

	Y1	Y2	Y3/4	Y5/6
Revision	<p><b>Revise</b> Speed Sounds Set 1,2</p> <p><b>Reinforce</b> accurate decoding and encoding of words which include Set 1 and 2 sounds</p>	<p><b>Revise</b> Speed Sounds Set 1,2,3</p> <p><b>Reinforce</b> accurate decoding and encoding of words which include Set 1, 2 and 3 sounds plus accurate spelling of Y1 common exception words.</p>	<p>Although the teaching of phonics is not a statutory requirement at Key Stage 2, in Year 3 &amp; 4, children who need extra support are given intervention</p> <p><b>Year 3</b></p> <p><b>Revise</b> - see half termly spelling overviews</p> <p><b>Reinforce</b> accurate spelling of Year 2 common exception words in writing.</p> <p><b>Year 4</b></p> <p><b>Reinforce</b> common homophones from Year 2 in writing.</p> <p><b>Consolidate skills taught by end of Y3.</b></p> <p><b>Year 3 &amp; 4: Reinforce</b> phonic work when teaching spelling, referring to phonemes children have previously learnt.</p>	<p>Although the teaching of phonics is not a statutory requirement at Key Stage 2, in Year 5 &amp; 6, children who need extra support are given intervention.</p> <p><b>Year 5</b></p> <p><b>Revise</b> – see half termly spelling overviews</p> <p><b>Reinforce</b> accurate spelling of Year 3 &amp; 4 common exception words.</p> <p><b>Consolidate skills taught in Year 3 &amp; 4</b></p> <p><b>Year 6</b></p> <p><b>Revise</b> – see half termly spelling overviews</p> <p><b>Consolidate skills taught in Year 5</b></p>
Words	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words</li> <li>• high frequency words</li> <li>• days of the week</li> <li>• numbers to 20</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words</li> <li>• high frequency words</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words linked to teaching of prefixes &amp; suffixes; rules &amp; conventions; word origins; grammar</li> <li>• words from the National Curriculum word list for Years 3 and 4</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words linked to teaching of prefixes &amp; suffixes; rules &amp; conventions; word origins; grammar</li> <li>• words from the National Curriculum word list for Years 5 and 6</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• RWInc Set 3 sounds and associated words</li> </ul>	<ul style="list-style-type: none"> <li>• homophones and near homophones</li> <li>• e.g. there/their/they're</li> <li>• hear/here</li> <li>• see/ sea</li> </ul>	<ul style="list-style-type: none"> <li>• the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</li> <li>• words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</li> <li>• words containing the /u/ sound spelt 'ou' e.g. double, trouble</li> <li>• homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail</li> </ul>	<ul style="list-style-type: none"> <li>• words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</li> <li>• homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</li> </ul>
Rules and Conventions	<ul style="list-style-type: none"> <li>• words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words)</li> <li>• the /ng/ sound spelt n before k</li> <li>• words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch')</li> <li>• plurals of nouns adding -s and -es to words</li> </ul>	<ul style="list-style-type: none"> <li>• words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words)</li> <li>• words with the /s/ sound spelt 'c' before 'e', 'i', 'y'</li> </ul>		<ul style="list-style-type: none"> <li>• words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</li> </ul>

<p><b>Prefixes and suffixes</b></p>	<ul style="list-style-type: none"> <li>words with the addition of the prefix un-</li> <li>verbs where no change is needed to the root word: adding endings -ing, -ed, -er</li> <li>adjectives where no change is needed to the root word: adding -er and -est</li> </ul>	<p><b>From Appendix 1:</b></p> <ul style="list-style-type: none"> <li>□ Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (<i>runner, patted</i>)</li> <li>□ Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (<i>replying, copied</i>)</li> <li>□ Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (<i>nicer, shiny</i>)</li> <li>□ Adding –es to nouns and verbs ending in –y (<i>flies, tries</i>)</li> <li>□ The suffixes –ment, –ness, –ful, –less and –ly</li> <li>□ Words ending in –tion (<i>fiction, station</i>)</li> </ul>	<ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding ‘ing’)</li> <li>words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li> <li>words using suffix- es: -ly, -ation, -ous</li> <li>words with end- ings sounding / shun/: -tion, -sion, -ssion, -cian</li> <li>words ending with the schwa sound: measure, creature</li> </ul>	<ul style="list-style-type: none"> <li>words with the ending /shus/ spelt -cious or -tious</li> <li>words with the ending /shul/ spelt -cial or -tial</li> <li>words with the endings -ant, -ance/-ancy, -ent, ence/-ency</li> <li>words ending in -able and -ible</li> <li>words ending in -ably and -ibly</li> <li>adding suffixes beginning with vowel letters to words ending in -fer (The ‘r’ is doubled if the -fer is still stressed when the ending is added. The ‘r’ is not doubled if the-fer is no longer stressed)</li> </ul>
<p><b>Word Origins</b></p>		<ul style="list-style-type: none"> <li>words with the /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words</li> <li>words with the /r/ sound spelt ‘wr’ at the beginning of words</li> </ul>	<ul style="list-style-type: none"> <li>Words with the /k/ sound spelt ‘ch’ (Greek in origin) e.g. scheme, chemist</li> <li>words with the /sh/ sound spelt ‘ch’ (mostly French in origin) e.g. chef, machine</li> <li>words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</li> </ul>	<ul style="list-style-type: none"> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</li> </ul>
<p><b>Grammar</b></p>		<ul style="list-style-type: none"> <li>words with contractions e.g. can’t, didn’t</li> <li>words using the possessive apostrophe (singular nouns) e.g. the man’s, Claire’s</li> </ul>	<ul style="list-style-type: none"> <li>Possessive apostrophe with plural words e.g. girls’ boys’ babies’ children’s</li> </ul>	<ul style="list-style-type: none"> <li>words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</li> </ul>

**Read Write Inc Phonics: teaching schedule**

Sound Set	Start date	To be completed by
Set 1	Autumn 1 (Day 1, September) <b>EYFS</b>	End Spring 1 (February half term) <b>EYFS</b>
Set 2	Spring 2 <b>EYFS</b> + Consolidation Set 1	End Summer 2 <b>EYFS</b> + Consolidation Set 1
Set 3	Autumn 1 <b>Year 1</b> + Consolidation Set 1 + 2	End Spring 1 (February half term) <b>Year 1</b> + Consolidation Set 1 + 2

**EYFS:** intent is for all pupils to be confident in reading and writing Set 1 + 2 speed sounds by the end of the school year

**Year 1:** intent is for all pupils to be confident in reading and writing Set 1, 2 + 3 speed sounds by the end of Spring 1 term. Summer 1/2 will focus on consolidation of all speed sound sets

**Year 2:** Autumn 1 focus on consolidation of all speed sound sets