

SPELLING AND PHONIC SEQUENCE SUNNYSIDE ACADEMY

	AUTUMN	SPRING	SUMMER
REC Phonics HFWs	<p>Sounds-Write Initial Code Units 1-7</p> <p>Sounds- a i m s t n o p b c g h d e f v k l r u j w z x y ff ll ss zz- is a the l for of are was all All other words are decodable and introduced within each unit</p>	<p>Sounds-Write Initial Code Units 8- 11</p> <p>Sounds- (none in 8-10) 11- sh ch tch th c kwh ng q come some to there their these what where who</p> <p>Nonsense words introduced after Unit 8</p>	<p>Consolidation Bridging lessons of Initial Code 8-11</p> <p>/k/ <c> <k> <ck> /ch/ <ch> <tch> /l/ <l> <ll> <le> /w/ <w> <wh></p> <p>Sounds-Write Extended Code (introduce 2 or 3 sounds) Teach lessons 6,7,8,9 Teach lesson 10- same sound>different spelling for<e> and <o> (if children are ready for this stage)</p>
1	<p>Common exception words – revisit Reception sets of words</p> <p>Sounds f,l,s,z,k spelt ff,ll,ss,zz,ck – off, well, miss, back, buzz</p> <p>N sound spelt n before k – bank, think, sunk</p> <p>Division of words into syllables – pocket, carrot, sunset,</p> <p>Adding s and es to words – cats, dogs, rocks, catches, thanks, goes</p> <p>Words ending in Y – very , happy, funny, party, family</p>	<p>Common exception words – action words set –</p> <p>tch – catch, fetch, kitchen, hutch</p> <p>V vowel sound at the ends of words – have, live, give</p> <p>Adding s and es to words – cats, dogs, rocks, catches, thanks, goes</p> <p>Using the K for the /k sound, rather than c before e,l,y – skin, sketch</p> <p>Adding the endings – ing, ed and er – jumped, jumper, buzzed, buzzer</p>	<p>Common exception words – action words set -</p> <p>Compound words le, football, playground</p> <p>Prefix – un – ie, unhappy, unfair</p> <p>Consonant spelling ph wh – alphabet, elephant, when, where, which</p> <p>Adding er and est to adjectives where no change is needed to the root word – quicker, quickest, fresher, freshest, faster, fastest</p> <p>Contractions – can't didn't, hasn't, it's</p> <p>Adding the endings – ing, ed and er – jumped, jumper, buzzed, buzzer</p>

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<p>1 phonics</p>	<p>Sounds-Write Consolidation of Initial Code 1-10 CVC –CCVCC Revise Unit 11- sh/ch/ck/th/qu/ng/wh</p>	<p>Sounds-Write Extended Code Start again at Unit 1. Teach lessons 6,7,8,9. Spend 2 weeks per sound Continue to teach lesson 10 (same spelling>different sounds) as appropriate</p>	<p>Continue Sounds-Write Extended Code Should be able to reach Unit 11 /oo/ by end June Teach 2 syllable words eg picnic/dentist/lunchbox</p>
<p>2</p>	<p>Common exception words – revisit Year 1 Autumn 1 Year 2 Autumn 2</p> <p>Adding the endings – ing, ed , er, est – jumped, jumper, buzzed, buzzer, happiest, happier</p> <p>Adding s and es to words – cats, dogs, rocks, catches, thanks, goes</p> <p>i sound spelt ey – plural adding s - donkey, monkey, key</p> <p>suffix ly, ful ending</p> <p>Contractions – can't didn't, hasn't, it's</p> <p>L or el sound at the ends of words, el is used after m,n,r,s,v,w,s– metal, pedal, tunnel, tinsel</p> <p>el sound spelt al at the ends of words– not many nouns end in al but many adjectives do</p> <p>ai sound spelt as a Y at the ends of words – cry, fly, July</p> <p>common homophones and near homophones – to/too/two</p>	<p>Common exception words – Year 2</p> <p>The r sound spelt wr at the beginning of words – write, wrong, wrap</p> <p>The l or le sound spelt – le at the end of the words – apple, bottle, middle</p> <p>Dge and ge at the ends of words – badge, age, edge</p> <p>Suffix less, ness</p> <p>Contractions – can't didn't, hasn't, it's</p> <p>Adding the endings ed, er, est and y to words ending in e with a consonant before it – shiny, nicer, hiker, hiking,hiked</p> <p>Possessive apostrophe – girl's, child's, man's</p> <p>Words ending in tion</p> <p>Word endings il – not common - fossil, pencil</p> <p>The o sound or is usually spelt as a before l and ll – call, ball, talk, always</p>	<p>Common exception words – year 2</p> <p>n sound spelt kn and gn at the beginning of words – knee, gnaw, know</p> <p>s sound spelt c before e i y – ice, cell, city, fancy</p> <p>suffix endings ly, less, ful, ness, ment</p> <p>Possessive apostrophe – girl's, child's, man's</p> <p>Words ending in tion</p> <p>Adding es to nouns and verbs ending in Y – flies, tries, babies</p> <p>Adding ing, ed,er,est and y to words of one syllable ending in a single consonant letter after a single vowel letter - patting, patted, dropping, dropped, fatter, funny</p> <p>The ^ sounds spelt o – other, brother, mother, nothing</p> <p>Common homophones and near homophones</p>

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		Common homophones and near homophones – there,their, they're	to/too/two there,they're, their quite/quiet bare/bear One/won son/sun
2 Sounds-write	September:Revise Unit 11 using words with more sounds e.g. shelf/brush/chest TeachCode Unit 10 CCVCC/CCVC words October onwards: Revise sounds covered in Y1. Spend 1-2 weeks per sound.	Continue on through Extended Code Units- 1 week per sound unless it has a lot of spellings Teach Polysyllabic words- 2 syllable, then 3 syllables	
2 phonics	Revisit – consonant digraphs - ch,sh,th,ng, zz, qu Vowel digraphs – ai/oi , au ee/ea , oa, oo, ie, ew a-e e-e i-e o-e u-e	Vowel digraphs and trigraphs – ear, igh, air, ure, ou, ar, or, ur, ow, ore , er a-e e-e i-e o-e u-e	Vowel digraphs and trigraphs ear, igh, air, ure, ou, ar, or, ur, ow, ore , aw a-e e-e i-e o-e u-e
3	Common exception words Year 1 & Year 2 revisit Possessive apostrophe – girl's, child's, man's Common homophones and near homophones – to/too/two there,they're, their quite/quiet bare/bear One/won son/sun Adding ing, ed,er,est and y to words of one syllable ending in a single consonant letter after a single vowel letter - patting, patted, dropping, dropped, fatter, funny Possessive apostrophe – girl's, child's, man's Words ending in ation Suffix less, ness,ment	Common exception words - The i sound spelt y elsewhere than the end of a word – myth, Egypt, mystery The ^ sound spelt ou – young, touch, double Prefix – un, dis, mis – disagree, disobey, misbehave, unhealthy Prefix – re – means again or back – reappear, refresh, redecorate Prefix - sub – means under – submarine, submerge, subzero Prefix- inter – means between and among –	Common exception words Prefix – super – means above – superman, superstar Prefix – anti – means against – anticlockwise, antisocial Prefix – auto – means self/own – autobiography, autograph Suffix – ly added to an adjective to form a verb – sadly, completely Endings which sound like 3en – spelt as – sion – Division, invasion, collision,television Common homophones and near homophones – to/too/two there,they're,

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	<p>Contractions – can't didn't, hasn't, it's</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable – if the last syllable is tressed and ends in one consonant letter that has just one vowel letter before it the final consonant is doubled – forgetting, forgotten, beginning, beginner</p> <p>The consonant letter is not doubled if the syllable is unstressed – gardener, gardening,</p>	<p>intercity, interact, international</p>	<p>their quite/quiet bare/bear One/won son/sun, whose/who's, peace/piece</p> <p>Words with the ei sound spelt eigh or ey – eight, obey, they</p>
3 Sounds-Write	<p>All terms: Teach or revise Extended Code Units- Spend 1 week per sound (include 'More spellings' where appropriate). Teach Polysyllabic word building, reading and spelling Revise knowledge of sounds and spellings as you work through spelling lists</p>		
3 phonics	<p>Vowel digraphs and trigraphs ear, igh, air, ure, ou, ar, or, ur, ow, ore, aw a-e e-e i-e o-e u-e</p>	<p>Vowel digraphs and trigraphs ear, igh, air, ure, ou, ar, or, ur, ow, ore, aw a-e e-e i-e o-e u-e</p>	<p>Vowel digraphs and trigraphs ear, igh, air, ure, ou, ar, or, ur, ow, ore, aw a-e e-e i-e o-e u-e</p>
4	<p>Common exception words – revisit Y2 word list Autumn 1 Y3 & Y4 lists Autumn 2</p> <p>The i sound spelt y elsewhere than the end of a word – myth, Egypt, mystery</p> <p>The ^ sound spelt ou – young, touch, double</p> <p>Prefix – un, dis, mis – disagree, disobey, misbehave, unhealthy</p> <p>Prefix – super – means above – superman, superstar</p>	<p>Common exception words – Y3 & Y4 lists</p> <p>Words with endings sounding like tʃə is always spelt sure – measure, treasure, enclosure</p> <p>ture endings – creature, furniture, picture</p> <p>suffix endings – ly, , ally, - gently, happily, basically,</p> <p>possessive apostrophe after the plural form – s is not added if the plural already ends in s but IS added if the plural does not end in an s – girls', boys' children's, men's</p>	<p>Common exception words – Y3 & Y4 lists</p> <p>Endings with tion, sion, ssion, cian – invention, injection, expression, permission, musician, politician</p> <p>Words with the k sound spelt ch – scheme, echo, character</p> <p>Words with the j sounds spelt ch (French origin) – chef, machine, chalet, brochure</p> <p>Words ending with the g sound spelt gue (French origin) – tongue, league and k sound spelt que unique, antique</p>

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	<p>Prefix – anti – means against – anticlockwise, antisocial</p> <p>Suffix – ous – poisonous, dangerous, famous</p> <p>Suffix – our is changed to or before ous is added – humorous, vigorous</p> <p>If there is an i sound before ous ending it is usually spelt as i but few words have e – serious, curious, hideous, courteous</p> <p>Prefix – auto – means self/own – autobiography, autograph</p> <p>Suffix – ly added to an adjective to form a verb – sadly, completely</p> <p>Possessive apostrophe – girl’s, child’s, man’s</p>	<p>Homophones and near homophones – meanings - whose/who’s, he’ll/ heal/ heel, break/brake, mail/male, meet/meat</p>	<p>Words with the s sound spelt sc (latin) – science, scene, fascinate</p> <p>Words with the ei sound spelt eigh or ey – eight, obey, they</p>
5	<p>Common exception words – Revisit Y3 & Y4 lists</p> <p>Endings with tion, sion, ssion, cian – invention, injection, expression, permission, musician, politician</p> <p>Homophones and near homophones – meanings - whose/who’s, he’ll/ heal/ heel, break/brake, mail/male, meet/meat</p> <p>Words ending in cious or tious – vicious, precious, delicious, ambitious, infectious</p>	<p>Common exception words – Y5 & Y6 lists</p> <p>Words ending in cial and tial – official, special, partial, essential</p> <p>Use of a hyphen to join a prefix to a root word , esp if it ends in a vowel and the root word begins with one – co-ordinate, re-enter, co-operate, co-own</p> <p>Words ending in ant ance/ancy – observant, expectant, hesitant, substance</p> <p>Words ending in ably/ibly – considerably</p>	<p>Common exception words – Y5 & Y6 lists</p> <p>Words ending in ent, ence, ency after a soft c (s sound) and a soft g – innocence, decent, frequent, confidence</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer – the r is doubled if the –fer is stressed – referred, referral, transferred</p> <p>Words with the i sound spelt ei after c – deceive, receive, ceiling</p>

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	<p>Words ending in able/ible – edible, adorable</p> <p>Spelling letter string ough- brought, rough, enough, cough</p>		<p>Spelling letter string ough- through, tough, rough, thought, brought</p>
6	<p>Common exception words Revisit – Y3/4 word lists – autumn 1 Y5 & Y6 lists Autumn 2</p> <p>Use of a hyphen to join a prefix to a root word , esp if it ends in a vowel and the root word begins with one – co-ordinate, re-enter, co- operate, co-own</p> <p>Words ending in cial and tial – official, special, partial, essential</p> <p>Words ending in ent, ence, ency after a soft c (s sound) and a soft g – innocence, decent, frequent, confidence</p> <p>Silent letters – doubt, island, lamb, knee, knight</p>	<p>Common exception words – Y5 & Y6 lists</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer – the r is doubled if the –fer is stressed – referred, referral, transferred</p> <p>Words with the i sound spelt ei after c – deceive, receive, ceiling</p> <p>Homophones and near homophones</p>	<p>Common exception words – Y5 & Y6 lists</p> <p>Homophones and near homophones - revisit</p>