

Year 1

TERM 1	TERM 2	TERM 3
Revisit Revision of Reception work <ul style="list-style-type: none"> all letters of the alphabet and the sounds which they most commonly represent consonant digraphs and the sounds which they represent the process of segmenting words into sounds before choosing graphemes to represent the sounds 	Revisit <ul style="list-style-type: none"> the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants vowel digraphs and trigraphs which have been taught and the sounds which they represent 	Revisit <ul style="list-style-type: none"> words with adjacent consonants vowel digraphs and trigraphs which have been taught and the sounds which they represent
	Plurals Adding s and es to words (plural of nouns and the third person singular of verbs)	Compound words football, playground, farmyard, bedroom, blackberry
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word: hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	Adding –er and –est to adjectives where no change is needed to the root word: grander, grandest, fresher, freshest, quicker, quickest	Adding the prefix un- unhappy, undo, unload, unfair, unlock
Year 1 phonics Apply phase 2 & 3 Teach Phase 4 - adjacent consonants Phase 5 - vowel digraphs and trigraphs	Year 1 phonics Apply phase 2, 3 & 4 Teach Phase 5 - vowel digraphs and trigraphs The /v/ sound at the end of words: have, live, give	Year 1 phonics Apply phase 2, 3, 4 & 5 Teach New consonant spellings ph and wh
Common exception words the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my,	Common exception words Days of the week here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	Common exception words
Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies: <ul style="list-style-type: none"> Segmentation Using a GPC chart Using, word banks, the environment 	Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies: <ul style="list-style-type: none"> Segmentation Using a GPC chart Using, word banks, the environment Which one looks right? 	Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies: <ul style="list-style-type: none"> Segmentation Using a GPC chart Using, word banks, the environment, Which one looks right?
Proofreading After writing, teach pupils to: <ul style="list-style-type: none"> Check writing for mistakes in tricky words 	Proofreading: After writing, teach pupils to: <ul style="list-style-type: none"> Use a word bank or environmental print to check their spelling Check writing for mistakes in tricky words 	Proofreading After writing, teach pupils to: <ul style="list-style-type: none"> Use a word bank or environmental print to check their spelling Check writing for mistakes in tricky words
Learning and practising spellings Teach children how to learn and practise spellings <ul style="list-style-type: none"> Rainbow write Division of words into syllables 	Learning and Practising spellings Teach children how to learn and practise spellings <ul style="list-style-type: none"> Look, Say, Cover, Write, Check Saying the word in a funny way 	Learning and practising spellings Teach children how to learn and practise spellings <ul style="list-style-type: none"> Look, Say, Cover, Write, Check Rainbow write Saying the word in a funny way Division of words into syllables

Year 2

TERM 1	TERM 2	TERM 3
Revisit Phase 5 GPCs as required by pupils	Revisit The // or /əl/ sound spelt '-le' at the end of words	Revisit The possessive apostrophe (singular nouns)
	Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	Apostrophe The possessive apostrophe (singular nouns)
	Suffixes Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'	Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',
Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)	Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant	Homophones Revision of all homophones taught so far
Year 2 phonics The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words	Year 2 phonics The /ai/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'	Year 2 phonics The // or /əl/ sound spelt '-el' at the end of words The // or /əl/ sound spelt '-al' at the end of words The // or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'
Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.	Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils	Common exception words All Year 2 words not taught so far
Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies: <ul style="list-style-type: none"> Segmentation Using a GPC chart Using spelling journals, word banks, the environment, a working wall. Word sort Which one looks right? 	Strategies at the point of writing <ul style="list-style-type: none"> Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank 	Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies <ul style="list-style-type: none"> Introduce individual Have a Go sheets if not established already Teach using analogy to spell a word you don't know
Proofreading After writing, teach pupils to: <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children's proofreading. 	Proofreading: After writing, teach pupils to: <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills Ensure that guidance on marking is used to support pupils' proofreading.	Proofreading After writing, secure routines for proofreading: <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils' proofreading.
Learning and practising spellings Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words. <ul style="list-style-type: none"> Identify the tricky part of the word Segmentation strategy Look, Say, Cover, Write, Check Rainbow write Saying the word in a funny way 	Learning and Practising spellings <ul style="list-style-type: none"> If not already introduced, introduce the use of spelling journals. Focus on learning of knowledge and patterns taught this term Remind pupils of the following strategies: <ul style="list-style-type: none"> Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny way 	Learning and practising spellings <ul style="list-style-type: none"> Secure learning routines with resources, for example spelling journals or environmental print. Remind pupils of the following strategies: <ul style="list-style-type: none"> Writing in the air Tracing over the word Rainbow writing Look, say, cover, write, check