

Tanworth-in-Arden Church of England Primary School and Nursery



*In God's family, learning, loving,
growing to be our very best.*

Phonics & Spelling Policy

INTENT

By the end of Key Stage 2 we aim for a child to be able to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct spellings.
- To understand the history of the English language and why it is so complex.
- Have an interest in words and their meanings, through etymology and morphology, developing a growing vocabulary in spoken and written forms.
- Apply their knowledge of the national curriculum content and spell the curriculum words correctly when writing across the curriculum.
- Have a sound understanding of the Advanced Phonic Code and use it to spell unfamiliar words. At first glance the advanced code may seem complex for children but once they understand the structure and the fact that the advanced code is simply other ways of writing the sounds we speak, they can be empowered by the logic of this system.
- Examine sounds and codes in a logical manner.

IMPLEMENTATION - We will:

- Provide quality teaching of spelling patterns, rules and strategies to enable children to spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words.
- Capitalise on spelling opportunities in reading and writing to ensure a meaningful approach and secure understanding of word definitions.
- Give opportunities for children to use a range of appropriate strategies to edit, proofread and correct spellings in their own work, on paper and on screen.
- Be fully inclusive of the individual, providing tailored support to ensure progress.
- Continue to build on phonological awareness and the Phonic Bug objectives followed in the Early Years Foundation Stage and Key Stage 1.

PROGRESSION

Early Years Foundation Stage:

- Phase 1 - Sound discrimination, rhyme, alliteration and oral blending through play and the environment in the Nursery setting.
- Phase 2 - 4 Units 1 – 14 of Pearson Phonic Bug ActiveLearn (see Appendix 1) taught in daily phonic sessions.
- High Frequency/Tricky words learnt.
- Spellings focused on through weekly reading and writing opportunities and provision within the environment.
- Phonic Tracker assessment tool used to track and record progress.

Years 1 and 2:

- Revise and consolidate spellings taught in previous years.
- Continue through Pearson Phonic Bug programme to Phase 6 Units 13 - 30 during daily phonic sessions.
- Use National Curriculum Spelling work for Year 1 and 2. Year 2 using whole school SCODE scheme (See Appendix 2)
- Year 1 and 2 Common Exception Words.
- Learn a range of subject specific vocabulary and their definitions.
- Phonics intervention for those children who are not on track to pass the Phonic Screening Check in Year 1 after first assessment point.
- Year 2 children who have not passed the Phonics Screening Check at the end of Year 1 receive intervention to focus on phonemes that need consolidation.
- Continuous, vigorous assessment, monitoring and tracking using Phonic Tracker software ensures children retain and build on their knowledge and understanding of phonemes and graphemes.

Years 3 and 4:

- Consolidate spellings taught in previous years, using Pearson Phonic Bug programme where necessary to teach the appropriate phase of phonics. Where appropriate, intervention will be used to support children below the expected standard. Including those children who have not passed the Phonics Screening Test by the end of Year 2.
- Selected children and groups to continue to have access to Phonic Bug at home.
- Use National Curriculum Spelling work for Year 3 and 4 through the whole school (Y2-6) SCODE scheme
- Learn words from the Year 3 and 4 word list (Common Exception Words).
- Learn a range of subject specific vocabulary and their definitions.

Years 5 and 6:

- Consolidate spellings taught in previous years.
- Use National Curriculum Spelling work for Year 5 and 6 through the whole school SCODE scheme
- Learn a greater range of subject specific vocabulary and their definitions.
- Develop technical and exciting vocabulary to be used in the appropriate contexts.
- Learn spellings from the Year 5 and 6 word list (Common Exception Words).

INCLUSION

Where individuals are early EAL, SEN or unable to access the expected age-related level for spelling, provision will be made by the class teacher to enable pupils to access the appropriate phase of Phonics or spelling level.

IMPACT - EXPECTATIONS

The whole school spelling scheme SCODE will be followed by all year groups (Y2 – 6) and teachers are responsible for ensuring full coverage and progression. In Year 1 and Year 2 weekly spellings are sent home which follow the phonic focus or spelling in pattern from the previous week. They will be tested on this spelling pattern or rule each week and a record will be kept of their understanding to monitor progress and inform teachers. When low scores are frequent and there is no sign of improvement teachers should review the words being given and adjust the phase or level that the child is working on by tracking back through previous rules or sounds. In Key Stage 2, Years 3 – 6 children have a set of focus words each week but they are not sent home as spellings. In fortnightly dictations children are assessed on their retention of spelling rules and patterns. The NFER assessments for spelling are also used termly to provide summative assessments in Y3 - Y6.

THE BIGGER PICTURE

Whilst this document outlines the expectations for spelling it is the quality teaching of spelling patterns and investigational work that goes on continually within the classroom that is key to spelling success. Learning spellings by rote is rarely effective and often results in great spelling test results but poor application in writing. The best spelling sessions are investigative. If children have explored the patterns, 'tricky bits' and history of words, they are far more likely to make informed decisions about how to spell a word when writing it independently. The SCODE spelling scheme allows investigation of word roots and etymology as part of the structured termly overview. KS1 use spelling tests as tool to help familiarise children with patterns and graphemes and not as a spelling test unless they are learning how to spell tricky words.

MARKING

Children are encouraged to spot their own spelling errors in their written work and make the appropriate corrections in dedicated writing editing lessons. They can correct their spellings independently or with a learning partner using dictionaries or word banks. As good practice, teachers should use a child's common spelling errors from their independent writing to inform the words that are given as revision or a quick starter to spelling lessons.

APPENDIX I - Progression of Phonics at Tanworth using Phonic Bug

Nursery			
Aspect		Strands (run across all aspects).	
Phase 1	1	General sound discrimination – environmental sounds	Turning into sounds (auditory discrimination).
	2	General sound discrimination – instrumental sounds	
	3	General sound discrimination – body percussion	Listening and remembering sounds (auditory memory and sequencing).
	4	Rhythm and Rhyme	
	5	Alliteration	
	6	Voice sounds	Talking about sounds (developing vocabulary and language comprehension).
	7	Oral blending and segmenting	


Reception			
Unit	Sounds covered	Tricky Words	
Phase 2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff, l, ll, ss	I, into, her
Phase 3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa, oo (long) oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
Phase 4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc & cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what


Year 1 & Year 2			
Unit	Sounds covered	Tricky Words/High Frequency	
Phase 5	13	wh, ph	oh, their, people
	14	ay, a-e, igh/ey/ei (long a)	Mr, Mrs, Ms
	15	ea, e-e, ie/ey/y (long e)	looked, called, asked
	16	ie, i-e, y, l, (long i)	water, where
	17	ow, o-e, o/oe (long o)	who, again
	18	ew, ue, u-e (long o) u/oul (short oo)	thought, through
	19	aw, au, al	work, laughed, because
	20	ir, er, ear	Thursday, Saturday, thirteen, thirty
	21	ou, oy	different, any, many
	22	ere/eer, are/ear	eyes, friends
	23	c, k, ck, ch	two, once
	24	c(ie)/c(i)/c(y)/, sc/st(l) se	great, clothes
	25	g(e)/g(i)/g(y), dge	it's I'm I'll, I've
	26	Le, mb, kn/gn, wr	don't, can't, didn't
	27	tch, sh, ea, zh, (w)a, o	first, second, third
	Year 2		
	Phase 6	28	suffix morphemes ing, ed
29		plural morphemes s, es	men, mice, feet, teeth, sheep
30		prefix morphemes re, un prefix+root+suffix	vowel, consonant, prefix, suffix, syllable

** Year 1 and 2 also have additional spelling patterns/rules as part of the National Curriculum Programmes of Study.


APPENDIX 2 – SCODE Spelling Progression

Scode Spelling Progression

	National Curriculum	Advanced phonic code covered including code overlap *not introduced in this Yr group.	Curriculum words in the order they are introduced	Etymology	Homophones/Common confusions	Prefixes/Suffixes/word endings																																																										
Year 2	<ul style="list-style-type: none"> YR 1 revision of: Phonics, -tch, Adding -s to make plurals. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /s/ sound spelt o Homophones & near-homophones Using an apostrophe to show contractions The /j/ or /aɪ/ sound spelt -ie, -oi, -i and -el at the end of words The suffixes -ment, -ness, -ful, -less and -ly The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. The /s/ sound spelt c before e, i and y Adding -es to nouns and verbs ending in -y Adding -s & -es to nouns and verbs to make them plural Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it The /ai/ sound spelt -y at the end of words The possessive apostrophe (singular nouns) The /r/ sound spelt wr at the beginning of words The /s:/ sound spelt a before l and ll The /s:/ sound spelt ar after w The /b/ sound spelt a after w and qu Adding -es to nouns and verbs ending in -y Words ending in -tion The /n/ sound spelt kn & gn at the beginning of words 	<table border="1"> <thead> <tr> <th>Sound & key word</th> <th>Advanced phonic code</th> </tr> </thead> <tbody> <tr><td>/ch/ chip</td><td>ch -tch</td></tr> <tr><td>/th/ this</td><td>th</td></tr> <tr><td>/th/ thank</td><td>th</td></tr> <tr><td>/u/ up</td><td>u o ou</td></tr> <tr><td>/oo/ zoo</td><td>oo we ew v o</td></tr> <tr><td>/ul/ kettle</td><td>le -oi -el -il ul</td></tr> <tr><td>/j/ jet</td><td>i -oe u -dge</td></tr> <tr><td>/s/ sun</td><td>s ss c -ce -se sc*</td></tr> <tr><td>/o/ hot</td><td>o o</td></tr> <tr><td>/er/ her</td><td>ur er ir ear* ar* our*</td></tr> <tr><td></td><td>or* re*</td></tr> <tr><td>/igh/ bike</td><td>i e i -y igh* v*</td></tr> <tr><td>/h/ help</td><td>h</td></tr> <tr><td>/j/ sit</td><td>i y -y</td></tr> <tr><td>/r/ red</td><td>r or wr rh*</td></tr> <tr><td>/or/</td><td></td></tr> <tr><td>/sh/</td><td>sh ch ll sl* ss* cl*</td></tr> <tr><td>/n/</td><td>n no kn gn</td></tr> <tr><td colspan="2">Code Overlap</td></tr> <tr><td>u</td><td>o</td></tr> <tr><td>/u/ up</td><td>/a/ apple</td></tr> <tr><td>/y/ use</td><td>/ai/ baby</td></tr> <tr><td>/oo/ super</td><td>i</td></tr> <tr><td>o</td><td>/j/ it</td></tr> <tr><td>/o/ dog</td><td>/igh/ idea</td></tr> <tr><td>/u/ love</td><td>c</td></tr> <tr><td>/oa/ home</td><td>/s/ sun</td></tr> <tr><td></td><td>/k/ cat</td></tr> </tbody> </table>	Sound & key word	Advanced phonic code	/ch/ chip	ch -tch	/th/ this	th	/th/ thank	th	/u/ up	u o ou	/oo/ zoo	oo we ew v o	/ul/ kettle	le -oi -el -il ul	/j/ jet	i -oe u -dge	/s/ sun	s ss c -ce -se sc*	/o/ hot	o o	/er/ her	ur er ir ear* ar* our*		or* re*	/igh/ bike	i e i -y igh* v*	/h/ help	h	/j/ sit	i y -y	/r/ red	r or wr rh*	/or/		/sh/	sh ch ll sl* ss* cl*	/n/	n no kn gn	Code Overlap		u	o	/u/ up	/a/ apple	/y/ use	/ai/ baby	/oo/ super	i	o	/j/ it	/o/ dog	/igh/ idea	/u/ love	c	/oa/ home	/s/ sun		/k/ cat	<p>child, children</p> <p>clothes, father</p> <p>bath, path, sugar</p> <p>brother, other, something, nothing</p> <p>love, Monday, some</p> <p>should, would, could</p> <p>improve, move, shoe, who</p> <p>people, pencil, wild</p> <p>sudden, small, school, said</p> <p>class, pass, grass, across</p> <p>city, fancy, cancel</p> <p>house, use, please</p> <p>everybody, because</p> <p>every, after, water</p> <p>find, kind, mind, behind</p> <p>climb, eye</p> <p>half, hold, whole, hour, beautiful,</p> <p>Christmas, pretty, busy,</p> <p>any, many, money,</p> <p>great, break, prove,</p> <p>poor, floor, door,</p> <p>only, plant, again, parents, even</p>	<p>Watch</p> <p>Ketchup</p> <p>Clue</p> <p>Nostril</p> <p>Jabber</p> <p>Imagine</p> <p>Atlas</p> <p>Fairy Tales</p> <p>Immerse</p> <p>Business</p> <p>Mural</p> <p>Dogbody</p> <p>Perplexed</p> <p>Happy Birthday</p> <p>Fragile</p> <p>Hesitate</p> <p>Christmas</p> <p>Random</p> <p>The wr code</p> <p>Quartz</p> <p>Shampoo</p> <p>Gnaw</p>	<p>won/one</p> <p>sun/son</p> <p>they're/their/there</p> <p>blue/blew</p> <p>to/too/two</p> <p>sea/see</p> <p>quiet/quite</p> <p>l/eye</p> <p>ear/here/hear</p> <p>pour/poor</p> <p>night/knight</p>	<p>Suffixes -a, -ment, -ness, -ful, -less and -ly</p> <p>-ing, -ed, -er, -est and y</p>
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Year 3	<ul style="list-style-type: none"> KS1 revision of: Phonics, Contractions, Possessive apostrophe, The /j/ or /ai/ sound spelt -ie, -oi, -e, -i at the end of words, Adding -ed, -ing, -er to a root word, The /ai/ sound spelt -y at the end of words, Ending -y (/r:/ or /j/) Homophones & near homophones Adding suffixes beginning with vowel letters to words of more than one syllable The suffix -ly 	<table border="1"> <tbody> <tr><td>/er/ her</td><td>ur er ir ear ar our ar re</td></tr> <tr><td>/j/ sit</td><td>i y -y</td></tr> <tr><td>/ul/ kettle</td><td>le -oi -el -il ul</td></tr> <tr><td>/s/ sun</td><td>s ss c -ce -se sc</td></tr> <tr><td>/igh/ bike</td><td>i e i -y igh v</td></tr> </tbody> </table>	/er/ her	ur er ir ear ar our ar re	/j/ sit	i y -y	/ul/ kettle	le -oi -el -il ul	/s/ sun	s ss c -ce -se sc	/igh/ bike	i e i -y igh v	<p>century, natural, purpose, surprise,</p> <p>answer, consider, exercise, different,</p> <p>remember, certain, interest,</p> <p>perhaps, quarter, circle,</p> <p>earth, early, learn, heard,</p> <p>separate, regular, peculiar, particular,</p> <p>grammar, popular, forward,</p>	<p>Circle</p> <p>Earthworm</p> <p>Humour</p> <p>Centre</p> <p>Minute</p> <p>Gym</p> <p>Busy/business</p>	<p>weather/whether</p> <p>links/lynx</p> <p>sink/sync</p> <p>angel/angle</p> <p>heel/heal/he'll</p> <p>missed/mist</p> <p>scene/seen</p>	<p>Suffixes -er, -est, -ly, -ful, -ous, -al</p> <p>Prefixes in-, im-, in-, il-, anti-, pro-, mis-, dis-, super-, sub-</p>																																																
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Year 3	<ul style="list-style-type: none"> More prefixes The /s:/ sound spelt or after w Adding -ed -ing -er and -est to a root word ending in -y with a consonant before it Adding the words ending in -e with a consonant before it Adding endings to words of one syllable ending in a single consonant letter after a single vowel The /ɪ/ sound spelt y elsewhere than at the end of words Words with the /s/ sound spelt ac Words with endings sounding like /ʒə/ or /tʃə/ (-sure & -ture) 	<p>Sound & key word Advanced phonic code</p> <p><u>Code overlap</u></p> <p>ear or</p> <p>/er/ pearl /er/ popular</p> <p>/air/ wear /ar/ party</p> <p>/eer/ fear /air/ various</p> <p>our or</p> <p>/er/ colour /er/ world</p> <p>/oor/ court /or/ corn</p> <p>y c</p> <p>/ɪ/ gym /s/ circus</p> <p>/ɪgh/ my /k/ cat</p>	<p>calendar, difficult, possible, continue, notice, experiment, position, imagine, accident, increase, history, minute, February, library, probably, ordinary, busy, business, build, fruit, bicycle, accidental, actual, material, occasional, sentence, suppose, special, strength, possess, address, recent, centre, medicine, decide, various, arrive, describe, guide, opposite, favourite, promise, favourite, island, height, eight</p>	<p>Humble Dependent Literate Antibiotic Animal Fossil Snake Decimate /s/ & /k/ sounds Fascinate Minus Dis Superficial Subject Subtle/subtly Peculiar Butterfly Nightmare</p>	<p>quite/quiet accept/except</p>	
Year 4	<ul style="list-style-type: none"> KS1 revision of: Phonics, Contractions, Possessive apostrophe, Adding -er, -est, -ed, -ing, Adding -s and -es to make plurals, Homophones & near homophones More prefixes Words ending with the /g/ sound spelt -gue Words with the /ei/ sound spelt ei, eigh, or ey The suffix -ly The /s/ sound spelt ou The suffix -ous Adding suffixes beginning with vowel letters to words of more than one syllable Words with the /j/ sound spelt ch Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Words with the /k/ sound spelt ch Words ending with the /k/ sound spelt -que 	<p>/ee/ beat <u>ay ee ie ei e e e</u></p> <p>/g/ go <u>g ou -gue gh</u></p> <p>/ai/ cake <u>a e a ai -ay -ey eigh ei</u></p> <p>/l/ let <u>l ll</u></p> <p>/ar/ art <u>or o ol</u></p> <p>/u/ up <u>u o ou</u></p> <p>/sh/ ship <u>sh ch ti si ssí ci</u></p> <p>/k/ kite <u>c k ck ch que</u></p> <p><u>Code overlap</u></p> <p>ea ei</p> <p>/ee/ breathe /ee/ receipt</p> <p>/e/ breath /ai/ vein</p> <p>e g</p> <p>/ee/ equal /g/ girl</p> <p>/e/ pet /j/ giraffe</p>	<p>breathe, increase, breath, believe, reign, recent, extreme, complete, grammar, group, guide, guard, separate, favourite, famous, occasion, strange, potatoes, potato, weight, eight, eighth, straight, length, learn, library, island, particular, popular, regular, calendar, heart, peculiar, forward, February, ordinary, various, actual, answer, natural, imagine, material, strange, woman, purpose, enough, though, although, thought, through, women, mention, position, occasionally, special, possession, question, continue, consider, circle, describe, caught, difficult</p>	<p>Please Meat Lemur Rebuke Gregarious Volcano Train Liberty Heart Ketchup Courteous Plural Parachute Initial Artificial Karaoke School Charisma</p>	<p>meat/meet week/weak steal/steel bean/been piece/peace grown/groan sale/sail pane/pain mane/main male/mail great/grate steak/stake bawl/bal</p>	<p>Suffixes -ly, -ous, -cian Prefixes -re-, ad-</p>

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Year 4	<ul style="list-style-type: none"> Also covered from Yr5 & 6 curriculum; Words with 'silent' letters [i.e. letters whose presence cannot be predicted from the pronunciation of the word] gh In addition to the curriculum: Murals adding -ves to words ending -f, Irregular plurals and Irregular plurals and possession 	<table border="0"> <tr> <td>Sound & key word</td> <td>Advanced phonic code</td> </tr> <tr> <td colspan="2"><u>Code overlap cont...</u></td> </tr> <tr> <td>a</td> <td>ei</td> </tr> <tr> <td>/ai/ data</td> <td>/ai/ veil</td> </tr> <tr> <td>/e/ arrive</td> <td>/ee/ either</td> </tr> <tr> <td>ar</td> <td>u</td> </tr> <tr> <td>/ar/ charge</td> <td>/u/ bucket</td> </tr> <tr> <td>/er/ sugar</td> <td>/y/oo/ unit</td> </tr> <tr> <td>/air/ various</td> <td></td> </tr> <tr> <td>/ae/ warm</td> <td>o</td> </tr> <tr> <td></td> <td>/u/ cover</td> </tr> <tr> <td>ou</td> <td>/o/ lost</td> </tr> <tr> <td>/u/ double</td> <td>/oa/ gold</td> </tr> <tr> <td>/oo/ group</td> <td></td> </tr> <tr> <td>/oa/ sound</td> <td>ch</td> </tr> <tr> <td></td> <td>/ch/ cheese</td> </tr> <tr> <td>c</td> <td>/k/ school</td> </tr> <tr> <td>/k/ caught</td> <td>/sh/ chef</td> </tr> <tr> <td>/s/ centre</td> <td></td> </tr> </table>	Sound & key word	Advanced phonic code	<u>Code overlap cont...</u>		a	ei	/ai/ data	/ai/ veil	/e/ arrive	/ee/ either	ar	u	/ar/ charge	/u/ bucket	/er/ sugar	/y/oo/ unit	/air/ various		/ae/ warm	o		/u/ cover	ou	/o/ lost	/u/ double	/oa/ gold	/oo/ group		/oa/ sound	ch		/ch/ cheese	c	/k/ school	/k/ caught	/sh/ chef	/s/ centre			Queue		
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/k/ caught	/sh/ chef																																											
/s/ centre																																												
Year 5	<ul style="list-style-type: none"> Revision of: Phonics, Yr 3/4 curriculum words, Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cion, Contractions, Possessive pronouns, Suffixes -ful, -ly, -ous, Prefixes in-, Homophones and other words that are often confused Words with 'silent' letters [i.e. letters whose presence cannot be predicted from the pronunciation of the word] gh, gn & kn Adding suffixes beginning with vowel letters to words ending in -fer Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Endings which sound like /ʃes/ spelt -cious or -tious 	<table border="0"> <tr> <td>/f/ fun</td> <td><u>f ff ph gh</u></td> </tr> <tr> <td>/s/ sun</td> <td><u>s ss c -se -ce sc</u></td> </tr> <tr> <td>/n/ net</td> <td><u>n nn kn gn</u></td> </tr> <tr> <td colspan="2"><u>Code Overlap</u></td> </tr> <tr> <td>gh</td> <td>c</td> </tr> <tr> <td>/k/ ghoul</td> <td>/s/ circle</td> </tr> <tr> <td>/t/ enough</td> <td>/k/ cat</td> </tr> </table>	/f/ fun	<u>f ff ph gh</u>	/s/ sun	<u>s ss c -se -ce sc</u>	/n/ net	<u>n nn kn gn</u>	<u>Code Overlap</u>		gh	c	/k/ ghoul	/s/ circle	/t/ enough	/k/ cat	familiar, foreign, forty, frequently, profession, sacrifice, twelfth, sufficient, physical, equipment, government, development, excellent, environment, parliament, relevant, frequent, apparent, convenient, ancient, existence, occurrence, convenience, hindrance, nuisance, correspond, recognise, curiosity, desperate, controversy, secretary, sacrifice, signature, sincere, restaurant, especially, suggest, soldier, system, symbol, stomach, aggressive, embarrass, necessary, harass, cemetery, bruise, conscience, muscle, conscious, marvellous,	Fundamental Father Ghoul Ambivalent Ignore/ignorant Sarcasm Muscle Finger Interrupt The kn code Gnome	father/further affect/effect profit/prophet compliment/complement aloud/allowed herd/heard past/passed desert/dessert guest/guessed cereal/serial advice/advise practice/practise device/devise	Suffixes -ment Prefixes in-, inter- Word endings -ent, -ant, -ence, -ance, -ency, -ancy, -cious, -tious																								
/f/ fun	<u>f ff ph gh</u>																																											
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	National Curriculum	Advanced phonic code covered including code overlap *not introduced in this Yr group.	Curriculum words in the order they are introduced	Etymology	Homophones/Common confusions	Prefixes/Suffixes/word endings
Year 5		Sound & key word Advanced phonic code	disastrous, mischievous, neighbour, language, guarantee, explanation, lightning, definite, bargain, determined, interrupt, interfere			
Year 6	<ul style="list-style-type: none"> Revision of; Phonics, Yr 3/4 curriculum words, Words with the /j/ sound spelt ch, Words ending -le, -al, -el, -il, Suffix -ful, -ly, Words with endings sounding like /ʒə/ or /ʒe/ (-sure & -ture) Endings which sound like /ʃən/, spelt -tion, -sion, -sion, -sion Endings which sound like /ʒə/ Homophones and other words that are often confused Words ending in -able and -ible Words ending in -ably and -ibly Words containing the letter-string ough Words with the /i:/ sound spelt ei after c Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) rh, mb, & mn Use of the hyphen 	<p>/sh/ ship <u>sh ch si si si ci</u></p> <p>/ul/ kettle <u>le al el il ul</u></p> <p>/l/ sit <u>i y yr</u></p> <p>/r/ red <u>r rr wr rh</u></p> <p><u>Code overlap</u></p> <p>ch i</p> <p>/ch/ church /l/ sit</p> <p>/k/ school /igh/ item</p> <p>/sh/ chef -y</p> <p> /igh/ try</p> <p> /l/ money</p> <p> y</p> <p> /igh/ my</p> <p> /l/ gym</p>	shoulder, competition, dictionary, pronunciation, explanation, profession, conscience, conscious, ancient, sufficient, appreciate, especially, vehicle, muscle, vegetable, available, individual, symbol, physical, prejudice, thorough, achievement, mischievous, privilege, identity, immediate, critic, determined, bargain, system, rhythm, category, variety, opportunity, yacht, recognise, relevant, recommend, restaurant, frequent, hindrance, disastrous, embarrass, correspond, rhyme, communicate, coordinate, congratulate, committee, convenient, temperature, signature, leisure, average, accommodate, accompany, according, attached, marvellous, suggest, exaggerate, community, programme, awkward,	Niche Fiction Conscience Purple Lackadaisical Segregate Privilege Opportunity Reluctant Corrupt The wr code Tomb The mn code Temperature Corridor Awkward	stationary/stationery principal/principle bridal/bridle angel/angle compliment/complement weary/wary program/programme	Suffixes -cian, -ward, -al. Prefixes ultra-, multi-, co-, con-, Word endings -able, -ible, -sure, -ture

