

Reception	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Phase 1 (rhymes, sounds etc.). and baseline assessments			'm' and 'a'	'd' and 's'	'i' and 't'	'n' and 'p'
Autumn Term 2	'g' and 'o' I	'k' and 'c' the	'u' and 'b' you	'e' and 'f' your	'l' and 'h' said	'r' Was	'j' are
Spring Term 1	'v', 'y' and 'w' of	'z', 'sh' and 'th' want	'ch', 'qu' and 'ng' what	'nk' and 'ck' They Red Ditty 1	'ay' and 'ee' To Red Ditty 2	'igh' and 'ow' he, me Red Ditty 3	'oo' and 'oo' we, she Red Ditty 4
Spring Term 2	'ar' and 'or' No Red Ditty 5	'air' and 'ir' So Red Ditty 6	'ou' and 'oy' Go Red Ditty 7	Review 3 selected diagraphs Old Red Ditty 8	Review 3 selected diagraphs Her Red Ditty 9		
Summer Term 1	Review 3 selected diagraphs baby Green Storybook 1	Review all Set 1 and Set 2 Sounds- ensure children can confidently sound out, blend, read and write words with these sounds. Do, does, all, call, tall Green Storybook 2, 3, 4, 5, 6					
Summer Term 2	Review all Set 1 and Set 2 Sounds- ensure children can confidently sound out, blend, read and write words with these sounds. Small, many, any, one, anyone Green Storybook 7, 8, 9, 10 Purple Storybooks 1, 2, 3						
Intervention Resources:	<p>Sound blending books (small and purple – single words to sound and blend) Red Ditty 10/Green Storybooks Set 1a (after the green storybooks are finished) Photocopy Ditties – can go home for extra practice for the whole year for those who need it Spring Term for all children. Also to be used throughout the year for intervention.</p> <p><i>This plan is for the majority of children- within streaming, some LA children may be working behind this schedule some GD pupils may be working beyond this timetable.</i></p>						

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Review Set 2 sound a day: ay, ee, igh, ow. some Purple Storybook 4	Review Set 2 sound a day: oo, oo, ar, or come Purple Storybook 5	Review Set 2 sound a day: air, ir, ou, oy watch Purple Storybook 6	Start Set 3: 'ea' and 'oi' who Pink Storybook 1	'a-e' and 'i-e' where Pink Storybook 2	'o-e' and 'u-e' there Pink Storybook 3	'aw' and 'are' here Pink Storybook 4
Autumn Term 2	'ur' and 'er' were Pink Storybook 5	'ow' and 'ai' brother Pink Storybook 6	'oa' and 'ew' other Pink Storybook 7	'ire' and 'ear' mother Pink Storybook 8	'ure' and 'ue' father Pink Storybook 9	'ie' and 'au' love Orange Storybook 1	'e-e' and 'kn' above Orange Storybook 2
Spring Term 1	'wh' and 'ph' two Orange Storybook 3	Review 2 sounds a week: ea, oi once Orange Storybook 4	Review 2 sounds a week: a-e, i-e buy Orange Storybook 5	Review 2 sounds a week: o-e, u-e worse Orange Storybook 6	Review 2 sounds a week: aw, are walk Orange Storybook 7	Review 2 sounds a week: ur, er talk Orange Storybook 8	Review 2 sounds a week: ow, ai bought Orange Storybook 9
Spring Term 2	Review 2 sounds a week: oa, ew caught Orange Storybook 10	Review 2 sounds a week: ire, ear through Yellow Storybook 1	Review 2 sounds a week: ure thought Yellow Storybook 2	Recap all sounds focus on 2 sounds a week identified from assessments and lots of blending/reading with a range of sounds. Whole Yellow Storybook 3	Recap all sounds focus on 2 sounds a week identified from assessments and lots of blending/reading with a range of sounds. wear Yellow Storybook 4	Recap all sounds focus on 2 sounds a week identified from assessments and lots of blending/reading with a range of sounds. could Yellow Storybook 5	Recap all sounds focus on 2 sounds a week identified from assessments and lots of blending/reading with a range of sounds. would Yellow Storybook 6
Summer Term 1	Recap all sounds focus on 2 sounds a week identified from assessments and lots of blending/reading with a range of sounds. should Yellow Storybook 7	Recap all sounds focus on 2 sounds a week identified from assessments and lots of blending/reading with a range of sounds. great Yellow Storybook 8	Recap all sounds focus on 2 sounds a week identified from assessments and lots of blending/reading with a range of sounds. saw Yellow Storybook 9	Recap all sounds focus on 2 sounds a week identified from assessments and lots of blending/reading with a range of sounds. why Yellow Storybook 10	Alternate Spellings: ay, ai, a-e now Blue Storybook 1	Alternate Spellings: ee, ea, e-e, y how Blue Storybook 2	Alternate Spellings: igh, ie, i-e, y down Blue Storybook 3
Summer Term 2	Alternate Spellings: over ow, oe, o-e, oa Blue Storybook 4	Alternate Spellings: oo, ue, u-e, ew my Blue Storybook 5	Alternate Spellings: or, oor, aw by Blue Storybook 6	Blue Storybook 7 son	Blue Storybook 8 water	Blue Storybook 9 school	Blue Storybook 10 ball
Intervention Resources:	<p>Previous colour banded books</p> <p>End of Purple band for additional support.</p> <p>Blue 1a storybooks</p> <p>Sound books that can go home with friezes in for gaps in children's sound knowledge.</p> <p>Blending books can go home to support children struggling to blend CVC words.</p>						

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Following NNS (no nonsense spelling) for Year 2 using RWI storybooks to continue guided reading and phonics consolidation.							
Autumn Term 1	Grey Storybook 1 Everyone Assessment Week	Grey Storybook 2 Their See NNS Plan – Lesson 1-5	Grey Storybook 3 People See NNS Plan – Lesson 6-10	Grey Storybook 4 See NNS Plan – Lesson 11-15	Grey Storybook 5 See NNS Plan – Lesson 16-20	Grey Storybook 6 See NNS Plan – Lesson 16-20	Grey Storybook 7
Autumn Term 2	Grey Storybook 8 See NNS Plan – Lesson 1-5	Grey Storybook 9 See NNS Plan – Lesson 6-10	Grey Storybook 10 See NNS Plan – Lesson 11-15	Grey Storybook 11 See NNS Plan – Lesson 16-20	Grey Storybook 12 Assessment Week	Grey Storybook 13 See NNS Plan – Lesson 16-20	See NNS Plan – Lesson 26-30
Spring Term 1	Following NNS planning as below. Whole Class Guided Reading: Retrieval	Following NNS planning as below. Whole Class Guided Reading: Retrieval	Following NNS planning as below. Whole Class Guided Reading: Retrieval	Following NNS planning as below. Whole Class Guided Reading: Retrieval	Following NNS planning as below. Whole Class Guided Reading: Retrieval	Following NNS planning as below. Whole Class Guided Reading: Retrieval	Following NNS planning as below. Whole Class Guided Reading: Retrieval
Spring Term 2	Following NNS planning as below. Whole Class Guided Reading: Summarising and Sequencing	Following NNS planning as below. Whole Class Guided Reading: Summarising and Sequencing	Following NNS planning as below. Whole Class Guided Reading: Summarising and Sequencing	Following NNS planning as below. Whole Class Guided Reading: Summarising and Sequencing	Following NNS planning as below. Whole Class Guided Reading: Summarising and Sequencing		
Summer Term 1	Following NNS planning as below. Whole Class Guided Reading: Authorial Choice	Following NNS planning as below. Whole Class Guided Reading: Authorial Choice	Following NNS planning as below. Whole Class Guided Reading: Authorial Choice	Following NNS planning as below. Whole Class Guided Reading: Authorial Choice	Following NNS planning as below. Whole Class Guided Reading: Authorial Choice	Following NNS planning as below. Whole Class Guided Reading: Authorial Choice	Following NNS planning as below. Whole Class Guided Reading: Authorial Choice
Summer Term 2	Following NNS planning as below. Whole Class Guided Reading: Inference	Following NNS planning as below. Whole Class Guided Reading: Inference	Following NNS planning as below. Whole Class Guided Reading: Inference	Following NNS planning as below. Whole Class Guided Reading: Inference	Following NNS planning as below. Whole Class Guided Reading: Inference	Following NNS planning as below. Whole Class Guided Reading: Inference	Following NNS planning as below. Whole Class Guided Reading: Inference
Interventions Resources:	Grey 7a Storybooks as additional practice after Grey storybooks Previous coloured band books to be used during interventions Sounds cards to be used during interventions and all Y1 resources. RWI interventions to be used all year for those who need additional support (lowest 20% of readers).						

No Nonsense Spelling Yearly Medium Term Plan- Year 2

Block 1 – autumn first half term

Week 1	Lesson 1 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words. Homophones (sea/see and be/ bee)	Lesson 2 Teach Strategies at the point of writing: using a GPC chart	Lesson 3 Practise Phase 5 GPCs	Lesson 4 Teach Strategies for learning words: using spelling journals.	Lesson 5 Practise Using segmentation strategy for learning selected words
	Lesson 6 Revise/Teach/ Practise/Apply Phase 5 GPCs Homophones (blue/blew)	Lesson 7 Revise/Teach/ Practise/Apply Phase 5 GPCs and relevant homophones.	Lesson 8 Teach Strategies at the point of writing: using the environment	Lesson 9 Practise Using segmentation and Phase 5 GPCs to learn words from this week	Lesson 10 Assess Selected Phase 5 GPCs and homophones: dictation
Week 2	Lesson 11 Teach Strategies at the point of writing: Have a go sheets	Lesson 12 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 13 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 14 Teach Strategies for learning words: highlighting the tricky part in common exception words	Lesson 15 Practise Words learnt this week: common exception words and Phase 5 GPCs
	Lesson 16 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words	Lesson 17 Revise Strategies at the point of writing: Have a go sheets	Lesson 18 Teach/Practise/ Apply Proofreading: using word banks for common exception words	Lesson 19 Learn Strategies for learning words: polysyllabic and common exception words	Lesson 20 Apply Strategies for learning words: polysyllabic and common exception words
Week 3	Lesson 21 Teach/Practise/ Apply Proofreading, especially high- frequency words	Lesson 22 Teach Homophones	Lesson 23 Teach Strategies for learning words: tricky parts of words and Look, say, cover, write, check	Lesson 24 Revise/Learn Strategies for learning words: Look, say, cover, write, check	Lesson 25 Apply Homophones learnt so far
	Lesson 26 Revise /ai/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)	Lesson 27 Practise /ai/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)	Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists	Lesson 29 Learn Strategies for learning words: words from this half term	Lesson 30 Assess Words from this half term
Week 4	Lesson 11 Teach Strategies at the point of writing: Have a go sheets	Lesson 12 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 13 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 14 Teach Strategies for learning words: highlighting the tricky part in common exception words	Lesson 15 Practise Words learnt this week: common exception words and Phase 5 GPCs

Block 2 – autumn second half term

Week 1	Lesson 1 Teach/Practise/ Apply Strategies for learning words: Look, say, cover, write, check for common exception words	Lesson 2 Teach Strategies for learning words: kinaesthetic and visual strategies for learning common exception words	Lesson 3 Teach/Practise/ Proofreading common exception words and high- frequency words	Lesson 4 Practise Strategies for learning words: common exception words and personal words	Lesson 5 Apply Common exception words and personal words: dictation
	Lesson 6 Revise Phase 5 GPCs that are not secure	Lesson 7 Teach Homophones (to/two/too)	Lesson 8 Revise/ Teach/Apply Homophones (to/two/too)	Lesson 9 Revise Strategies at the point of writing: Have a go	Lesson 10 Apply Strategies for learning words: Rainbow write
Week 2	Lesson 11 Revise Selected Phase 5 GPCs	Lesson 12 Teach Strategies at the point of writing: Word sort	Lesson 13 Revise/Teach/ Practise Strategies at the point of writing: Have a go	Lesson 14 Practise Strategies at the point of writing: Which one looks right?	Lesson 15 Learn Strategies for learning words: selected topic words for this term
	Lesson 16 Revise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words
Week 3	Lesson 21 Teach /s/ sound spelt 'c' before 'e', 'i' and 'y'	Lesson 22 Practise /s/ sound spelt 'c' before 'e', 'i' and 'y'	Lesson 23 Apply /s/ sound spelt 'c' before 'e', 'i' and 'y': dictation	Lesson 24 Teach/Revise Homophones (here/hear, one/ won, sun/son) Revise homophones taught so far	Lesson 25 Practise/Apply Homophones (here/hear, one/ won, sun/son) Revise homophones taught so far
	Lesson 26 Revise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 27 Practise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 28 Teach Strategies for learning words: saying the word in a funny way	Lesson 29 Learn Strategies for learning words: saying the word in a funny way	Lesson 30 Assess /n/ sound spelt 'kn' and 'gn' at the beginning of words: dictation
Week 4	Lesson 16 Revise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words

Block 3 – spring first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach /ɜ:/sound spelt 'y'	Lesson 3 Practise /ɜ:/sound spelt 'y'	Lesson 4 Apply /ɜ:/sound spelt 'y'	Lesson 5 Teach Strategies for learning words: common exception words and high-frequency words (<i>could, should, would</i>)
Week 2	Lesson 6 Teach Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	Lesson 7 Practise/Apply Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	Lesson 8 Revise /i/ or /ɪ/ sound spelt '-ie' at the end of words and following a consonant	Lesson 9 Practise /i/ or /ɪ/ sound spelt '-ie' at the end of words and following a consonant	Lesson 10 Teach/Practise Proofreading
Week 3	Lesson 11 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 12 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 13 Teach/Practise Adding the ending 'y' to words ending in 'e' with a consonant before it	Lesson 14 Revise/Learn Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words	Lesson 15 Apply Selected words from this half term: dictation
Week 4	Lesson 16 Teach /i/ sound spelt 'ev'	Lesson 17 Practise /i/ sound spelt 'ev'	Lesson 18 Apply /i/ sound spelt 'ev': dictation	Lesson 19 Teach/Revise Near homophones (<i>quite/quiet</i>)	Lesson 20 Practise/Apply Homophones and near homophones
Week 5	Lesson 21 Teach /r/ sound spelt 'er'	Lesson 22 Practise /r/ sound spelt 'er'	Lesson 23 Teach/Practise Common exception words (<i>most, both, only</i>)	Lesson 24 Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words	Lesson 25 Assess /r/ sound spelt 'er' and common exception words
Week 6	Lesson 26 Teach Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 27 Practise Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 28 Apply Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 29 Teach/Practise Common exception words (<i>move, prove, improve, should, would, could, most, both, only</i>)	Lesson 30 Practise/Apply Strategies at the point of writing: using a working wall

Block 4 – spring second half term

Week 1	Lesson 1 Teach /ɔ:/ spelt 'a' after 'w' and 'ou'	Lesson 2 Practise Strategies for learning words: /ɔ:/ spelt 'a' after 'w' and 'ou'	Lesson 3 Assess /ɔ:/ spelt 'a' after 'w' and 'ou': dictation	Lesson 4 Teach Strategies for learning spellings: mnemonics	Lesson 5 Practise Strategies for learning spellings: mnemonics
Week 2	Lesson 6 Revise /ɜ:/ spelt 'e', segmentation and syllable clapping.	Lesson 7 Practise /ɜ:/ spelt 'e'	Lesson 8 Assess /ɜ:/ spelt 'e'	Lesson 9 Revise Homophones (<i>new/knew</i>)	Lesson 10 Teach/Practise Homophones (<i>there, their, they're</i>)
Week 3	Lesson 11 Teach Adding '-es' to nouns and verbs ending in 'y'	Lesson 12 Practise Adding '-es' to nouns and verbs ending in 'y'	Lesson 13 Apply Adding '-es' to nouns and verbs ending in 'y'	Lesson 14 Revise Strategies for learning words: Look, say, cover, write, check for selected words	Lesson 15 Practise/Apply Strategies for learning words
Week 4	Lesson 16 Teach The possessive apostrophe (singular nouns)	Lesson 17 Practise The possessive apostrophe (singular nouns)	Lesson 18 Apply The possessive apostrophe (singular nouns)	Lesson 19 Teach Strategies at the point of writing: using an alphabetically-ordered word bank	Lesson 20 Practise Strategies at the point of writing: using an alphabetically-ordered word bank
Week 5	Lesson 21 Teach Adding suffixes '-ful', '-less' and '-ly'	Lesson 22 Practise Adding suffixes '-ful', '-less' and '-ly'	Lesson 23 Apply Adding suffixes '-ful', '-less' and '-ly'	Lesson 24 Revise/Learn: Strategies for learning words from this half term	Lesson 25 Assess Words from this half term
Week 6	Lesson 26 Revise Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	Lesson 27 Teach Words ending '-tion'	Lesson 28 Practise Words ending '-tion'	Lesson 29 Teach Proofreading: dictionary skills	Lesson 30 Practise Proofreading: dictionary skills.

Block 5 – summer first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach The /v/ or /g/ sound spelt '-el' at the end of words	Lesson 3 Practise The /v/ or /g/ sound spelt '-el' at the end of words	Lesson 4 Apply The /v/ or /g/ sound spelt '-el' at the end of words	Lesson 5 Revise Proofreading: using a dictionary/word bank
Week 2	Lesson 6 Teach Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 7 Practise Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 8 Apply Adding the endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 9 Teach/Practise/ Apply Strategies at the point of writing: using analogy (Includes dictation)	Lesson 10 Revise/Learn Strategies for learning words
Week 3	Lesson 11 Teach The /s/ sound spelt 's' before 'i' and 'l'	Lesson 12 Practise The /s/ sound spelt 's' before 'i' and 'l'	Lesson 13 Teach The /s/ sound spelt 'ss' after 'w'	Lesson 14 Practise The /s/ sound spelt 'ss' after 'w'	Lesson 15 Apply Strategies for learning words: words including /s/ spelt 's' before 'i' and 'l' and /s/ spelt 'ss' after 'w'
Week 4	Lesson 16 Teach Suffixes '-ment' and '- ness'	Lesson 17 Practise Suffixes '-ment' and '- ness'	Lesson 18 Apply Suffixes '-ment' and '-ness'	Lesson 19 Teach Strategies for learning words: selected words using cards	Lesson 20 Learn Strategies for learning words: common exception words and words from errors
Week 5	Lesson 21 Teach The /r/ sound spelt 'or' after 'w'	Lesson 22 Practise The /r/ sound spelt 'or' after 'w'	Lesson 23 Assess The /r/ sound spelt 'or' after 'w': dictation	Lesson 24 Revise The possessive apostrophe (singular nouns)	Lesson 25 Practise/Assess The possessive apostrophe (singular nouns): dictation
Week 6	Lesson 26 Teach The /v/ or /g/ sound spelt '-al' at the end of words	Lesson 27 Practise The /v/ or /g/ sound spelt '-al' at the end of words	Lesson 28 Apply The /v/ or /g/ sound spelt '-al' at the end of words	Lesson 29 Teach Strategies for learning words: using Look, say, cover, write and check for common exception words	Lesson 30 Practise/Apply Common exception words

Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings and concepts that pupils need to secure	Lesson 2 Practise Spellings and concepts that pupils need to secure	Lesson 3 Apply Spellings and concepts that pupils need to secure	Lesson 4 Teach Spellings and concepts that pupils need to secure	Lesson 5 Practise/Apply Spellings and concepts that pupils need to secure
Week 2	Lesson 6 Revise Homophones	Lesson 7 Apply Homophones	Lesson 8 Teach 'o' sound spelt 'o'	Lesson 9 Practise/Apply 'o' sound spelt 'o'	Lesson 10 Apply Words revised or learnt this week
Week 3	Lesson 11 Teach 'i' or 'l' sounds spelt 'i' at the end of words	Lesson 12 Practise 'i' or 'l' sounds spelt 'i' at the end of words	Lesson 13 Apply 'i' or 'l' sounds spelt 'i' at the end of words	Lesson 14 Revise Strategies for learning words: common exception words	Lesson 15 Apply Common exception words
The remainder of the term	<p>Spelling lessons should now focus on the following:</p> <ul style="list-style-type: none"> Revision of all the content from the Year 2 programme. Securing spelling strategies At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced After writing – developing proofreading and checking skills including using a dictionary Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words. 				