	Hollybrook Schools – Progression in Phonics and Spelling
Intent:	For the children at Hollybrook school to have strong English skills that include the use of phonics for reading and writing and the acquisition and spelling of age-appropriate words. The children will be confident writers who demonstrate their ability to spell common exception words and apply spelling rules in their independent writing.
Implementation:	Phonics and spelling are taught daily from Reception to Year 2. The curriculum has been reviewed in light of the government recommendations which has led the school to use Little Wandle as our phonic and spelling scheme. The phonics and spelling curriculum is sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. Spelling is taught weekly in KS2 with targeted interventions running alongside. Teachers ensure that each lesson starts with a recap of knowledge and skills in order to use what the children already know as a basis on which to build new knowledge and skills. Misconceptions are addressed as teachers check prior knowledge and help children to embed what they know. The application of knowledge is modelled and practising of these skills in other subjects is encouraged. Effective use of assessment ensures that next steps are accurately planned for. The content taught has been identified as the most useful and addresses the gaps in knowledge and skills that have been identified across the whole school community. All staff are aware of how the curriculum in phonics and spelling is sequenced. Disadvantaged and SEND pupils have equality of access and opportunity.
Impact:	Because the phonics and spelling curriculum are well constructed, the children are taught phonics and spelling in a planned and regular way ensuring they learn how to be confident, fluent readers with a genuine love of books. Pupils are given many opportunities to review and revisit prior learning so that knowledge is committed to long term memory. More children will be able to achieve age related expectations in writing with less children being held back by spelling. Leaders check how well pupils are doing through lesson visits, work scrutiny, hearing children read and talking to both staff and pupils to ensure pupils are benefitting from the way phonics and spelling is taught in school.

	Autumn	Spring	Summer
Reception	**Little Wandle letters and Sounds <u>Autumn 1</u>** Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 ck e u r Week 5 h b f l **<u>Autumn 2</u>** Week 1 ff ll ss j Week 2 v w x, y Week 3 z zz qu words with s /s/ added at the end (hats sits) ch Week 4 sh th ng nk Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) **<u>Common Exception words</u>** Is I the as and has his her go no to into she he of we me be	**Little Wandle letters and Sounds <u>Spring 1</u>** Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words **<u>Spring 2</u>** Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ **<u>Common Exception words</u>** was you they my by all are sure pure Review all taught so far. Secure spelling.	**Little Wandle letters and Sounds <u>Summer 1</u>** Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words Week 4 longer words compound words Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est **<u>Summer 2</u>** Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words **<u>Common Exception words</u>** said so have like some come love do were here little says there when what one out today Review all taught so far. Secure spelling
Key Vocabulary	Grapheme, phoneme, syllable, blend, segment	Digraph, trigraph	Root word
Opportunities to involve prior learning	Opportunities for speaking and listening and for listening to stories. Reading for pleasure opportunities. Quality continuous provision where reading and writing is promoted.	Opportunities for speaking and listening and for listening to stories. Reading for pleasure opportunities. Quality continuous provision where reading and writing is promoted.	Opportunities for speaking and listening and for listening to stories. Reading for pleasure opportunities. Quality continuous provision where reading and writing is promoted.

Year 1	**Little Wandle letters and Sounds** **<u>Autumn 1</u>** Week 1 review Phase 3 GPCs 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 Week 5 review longer words Review tricky words 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 **<u>Autumn 2</u>** Phase 5 graphemes New tricky words Week 1 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Week 2 /oa/ o go /igh/ i tiger	**Little Wandle letters and Sounds** **<u>Spring 1</u>** Phase 5 graphemes Week 1 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Week 3 /l/ le al apple metal /s/ c ice /v/ ve give Week 4 /u/ o-e o ou /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Week 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ 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 **New tricky words** any many again who whole where two school call different some mother young thought through friend work **<u>Spring 2</u>** Week 1 /ur/ or word /oo/ u oul awful would	**Little Wandle letters and Sounds** ***Review Phase 5 GPCs for phonics screening check*** **<u>Summer 1</u>** Week 1 ay play a-e shake ea each e he Week 2 ie pie i-e time o go o-e home Week 3 ue blue rescue ew chew new u-e rude cute aw claw Week 4 ea head ir bird ou cloud oy toy Week 5 i tiger a paper ow snow u unicorn Week 6 ph phone wh wheel ie shield g giant **<u>Summer 2</u>** Phase 5 graphemes Week 1 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer

	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 Week 5 review longer words Review tricky words 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 **Autumn 2** Phase 5 graphemes New tricky words Week 1 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Week 2 /oa/ o go /igh/ i tiger	Phase 5 graphemes Week 1 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Week 3 /l/ le al apple metal /s/ c ice /v/ ve give Week 4 /u/ o-e o ou /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Week 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ 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 **New tricky words** any many again who whole where two school call different some mother young thought through friend work **Spring 2** Week 1 /ur/ or word /oo/ u oul awful would	**Summer 1** Week 1 ay play a-e shake ea each e he Week 2 ie pie i-e time o go o-e home Week 3 ue blue rescue ew chew new u-e rude cute aw claw Week 4 ea head ir bird ou cloud oy toy Week 5 i tiger a paper ow snow u unicorn Week 6 ph phone wh wheel ie shield g giant **Summer 2** Phase 5 graphemes Week 1 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer

	/ai/ a paper /ee/ e he Week 3 /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute Week 4 /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Week 5 Grow the code: /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 New tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want	/air/ are share /or/ au aur oor al author dinosaur floor walk Week 2 /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze **New tricky words** once laugh because eye	Week 2 /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large Week 3 /sh/ ti ssi si ci potion mission mansion delicious Week 4 /or/ augh our oar ore daughter pour oar more Week 5 review **New tricky words** busy beautiful pretty hour move improve parents shoe
Key vocabulary	Split digraph, alternative pronunciation, alternative spelling	Split digraph, alternative pronunciation, alternative spelling	Split digraph, alternative pronunciation, alternative spelling
Prior learning	See Reception	See Reception	See Reception

	Autumn	Spring	Summer
Year 2	**Little Wandle letters and Sounds** **Year 1 Summer 2 Revision** Phase 5 graphemes Week 1 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer Week 2 /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large Week 3 /sh/ ti ssi si ci potion mission mansion delicious Week 4 /or/ augh our oar ore daughter pour oar more Week 5 review **Review tricky words** busy beautiful pretty hour move improve parents shoe **<u>Autumn 2</u>** **<u>Specific children to complete phase 5 review</u>** **Bridge to Spelling (5 weeks)** **Week 1** -What do I need to know to think about spelling? How do I use the Complete the code chart to help me spell? **Week 2** Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? **Week 3** Why do some words end in k or ck? Why do some words end in ch or tch? **Week 4** 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? **Week 5** 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?	**Little Wandle letters and Sounds Intervention Groups** **<u>Little Wandle Spelling</u>** **Unit 1** – Why do some words have the spellings kn and gn for n and wr for r? **Unit 2** – Why do I drop the e when I add the suffixes -ed, -ing, -er, -est and -y? **Unit 3-** Why do some words end ge or dge? Why can j be spelled j or g in different words? **<u>Spring 2</u>** **Unit 4** – How do w and qu change the sounds tha a, ar and or make in some words? **Unit 5** – Why do I swap the y for and I when I add the suffix -es? **Unit 6** Why do some words have the ey for the sounds ee? **Unit 7** – Why do some words end li, al, il or el?	**Little Wandle letters and Sounds Intervention Groups** **<u>Little Wandle Spelling</u>** **Unit 8** – Why does the c make the s sound in some words? **Unit 9** – How can I spell the sound zh? **Unit 10-** What happens when I add the suffixes meant, ness, ful, less and ly to a root word? **Unit 11** How can I show missing letters in a word? **<u>Summer 2</u>** **Unit 12** – Why do some longer words have the spelling ti for sh? **Unit 13** – How do I use the possessive apostrophe (singular possession)? **Unit 14** When do I swap, drop or double? (ing, er,est,y,ed)
Key vocabulary	Split digraph, alternative pronunciation, alternative spelling	Split digraph, alternative pronunciation, alternative spelling, consonant, vowel	Split digraph, alternative pronunciation, alternative spelling, apostrophe for possession/contraction, homophone
Prior learning	See year 1	See year 1	See year 1

Year 3	**Little Wandle letters and Sounds Intervention Groups** **Spelling Shed Autumn 1** The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. Spelling Rule: The /i/ sound spelled with a 'y.' Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch. Challenge words **Autumn 2** Words with the prefix 're-' 're-' means 'again' or 'back.' The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. The prefix 'mis-' This is another prefix with negative meanings. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Adding suffixes beginning with vowel letters to words of more than one syllable. 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. Challenge words	**Spelling Shed** **Spring 1** The long vowel /a/ sound spelled 'ai' The long /a/ vowel sound spelled 'ei.' The long /a/ vowel sound spelled 'ey.' Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. Homophones – words which have the same pronunciation but different meanings and/or spellings. Challenge Words **Spring 2** The /l/ sound spelled '-al' at the end of words. The /l/ sound spelled '-le' at the end of words. Adding the suffix '–ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '–ic.' Adding the suffix –ly. Words which do not follow the rules. Challenge Words	**Spelling Shed** **Summer 1** Words ending in '-er' when the root word ends in (t)ch. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. Words ending with the /g/ sound spelled '–gue' and the /k/ sound spelled '–que.' These words are French in origin. Words with the /s/ sound spelled 'sc' which is Latin in its origin. Homophones: Words which have the same pronunciation but different meanings and/or spellings. Challenge Words **Summer 2** The suffix '–sion' pronounced /ʒən/ Revision – spelling rules we have learned in Stage 3. Revision – spelling rules we have learned in Stage 3. Revision – spelling rules we have learned in Stage 3. Revision – spelling rules we have learned in Stage 3. Revision – spelling rules we have learned in Stage 3.
Key vocabulary	Prefix, suffix	Root word, homophone	Homophone, suffix
Prior learning	See year 2	See year 2	See year 2

Year 4	**Spelling Shed Autumn 1** 1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4. The prefix 'sub-' which means under or below. 5. The prefix 'inter-' means between, amongst or during. 6. Challenge Words **Autumn 2** The suffix '-ation' is added to verbs to form nouns. The suffix '-ation' is added to verbs to form nouns. Adding –ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '–le' become '–ly.' Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' Word with the 'sh' sound spelled ch. These words are French in origin. Challenge Words	**Spelling Shed** **Spring 1** Adding the suffix '–ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' Adding the suffix –ous.' 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 though. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. The 'ee' sound spelled with an 'i.' The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. Challenge Words **Spring 2** The 'au' digraph The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '- tion.' The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. Challenge Words	**Spelling Shed** **Summer 1** Homophones – words which have the same pronunciation but different meanings and/or spellings. The /s/ sound spelled c before 'i' and 'e'. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' Prefixes – 'super-' 'anti' and 'auto.' The prefix bi- meaning two. Challenge Words **Summer 2** Plural possessive apostrophes. Revision – spelling rules we have learned in Stage 4. Revision – spelling rules we have learned in Stage 4. Revision – spelling rules we have learned in Stage 4. Revision – spelling rules we have learned in Stage 4.
Key vocabulary	Homophones, pronunciation, prefix, root word, adverb	Pronunciation, suffix, root word, adverb	Homophones, pronunciation, prefix, plural possessive
Prior learning	See year 3	See year 3	See year 3

Year 5	**Spelling Shed Autumn 1** 1. Words ending in '-ious.' 2. Words ending in '–cious.' If the root word ends in –ce the sound is usually spelled '-cious.' 3. Ending '-cial' and '-tial.' After a vowel '- cial' is most common and '-itial' after a consonant. But there are many exceptions. 4. Ending '-cial' and '-tial.' After a vowel '- cial' is most common and '-itial' after a consonant. But there are many exceptions. 5. Ending '-cial' and '-tial.' After a vowel '- cial' is most common and '-itial' after a consonant. But there are many exceptions. 6. Challenge words **Autumn 2** 1. Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place. 2. 2. Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. 3. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 4. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.' 5. Words ending in '-ably' and '-ibly.' The '- able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably Challenge Words	**Spelling Shed Spring 1** 1. Words ending in '-able.' If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. 2. Adverbs of time (temporal adverbs) these are words to develop chronology in writing. 3. 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. If the –fer is not stressed then the r isn't doubled. 4. Words with 'silent' letters at the start. 5. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 6. Challenge Words **Spring 2** 1. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. 2. Words containing the letter string 'ough' where the sound is /aw/. 3. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. 4. Adverbs of possibility. These words show the possibility that something has of occurring. Challenge Words	**Spelling Shed Summer 1** 1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 3. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 4. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 6.Challenge Words **Summer 2** 1. 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. 5. Challenge Words 3.Revision: Year 5 words 4.Revision: Year 5 words 5.Revision: Year 5 words 6.Revision: Year 5 words
Key vocabulary	Root word, vowel, consonant	Temporal adverbs, suffixes, adverbs of possibility	Homophones and near homophones hyphen, root word
Prior learning	See year 4	See year 4	See year 4

Year 6	**Spelling Shed** **Autumn 1** 1. Spelling Rules: Words with the short vowel sound /i/ spelled y 2. Spelling Rules: Words with the long vowel sound /i/ spelled with a y. 3. Spelling Rules: Adding the prefix '-over' to verbs. 4. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.' 5. Spelling Rules: Words which can be nouns and verbs. 6. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' **Autumn 2** Challenge Words 1-7	**Spelling Shed** **Spring 1** 1. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite 2. Spelling Rules: Words with the /f/ sound spelled ph. 3. Spelling Rules: Words with origins in other countries 4. Spelling Rules: Words with unstressed vowel sounds. 5. Spelling Rules: Words with endings cial/shul/ after a vowel Spelling Rules: Words with endings tial/shuhl/. **Spring 2** 1. Challenge words 8 2. Challenge words 9 3. Challenge Word 10 4. Spelling Rules: Words with the 5. common letter string 'acc' at the beginning of words. 6. Spelling Rules: Words ending in '-ably.'	**Spelling Shed** **Summer 1** 1. Spelling Rules: Words with the suffix '-ible' 2. Spelling Rules: Words with the suffix '-ibly' 3. Spelling Rules: Words with suffixes '-ent' and '-ence' 4. Spelling Rules: -er, -or, -ar at the end of words. 5. Spelling Rules: Adverbs synonymous with determination. 6. Spelling Rules: Adjectives to describe settings **Summer 2** 1. Spelling Rules: Vocabulary to describe feelings. 2. Spelling Rules: Adjectives to describe character 3. Grammar Vocabulary 4. Mathematical Vocabulary
Key Vocabulary	Short vowel sound, long vowel sound, prefix	Unstressed vowel sounds, suffix, adverb	Adverbs for determination
Prior learning	See year 5	See year 5	See year 5