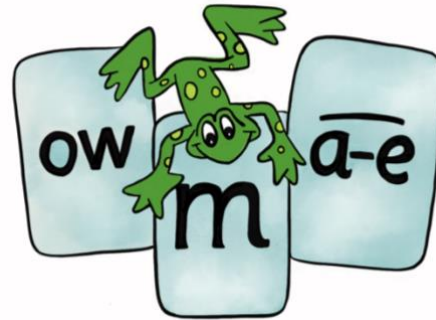
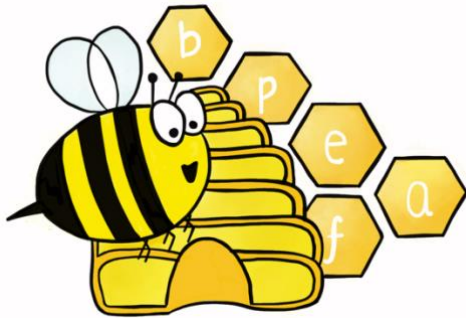


Phonics and Spelling Progression Map
Whitegate Primary and Nursery School



TRANSFORM TRUST
 'Together we Achieve'



	Words	Phonics	Rules
Nursery/Foundation	Rocket words: I, like, my, the, to, one we, me, she, he, be, four go, with, went, they, was, two this, come, some, you, for, ten eight, do, are, said, all, three what, want, yes, no, seven, nine then, off, of, six, five, here Monday, Tuesday, Wednesday, Thursday, Friday, Saturday once, upon, time, early, so, Sunday	By the end of EYFS be secure in all set 1 sounds and be introduced to set 2. It is key that all children can read and write using set 1 and 2 sounds before they are introduced to set 3 sounds.	
Year 1		Set 1 – set 3 using set 1 and 2 in their writing fluently. Beginning to use set 3 rules in writing.	
Year 2	Learn words from the Year 2 statutory spelling list.	Children recap key sounds from the previous year that were not secure and reinforce their phonetical knowledge. This then moves to spelling lessons for the majority with those who need it with phonics interventions.	The /j/ sound spelled -dge at the end of words. The /j/ sound spelled with a g. The /s/ sound spelled c before e, l and y. The /n/ sound spelled kn and gn at the beginning of words. The /r/ sound spelled wr at the beginning of words., The /l/ or /ul/ sound spelled -le at the end of words The /l/ or /ul/ sound spelled -el at the end of words. The /l/ or /ul/ sound spelled -al at the end of words. Words ending in -ll. The long vowel 'l' spelled with a y at the end of words. Adding -es to nouns and verbs ending in y. Adding -ed to words ending in y. Adding -er to words ending in y. Adding ing to words ending in e with a consonant before it. Adding 'er' to words ending in e with a consonant before it.

			<p>Adding -ing to words of one syllable. Adding -ed to words of one syllable. The or sound spelled a before ll. The short vowel sound o. The /ee/ sound spelled -ey. Words with the spelling -a after w and qu. The /er/ sound spelled with o or ar. The /z/ sound spelled s. The suffixes -ment and -ness. The suffixes -ful and -less. Homophones or near homophones. Words ending in -tion. Contractions.</p>
<p>Year 3</p>	<p>Learn words from the Y3/4 word list as prescribed by National Curriculum.</p>	<p>Phonics interventions will be conducted for those children who have been identified as having a lower reading age than their chronological age.</p>	<p>The /ow/ sound spelled ou. The /u/ sound spelled ou. The /i/ sound spelled with a y. Words with endings that sound like /ze/ as in measure are always spelled with -sure. Words with endings that sound like /ch/ is often spelled -ture unless the root words end in (t)ch. Words with the prefix 're-' 're-' means again or back. The prefix dis which has a negative meaning. It often means 'does not' as in does not agree = disagree. The prefix mis. Adding suffixes beginning with vowel letters to words of more than one syllable. The long vowel /a/ sound spelled 'ai' The long /a/ vowel sound spelled 'ei' The long /a/ vowel sound spelled 'ey'. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. Homophones. The // sound spelled -al at the end of words. The // sound spelled -le at the end of words. Adding the suffix -ly when the root word ends in -le then the -le is changed to -ly. Adding the suffix -ally which is used instead of -ly when the root word ends in 'ic'. Adding the suffix -ly. Words which do not follow the rule. Words ending in 'er when the root word ends in (t)ch. Words with the /k/ sound spelled 'ch'. These words have their origin in the Greek language. Words ending with the /g/ sound spelled -gue and the /k/ sound spelled -que. These words are French in origin. Words with the /s/ sound spelled sc which is Latin in its origin. Homophones.</p>

<p style="text-align: center;">Year 4</p>	<p>Learn words from the Y3/4 word list as prescribed by National Curriculum.</p>	<p>Phonics interventions will be conducted for those children who have been identified as having a lower reading age than their chronological age.</p>	<p>Homophones or near homophones. The prefix 'in-' can mean both not and in/into. In these spellings the prefix 'in-' means not. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir'. The prefix 'sub-' which means under or below. The prefix 'inter-' means between, amongst or during. The suffix '-ation' is added to verbs to form nouns. Adding -ly to adverbs. Adding 'ly to turn an adjective into an adverb when the final letter is 'l'. Words with the 'sh' sound spelled ch. These words are French in origin. Adding the suffix '-ion'. When the root word ends in 'd' 'de' or 'se' then the suffix 'ion' needs to be '-sion'. Adding the suffix 'ous. Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. The suffix -ous. The final 'e' of the root word must be kept if the sound of 'g' is to be kept. The 'ee' sound spelled with an 'l'. The suffix '-ous'. If there is an 'ee' sound before the '-ous' ending, it is usually spelled as l, but a few words have e. The 'au' digraph. The suffix -ion when the root word ends in 't' or 'te' then the suffix becomes -tion. The suffix -ion becomes -ssion when the root word ends in 'ss' or 'mit'. The suffix -cian used instead of -sion when the root word ends in 'c' or 'cs'. Adding 'ly' to create adverbs of manner. These adverbs describe how the verb is occurring. Homophones. The /s/ sound spelled c before l and e. 'sol' word family and 'real' word family. 'phon' word family and 'sign' word family. Prefixes super-, anti- and auto-. The prefix bi- meaning two.</p>
<p style="text-align: center;">Year 5</p>	<p>Learn words from the Y5/6 word list as prescribed by National Curriculum.</p>	<p>Phonics interventions will be conducted for those children who have been identified as having a lower reading age than their chronological age.</p>	<p>Words ending in -ious. Words ending in -cious. Ending -cial and -tial. Words ending in -ant. Words ending in -ance. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. Understand there are many exceptions to this rule. Words ending in -able and -ible.</p>

			<p>Words ending in -ably and -ibly. Words ending in -able. Adverbs of time. Adding suffixes beginning with vowel letters to words ending in -fer. Words with silent letters at the start. Words spelt with ie after c. Words with the ee sound spelled ei after c. Words containing the letter string 'ough' where the sound is /aw/. Words containing the letter string 'ough' where the sound is /o/ as in boat or /ow/ as in cow. Adverbs of possibility. Homophones. Hyphens to join a prefix to a root word.</p>
<p>Year 6</p>	<p>Learn words from the Y5/6 word list as prescribed by National Curriculum.</p>	<p>Phonics interventions will be conducted for those children who have been identified as having a lower reading age than their chronological age.</p>	<p>Words with the short vowel sound /i/ spelled y Adding the prefix '-over' to verbs. Convert nouns or verbs into adjectives using the suffix -ful. Words which can be nouns and verbs. Words with an /o/ sound spelled 'ou' or 'ow'. Words with a soft c spelled /ce/. Prefix dis, un, over, im and their associated meanings. Words with the /f/ sound spelled ph. Words with origins in other countries. Words with unstressed vowel sounds. Words with endings /shuhl/ after a vowel letter. Words with endings /shuhl/ after a consonant letter. Words with the common letter string 'acc' at the beginning of words. Words ending in -ably. Words ending in -ible. Adding the suffix -ibly to create an adverb. Changing -ent to -ence. -er, -or, -ar at the end of words. Adverbs synonymous with determination. Adjectives to describe settings. Vocabulary to describe feelings. Adjectives to describe character. Grammar vocabulary. Mathematical vocabulary.</p>