A green shield with yellow letters and a cross

Description automatically generated**Reading at St Augustine’s Catholic Primary School**

**Spelling Long Term Plan 2023-2024**

**Sounds~Write**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** | **In addition** |
| EYFS | Initial Code  Unit 1 = a,i,m,s,t  Unit 2 = n,p,o  Unit 3 = b ,c,g,h  Unit 4 = d,f,v,e  Unit 5 = k,l,r,u  Unit 6 = j,w,z  HFW is a the I for of are was all | Initial Code  Unit 7 = x,y,ff,ll,ss, zz  Unit 8= vcc,cvcc  Unit 9 = ccvc  Unit 10 = ccvcc,cccvc  Unit 11 = sh,ch,th,ck,wh,ng q Consolidate autumn HFW add come some to | Initial Code  Units 11 and bridging unit      Also teach CEW: go no into he she we me be you her they my | HFW from the Sounds Write  manual      CEW: go no into he she we me be you her they my |
| Y1 | Extended Code  Unit 1 =/ae/ <ai ay ea e-a>  Unit 2 = /ee/ <e ea ee y>  Unit 3 = <ea> /ae/ /ee/ Unit 4 = /oe/ < o oa ow oe o-e>  Unit 5 = <o> /o/ /oe/  Unit 6 = /er/ < er ir or ur >  Unit 7 = /e/ < e ea ai>  Unit 8 = /ow/ < ou ow>  Unit 9 = <ow> / oe/ /ow/  CEW included in dictated sentences ( no go I the a  come some said he she was) | Extended Code  Unit 23 = /oy/ < oi oy>  Unit 10 = /00/ < oo ew ue u-e o>  Unit 11 = /ie/ < iie y i-e igh >  Unit 12 = /oo/ < oo u oul>  Unit 13 = < oo> /oo/  Unit 14 = /u/ < u ou o>  Unit 15 = <ou> /ow/ /u/ /oo/ Unit 16 = /s/ < s ss st c ce se sc>  Unit 17 = <s> /s/ /z/  Consolidate first 3 columns of Y1 CEW | Extended Code  Unit 18 = /l/ < l ll al el il le ol>  Unit 19 = /or/ < or aw a ar au al>  Unit 20 = /air/ <air are ear ere eir ayer ayor>  Unit 21 = /ue/ < ue ew u u-e>  Unit 22 = <ew> /oo/ /ue/  Unit 24 = /ar/ < ar a al au>  Unit 25 = /o/ < o a>  Unit 26 = < a> /a/ /o/ /ae/ /ar/      And then consolidation of previous units and all Y1 CEW | Extended Code spellings to include polysyllabic words from Unit 11 ( the bold 2 syllable words in the list eg pigpen batman)  As part of the Pathways to write scheme, pupils also develop skills in reading and spelling the following words…  \*Adding s and es to words (plurals)  \*Adding the suffixes -ing -ed -er and -est  \*Adding the prefix un- to root words  \*Days of the week  \*Numbers to 20  \*Year 1 Common Exception Words |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Y2 | Extended Code  Unit 27 = /ae/ < ai ay ea ae a ei ey eigh>  Unit 28 = /d/ < d dd ed> Unit 29= /ee/ < e ee ea y  ey ie i>  Unit 30 =/i/ < I ui y>  Unit 31 =<y> /y/ /i/ie/ee/ Unit 3 = /oe/ < oe o-e ow oa ou ough o>  Unit 33 = /n/ < n nn ne gn kn>  Unit 34 = /er/  < ar er ir or ur ear our>    Consolidate spelling of Y1 CEW | Extended Code  Unit 35 /v/ < v vv ve> Unit 36 /oo/ < oo ew u ue ue ui ou ough>  Unit 37 =/j/ <j g g edge>  Unit 38 = /g/ <g gg gh gu>  Unit 39 = <g> /j/ /g/  Unit 40 = /f/ < f ff gh ph>    Teach spelling of Y2 CEW | Extended Code  Unit 41 = <gh> /f/ /g/  Unit 42 =/m/ <m mm mb mn> Unit 43 = /or/ < oar ore our augh ough>  Unit 44 = /h/ < h wh>  Unit 45 = /k/ < c k ck ch cc>  Unit 46 = /r/ < r rr rh wr>  Unit 47= /t/ < t t tbt te>  Unit 48 = /z/ < z ze zz s se ss>  Unit 49 = /eer/ < eer ere ear>    Teach spelling of Y2 CEW | Autumn consolidate spelling of Y1 CEW  Spring/summer Y2 CEW  Include polysyllabic words in Extended Code lessons especially the suffixes: ed ing ly  As part of the Pathways to write scheme, pupils also develop skills in reading and spelling the following words…  \* Adding ‘es’ ‘ed’ and ‘er’ to nouns and verbs ending in ‘y’.  \*Adding ‘er’ to words ending in ‘e’  \*Adding ‘ing’ and ‘ed’ to words of one syllable and words ending in ‘e  \*The suffixes ‘ment’, ‘ness’, ‘ful’ and ‘less’  \*Homophones and near homophones  \*Year 2 Common Exception Words |

Sounds Write is taught daily from EYFS to Y2. In EYFS children are taught to segment and blend sounds represented by one letter.

They then move on to understanding that there can be “2 letters the same, but 1 sound” (Unit 7 of the Initial Code) and then “two different letters but one sound” (unit 11). Children become fluent in sound manipulation as well as segmenting and blending by sounds swap and reading and writing nonsense words. From EYFS spellings are applied into writing as well as reading. Dictation begins in EYFS.

In Y1, the Extended Code, children continue to segment, blend and manipulate sounds. They also learn “one sound different spellings” and “different spelling same sound”. Children seek alternative spellings of a sound and again apply sounds into writing of dictated sentences. The teaching of alternative sounds and spellings is extended in Y2.

In KS2 the pupils follow the structure from ‘The Spelling Shed’ however, the ‘Sounds~Write approach’ to breaking up new vocabulary into syllables and sounds is used within interventions in Y3 and Y4 for those pupils who did not pass the PSC in KS1. In Y3 and Y4 interventions, pupils consolidate their understanding of the Extended Code and apply and develop these skills in the teaching of Polysyllabic Words. Pupils are reminded “one sound different spellings” and “different spelling same sound”. They are taught to generate other words following the patterns. Breaking words into syllables and sounds is modelled by the teachers in Y3 and Y4.

In addition to Sounds Write, pupils apply this spelling approach to learn CEW and prefixes and suffixes. In all classes there is a weekly spelling test.