



Spelling Progression at St Cuthbert's



	Autumn	Spring	Summer	In addition
EYFS	<p>Initial Code</p> <p>Unit 1 = a,I,m,s,t</p> <p>Unit 2 = n,p,o</p> <p>Unit 3 = b ,c,g,h</p> <p>Unit 4 = d,f,v,e</p> <p>Unit 5 = k,l,r,u</p> <p>Unit 6 = j,w,z</p> <p>HFW is a the I for of are was all</p>	<p>Initial Code</p> <p>Unit 7 = x,y,ff,ll,ss, zz</p> <p>Unit 8= vcc,cvcc</p> <p>Unit 9 = ccvc</p> <p>Unit 10 = ccvcc,cccvc</p> <p>Unit 11 = sh,ch,th,ck,wh,ng q</p> <p>Consolidate autumn HFW</p> <p>add come some to</p>	<p>Initial Code</p> <p>Units 11 and bridging unit</p> <p>Teach also CEW: go no into he she we me be you her they my</p>	<p>HFW from the Sounds Write manual</p> <p>CEW: go no into he she we me be you her they my</p>
Y1	<p>Extended Code</p> <p>Unit 1 = /ae/ <ai ay ea e-a></p> <p>Unit 2 = /ee/ <e ea ee y></p> <p>Unit 3 = <ea> /ae/ /ee/</p> <p>Unit 4 = /oe/ < o oa ow oe o-e></p> <p>Unit 5 = <o> /o/ /oe/</p> <p>Unit 6 = /er/ < er ir or ur ></p> <p>Unit 7 = /e/ < e ea ai></p> <p>Unit 8 = /ow/ < ou ow></p> <p>Unit 9 = <ow> / oe/ /ow/</p> <p>Unit 10 = /oo/ < oo ew ue u-e o></p> <p>CEW included in dictated sentences (no go I the a come some said he she was)</p>	<p>Extended Code</p> <p>Unit 11 = /ie/ < iie y i-e igh ></p> <p>Unit 12 = /oo/ < oo u oul></p> <p>Unit 13 = < oo> /oo/</p> <p>Unit 14 = /u/ < u ou o></p> <p>Unit 15 = <ou> /ow/ /u/ /oo/</p> <p>Unit 16 = /s/ < s ss st c ce se sc></p> <p>Unit 17 = <s> /s/ /z/</p> <p>Unit 18 = /l/ < l ll al el il le ol></p> <p>Unit 19 = /or/ < or aw a ar au al></p> <p>Consolidate first 3 columns of Y1 CEW</p>	<p>Extended Code</p> <p>Unit 20 = /air/ <air are ear ere eir ayer ayor></p> <p>Unit 21 = /ue/ < ue ew u u-e></p> <p>Unit 22 = <ew> /oo/ /ue/</p> <p>Unit 23 = /oy/ < oi oy></p> <p>Unit 24 = /ar/ < ar a al au></p> <p>Unit 25 = /o/ < o a></p> <p>Unit 26 = < a> /a/ /o/ /ae/ /ar/</p> <p>And then consolidation of previous units and all Y1 CEW</p>	<p>45 Y1 CEW</p> <p>Extended Code spellings to include polysyllabic words from Unit 11 (the bold 2 syllable words in the list eg pigpen batman)</p>



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<p>Y2</p>	<p>Extended Code Unit 27 = /ae/ < ai ay ea a-e 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></p> <p>Consolidate spelling of Y1 CEW</p>	<p>Extended Code Unit 35 /v/ < v vv ve> Unit 36 /oo/ < oo ew u ue u-e 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></p> <p>Teach spelling of columns 1 and 2 of Y2 CEW</p>	<p>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></p> <p>Teach spelling of columns 3 and 4 of Y2 CEW and consolidate spelling of column 1 and 2</p>	<p>Autumn consolidate spelling of Y1 CEW Spring/summer Y2 CEW Include polysyllabic words in Extended Code lessons especially the suffixes: ed ing ly</p>
<p>Y3</p>	<p>Liaise with Y2 teacher for starting point on Extended Code Include polysyllabic words with 2 and 3 syllables. Extend words with suffixes and prefixes. Read 2 and 3 syllable words from the Sounds Write Appendix</p>	<p>Start the teaching of the 109 Y3/4 CEW. 10 words to be taught weekly in a daily lesson following the Polysyllabic Lessons in Sounds Write (Lessons 11-15)</p> <p>Teaching of Polysyllabic words to remind pupils: one sound different spellings</p>	<p>Consolidate the teaching of the 109 Y3/4 CEW .10 words to be taught weekly in a daily lesson following the Polysyllabic Lessons in Sounds Write (2 and 3 syllables)</p> <p>Teaching of Polysyllabic words to remind pupils: one sound different spellings and one spelling different sounds (2 syllables p229- 232)</p>	<p>From y3 suffixes previously taught and being revisited are in red.</p> <p>Suffix= ed ing ly ful fully er est (plurals) less er able</p> <p>Prefix = un mis dis non re pre</p>



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	<p>Daily Sounds Write lessons</p> <p>Consolidate spelling of CEW Y1/2 if necessary</p>	<p>and one spelling different sounds</p> <p>Teaching of suffixes linked to Y3/4 words and generating other examples</p> <p>Teaching of Apostrophes for contractions</p>	<p>Consolidate teaching of prefixes and suffixes (see 3rd column)</p>	<p>Apostrophes: don't can't isn't doesn't won't I'd I've I'll I'm she's he's it's there's</p>
Y4	<p>Liaise with Y3 teacher for starting point on Polysyllabic Code and assess Extended Code knowledge (one sound different spellings and one spelling different sounds)</p> <p>Daily Sounds Write lessons</p> <p>Teaching Polysyllabic words from the Word List p233(2 and mainly 3 syllable word list)</p> <p>Lessons 11-15 (one sound different spellings and one spelling different sounds)</p>	<p>Revisit the teaching of the 109 Y3/4 CEW.10 words to be taught weekly in a daily lesson following the Polysyllabic Lessons in Sounds Write (Lessons 11-15)</p> <p>Teaching of Polysyllabic words to remind pupils: one sound different spellings and one spelling different sounds</p> <p>Teaching of suffixes linked to Y3/4 words and generating other examples</p>	<p>Consolidate the teaching of the 109 Y3/4 CEW .10 words to be taught weekly in a daily lesson following the Polysyllabic Lessons in Sounds Write (3 syllables)</p> <p>Teaching of Polysyllabic words to remind pupils: one sound different spellings and one spelling different sounds</p> <p>Consolidate teaching of prefixes and suffixes to include Sounds Write Suffix Word List p239 (start with 2 syllable words) to be used in addition to CEW)</p>	<p>Suffix= ed ing ly ful fully er est less able</p> <p>tion sion cian cial ure ible ary ify ate ic al ship hood ness ment</p> <p>Sounds Write Suffix List p239</p> <p>Prefix un mis dis non re pre bi di tri trans ante anti inter ex sub in contra</p> <p>Homophones their there they're where were we're you yew ewe too two to new knew right write through threw hole whole</p>



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	Consolidate spelling of CEW Y1/2 if necessary	Teaching of Polysyllabic words from Word List p233(3 syllable word list Teaching of homophones to be used in addition to CEW)		are our see sea no know heard herd might mite
Y5	Consolidation of spelling of suffixes and prefixes from Y4 and spelling words of 3 syllable words Use the Polysyllabic Lessons 11-15 approach to consolidate spelling of Y3/4 CEW Reinforce Extended Code knowledge (one sound different spellings and one spelling different sounds) Revisit Suffix list in Sounds Write p239. Teach 3 or ore syllable suffix vocabulary using the Polysyllabic Lessons 11-15	Use the Polysyllabic Lessons 11-15 approach to teach first 50 spellings of Y5/6 CEW. 10 words to be taught 2 or 3 x week following the Polysyllabic Lessons in Sounds Write (Lessons 11-15) Reinforce Extended Code knowledge (one sound different spellings and one spelling different sounds) Polysyllabic Word List p233 (4 syllable word list to be used to read and spell in addition to CEW)	Use the Polysyllabic Lessons 11-15 approach to teach second 50 spellings of Y5/6 CEW 10 words to be taught 2 or 3 x a week following the Polysyllabic Lessons in Sounds Write (Lessons 11-15) Reinforce Extended Code knowledge (one sound different spellings and one spelling different sounds) Polysyllabic Word List p233 (4 syllable word list to be used to read and spell in addition to CEW)	Suffix ful fully ment ness ible able less ship tion sion cian cial ure ist Prefix bi di tri trans ante anti inter ex sub in contra post auto tele circum in im ir il pro sus



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	2 or 3 x a week			
Y6	<p>Consolidation of spelling of suffix/prefix knowledge from Y4/5 2 or 3 x a week</p> <p>Use the Polysyllabic Lessons 11-15 approach to consolidate spelling of Y3/4 and Y5/6 CEW</p> <p>Reinforce Extended Code knowledge (one sound different spellings and one spelling different sounds)</p>	<p>Use the Polysyllabic Lessons 11-15 approach to teach Polysyllabic Word List p237 (5/6 syllable word list)</p> <p>Teach new suffixes and prefixes. Use Polysyllabic Lesson 15 and generate similar words</p> <p>Reinforce Extended Code knowledge (one sound different spellings and one spelling different sounds)</p> <p>Take past SAT spelling tests and look at prefixes and suffixes chosen and practise</p>	<p>Use the Polysyllabic Lessons 11-15 approach to teach Polysyllabic Word List p237 5/6 syllable word list</p> <p>Reinforce Extended Code knowledge (one sound different spellings and one spelling different sounds)</p>	<p>Suffix ful fully ment ness ible able less ship tion sion cian cial ure ist port phobia ology graph</p> <p>Prefix bi di tri trans ante anti inter ex sub in contra post auto tele circum in im ir il pro sus aqua super micro audio</p>

Sounds Write is taught daily from EYFS to Y3. 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



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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 Sounds Write approach to breaking up new vocabulary into syllables and sounds is used across the curriculum. In Y3 children consolidate their understanding of the Extended Code and apply and develop these skills in the teaching of Polysyllabic Words. Children 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 teacher in all curriculum areas.

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 or "show what you know."