

Phonics

at St Botolph's Primary School



SOUNDS - WRITE
First Rate Phonics



**Celebrating Faith,
Learning and Success**

What happens when?

EYFS	• Initial code • Everyday words (CEW) • Bridging units to teach the concept that there are different spelling of the same sound – eg w/wh, c/k/ck • Teaching the concept that two letters make one sound – ch/th/sh
Y1	• The extended code begins with ‘first’ spellings • Polysyllabic words are taught from extended code 4 • Year 1 • (revised National Curriculum spelling objectives) • Continuation of teaching Everyday words (CEW) • Inflectional Affixes • Derivational Affixes
Y2	• The extended code continues with more spellings • Year 2 (revised National Curriculum spelling objectives) • Everyday words continue (CEW) • Homophones (and near homophones) • Inflectional Affixes • Derivational Affixes • Contractions • Final stable syllables
Y3	• In year 3 the extended code is reviewed again, with first and more spellings taught alongside each other in the context of polysyllabic words. • Subject specific vocabulary is taught • Year 3 and 4 revised National Curriculum spelling objectives are taught as part of SW lessons • Homophones (and near homophones) • Inflectional Affixes • Derivational Affixes • Final stable syllables
Y4	
Y5	• Extended code and polysyllabic to learn new phonic code, NC and morphemes • Y5 and 6 NC spellings are taught through sounds write • Homophones (and near homophones) • Inflectional Affixes • Derivational Affixes • Use of the hyphen • Final stable syllables
Y6	



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Sounds-Write Timeline UK



