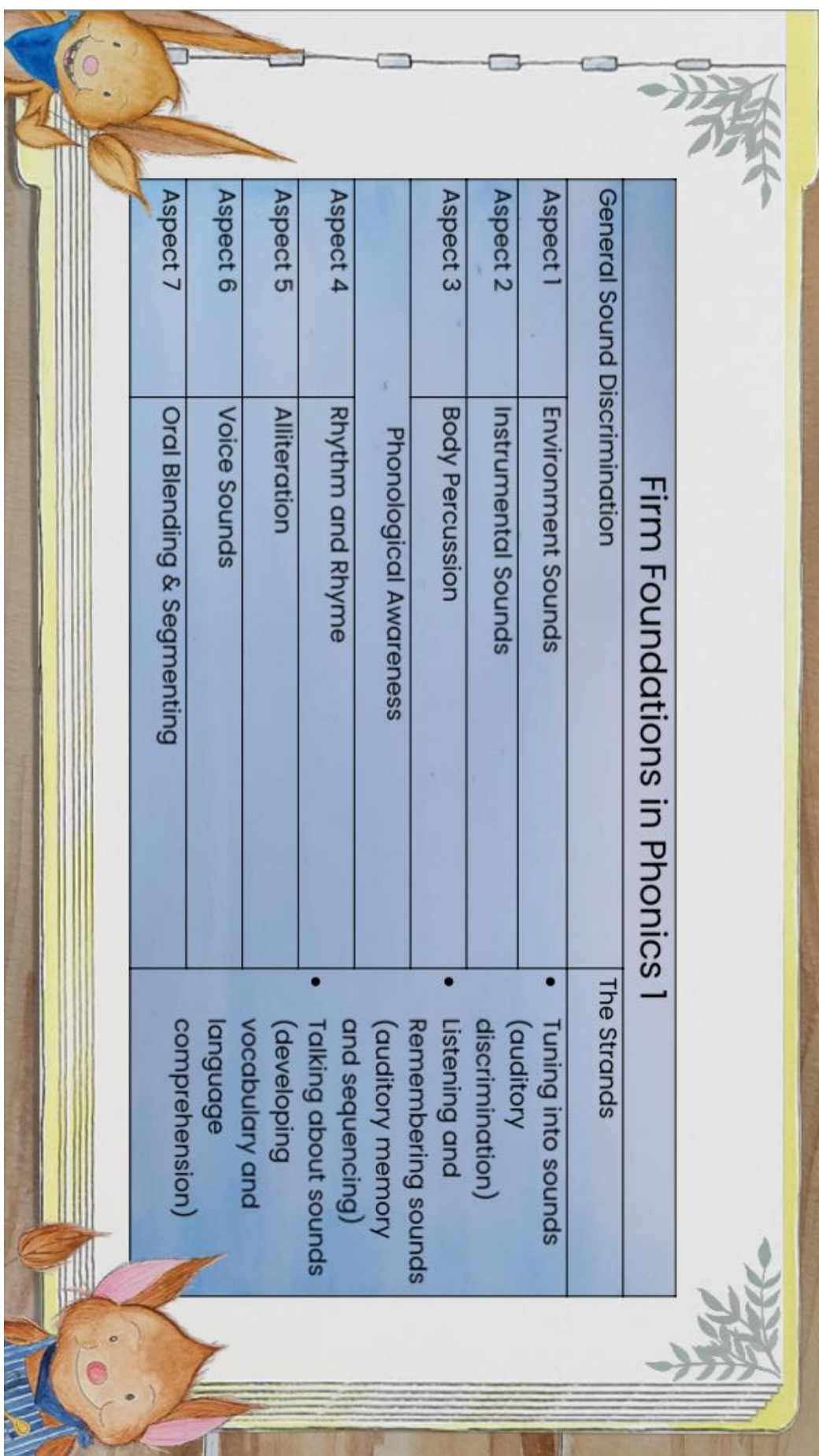


## Phonics Yearly Overview

| EYFS                                                                                        |                                                                                                        |           | KS1                                                                |                                                                  |          |                                                                |        |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------|------------------------------------------------------------------|----------|----------------------------------------------------------------|--------|
| Nursery                                                                                     | Reception                                                                                              |           | Year 1                                                             |                                                                  |          |                                                                | Year 2 |
| Phase 1                                                                                     |                                                                                                        |           |                                                                    |                                                                  |          |                                                                |        |
| Phase 1                                                                                     | Phase 2                                                                                                | Phase 3/4 | Phase 4                                                            | Phase 5c                                                         | Phase 5b | Statuary Spelling Appendices                                   |        |
| Mastery of Phonological Awareness (Rhyme and Alliteration and Oral Blending and Segmenting) | Mastery Phase 2 and Phase 3 - at least one spelling for the 44 sounds of the English Language CVC ONLY |           | Mastery of Phase 4 – an introduction to adjacent consonants        | Mastery Phase 5 c – an introduction to “choose to use spellings” |          | Mastery of the Year 1 and Year 2 statutory spelling appendices |        |
|                                                                                             | And then Phase 4                                                                                       |           | Mastery Phase 5 b - an introduction to “switch it sound spellings” |                                                                  |          |                                                                |        |

# Pre-Reception Phonics Yearly Overview

## Spring and Summer Term



| Firm Foundations in Phonics 1 |                            |                                                                                                                                                                                                       |
|-------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Sound Discrimination  |                            | The Strands                                                                                                                                                                                           |
| Aspect 1                      | Environment Sounds         | <ul style="list-style-type: none"><li>• Tuning into sounds (auditory discrimination)</li></ul>                                                                                                        |
| Aspect 2                      | Instrumental Sounds        |                                                                                                                                                                                                       |
| Aspect 3                      | Body Percussion            |                                                                                                                                                                                                       |
| Phonological Awareness        |                            | <ul style="list-style-type: none"><li>• Listening and Remembering sounds (auditory memory and sequencing)</li><li>• Talking about sounds (developing vocabulary and language comprehension)</li></ul> |
| Aspect 4                      | Rhythm and Rhyme           |                                                                                                                                                                                                       |
| Aspect 5                      | Alliteration               |                                                                                                                                                                                                       |
| Aspect 6                      | Voice Sounds               |                                                                                                                                                                                                       |
| Aspect 7                      | Oral Blending & Segmenting |                                                                                                                                                                                                       |

## Pre-Reception - Spring Term - Firm Foundations

| Aspect                                  | Week       | Title                   | Resources                                                                              | Story Books                                                                          |
|-----------------------------------------|------------|-------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Aspect 1</b><br>Environmental sounds | Spring wk1 | Listening Len has a box | box, noisy items (keys, crisp packet etc)                                              |   |
|                                         | Spring Wk1 | Describe it and find it | Farmyard animals, zoo animals, vehicles, musical instruments                           |                                                                                      |
|                                         | Spring Wk2 | Len lost in the jungle  | teddy, classroom area                                                                  |                                                                                      |
|                                         | Spring Wk2 | Socks and shakers       | plastic bottles or socks filled with noisy materials                                   |                                                                                      |
|                                         | Spring wk3 | Enlivening stories      | puppets from nursery rhymes, dressing up objects                                       |                                                                                      |
| <b>Aspect 2</b><br>Instrumental sounds  | Spring wk3 | New words to old songs  | song cards for children to choose from                                                 |  |
|                                         | Spring wk4 | Which instrument?       | 2 identical sets of instruments, cards of different instruments, feely bags or screens |                                                                                      |
|                                         | Spring wk4 | Adjust the volume       | instruments, lion puppet, mouse puppet, megaphone, fingers on lips picture.            |                                                                                      |
|                                         | Spring wk5 | Len's footsteps         | instruments, outside area or hall space,                                               |                                                                                      |
|                                         | Spring wk5 | Matching sound makers   | 2 identical sets of instruments, cards of different instruments, feely bags or screens |                                                                                      |
|                                         | Spring wk6 | Story sounds            | As above                                                                               |                                                                                      |
|                                         | Spring wk6 | Animal sounds           | instruments, animals from small world                                                  |                                                                                      |

|  |                                     |              |                           |                                                                                         |                                                                                      |
|--|-------------------------------------|--------------|---------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  | <b>Aspect 3</b><br>Body Percussion  | Spring wk7   | Follow the sound          | Just their bodies                                                                       |   |
|  |                                     | Spring wk7   | The Pied Piper            | Variety of instruments                                                                  |                                                                                      |
|  | <b>Aspect 4</b><br>Rhythm and Rhyme | Spring wk8   | Learning songs and rhymes | picture cards of different songs and rhymes                                             |  |
|  |                                     | Spring wk8   | Listen to the beat        | percussion instruments                                                                  |                                                                                      |
|  |                                     | Spring wk9   | Our favourite rhymes      | puppets and objects from rhymes and songs                                               |                                                                                      |
|  |                                     | Spring wk9   | Rhyming soup              | bowl, spoon, chef's hat, apron, rhyming objects or picture cards                        |                                                                                      |
|  |                                     | Spring wk 10 | Rex's rhyming bingo       | groups of rhyming objects or picture cards, feely bag or box                            |                                                                                      |
|  |                                     | Spring wk10  | Finish the rhyme          | Books with predictable rhymes                                                           |                                                                                      |
|  |                                     | Spring wk 10 | Rhyming puppets           | puppets the children are familiar with                                                  |                                                                                      |
|  |                                     | Spring wk11  | Odd one out               | variety of rhyming objects or picture cards, some objects which do not rhyme, feely bag |                                                                                      |
|  |                                     | Spring wk11  | Len knows a word          | None needed                                                                             |                                                                                      |



|                                                       |               |                           |                                                                                                                                     |
|-------------------------------------------------------|---------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aspect 7</b><br>Oral Blending<br>and<br>Segmenting | Summer<br>wk6 | New words to<br>old songs | Objects which can<br>be orally blended<br>and segmented VC<br>and CVC words,<br>Lightsabers, water<br>guns, pirate swords,<br>wands |
|                                                       | Summer<br>wk6 | Toy talk                  | soft toy, picture<br>cards or objects                                                                                               |
|                                                       | Summer<br>wk7 | Which one?                | objects with 3<br>sounds, talking toy<br>puppet or toy,                                                                             |
|                                                       | Summer<br>wk7 | Say the sounds            | soft toy, picture<br>cards or objects                                                                                               |
|                                                       | Summer<br>wk8 | Sound talk                | soft toy, picture<br>cards or objects                                                                                               |
|                                                       | Summer<br>wk8 | Cross the river           | objects with 2 or 3<br>sounds, river using<br>blue paper or<br>material, use chalk<br>outside, soft toy<br>talk puppet              |
|                                                       | Summer<br>wk9 | I spy                     | soft toy, picture<br>cards or objects                                                                                               |



## Reception - The Basics 2

| Securing The Basics 2 |                                                                                                                                                                                                                                                                                                                                                   |  | Tricky Words |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|
| CVC                   |                                                                                                                                                                                                                                                                                                                                                   |  |              |
| Group 1               |   s a t p     |  | N/A          |
| Group 2               |   i n m d     |  | I is         |
| Group 3               |   g o c k     |  | the to       |
| Group 4               |   c k e u r   |  | go no        |
| Group 5               |   h b f l     |  | has his as   |
| Group 6               |   ll ff ss                                                                                     |  | of into      |

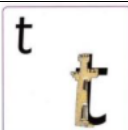


# Reception - Autumn Term - The Basics 2

1 x reading session per sound

1 x writing session per sound

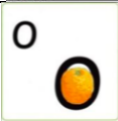
=4 x sessions per week

| Wk | Group                  | Tricky Words | Sound | Handwriting                                                                                                                       | Associated picture, saying + action                                                |                          |                                                                               |
|----|------------------------|--------------|-------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------|
| 4  | <b>Group 1</b><br>s, a | n/a          | s     | <br>Slither down the snake.                      |   | s s s squishy strawberry | sss holding strawberry in between thumb and forefinger squishing a strawberry |
|    |                        |              | a     | <br>Around the apple and down the leaf.          |   | a a a amazing apple      | aaa holding apple as if going to bite it                                      |
|    |                        |              | t     | <br>Down the tower, across the tower.            |   | t t t terrific tiger     | ttt right left right both hands pretending to growl like a tiger              |
| 4  | <b>Group 1</b><br>t, p |              | p     | <br>Down the pirates plait and around his face. |  | p p p perfect panda      | ppp high 5 hands right, left, right then both hands                           |

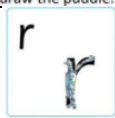
## Parents - Basics 2 Group 1 Newsletter

|   |                        |       |   |                                                                                                                                                          |                                                                                     |                        |                                             |
|---|------------------------|-------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------|---------------------------------------------|
| 5 | <b>Group 2</b><br>i, n | I, is | i | <br>Down the body and dot for the head.                               |  | i i i in the igloo     | iii the middle - both hands point to middle |
|   |                        |       | n | <br>Down Nobby and over his net.                                      |  | n n n naughty nose     | nnn tap your nose                           |
| 6 | <b>Group 2</b><br>m, d |       | m | <br>Down Maisie, mountain, mountain.                                  |  | m m m marvellous mouse | mmm hands like a mouse creeping up arm      |
|   |                        |       | d | <br>Around the dinosaurs bottom, up his tall neck & down to his toes. |  | d d d dangerous digger | ddd pretend to be driving a digger          |

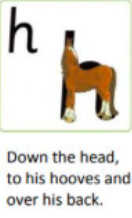
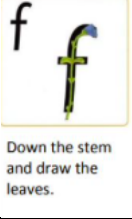
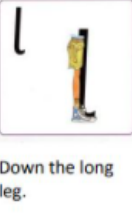
## Parents - Basics 2 Group 2 Newsletter + Tricky Words

|   |                        |            |          |                                                                                                                                                   |                                                                                   |                      |                                 |
|---|------------------------|------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------|---------------------------------|
| 7 | <b>Group 3</b><br>g, o | the,<br>to | <b>g</b> |  <p>Around the girls face, down her hair and give her a curl.</p> |   | g g g groovy glasses | ggg hold onto glasses           |
|   |                        |            | <b>o</b> |  <p>All around the orange.</p>                                   |  | o o o orange orange  | ooo draw na o                   |
| 8 | <b>Group 3</b><br>c, k |            | <b>c</b> |  <p>Curl around the caterpillar.</p>                             |  | c c c crazy cake     | ccc crazy fingers hold the cake |
|   |                        |            | <b>k</b> |  <p>Down the kangaroo's body tail and leg.</p>                   |  | k k k kind king      | kkk put a crown in head         |

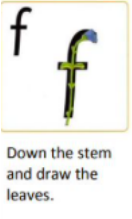
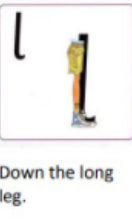
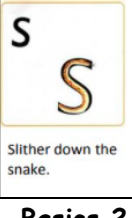
**Parents - Basics 2 Group 3 Newsletter + Tricky Words**

|    |                         |        |           |                                                                                                                                               |                                                                                     |                          |                                 |
|----|-------------------------|--------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------|---------------------------------|
| 9  | <b>Group 4</b><br>ck, e | go, no | <b>ck</b> |                                                                                                                                               |   | ck ck ck pick a sock     | ck ck ck pretend to pick a sock |
|    |                         |        | <b>e</b>  |  <p>Lift off the top and scoop out the egg.</p>            |  | e e e excellent egg      | eee crack an egg                |
| 10 | <b>Group 4</b><br>u, r  |        | <b>u</b>  |  <p>Down and under, up to the top and draw the puddle.</p> |  | u u u under the umbrella | uuu hold umbrella up            |
|    |                         |        | <b>r</b>  |  <p>Down the robots back and curl over his arm.</p>        |  | r r r rapid rocket       | rrr two hands whoosh up         |

**Parents - Basics 2 Group 4 Newsletter + Tricky Words**

|    |                        |                    |          |                                                                                   |                                                                                   |                         |                                                    |
|----|------------------------|--------------------|----------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------|----------------------------------------------------|
| 11 | <b>Group 5</b><br>h, b | has,<br>his,<br>as | <b>h</b> |   |  | h h h happy<br>hedgehog | hhh draw smiley<br>face                            |
|    |                        |                    | <b>b</b> |  |  | b b b bouncy<br>bed     | bbb two fingers on<br>hand bouncing up<br>and down |
| 12 | <b>Group 5</b><br>f, l |                    | <b>f</b> |  |  | f f f frog              | fff wiggly fingers<br>near face                    |
|    |                        |                    | <b>l</b> |  |  | l l l long log)         | lll pinch fingers<br>stretch out                   |

**Parents - Basics 2 Group 5 Newsletter + Tricky Words**

|    |                          |             |           |                                                                                     |                                                                                     |                               |                                     |
|----|--------------------------|-------------|-----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------|-------------------------------------|
| 13 | <b>Group 6</b><br>ll, ff | of,<br>into | <b>ff</b> |  |  | ff ff ff huff<br>and puff     | ff ff ff huff and<br>puff           |
|    |                          |             | <b>ll</b> |  |  | ll ll ll call the<br>bell     | ll ll ll ring the bell<br>with hand |
| 14 | <b>Group 6</b><br>ss     |             | <b>ss</b> |  |  | ss ss ss a fuss<br>and a mess | ss ss ss push mess<br>around floor  |

**Parents - Basics 2 Group 6 Newsletter + Tricky Words**

## Reception - The Basics 3

| Securing The Basics 3 |                                                                                   |                                                                                   |              |                                                                                   | Tricky Words    |
|-----------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------|-----------------|
| CVC                   |                                                                                   |                                                                                   |              |                                                                                   |                 |
| Group 1               |  |  | j v w x      |  | her was you     |
| Group 2               |  |  | y z zz qu    |  | he she we me be |
| Group 3               |  |  | ch sh th ng  |  | they my by      |
| Group 4               |  |  | ai ee igh oa |  | are all         |
| Group 5               |  |  | oo oo ar or  |  | some come       |
| Group 6               |  |  | ur ow oi er  |  | so do           |
| Group 7               |  |  | ure ear air  |  | little out      |



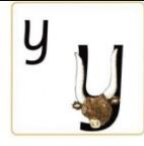
# Reception - Spring Term - The Basics 3

1 x reading session per sound

1 x writing session per sound

| Wk | Group           | Tricky Words | Sound | Handwriting                                                                                                                            | Associated picture, saying + action                                                |                     |                                                 |
|----|-----------------|--------------|-------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------|-------------------------------------------------|
| 2  | Group 1<br>j, v | her was you  | j     |  <p>Down his body, curl, dot for his head.</p>        |   | j j j juicy jam     | jjj spread jam on toast                         |
|    |                 |              | v     |  <p>Down a wing, up a wing.</p>                       |   | v v v vanishing van | vvv two hands driving with large steering wheel |
| 3  | Group 1<br>w, x |              | w     |  <p>Down, up, down, up.</p>                           |   | w w w wonderful web | www spider climbing on top of head              |
|    |                 |              | x     |  <p>Down the arm and leg, repeat the other side.</p> |  | x x x mix up six    | xxx mix with hand and then show six             |

## Parents - Basics 3 Group 1 Newsletter + Tricky Words

|   |                   |                 |    |                                                                                                                                   |                                                                                     |                      |                                                       |
|---|-------------------|-----------------|----|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------|
| 4 | Group 2<br>y, z   | he she we me be | y  |  <p>Down a horn, up a horn and under head.</p> |  | y y y yell, yes yes  | yyy hands to mouth, nodding and shouting yes          |
|   |                   |                 | z  |  <p>Zig-zag-zig.</p>                           |  | z z z zig and zag    | Zzz zap with a wand in a zig zag action               |
| 5 | Group 2<br>zz, qu |                 | zz |                                                                                                                                   |  | zz zz zz fuzzy buzz  | zz zz zz finger and thumb together buzzing in the sky |
|   |                   |                 | qu |                                                                                                                                   |  | qu qu qu quack quack | qu qu qu hand open and shut like a quacking duck      |

## Parents - Basics 3 Group 2 Newsletter + Tricky Words

|   |                   |            |    |  |                                                                                     |                       |                                                             |
|---|-------------------|------------|----|--|-------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------|
| 6 | Group 3<br>ch, sh | they my by | ch |  |  | ch ch ch cheeky chick | ch ch ch bent arms opening and shutting like wings flapping |
|---|-------------------|------------|----|--|-------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------|

|   |                      |  |    |  |                                                                                   |                              |                                                                    |
|---|----------------------|--|----|--|-----------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------|
|   |                      |  | sh |  |   | sh,sh sh shell<br>on a ship  | sh sh sh making<br>wave actions for<br>ship floating on the<br>sea |
| 7 | Group<br>3<br>th, ng |  | th |  |  | th th th a moth<br>in a bath | th th th make a<br>moth action with<br>hands and thumbs            |
|   |                      |  | ng |  |  | ng ng ng sing<br>with a king | ng ng ng crown<br>action on head and<br>say 'sing a song'          |

Parents - Basics 3 Group 3 Newsletter + Tricky Words

|   |                       |             |     |  |                                                                                     |                               |                                                                                |
|---|-----------------------|-------------|-----|--|-------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------|
| 8 | Group<br>4<br>ai, ee  | are,<br>all | ai  |  |    | ai ai ai train in<br>the rain | ai ai ai fingers<br>making rain coming<br>down                                 |
|   |                       |             | ee  |  |    | ee ee eat the<br>sweet        | ee ee ee opening<br>sweet wrapper and<br>put in mouth                          |
| 9 | Group<br>4<br>igh, oa |             | igh |  |   | igh igh igh light<br>at night | igh igh igh light bulb<br>moment head head -<br>open hands near top<br>of head |
|   |                       |             | oa  |  |  | oa oa oa toad<br>on a boat    | oa oa oa rowing boat<br>action                                                 |

Parents - Basics 3 Group 4 Newsletter + Tricky Words

|               |                      |               |           |  |                                                                                     |                             |                                                   |
|---------------|----------------------|---------------|-----------|--|-------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------|
| 10            | Group<br>5<br>oo, oo | some,<br>come | oo        |  |  | oo oo oo poo on<br>the moon | oo oo oo waft nose<br>with hand a say<br>sound    |
|               |                      |               | oo<br>(u) |  |  | oo oo oo a cook<br>book     | Oo oo oo hold hands<br>out like opening a<br>book |
| 11<br>+<br>12 | Group<br>5<br>ar, or |               | ar        |  |  | ar ar ar go far<br>in a car | small steering wheel<br>driving car               |
|               |                      |               | or        |  |  | or or or corn<br>corn corn  | or or or pretend to<br>eat corn                   |

Parents - Basics 3 Group 5 Newsletter + Tricky Words

|                                        |
|----------------------------------------|
| Reception - Summer Term - The Basics 3 |
|----------------------------------------|

|                               |                               |                         |
|-------------------------------|-------------------------------|-------------------------|
| 1 x reading session per sound | 1 x writing session per sound | = 4 x sessions per week |
|-------------------------------|-------------------------------|-------------------------|

|                               |                               |                         |
|-------------------------------|-------------------------------|-------------------------|
| 1 x reading session per sound | 1 x writing session per sound | = 4 x sessions per week |
|-------------------------------|-------------------------------|-------------------------|

|                               |                               |                         |
|-------------------------------|-------------------------------|-------------------------|
| 1 x reading session per sound | 1 x writing session per sound | = 4 x sessions per week |
|-------------------------------|-------------------------------|-------------------------|

| Wk | Group                    | Tricky Words | Sound     | Handwriting | Associated picture, saying + action                                               |                               |                                                      |
|----|--------------------------|--------------|-----------|-------------|-----------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------|
| 2  | <b>Group 6</b><br>ur, ow | so,<br>do    | <b>ur</b> |             |  | ur ur ur slurp and burp       | ur ur ur hand to mouth like burping                  |
|    |                          |              | <b>ow</b> |             |  | ow ow ow a cow in town        | ow ow ow hands making cow ears on head               |
|    | <b>Group 6</b><br>oi     |              | <b>oi</b> |             |  | oi oi oi a coin in the toilet | oi oi oi hand turning water in the toilet going down |
| 4  | <b>Group 6</b><br>er     | little out   | <b>er</b> |             |  | er er er answer a letter      | er er er writing a letter on palm of hand            |

Parents - Basics 3 Group 6 Newsletter + Tricky Words

|   |                                 |               |     |  |                                                                                     |                                       |                                       |
|---|---------------------------------|---------------|-----|--|-------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| 4 | Group<br>7<br>ure<br>ear<br>air | little<br>out | ure |  |  | ure ure ure a<br>sure cure            | ure ure ure injection<br>into the arm |
|   |                                 |               | ear |  |  | ear ear ear<br>Len's ears can<br>hear | ear ear ear Len's<br>listening ears   |
| 5 |                                 |               | air |  |  | air air air hair<br>on the chair      | air air air pointing to<br>hair       |

|                                                      |
|------------------------------------------------------|
| Parents - Basics 3 Group 7 Newsletter + Tricky Words |
|------------------------------------------------------|

| Securing The Basics 4 |                                                                                                                   | Tricky Words        |
|-----------------------|-------------------------------------------------------------------------------------------------------------------|---------------------|
| Adjacent Consonants   |                                                                                                                   |                     |
| Group 1               | CVCC<br>                       | were what like have |
| Group 2               | CVCC & Polysyllabic<br>         | there here said one |
| Group 3               | CCVC<br>                        | house when our your |
| Group 4               | CCVC & Polysyllabic<br>         | love school         |
| Group 5               | CCVCC CCCVCC & Polysyllabic<br> | then them that this |

## Summer Term - Reception - The Basics 4

| Wk                                                   | Sound                                              | Tricky Words                 | Read, Write and Build<br>(Hearing 4 sounds in a word) |                     |                                                                                          |
|------------------------------------------------------|----------------------------------------------------|------------------------------|-------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------|
| 7                                                    | <b>Group 1</b><br>CVCC<br><br>Adjacent consonants  | were<br>what<br>like<br>have | Day 1                                                 | Read + build        | Hand, tent, dent, camp, damp, sand                                                       |
|                                                      |                                                    |                              |                                                       | Write + build       |                                                                                          |
|                                                      |                                                    |                              | Day 2                                                 | Read + build        | Pink, wind, lamp, pond, lamp, sink                                                       |
|                                                      |                                                    |                              |                                                       | Write + build       |                                                                                          |
| 8                                                    | <b>Group 1</b><br>CVCC<br><br>Adjacent consonants  |                              | Day 3                                                 | Read + build        | Milk, tilt, belt, golf, bulb, melt                                                       |
|                                                      |                                                    |                              |                                                       | Write + build       |                                                                                          |
|                                                      |                                                    |                              | Day 4                                                 | Build, read + write | Jump, bank, tank, limp, bump, pump                                                       |
|                                                      |                                                    |                              | Day 5                                                 | Build, read + write | Nest, daft, gift, lift, mask, tusk                                                       |
| Parents – Basics 4 Group 1 Newsletter + Tricky Words |                                                    |                              |                                                       |                     |                                                                                          |
| 9                                                    | <b>Group 2</b><br>CVCC<br><br>The basics spellings | there<br>here<br>said<br>one | Day 1                                                 | Read + build        | Champ, Chimp, Thump, Thank, chunk, think                                                 |
|                                                      |                                                    |                              |                                                       | Write + build       |                                                                                          |
|                                                      |                                                    |                              | Day 2                                                 | Build, read + write | Chest, toast, roast, boost, theft, shift                                                 |
|                                                      |                                                    |                              | Day 3                                                 | Build, read + write | Tenth, sixth, punch, bench, burnt, joint, paint                                          |
| 10                                                   | <b>Group 2</b><br>CVCC<br><br>Polysyllabic         |                              | Day 4                                                 | Read + build        | Children, helpdesk, sandpit, windmill<br>pondweed, desktop, handstand, giftbox, sandwich |
|                                                      |                                                    |                              |                                                       | Write + build       |                                                                                          |
|                                                      |                                                    |                              | Day 5                                                 | Read + build        | Melting, seventh, shampoo, shelter, lunchbox, chimpanzee, thundering, portrait           |
|                                                      |                                                    |                              |                                                       | Write + build       |                                                                                          |

### Parents - Basics 4 Group 2 Newsletter + Tricky Words

## Year 1 -The Basics 4

| Securing The Basics 4 |                                                                                                                   | Tricky Words        |
|-----------------------|-------------------------------------------------------------------------------------------------------------------|---------------------|
| Adjacent Consonants   |                                                                                                                   |                     |
| Group 1               | CVCC<br>                       | were what like have |
| Group 2               | CVCC & Polysyllabic<br>         | there here said one |
| Group 3               | CCVC<br>                        | house when our your |
| Group 4               | CCVC & Polysyllabic<br>         | love school         |
| Group 5               | CCVCC CCCVCC & Polysyllabic<br> | then them that this |

## Year 1 - Autumn Term -The Basics 4

| Wk                                                   | Sound                                                   | Tricky Words                 | Read, Write and Build |                                                                                       |
|------------------------------------------------------|---------------------------------------------------------|------------------------------|-----------------------|---------------------------------------------------------------------------------------|
| 2                                                    | <b>Group 1</b><br>CVCC<br><br>Adjacent consonants       | were<br>what<br>like<br>have | Day 1                 | Tent, dent, camp, damp, sand, hand                                                    |
|                                                      |                                                         |                              | Day 2                 | Wind, lamp, pond, lamp, sink, pink                                                    |
|                                                      |                                                         |                              | Day 3                 | Tilt, belt, milk, golf, bulb, melt                                                    |
|                                                      |                                                         |                              | Day 4                 | Bank, tank, jump, limp, bump, pump                                                    |
| Parents - Basics 4 Group 1 Newsletter + Tricky Words |                                                         |                              |                       |                                                                                       |
| 3                                                    | <b>Group 2</b><br>CVCC<br><br>The Basics<br>3 spellings | there<br>here<br>said<br>one | Day 2                 | Chest, toast, roast, boost, theft, shift                                              |
|                                                      | <b>Group 2</b><br>CVCC<br><br>Polysyllabic              |                              | Day 3                 | Tenth, sixth, punch, bench, burnt, joint, paint                                       |
|                                                      |                                                         |                              | Day 4                 | Children, helpdesk, sandpit, windmill pondweed, desktop, handstand, giftbox, sandwich |
|                                                      |                                                         |                              | Day 5                 | Melting, seventh, shampoo, shelter, lunchbox, chimpanzee, thundering, portrait        |
| Parents - Basics 4 Group 2 Newsletter + Tricky Words |                                                         |                              |                       |                                                                                       |
| 4                                                    | <b>Group 3</b><br>CCVC                                  | house<br>when<br>our<br>your | Day 1                 | Spoil, spoon, sport, spark, speech, spear                                             |
|                                                      | <b>Group 3</b><br>CCVC<br><br>The Basics<br>3 spellings |                              | Day 3                 | Clown, creep, steep, float, flair, bleed                                              |
|                                                      |                                                         |                              | Day 4                 | Thrush, brown, bring, swing, droop, thrill                                            |
|                                                      |                                                         |                              | Day 5                 | Treetop, starlight, floating, growling                                                |
| Parents - Basics 4 Group 3 Newsletter + Tricky Words |                                                         |                              |                       |                                                                                       |
| 5                                                    | <b>Group 4</b><br>CCVC<br><br>The Basics<br>3 spellings | love<br>school               | Day 1                 | Spoil, spoon. sport, spark, speech, spear                                             |
|                                                      | <b>Group 4</b><br>CCVC<br><br>Polysyllabic              |                              | Day 2                 | Smell, smart, start, stair, star, scoop                                               |
|                                                      |                                                         |                              | Day 3                 | Clown, creep, steep, float, flair, bleed                                              |
|                                                      |                                                         |                              | Day 4                 | Thrush, brown, bring, swing, droop, thrill                                            |
| Parents - Basics 4 Group 4 Newsletter + Tricky Words |                                                         |                              |                       |                                                                                       |

|                                                      |                                                                              |                                                 |       |                                                        |
|------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------|-------|--------------------------------------------------------|
| 6                                                    | <b>Group 5</b><br>CCVCC                                                      | then<br>them<br>that<br>this                    | Day 1 | Stand, slept, skunk, stunt, spend, slant, slept, stamp |
|                                                      |                                                                              |                                                 | Day 3 | Plump, plank, plant, grunt, grasp, twist               |
|                                                      | <b>Group 5</b><br>CCVCC<br><br>The Basics<br>3 spellings                     |                                                 | Day 4 | Crunch, drench, grinch, shrink, spring, strap, strung  |
|                                                      | <b>Group 5</b><br>CCVCC<br><br>Polysyllabic<br><br>The Basics<br>3 spellings |                                                 | Day 5 | Driftwood, crunching, printer                          |
| Parents - Basics 4 Group 5 Newsletter + Tricky Words |                                                                              |                                                 |       |                                                        |
| 7                                                    | <b>Group 1- 5</b>                                                            | <b>Basics 4</b><br><br>Recap<br>tricky<br>words | Day 1 | Recap CVCC                                             |
|                                                      |                                                                              |                                                 | Day 2 | Recap CVCC with digraphs                               |
|                                                      |                                                                              |                                                 | Day 3 | Recap CCVC                                             |
|                                                      |                                                                              |                                                 | Day 4 | Recap CCVC with digraphs                               |
| 8                                                    | <b>Group 1-5</b>                                                             | <b>Basics 4</b><br><br>Recap<br>tricky<br>words | Day 1 | Recap CCVCC                                            |
|                                                      |                                                                              |                                                 | Day 2 | Recap CCCVCCC                                          |
|                                                      |                                                                              |                                                 | Day 3 | Recap polysyllabic                                     |
|                                                      |                                                                              |                                                 | Day 4 | Parents - Basics 5 Group 3 Newsletter + Tricky Words   |

# Year 1 - The Higher Level 5

## Choose to Use Sounds

| The Higher Levels                                                                                                                                                                                                                                                                                 |                   | Tricky Words           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| Choose to Use Spellings                                                                                                                                                                                                                                                                           |                   |                        |
| Group 1<br>Choose to Use Two<br>                                                                                                | ai and ay         | their people Mr Mrs    |
|                                                                                                                                                                                                                                                                                                   | ee and ea         |                        |
|                                                                                                                                                                                                                                                                                                   | igh and ie        |                        |
|                                                                                                                                                                                                                                                                                                   | oa and oe         |                        |
|                                                                                                                                                                                                                                                                                                   | oo and ue         |                        |
| Group 2<br>Choose to Use - Split digraph<br>   | ai ay and a_e     | Oh these friends asked |
|                                                                                                                                                                                                                                                                                                   | ee ea and e_e     |                        |
|                                                                                                                                                                                                                                                                                                   | igh ie and i_e    |                        |
|                                                                                                                                                                                                                                                                                                   | oa oe and o_e     |                        |
|                                                                                                                                                                                                                                                                                                   | oo and ue and u-e |                        |
| Group 3<br>Choose to Use Two<br>                                                                                                | oi and oy         | where today once       |
|                                                                                                                                                                                                                                                                                                   | ur and ir         |                        |
|                                                                                                                                                                                                                                                                                                   | ow and ou         |                        |
|                                                                                                                                                                                                                                                                                                   | or and aw         |                        |
|                                                                                                                                                                                                                                                                                                   | w and wh          |                        |

| The Higher Levels                                                                                                                                                                                                                                                                                      |                    | Tricky Words              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------|
| Choose to Use Spellings                                                                                                                                                                                                                                                                                |                    |                           |
| Group 4<br>Choose to Use Two & Three<br>                                                                                         | air and are        | could should would called |
|                                                                                                                                                                                                                                                                                                        | n and kn           |                           |
|                                                                                                                                                                                                                                                                                                        | r and wr           |                           |
|                                                                                                                                                                                                                                                                                                        | f and ff and ph    |                           |
|                                                                                                                                                                                                                                                                                                        | or aw and au       |                           |
| Group 5<br>Choose to Use Three and Four<br>   | n kn and gn        | looked son says want      |
|                                                                                                                                                                                                                                                                                                        | or aw au and ore   |                           |
|                                                                                                                                                                                                                                                                                                        | ee ea e_e and ey   |                           |
|                                                                                                                                                                                                                                                                                                        | ee ea e_e ey and y |                           |
|                                                                                                                                                                                                                                                                                                        | oo ue u_e and ew   |                           |
| Group 6<br>Choose to Use<br>                  | air, are and ear   | after half only with      |
|                                                                                                                                                                                                                                                                                                        | ur, ir and or      |                           |
|                                                                                                                                                                                                                                                                                                        | ch and tch         |                           |
|                                                                                                                                                                                                                                                                                                        | j and dge          |                           |
|                                                                                                                                                                                                                                                                                                        | ur, ir, or and er  |                           |

**Year 1 - Autumn - The Higher Levels 5**  
**Choose To Use Sounds**

| Wk           | Sound                                   | Tricky Words                 | Associated picture + saying<br>(sounds the same looks different) |               |                                                                                     |                              |
|--------------|-----------------------------------------|------------------------------|------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------|------------------------------|
| 9<br>+<br>10 | <b>Group 1</b><br><br>Choose to use two | their<br>people<br>Mr<br>Mrs | <b>ai/ay</b><br>brain<br>play                                    | Read + build  |   | ay ay ay<br>clay on the tray |
|              |                                         |                              |                                                                  | Write + build |                                                                                     |                              |
|              |                                         |                              | <b>ee/ea</b><br>sweet<br>leaf                                    | Read + build  |   | ea ea ea<br>dream of cream   |
|              |                                         |                              |                                                                  | Write + build |                                                                                     |                              |
|              |                                         |                              | <b>igh/ie</b><br>fight<br>tie                                    | Read + build  |   | ie ie ie<br>fly on the pie   |
|              |                                         |                              |                                                                  | Write + build |                                                                                     |                              |
|              |                                         |                              | <b>oa/oe</b><br>soap<br>toe                                      | Read + build  |   | oe oe oe<br>Joe's toe        |
|              |                                         |                              |                                                                  | Write + build |                                                                                     |                              |
|              |                                         |                              | <b>oo/ue</b><br>zoo<br>blue                                      | Read + build  |  | ue ue ue<br>blue glue        |
|              |                                         |                              |                                                                  | Write + build |                                                                                     |                              |

**Parents - Basics 5 Group 1 Newsletter + Tricky Words**

|               |                                                     |                                |                                               |               |                                                                                      |                                  |
|---------------|-----------------------------------------------------|--------------------------------|-----------------------------------------------|---------------|--------------------------------------------------------------------------------------|----------------------------------|
| 11<br>+<br>12 | <b>Group 2</b><br><br>Choose to use - split digraph | oh<br>these<br>friend<br>asked | <b>ai/ay/a_e</b><br>brain<br>play<br>same     | Read + build  |  | a_e a_e a_e<br>bake a cake       |
|               |                                                     |                                |                                               | Write + build |                                                                                      |                                  |
|               |                                                     |                                | <b>ee/ea/e_e</b><br>sweet<br>leaf<br>concrete | Read + build  |  | e_e e_e e_e<br>Repeat and delete |
|               |                                                     |                                |                                               | Write + build |                                                                                      |                                  |
|               |                                                     |                                | <b>igh/ie/i_e</b><br>fight<br>tie<br>slide    | Read + build  |  | i_e i_e i_e<br>Ride the bike     |
|               |                                                     |                                |                                               | Write + build |                                                                                      |                                  |
|               |                                                     |                                | <b>oa/oe/o_e</b><br>soap<br>toe<br>rose       | Read + build  |  | o_e o_e o-e<br>A red rose        |
|               |                                                     |                                |                                               | Write + build |                                                                                      |                                  |
|               |                                                     |                                | <b>oo/ue/u_e</b><br>zoo<br>glue<br>cube       | Read + build  |  | u-e u-e u-e<br>toot the flute    |
|               |                                                     |                                |                                               | Write + build |                                                                                      |                                  |

**Parents - Basics 5 Group 2 Newsletter + Tricky Words**

|               |                                                   |                        |                                  |               |                                                                                    |                            |
|---------------|---------------------------------------------------|------------------------|----------------------------------|---------------|------------------------------------------------------------------------------------|----------------------------|
| 13<br>+<br>14 | <b>Group<br/>3</b><br><br>Choose<br>to use<br>two | where<br>today<br>once | <b>io/oy</b><br>boil<br>boy      | Read + build  |   | oy oy oy<br>joy of the boy |
|               |                                                   |                        |                                  | Write + build |                                                                                    |                            |
|               |                                                   |                        | <b>ur/ir</b><br>burp<br>third    | Read + build  |  | ir ir ir<br>first or third |
|               |                                                   |                        |                                  | Write + build |                                                                                    |                            |
|               |                                                   |                        | <b>ow/ou</b><br>owl<br>cloud     | Read + build  |  | ou ou ou<br>shout it out   |
|               |                                                   |                        |                                  | Write + build |                                                                                    |                            |
|               |                                                   |                        | <b>or/aw</b><br>fort<br>crawl    | Read + build  |  | aw aw aw<br>paw on a claw  |
|               |                                                   |                        |                                  | Write + build |                                                                                    |                            |
|               |                                                   |                        | <b>w/wh</b><br>wicked<br>whisker | Read + build  |  | wh wh wh<br>wet the whale  |
|               |                                                   |                        |                                  | Write + build |                                                                                    |                            |

Parents - Basics 5 Group 3 Newsletter + Tricky Words

**Year 1 - Spring - The Higher Levels 5**  
**Choose To Use Sounds**

| Wk          | Sound                                       | Tricky Words                       | Associated picture + saying<br>(sounds the same looks different) |               |                                                                                    |                                  |
|-------------|---------------------------------------------|------------------------------------|------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------|----------------------------------|
| 2<br>+<br>3 | <b>Group 4</b><br>Choose to use Two & Three | could<br>should<br>would<br>called | <b>air/are</b><br>airport<br>square                              | Read + build  |  | are are are<br>Stare at the hare |
|             |                                             |                                    |                                                                  | Write + build |                                                                                    |                                  |
|             |                                             |                                    | <b>n/kn</b><br>nose<br>knot                                      | Read + build  |  | kn kn kn<br>Natter and knit      |
|             |                                             |                                    |                                                                  | Write + build |                                                                                    |                                  |
|             |                                             |                                    | <b>r/wr</b><br>right<br>write                                    | Read + build  |  | wr wr wr<br>Write with Ron       |
|             |                                             |                                    |                                                                  | Write + build |                                                                                    |                                  |
|             |                                             |                                    | <b>f/ff/ph</b><br>fan<br>huff<br>dolphin                         | Read + build  |  | ph ph ph<br>Flash on a phone     |
|             |                                             |                                    |                                                                  | Write + build |                                                                                    |                                  |
|             |                                             |                                    | <b>or/aw/au</b><br>fork<br>crawl<br>autumn                       | Read + build  |  | au au au<br>haunt the fort       |
|             |                                             |                                    |                                                                  | Write + build |                                                                                    |                                  |

**Parents - Basics 5 Group 4 Newsletter + Tricky Words**

|             |                                              |                        |                                                                                  |               |                                                                                      |                                 |
|-------------|----------------------------------------------|------------------------|----------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------|---------------------------------|
| 4<br>+<br>5 | <b>Group 5</b><br>Choose to use Three & Four | looked<br>says<br>want | <b>n/kn/gn</b><br>nose<br>knot<br>gnome                                          | Read + build  |  | gn gn gn<br>Nomads gnome        |
|             |                                              |                        |                                                                                  | Write + build |                                                                                      |                                 |
|             |                                              |                        | <b>or/aw</b><br><b>au/ore</b><br>fort<br>crawl<br>haunt<br>chore                 | Read + build  |  | ore ore ore<br>Gnaw at the core |
|             |                                              |                        |                                                                                  | Write + build |                                                                                      |                                 |
|             |                                              |                        | <b>ee/ea/</b><br><b>e_e/ey</b><br>sweet<br>leaf<br>concrete<br>monkey            | Read + build  |  | ey ey y<br>Lucky key            |
|             |                                              |                        |                                                                                  | Write + build |                                                                                      |                                 |
|             |                                              |                        | <b>ee/ea/</b><br><b>e_e/ey/y</b><br>sweet<br>leaf<br>concrete<br>monkey<br>dirty | Read + build  |  | y y y<br>Cheeky sneaky          |
|             |                                              |                        |                                                                                  | Write + build |                                                                                      |                                 |

|                                                      |                                |                               |                                                         |                                   |                                                                                      |                                  |  |  |  |
|------------------------------------------------------|--------------------------------|-------------------------------|---------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------|----------------------------------|--|--|--|
|                                                      |                                |                               | <b>oo/ue/<br/>u_e/ew</b><br>zoo<br>glue<br>cube<br>blew | Read + build<br><br>Write + build |    | ew ewe w<br>Crew that flew       |  |  |  |
| Parents - Basics 5 Group 5 Newsletter + Tricky Words |                                |                               |                                                         |                                   |                                                                                      |                                  |  |  |  |
| 6<br>+<br>7                                          | Group<br>6<br>Choose<br>to use | after<br>half<br>only<br>with | <b>air/are/ear</b><br>airport<br>square<br>bear         | Read + build                      |    | ear ear ear<br>Stare at the bear |  |  |  |
|                                                      |                                |                               |                                                         | Write + build                     |                                                                                      |                                  |  |  |  |
|                                                      |                                |                               | <b>ur/ ir/or</b><br>burp<br>third<br>word               | Read + build                      |    | or or or<br>Worm on the world    |  |  |  |
|                                                      |                                |                               |                                                         | Write + build                     |                                                                                      |                                  |  |  |  |
|                                                      |                                |                               | <b>ch/tch</b><br>chop<br>witch                          | Read + build                      |    | tch tch tch<br>Switch with Mitch |  |  |  |
|                                                      |                                |                               |                                                         | Write + build                     |                                                                                      |                                  |  |  |  |
|                                                      |                                |                               | <b>j/dge</b><br>jump<br>badge                           | Read + build                      |   | dge dge dge<br>Dodge the bridge  |  |  |  |
|                                                      |                                |                               |                                                         | Write + build                     |                                                                                      |                                  |  |  |  |
|                                                      |                                |                               | <b>ur/ir/or/er</b><br>burp<br>third<br>word<br>perfume  | Read + build                      |  | er er er<br>Curl the perm        |  |  |  |
|                                                      |                                |                               |                                                         | Write + build                     |                                                                                      |                                  |  |  |  |
|                                                      |                                |                               | Parents - Basics 5 Group 6 Newsletter + Tricky Words    |                                   |                                                                                      |                                  |  |  |  |

# Year 1 -The Higher Level 5

## Switch It Spell Sounds

| The Higher Levels                                                                                         |    |                          | Tricky Words                      |  |
|-----------------------------------------------------------------------------------------------------------|----|--------------------------|-----------------------------------|--|
| Switch it Spell Sounds                                                                                    |    |                          |                                   |  |
| <br>Week 1<br>Switch It | i  | sixth and wild           | does goes tall call small laughed |  |
|                                                                                                           | o  | frog and old             |                                   |  |
|                                                                                                           | c  | crisp and cement         |                                   |  |
|                                                                                                           | g  | growl and gem            |                                   |  |
|                                                                                                           | u  | underpants and tuba      |                                   |  |
| <br>Week 2<br>Switch It  | ow | clown and yellow         | why over above live please        |  |
|                                                                                                           | ie | pie and chief            |                                   |  |
|                                                                                                           | ea | dream and bread          |                                   |  |
|                                                                                                           | a  | apple and angel          |                                   |  |
|                                                                                                           | a  | apple angel and watch    |                                   |  |
| <br>Week 3<br>Switch It  | ou | mouse and mouldy         | water because break work          |  |
|                                                                                                           | o  | frog old and monk        |                                   |  |
|                                                                                                           | y  | yellow and cry           |                                   |  |
|                                                                                                           | y  | yellow cry and crystal   |                                   |  |
|                                                                                                           | ch | children and chef        |                                   |  |
| <br>Week 4<br>Switch It  | ch | children chef and chorus | who any many move eye             |  |
|                                                                                                           | ou | mouse mouldy and soup    |                                   |  |
|                                                                                                           |    |                          |                                   |  |
|                                                                                                           |    |                          |                                   |  |
|                                                                                                           |    |                          |                                   |  |

**Year 1 - Spring Term - The Higher Levels 5**  
**Switch It Spell Sounds**

|             | Sound                         | Tricky Words                                         | Read, Write and Build<br>(Looks the same - sounds different) |               |                                                                                     |                         |
|-------------|-------------------------------|------------------------------------------------------|--------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------|-------------------------|
| 8<br>+<br>9 | <b>Group 1</b><br>Switch it 1 | does<br>goes<br>tall<br>call<br><br>small<br>laughed | i<br>milk<br>wild                                            | Read + build  |   | I I I<br>wild lion      |
|             |                               |                                                      |                                                              | Write + build |                                                                                     |                         |
|             |                               |                                                      | o<br>pop<br>cold                                             | Read + build  |   | o o o<br>an old book    |
|             |                               |                                                      |                                                              | Write + build |                                                                                     |                         |
|             |                               |                                                      | c<br>coat<br>city                                            | Read + build  |   | c c c<br>eat the cement |
|             |                               |                                                      |                                                              | Write + build |                                                                                     |                         |
|             |                               |                                                      | g<br>goat<br>giant                                           | Read + build  |  | g g g<br>jazzy gem      |
|             |                               |                                                      |                                                              | Write + build |                                                                                     |                         |

**Parents - Basics 5 Group 1 Newsletter + Tricky Words**

|               |                               |                                        |                          |               |                                                                                      |                                     |
|---------------|-------------------------------|----------------------------------------|--------------------------|---------------|--------------------------------------------------------------------------------------|-------------------------------------|
| 10<br>+<br>11 | <b>Group 2</b><br>Switch it 2 | why<br>over<br>above<br>live<br>please | u<br>underpants<br>super | Read + build  |  | Uuu u<br>tune the tuba              |
|               |                               |                                        |                          | Write + build |                                                                                      |                                     |
|               |                               |                                        | ow<br>owl<br>snow        | Read + build  |  | ow ow ow<br>paint the bow<br>yellow |
|               |                               |                                        |                          | Write + build |                                                                                      |                                     |
|               |                               |                                        | ie<br>pie<br>chief       | Read + build  |  | ie ie ie<br>chief in the field      |
|               |                               |                                        |                          | Write + build |                                                                                      |                                     |
|               |                               |                                        | ea<br>cream<br>head      | Read + build  |  | ea ea ea<br>eat the bread           |
|               |                               |                                        |                          | Write + build |                                                                                      |                                     |

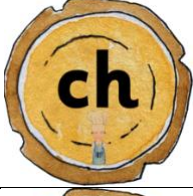
**Parents - Basics 5 Group 2 Newsletter + Tricky Words**

**Year 1 - Summer Term - The Higher Levels 5**  
**Switch It Spell Sounds**

| Wk          | Sound                            | Tricky Words              | Read, Write and Build<br>(Looks the same - sounds different) |               |                                                                                     |                                    |
|-------------|----------------------------------|---------------------------|--------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------|------------------------------------|
| 2<br>+<br>3 | <b>Group 3</b><br>Switch it<br>3 | water<br>because<br>break | <b>a</b><br>apple<br>acorn                                   | Read + build  |   | a a a<br>ace angel                 |
|             |                                  |                           |                                                              | Write + build |                                                                                     |                                    |
|             |                                  |                           | <b>a</b><br>above<br>wash                                    | Read + build  |   | a a a<br>a wand with a<br>watch    |
|             |                                  |                           |                                                              | Write + build |                                                                                     |                                    |
|             |                                  |                           | <b>ou</b><br>cloud<br>shoulder                               | Read + build  |   | ou ou ou<br>oh no! Mouldy<br>mould |
|             |                                  |                           |                                                              | Write + build |                                                                                     |                                    |
|             |                                  |                           | <b>o</b><br>soft<br>cold<br>monkey                           | Read + build  |  | o o o<br>a monkey and a<br>monk    |
|             |                                  |                           |                                                              | Write + build |                                                                                     |                                    |

Parents - week 2 - phonics screening QR code bookmarks + Tricky Words

Parents - week 3 - phonics screening QR code bookmarks + Tricky Words

|             |                                  |                                    |                                |               |                                                                                      |                                      |
|-------------|----------------------------------|------------------------------------|--------------------------------|---------------|--------------------------------------------------------------------------------------|--------------------------------------|
| 4<br>+<br>5 | <b>Group 4</b><br>Switch it<br>4 | who<br>any<br>many<br>move<br>eyes | <b>y</b><br>yellow<br>shy      | Read + build  |  | y y y<br>cry cry cry                 |
|             |                                  |                                    |                                | Write + build |                                                                                      |                                      |
|             |                                  |                                    | <b>y</b><br>gym                | Read + build  |  | y y y<br>a pink crystal              |
|             |                                  |                                    |                                | Write + build |                                                                                      |                                      |
|             |                                  |                                    | <b>ch</b><br>church<br>chef    | Read + build  |  | ch ch ch<br>chef at the chalet       |
|             |                                  |                                    |                                | Write + build |                                                                                      |                                      |
|             |                                  |                                    | <b>ch</b><br>church<br>chemist | Read + build  |  | ch ch ch<br>A chorus at<br>Christmas |
|             |                                  |                                    |                                | Write + build |                                                                                      |                                      |

|                                                                       |                              |                          |                                 |                                   |                                                                                   |                                |
|-----------------------------------------------------------------------|------------------------------|--------------------------|---------------------------------|-----------------------------------|-----------------------------------------------------------------------------------|--------------------------------|
|                                                                       |                              |                          | ou<br>cloud<br>shoulder<br>soup | Read + build<br><br>Write + build |  | ou ou ou<br>toucan in the soup |
| Parents - week 4 - phonics screening QR code bookmarks + Tricky Words |                              |                          |                                 |                                   |                                                                                   |                                |
| Parents - week 5 - phonics screening QR code bookmarks + Tricky Words |                              |                          |                                 |                                   |                                                                                   |                                |
| 6                                                                     | Phonics<br>screening<br>prep | Recap<br>tricky<br>words |                                 |                                   |                                                                                   |                                |
| Parents - week 6 - phonics screening QR code bookmarks + Tricky Words |                              |                          |                                 |                                   |                                                                                   |                                |
| 7                                                                     | Phonics<br>screening<br>prep | Recap<br>tricky<br>words |                                 |                                   |                                                                                   |                                |
|                                                                       |                              |                          |                                 |                                   |                                                                                   |                                |

## Year 1 - Suze's Super Spelling Rules

| Spelling Patterns & Rules<br>Year 1 Appendices                                          |                                                                   | Common Exception Words                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adding s and es to words (plural of nouns and the third person singular of verbs)       | cats dogs spends rocks thanks catches                             | door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas |
| Adding the endings -ing -ed and -er to verbs where no change is needed to the root word | hunting hunted hunter buzzing buzzed buzzer jumping jumped jumper |                                                                                                                                                                                                                                                                                                                                                                                       |
| Adding -er and -est to adjectives where no change is needed to the root word            | grander grandest fresher freshest quicker quickest                |                                                                                                                                                                                                                                                                                                                                                                                       |
| Adding the prefix -un                                                                   | unhappy undo unload unfair unlock                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Compound words                                                                          | football playground farmyard bedroom blackberry                   |                                                                                                                                                                                                                                                                                                                                                                                       |

**Summer Term - Year 1**  
**Suze's Super Spelling Rules**

|    | <b>Spelling</b> | <b>Read, Write and Build</b>                                                                            |
|----|-----------------|---------------------------------------------------------------------------------------------------------|
| 8  | Suffix -s/es    | dogs, cats, spends, rocks, thanks, chairs<br>dishes, glasses, stitches, lunches, kisses, foxes          |
|    |                 | frogs, bees, girls, eyes, cars, trees<br>boxes, benches, watches, matches, buzzes, wishes               |
|    |                 | snakes, presents, boys, bears, pigs, dreams<br>churches, torches, porches, bunches, sandwiches, beaches |
| 9  | Suffix -ing     | buzzing, jumping, hacking, huffing, mixing, yelling                                                     |
|    |                 | quacking, singing, floating, painting, cooking, frowning                                                |
|    |                 | blinking, repairing, thinking, snowing, growling, glowing                                               |
| 10 | Suffix -ed      | melted, jumped, worked, grasped, washed, crashed                                                        |
|    |                 | relaxed, played, shocked, frowned, shouted, mixed                                                       |
|    |                 | buzzed, landed, quacked, started, thrilled, barked                                                      |
| 11 | Suffix -est     | youngest, coldest, longest, richest, smartest, softest                                                  |
|    |                 | sharpest, smallest, brightest, tallest, quickest, loudest                                               |
|    |                 | greenest, darkest, duller, neatest, smoothest, dampest                                                  |
| 12 | Suffix -er      | sharper, smaller, brighter, taller, quicker                                                             |
|    |                 | younger, colder, longer, richer, smarter, softer                                                        |
|    |                 | greener, darker, duller, neater, smoother, damper                                                       |
| ?  | Prefix un-      | unkind, untie, unpleasant, unhappy, unwell, unlock                                                      |
|    |                 | uncover, unafraid, unzip, unpack, unexpected, unlucky                                                   |
|    |                 | uncomfortable, untidy, unsafe, undo, unfold, unwrap                                                     |
| ?  | Compound words  | football, artwork, playground, farmyard, surfboard, cowboy                                              |
|    |                 | scarecrow, rainbow, lighthouse, cupcake, pineapple, snowman                                             |
|    |                 | ladybird, raincoat, butterfly, sunshine, treehouse, armchair                                            |