b> Spelling tracker rule 27	<b>Statutory words</b> Clued spelling
	Wk 5 <b>The /i/ sound spelt 'y' other than at the end of words</b> Links to Clued Spelling	<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</b> Links to Clued Spelling	<b>Pixl Yr 5 Spelling tracker therapies</b> <b>-able/-ible and -ably/-ibly</b> Spelling tracker rule 24	<b>Homophones</b>	<b>Statutory words</b> Clued spelling	<b>Statutory words</b> Clued spelling
	Wk 6 <b>Statutory words</b> Clued spelling	<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</b> Links to Clued Spelling	<b>-able/-ible and -ably/-ibly</b> Spelling tracker rule 24		2 days	<b>Editing</b> Spelling in writing package
	Wk 7 <b>Statutory words</b> Clued spelling	<b>Homophones</b>				<b>Editing</b>
	Wk 8 <b>Assessment</b>					1 day

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	Wk 1 4 days Expectations week	4 days Words ending in letter string -ough	Pixl Yr 5 Spelling tracker therapies -able/-ible and -ably/-ibly Spelling tracker rule 24	Words with the /i:/ sound spelt ei after c Spelling tracker rule 28	Words with silent letters Spelling tracker rule 30	Adding suffixes beginning with vowel letters to words ending in -fer Spelling tracker rule 27
	Wk 2 Statutory words Clued spelling	Words ending in letter string -ough	-able/-ible and -ably/-ibly Spelling tracker rule 24	Words with the /i:/ sound spelt ei after c Spelling tracker rule 28	Words with silent letters Spelling tracker rule 30	QLA gaps
	Wk 3	Statutory words Clued spelling	Statutory words Clued spelling	Adding suffixes beginning with vowel letters to words ending in -fer Spelling tracker rule 27	Homophones	QLA gaps
	Wk 4 Assessment	Statutory words Clued spelling	Statutory words Clued spelling	Adding suffixes beginning with vowel letters to words ending in -fer Spelling tracker rule 27	4 days Statutory words Clued spelling	Adding suffixes beginning with vowel letters to words ending in -fer Spelling tracker rule 27
	Wk 5 Words ending in -ant, -ance, -ent, -ence, -ency Spelling tracker rule 26	-cious/-tious Spelling tracker rule 25	-cial and -ital Spelling tracker rule 23	Statutory words Clued spelling	SATS Spelling in writing package	Adding suffixes beginning with vowel letters to words ending in -fer Spelling tracker rule 27
	Wk 6 Words ending in -ant, -ance, -ent, -ence, -ency Spelling tracker rule 26	-cious/-tious Spelling tracker rule 25	-cial and -ital Spelling tracker rule 23		2 days	Editing Spelling in writing package
	Wk 7 Statutory words Clued spelling	Homophones				Editing
	Wk 8 Statutory words Clued spelling					1 day