

Spelling, Phonics & Handwriting– Key Stage 1 & 2

Intent:

The phonics and spelling curriculum have been sequenced so that new knowledge and skills build on what has been taught before, where learners join through different points of the year, effective assessment ensures that next steps are accurately planned for, for individual children. Phonics and spelling are taught daily from years 1- 3, spelling is taught 3 times a week from year 4- 6. Teachers plan each lesson so that it recaps knowledge and skills and uses what pupils already know as a basis on which to build new knowledge and skills. Misconceptions are addressed and the application of knowledge is modelled and practiced to help children embed what they know, so that they are able to apply and practice these skills in other subjects. Pupil's who are identified as working below the age related expectation are provided with interventions in order to accelerate progress. The phonics and spelling curriculum is well planned so that it works to support our reading curriculum to ensure that pupils are confident, fluent readers with a genuine love of books. We use the Little Wandle Letters & Sounds (Revised) to plan and deliver our phonics programme, you can find out more about the programme [here](#). Their handwriting should be easy to read, easy to do and fast enough! (We discourage 'neatness' as for most, this slows productivity).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Review Phase 3 GPC's ai ee igh oa oo ar or ur oo ow oi ear Week 2 air er /z/ s –es words with two or more digraphs e.g. queen thicker Week 3 Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water /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/ /s/ ce se ze freeze	ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	/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 /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Week 5 review
	Review tricky words Put, pull, the, 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	Tricky words: Their, people, oh, your, Mr, Mrs Ms ask, could, would, should, our, house, mouse, water, want	Tricky Words: Any, many, again, who, whole, where, two, school, cool, different, some, mother, young, thought, through, friend work	Tricky Words: Once, laugh, because, eye		Tricky Words: Busy, beautiful, pretty, hour Move, improve, parents, shoe

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.
 Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

<u>Level 1 Spellings</u>							
Year 2	The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words The sounds /r/ spelt 'wr' at the beginning of words The sound /s/ spelt 'c' before e, i and y The sound /j/ spelt with '-dge' and '-ge' at the end of Words The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u Common Exception Words	The sound // spelt with '-le' at the end of words The sound // spelt with '-el' at the end of words The sound // spelt with '-il' and '-al' at the end of words The sound /igh/ spelt with '-y' at the end of words Adding -ies to nouns and verbs ending in -y Common Exception Words	Adding -ed, -er and -est to a word ending in -y with a consonant before it Adding -ing to a word ending in -y with a consonant before it Adding -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 after a single vowel The sound /or/ spelt 'a' before l or ll Common Exception Words	The sound /u/ spelt with 'o' The sound /ee/ spelt with '-ey' The /o/ sound spelt with 'a' after w and qu The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w The sound /zh/ spelt 's' Common Exception Words	The suffixes -ment, -ness and -ful The suffixes -less and -ly Words ending in -tion Contractions The possessive Apostrophe Common Exception Words	Homophones and near homophones Conjunctions Months of the year/ time Question Words SPaG terms	
	Handwriting Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.						
	<u>Level 2 Spellings</u>						
Year 3	Words with the long /ai/ sound spelt with ei Words with the long /ai/ sound spelt with ey Words with the long /ai/ sound spelt with ai Words with the /ur/ sound spelt with ear Homophones and Near homophones	Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Statutory Spelling Challenge Words	Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable- do not double the final consonant) Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable- do double the final consonant) Creating negative meanings using prefix mis- Creating neagative meanings using prefix dis- Words with a /k/ sound spelt with 'ch'	Homephones & Near homophones Adding the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory spellings challenge words	Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning	Words ending in the suffix -al Words ending with an /zhuh/ sound spelt 'sure' Words ending with a /chuh/ sound spelt 'ture' Silent letters revision	
	Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].						
<u>Level 3 Spellings</u>							

Year 4	Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root word starting with 'm' or 'p') Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') Homophones and Near homophones Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Homophones & Near Homophones Nouns ending in the suffix -ation Nouns ending in the suffix -ation Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural Possessive Apostrophes with plural words	Words with the /s/ sound spelt with 'sc' Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Word families based on common words, showing how words are related in form and meaning Statutory spellings challenge words	Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex- (meaning 'out') Adding the prefix non- (meaning 'not') Words ending in -ar/-er	Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definitive root word) Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility Adverbials of manner
	Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].					
	Level 4 Spellings					
Year 5	Words with endings that sound like /shuhs/ spelt with -cious Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones and Near homophones	Words with 'silent' letters Modal verbs Adverbs of possibility and frequency Statutory Spelling Challenge Words	Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones	Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en	Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling Challenge Words	Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al
	Handwriting Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.					
	Level 5 Spellings					
Year 6	Ambitious Synonyms: Adjective Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/-ancy Adjectives ending in -ent into nouns ending in -ence/-ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel Hyphens: To join compound adjectives to avoid ambiguity	Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes microor mini	Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning	Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words	Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly	Synonyms and Antonyms
	Handwriting Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.					
	Level 6 Spellings					

