



# PHONICS, EARLY READING AND SPELLING POLICY

St. Mary's Catholic Primary School

Mission Statement

*LEARNING TO LIVE OUT OUR CALLING WITH  
COMPASSION AND LOVE*

# The Context of our School

Our school is based within an area of deprivation and we have a high percentage of both pupil premium families as well as EAL families. We also have children with differing SEND needs who have access to varying levels of support. Despite this, it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

## Intent

### Phonics - word reading:

At St Mary's Catholic Primary school, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. At St Mary's, reading is of high priority and begins in our nursery. We want every child to start their journey to reading with confidence and to develop a love of reading. We follow the *Little Wandle Letters and Sounds Revised progression*, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At St Mary's, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### Comprehension:

At St Mary's, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

## Implementation

### Foundation for phonics in Nursery-Phase 1

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
  - sharing high-quality stories and poems
  - learning a range of nursery rhymes and action rhymes
  - activities that develop focused listening and attention, including oral blending
  - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

### Daily phonics lessons in Reception and Year 1

- We teach phonics for 25 minutes a day. In Reception, we build from shorter lessons, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress (Appendix 1):
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

## Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We monitor any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

## Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of children
  - use books matched to the children’s secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ‘Application of phonics to reading’
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

## Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
  - Reading for pleasure books also go home for parents to share and read to children.
  - We use the *Little Wandle Letters and Sounds Revised parents’ resources* to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

## Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily. This also includes the children who fall into the lowest 20% of attainment in reading.

## Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children’s cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and ‘How to’ videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

## Ensuring reading for pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day during story time as well as throughout the curriculum. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at St Mary's and our local community as well as books that open windows into other worlds and cultures. Thus, developing cultural capital.
- Every classroom in EYFS and KS1 has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In KS1, we adopt 'author of the month' where we explore a range of authors in depth with the children. In KS2, we adopt 'author of the week,' following the same principles. This initiative gives children exposure to a wide range of authors from a wide range of backgrounds and also enables teachers to recommend books to the children based on their likes and interests.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- Each class visits the local library at least every term.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, local librarian visits, author of the week/month, Friday favourites and workshops, national events etc).
- A reading dog visits St Mary's every week to encourage reluctant readers and those in need of extra reading support.
- All children are given the opportunity to participate in whole school reading events such as: virtual author visits, World Book Day, National Poetry Day, book swaps, etc.
- Reading Buddies from Y6 are recruited to support younger children in developing their reading fluency and comprehension. These children are trained by the English lead to be able to provide effective reading support.

## Impact

### Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
  - daily within class to identify children needing Keep-Up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The *Little Wandle Letters and Sounds Revised* placement assessment is used:
  - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

### Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

### Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through:
  - their teacher's ongoing formative assessment
  - the *Little Wandle Letters and Sounds* placement assessment
  - the appropriate half-termly assessments.

## Whole School Spelling

Spelling is taught across the school, in accordance with our spelling overview (See Appendix 2). This overview provides guidance on which spelling rules should be taught in each year group from Year 1 to Year 5 over the course of the year. The Year 6 spelling curriculum focuses on revisiting spelling patterns previously taught.

To supplement this teaching, sessions are also planned to focus on the statutory spelling lists for each year group. Throughout each half term, each year group from Year 1 upwards have specific words to learn (taken from the National Curriculum). At the start of a half term, children will have a go at spelling these words without any prior teaching or practice. They will then repeat this spelling test at the end of the half term. Both sets of scores are recorded by the class teacher and used to monitor progression and spelling knowledge of the statutory spellings.

At the discretion of the class teacher, interventions may be set up to provide additional support for children who are working below the expected standard.

# Appendix 1: Contents and Expectations of Phonics Teaching

## **Phase 1**

Phase 1 falls largely within the Communication, Language and Literacy area of learning in the early Years Foundation Stage. Children will have experienced many activities within phase 1 if they attended a pre-school or nursery setting. Phase 1 is integral to daily teaching in Nursery but runs throughout all the phases.

Phase 1 covers the following aspects:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting.

These aspects are designed to help children:

1. Listen attentively
2. Enlarge their vocabulary
3. Speak confidently
4. Discriminate phonemes
5. Reproduce audibly the phonemes they hear, in order, all through the word
6. Use sound-talk to segment words into phonemes

## **Reception:**

At St. Mary's, phases 2,3 and 4 will be taught in Reception. It is the expectation that children will be secure in phase 2 by the end of Autumn 2, secure at phase 3 by the end of Spring 2 and secure at phase 4 by the end of Summer 2. The purpose of these phases is to make a secure phonological understating of the single sounds included in phase 2 and build upon them through the other phases. During Autumn 2 children will start to be introduced to digraphs which are represented as two letters that make one sound (e.g. oa), so that the children can represent each of about 42 phonemes (oral letter sound) by a grapheme. Children also continue to practise CVC blending and segmenting to reading and spelling simple two-syllable words and captions. The purpose of phase 4 is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants. Children should be secure in phase 4 by the end of Reception to allow them to progress when moving into Year 1. To support their reading, children will be expected to learn tricky words, which are words they are unable to decode and therefore remember, by sight.

## Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</li> <li>words with s /z/ in the middle</li> <li>words with -s /s/ /z/ at the end</li> <li>words with -es /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCV CCVCC</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> <li>longer words</li> </ul>	Review all taught so far

## Phase 5

In Year 1, the first part of Autumn term is spent recapping phases 3 and 4 in preparation to start phase 5. The purpose of phase 5 is for the children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and the graphemes that they already know, where relevant.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /ij/ g giant /ff/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> <i>/ai/</i> ay play <i>/ow/</i> ou cloud <i>/oi/</i> oy toy <i>/ea/</i> ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
<i>/ur/</i> ir bird <i>/igh/</i> ie pie <i>/oo/ /yoo/</i> ue blue rescue <i>/yoo/</i> u unicorn <i>/oa/</i> o go <i>/igh/</i> i tiger <i>/ai/</i> a paper <i>/ee/</i> e he <i>/ai/</i> a-e shake <i>/igh/</i> i-e time <i>/oa/</i> o-e home <i>/oo/ /yoo/</i> u-e rude cute <i>/ee/</i> e-e these <i>/oo/ /yoo/</i> ew chew new <i>/ee/</i> ie shield <i>/or/</i> aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.



Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

### Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /lj/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

# Appendix 2: Whole School Spelling Overview

## Year 1 Spelling Curriculum

Statutory requirement	Rules and guidance	Example words
The sound /f/ spelt ff	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back
The sound /l/ spelt ll,		well
The sound /s/ spelt ss,		miss
The sound /z/ spelt zz		buzz
The sound /k/ spelt ck		back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel trigraphs and digraphs	Rules and guidance	Example words
ai,	The digraphs ai and oi are virtually never used at the end of English words.	Rain, wait, train, paid, afraid
oi		oil, join, coin, point, soil
ay	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay
oy		boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea		sea, dream, meat, each, read (present tense)
ea		head, bread, meant, instead, read (past tense)
er		(stressed sound): her, term, verb, person
er		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo	Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo		book, took, foot, wood, good
oa	The digraph <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
ow	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	now, how, brown, down, town
ow		own, blow, snow, grow, show
ue		blue, clue, true, rescue, Tuesday
ew		new, few, grew, flew, drew, threw
ie		lie, tie, pie, cried, tried, dried
ie		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear		bear, pear, wear
are		bare, dare, care, share, scared
Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e</b> , <b>i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
Adding the prefix -un	The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	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, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Year Two Spelling Long Term Plan



**Autumn 1**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Rule</b>	The /s/ sound spelt c before e, i and y	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /r/ sound spelt wr at the beginning of words	The /l/ or /əl/ sound spelt –le at the end of words	The /l/ or /əl/ sound spelt –el at the end of words	The /l/ or /əl/ sound spelt –al at the end of words
<b>Rules and guidance</b>		The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	This spelling probably also reflects an old pronunciation.	The –le spelling is the most common spelling for this sound at the end of words.	The –el spelling is much less common than –le. The –el spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	Not many nouns end in –al, but many adjectives do.
<b>Example words</b>	race ice cell lace pace space nice city circle cinema circus mercy fancy rice	knit knob knock knowledge knee knapsack knuckle know knew known knead kneel knight knot gnat gnaw gnome gnash	write wrote written wrestle wrist wrong answer sword wren wrap wring wrapping wrapped wreck wriggle	table apple bottle little middle puzzle candle angle jungle uncle castle staple ripple topple sample people cable tumble eagle	angel wheel level model label hotel jewel cruel camel tunnel squirrel towel tinsel	metal pedal capital hospital animal local vocal legal total mental petal

**Autumn 2**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 and 4</b>	<b>Week 5 and 6</b>
<b>Rule</b>	Words ending –il	The /aɪ/ sound spelt –y at the end of words	Adding –es to nouns and verbs ending in –y	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
<b>Rules and guidance</b>	There are not many of these words.	This is by far the most common spelling for this sound at the end of words.	The y is changed to i before –es is added. (Just the words that follow the rule.)	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .
<b>Example words</b>	pencil fossil nostril basil peril pupil stencil civil evil devil gerbil lentil april	cry fly dry try reply july fry shy sky why sly defy	babies diaries copies carries tries flies replies cities parties armies jellies fairies	copied copier happier happiest cried replied worrier worried copying crying replying drying frying worrying carried carrier

**Spring 1**

	<b>Week 1</b>	<b>Week 2 and 3</b>	<b>Week 4, 5 and 6</b>
<b>Rule</b>	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	Adding the endings –ing, –ed, –er, –est and –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
<b>Rules and guidance</b>	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .
<b>Example words</b>	copied copier happier happiest cried replied worrier worried copying crying replying drying frying worrying carried carrier	hiking hiked nicer nicest shiny icy iced icing coming	patting patted humming hummed dropping dropped sadder saddest  fatter fattest runner runny running hitting hitter

**Spring 2**

	<b>Week 1</b>	<b>Week 2 and 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Rule</b>	The /ɔ:/ sound spelt a before l and ll	The /ʌ/ sound spelt o	The /i:/ sound spelt –ey	The /ɒ/ sound spelt a after w and qu	The /ɔ:/ sound spelt ar after w

Common exception words.

<b>Rules and guidance</b>	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.		The plural of these words is formed by the addition of -s ( <i>donkeys, monkeys, etc.</i> ).	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	There are not many of these words.	
<b>Example words</b>	ball call fall wall talk walk always all tall mall	mother other brother nothing monday love glove come honey money dozen above done some	key donkey monkey valley chimney alley gallery jersey hockey money smiley	want watch wander what wash was wallet quarrel quantity quantity squad squash	war warmth warm	towards warble

**Summer 1**

	Week 1	Week 2	Week 3	Week 4	Week 5 and 6
<b>Rule</b>	The /ɜ:/ sound spelt or after w	The suffixes -ment and -ness	The suffixes -ful and -less	The suffixes -ly	Contractions
<b>Rules and guidance</b>	There are not many of these words.	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.			In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't - cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.
<b>Example words</b>	word work worm world	word work worthy	enjoyment payment movement sadness happiness darkness prettiness laziness	helpful painful hopeful careful hopeless homeless	badly happily can't haven't didn't couldn't wouldn't shouldn't it's i'll i'm you're you'll he'll doesn't

**Summer 2**

	Week 1 and 2	Week 3	Week 4	Week 5	Week 6
<b>Rule</b>	The possessive apostrophe (singular nouns)	Homophones and near-homophones	Homophones and near-homophones	Words ending in -tion	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
<b>Rules and guidance</b>		It is important to know the difference in meaning between homophones.	It is important to know the difference in meaning between homophones.		The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt - <b>dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as - <b>ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.
<b>Example words</b>	Megan's, Ravi's, the girl's, the child's, the man's	there/their/ they're here/hear quite/quiet see/sea bare/bear	one/won sun/son to/too/two be/bee blue/blew night/knight	Station fiction motion national section action	badge edge bridge fudge dodge age join magic giraffe energy gem giant change charge bulge village huge adjust jog jar jacket

door floor poor	because find kind mind behind	child children* wild climb	most only both old	could should would	cold gold hold told	every everybody even great break steak	pretty beautiful after fast last past	clothes busy people water money	father class grass pass plant	path bath hour move prove improve	sure sugar eye who whole	any many again half Mr	Mrs parents Christmas
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Year Three Spelling Long Term Plan						
Autumn 1			Autumn 2			
	Week 1,2,3,4	Week 5 and 6	Week 1 and 2	Week 3 and 4	Week 5 and 6	
<b>Rule</b>	<b>Adding suffixes beginning with vowel letters to words of more than one syllable</b>	<b>The /ɪ/ sound spelt y elsewhere than at the end of words</b>	<b>The /ʌ/ sound spelt ou</b>	<b>More prefixes Dis-</b>	<b>More prefixes Mis-</b>	
<b>Rules and guidance</b>	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	These words should be learnt as needed.	These words should be learnt as needed.	Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.	Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.	
<b>Example words</b>	forgetting forgotten beginning beginner begging hugged grabbed hopping hoping prefer preferred gardener gardening limiting limitation limited	myth gym egypt mystery pyramid cygnet lyric syrup system typical hymn crystal	touch young double trouble country trouble couple syrup system typical encourage flourish nourish	dishearten dislike dislodge disappoint disagree disappear displeasure disqualify dishonest disconnect disinfect miscount misdeal misfire misfortune mishear misinform misread misbehave misplace mistake miscalculate misplace		
Spring 1			Spring 2			
	Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 1 and 2	Week 3 and 4	Week 5 and 6
<b>Rule</b>	<b>More prefixes Un-</b>	<b>More prefixes In- In-</b>	<b>More prefixes: Ir- Il-</b>	<b>More prefixes – Re- Sub -</b>	<b>More prefixes: Inter- Super -</b>	<b>More prefixes Anti- Auto -</b>
<b>Rules and guidance</b>		The prefix <b>in-</b> can mean both 'not' and 'in/into'. In the words given here it means 'not'. Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b> .	Before a root word starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> . Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il-</b> .	<b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'.	<b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'.	
<b>Example words</b>	unable unwell unhappy untidy untrained unlucky unpopular unpick unseen unusual undo untie unzip unofficial unusual undress	interactive internet international interrelated inactive incorrect indefinite incomplete immature immortal impossible impatient impolite impure	irregular irrelevant irresponsible  illegal illegible	rebound rebuild recycle recall refill reform retreat redecorate return replace revisit replay rewrite submarine submerge subheading	superhero superman supermarket superstar interactive internet international interrelated	antiseptic antisocial anticlockwise  autobiography autograph automatic automobile
Summer 1			Summer 2			
	Week 1,2,3	Week 4,5,6		Week 1, 2 and 3	Week 4	Week 5 and 6
<b>Rule</b>	<b>The suffix –ation</b>	<b>The suffix –ly</b>		<b>Words with endings sounding like /ʒə/ or /tʃə/</b>	<b>Endings which sound like /ʒən/</b>	<b>The suffix –ous</b>
<b>Rules and guidance</b>	The suffix <b>–ation</b> is added to verbs to form nouns. The rules already learnt still apply.	The suffix <b>–ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>–ly</b> starts with a consonant letter, so it is added straight on to most root words. <b>Exceptions:</b> (1) If the root word ends in <b>–y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b> , but only if the root word has more than one syllable. (2) If the root word ends with <b>–le</b> , the <b>–le</b> is changed to <b>–ly</b> . (3) If the root word ends with <b>–ic</b> , <b>–ally</b> is added rather than just <b>–ly</b> , except in the word <i>publicly</i> . (4) The words <i>truly, duly, wholly</i> .		The ending sounding like /ʒə/ is always spelt <b>–sure</b> .  The ending sounding like /tʃə/ is often spelt <b>–ture</b> , but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i> .	If the ending sounds like /ʒən/, it is spelt as <b>–sion</b> .	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. <b>–our</b> is changed to <b>–or</b> before <b>–ous</b> is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the <b>–ous</b> ending, it is usually spelt as <b>i</b> , but a few words have <b>e</b> .
<b>Example words</b>	information adoration sensation preparation admiration station preparation vibration decoration donation coronation duration registration population	sadly completely usually finally comically badly happily strangely really gently simply humbly nobly suddenly actually loudly quickly carefully probably unhappily easily luckily angrily basically frantically dramatically		measure treasure pleasure enclosure  adventure feature creature furniture mixture picture nature adventure  stretcher catcher  richer teacher	division invasion confusion decision collision television	poisonous dangerous mountainous famous various tremendous enormous jealous humorous glamorous vigorous  courageous outrageous serious  obvious curious  hideous spontaneous courteous

# Year Four Spelling Long Term Plan

Autumn 1					Autumn 2								
		Week 1 and 2		Week 3,4,5,6		Week 1 and 2		Week 3 and 4		Week 5 and 6			
	<b>Rule</b>	<b>The suffix –ous</b>		<b>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</b>		<b>Words with the /k/ sound spelt ch (Greek in origin)</b>		<b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b>		<b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b>			
	<b>Rules and guidance</b>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.		Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. <b>Exceptions:</b> attend – attention, intend – intention. –cian is used if the root word ends in c or cs.									
	<b>Example words</b>	poisonous dangerous mountainous famous various tremendous enormous jealous humorous glamorous vigorous  courageous outrageous serious obvious curious  hideous spontaneous courteous		invention injection action hesitation completion fraction detention mention  expression discussion confession permission admission progression expansion extension comprehension tension session  musician optician electrician magician politician mathematician		scheme chorus chemist echo character ache orchid architect orchestra mechanic stomach		chalet chef machine  brochure parachute chute		league tongue catalogue dialogue epilogue vague rogue antique unique boutique picturesque mosque cheque			
Spring 1					Spring 2								
		Week 1 and 2		Week 3 and 4		Week 5 and 6		Week 1 and 2		Week 3 and 4		Week 5 and 6	
	<b>Rule</b>	<b>Words with the /s/ sound spelt sc (Latin in origin)</b>		<b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b>		<b>Possessive apostrophe with plural words</b>		<b>Homophones and near-homophones</b>		<b>Homophones and near-homophones</b>			
	<b>Rules and guidance</b>	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.				The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i> ).							
	<b>Example words</b>	science scene discipline fascinate crescent scissors descend ascent		sleigh neigh eight weight neighbour vein  they convey obey grey		girls’, boys’, babies’, children’s, men’s, mice’s (note: singular proper nouns ending in an s use the ‘s suffix e.g. cyprus’s population)		accept except affect effect ball bawl berry bury brake break fair fare		grate great groan grown here hear heel heal he’ll knot not			
Summer 1					Summer 2								
		Week 1 and 2		Week 3 and 4		Week 5 and 6		Week 1 and 2		Week 3 and 4		Week 5 and 6	
	<b>Rule</b>	<b>Homophones and near-homophones</b>		<b>Homophones and near-homophones</b>		<b>Homophones and near-homophones</b>		<b>Recap and review weeks</b>					
	<b>Rules and guidance</b>												
	<b>Example words</b>	mail male main mane	meat meet medal meddle missed mist	peace piece plain plane rain rein reign	scene seen weather whether whose who’s								

# Year Five Spelling Long Term Plan

Autumn 1				Autumn 2			
	Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 1 and 2	Week 3,4,5,6		
Rule	Endings which sound like /fəs/ spelt -cious or -tious	Endings which sound like /fəl/	Words ending in -ant, -ance/-ancy	Words ending in -ent, -ence/-ency	Words ending in -able and -ible Words ending in -ably and -ibly		
<b>Rules and guidance</b>	Not many common words end like this.  If the root word ends in <b>-ce</b> , the /f/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i>  <b>Exception:</b> <i>anxious.</i>	<b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i> ).	Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>-ation</b> endings are often a clue. There are many words, however, where the above guidance does not help. These words just have to be learnt.	Use <b>-ent</b> and <b>-ence/-ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b> , or if there is a related word with a clear /ɛ/ sound in the right position.	The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings. As with <b>-ant</b> and <b>-ance/-ancy</b> , the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b> .  If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b> , the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i> ) before the <b>a</b> of the <b>-able</b> ending. The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b> . The first five examples opposite are obvious; in <i>reliable</i> , the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule. The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i> ).		
<b>Example words</b>	vicious precious conscious delicious malicious suspicious suspicious unconscious conscious precious ambitious cautious fictitious infectious nutritious ambitious superstitious nutritious surreptitious	official special artificial beneficial commercial crucial facial glacial social partial confidential essential initial partial essential potential	observant observance observation expectant expectation hesitant hesitancy hesitation assistant assistance tolerant tolerance toleration substance substantial	innocent innocence frequent frequency agency agent decent decency confident confidence obedient obedience independent independence	adorable adorably adoration applicable applicably application considerable considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable reasonable enjoyable forcible legible reliable possible possibly horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly		
Spring 1				Spring 2			
	Week 1 and 2	Week 3,4,5,6		Week 1,2,3		Week 4, 5, 6	
Rule	Adding suffixes beginning with vowel letters to words ending in -fer	Use of the hyphen		Words with the /i:/ sound spelt ei after c		Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	
<b>Rules and guidance</b>	The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.  The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.		The 'i' before <b>e</b> except after <b>c</b> rule applies to words where the sound spelt by <b>ei</b> is /i:/. <b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).		Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> . (words with silent 'w's are in Year 2 spellings)	
<b>Example words</b>	referring referred referral preferring preferred transferring transferred reference referee preference transference	co-ordinate co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-february mid-atlantic		conceit ceiling deceive perceive receipt deceit conceive receive achieve thief thief believe field shield priest relieve		doubt lamb limb tomb knight island solemn thistle whistle listen plumber gnome gnat gnash foreign sign column	
Summer 1				Summer 2			
	Week 1,2,3,4	Week 5 and 6		Week 1 and 2	Week 3 and 4	Week 5 and 6	
Rule	Words containing the letter-string ough	Homophones and other words that are often confused		Homophones and other words that are often confused	More Homophones	More Homophones	
<b>Rules and guidance</b>	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b> . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b> .					
<b>Example words</b>	enough rough tough cough ought bought thought brought fought nought though although dough through thorough borough plough bough	advice/advise device/devise licence/license practice/practise prophecy/prophesy desert/dessert draft/draught principal/principle profit/prophet aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bride stationary/stationery steal/steel wary/weary who's/whose			cereal/serial compliment/ complement farther /father guessed/guest heard/herd lead/led morning/mourning past/passed precede/proceed descent/dissent		

Year 6 have no spelling LTP. They will review each year group's rules throughout the year, focussing in on those required.



Policy Reviewed by: N Catena

Early Reading and Phonics Leader

Date: 7/11/22

Signed: D. Mellor

Headteacher

Date: 7/11/12

Policy to be reviewed: Autumn 2023

