



## Springfield Phonics and Spelling Long Term Overview

*Refer to 'Sounds Write' Units and Lesson plan approach for the teaching of Phonics – All children on initial or extended code MUST have de-codable reading books which the pupils are learning that week. This is to support pupils application of phonics. Phonics to be checked every 6 weeks.*

### *'No Nonsense Spelling' programme for the teaching of Spelling*

	Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Initial Code</b>  <b>Phonics Score 1-18</b>	Unit 1 – 6 <ul style="list-style-type: none"> <li>• a, l, m, s, t</li> <li>• n, o, p</li> <li>• b, c, g, h</li> <li>• d, e, f, v</li> <li>• k, l, r, u</li> <li>• j, w, z</li> </ul>	Units 7 – 11 <ul style="list-style-type: none"> <li>• x, y, ff, ll, ss, zz</li> <li>• vcc anc cvcc</li> <li>• ccvc</li> <li>• ccvcc, cvccc and cccvc</li> </ul>				
	<b>Extended Code</b>  <b>Phonics Score 19-31</b>	Unit 1 – 27 <ul style="list-style-type: none"> <li>• ae, ee, ea, oe</li> <li>• o, er, e, ow, ow</li> <li>• oo, ie, oo/oo</li> <li>• u, ou, s, s</li> <li>• l, or, air, ue, ew</li> <li>• oy, ar, o, a, ae</li> </ul>	Unit 28-50 <ul style="list-style-type: none"> <li>• d, ee, l, y</li> <li>• oe, n, er, v</li> <li>• oo, j, g, g</li> <li>• f, gh, m, or</li> <li>• h, k, r, t</li> <li>• z, eer, a (schwa)</li> </ul>				

Spelling

<p><b>Year 2</b></p> <p>Prior learning</p>	<ul style="list-style-type: none"> <li>• polysyllabic words</li> <li>• revise common phase 5 GPC's ai, a-e, ay (long a)</li> <li>• revise common phase 5 GPC's ee, ea, e-e (long e)</li> <li>• revise common phase 5 GPC's oa, oe, o, ow, oe (long o)</li> <li>• revise common phase 5 GPC's ie, igh i-e, y (long i)</li> </ul>	<ul style="list-style-type: none"> <li>• revise common Phase 5 GPCs oo, ew, u-e, ue (long u)</li> <li>• revise common phase 5 GPC's or, ore, oor, aw</li> <li>• /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</li> <li>• /s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>• /n/ sound spelt 'kn' and 'gn' at the beginning of words</li> <li>• homophones</li> </ul>	<ul style="list-style-type: none"> <li>• /r/ spelt 'wr'</li> <li>• /igh/ spelt 'y'</li> <li>• /ee/ spelt 'ey' at the end of a word</li> <li>• contractions</li> <li>• adding suffixes: ing/ed/er/est to words ending in 'e' with a consonant before it</li> <li>• adding 'y' to words ending in 'e' with a consonant before it</li> </ul>	<ul style="list-style-type: none"> <li>• /or/ spelt 'a' before l and ll</li> <li>• /o/ spelt with an 'a' after a 'w' or 'qu'</li> <li>• /z/ spelt 's'</li> <li>• adding -es to words ending in 'y'</li> <li>• possessive apostrophe (singular nouns)</li> <li>• words ending in 'tion'</li> </ul>	<ul style="list-style-type: none"> <li>• adding suffixes (-ing, -ed, -er, -est) to words ending in 'y' and understanding the suffix rule</li> <li>• adding suffixes (-ing, -ed, -er, -est, and -y) to words of one syllable ending in a single consonant letter after a single vowel</li> <li>• /l/ spelt le or el at the end of words</li> <li>• adding suffixes '-ful', '-less' and '-ly'</li> <li>• /or/ spelt 'ar' after w</li> <li>• /er/ spelt 'or' after a 'w'</li> </ul>	<ul style="list-style-type: none"> <li>• spell plurals by adding 'es' correctly. • add suffixes '-ment' and '-ness'</li> <li>• /l/ or /əl/ sound spelt 'al' at the end of words</li> <li>• /l/ or /əl/ sounds spelt 'il' at the end of words</li> <li>• /u/ sound spelt 'o'</li> </ul>
<p><b>Year 3</b></p> <p>(achieved phonics screen check 32+)</p>	<ul style="list-style-type: none"> <li>• contractions</li> <li>• adding suffixes '-s' and '-es'</li> <li>• adding suffixes: '-ed' and '-ing' • adding suffixes: '-er' and '-est'</li> <li>• adding prefixes: 'un-' and 'dis-'</li> </ul>	<ul style="list-style-type: none"> <li>• adding prefixes: 'mis-' and 're-'</li> <li>• homophones and near homophones</li> <li>• rare GPCs: 'ei', 'eigh' and 'ey'</li> <li>• /i/ spelt with a 'y'</li> <li>• words ending with /g/ spelt 'gue'</li> <li>• words ending with /k/ spelt 'que'</li> </ul>	<ul style="list-style-type: none"> <li>• adding suffixes: '-ness' and '-ful' • adding prefixes: 'sub-' and 'tele-'</li> <li>• contractions</li> <li>• words spelt with the /s/ sound spelt 'ch'</li> <li>• word endings 'sure' and 'ture'</li> </ul>	<ul style="list-style-type: none"> <li>• adding prefixes: 'super-' and 'auto-'</li> <li>• adding suffix '-less'</li> <li>• adding suffix '-ly' when added to an adjective to make an adverb (no change to root word)</li> <li>• adding suffix '-ly' (exceptions) where the root word ends in a 'y'</li> <li>• homophones</li> </ul>	<ul style="list-style-type: none"> <li>• revise vowel digraphs</li> <li>• apostrophes for contractions • /k/ sound spelt ch</li> <li>• adding prefixes: 'mis-', 're-', 'sub-', 'tele-', 'super-' and 'auto-'</li> <li>• homophones</li> </ul>	<ul style="list-style-type: none"> <li>• /u/ sound spelt 'ou'</li> <li>• /i/ sound spelt with a 'y'</li> <li>• homophones using alternative 'ee' phonemes</li> <li>• adding suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>• revise previously taught suffixes '-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly'</li> </ul>

	<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• words with letter string 'ei' (revision Y3)</li> <li>• words with 'eigh' or 'ey' (revision Y3)</li> <li>• /sh/ sound spelt 'ch' (revision Y3)</li> <li>• /u/ sound spelt ou (revision Y3)</li> <li>• homophones</li> </ul>	<ul style="list-style-type: none"> <li>• possessive apostrophe with singular proper nouns</li> <li>• adding prefixes: in-, il-</li> <li>• adding prefixes: im-, ir-</li> <li>• adding suffixes beginning with vowel letters to words of more than one syllable -ing, -er, -en, -ed</li> <li>• adding suffix: -tion</li> <li>• words with letter string /ure/</li> </ul>	<ul style="list-style-type: none"> <li>• words beginning with 'gu'</li> <li>• words ending in 'ture'</li> <li>• possessive apostrophe with plurals</li> <li>• homophones</li> <li>• adding prefix: 'anti-'</li> </ul>	<ul style="list-style-type: none"> <li>• revise contractions</li> <li>• adding prefix: 'inter-'</li> <li>• words ending '-ation'</li> <li>• words ending '-sion'</li> <li>• words ending '-ssion'</li> <li>• words ending '-cian'</li> </ul>	<ul style="list-style-type: none"> <li>• /s/ spelt 'sc'</li> <li>• apostrophe for possession- singular and plural</li> <li>• sound /i/ spelt 'y'</li> <li>• homophones</li> <li>• adding prefixes: 'un' 'dis' 'in' 're' (revision)</li> </ul>	<ul style="list-style-type: none"> <li>• adding prefixes: 'sub-' and 'inter-'</li> <li>• adding prefixes: 'auto' 'super-', 'anti-'</li> <li>• adding suffix: '-ous'</li> <li>• suffix '-ly' added to root words ending in 'y' and 'le'</li> <li>• suffix '-ly' added to words ending in 'ic'</li> <li>• words with the /k/ sound spelt 'ch' (revision Y3)</li> </ul>
	<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• words with the letter string 'ough'</li> <li>• silent Letters 1</li> <li>• silent Letters 2</li> <li>• suffix or word ending 'able'</li> <li>• suffix or word ending 'ible'</li> <li>• homophones</li> </ul>	<ul style="list-style-type: none"> <li>• rules for plurals</li> <li>• rules for plurals (with exceptions)</li> <li>• apostrophe for contraction and possession</li> <li>• use of hyphen</li> <li>• derivations and spelling patterns</li> <li>• using a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• apostrophe for possession &amp; rare GPC's</li> <li>• words ending 'ably' • words ending 'ibly'</li> <li>• words ending 'ably' and 'ibly'</li> <li>• homophones</li> <li>• spellings for everyday etymology</li> </ul>	<ul style="list-style-type: none"> <li>• building words from root words</li> <li>• building words from root words</li> <li>• homophones</li> <li>• 'ei' and 'ie' words</li> <li>• 'ei' and 'ie' words</li> </ul>	<ul style="list-style-type: none"> <li>• silent letters revision</li> <li>• silent letters revision</li> <li>• homophones revision</li> <li>• homophones revision</li> </ul>	<ul style="list-style-type: none"> <li>• problem suffixes '-ous', '-ing', '-ed', '-es' or '-ies')</li> <li>• words with the /ei/ sound spelt 'ei' or 'eigh'</li> <li>• words with the long /e/ spelt 'ei' after 'c'</li> <li>• homophones and near homophones</li> </ul>

## Year 6

<ul style="list-style-type: none"><li>• suffix or word ending 'ible'</li><li>• words ending in 'ibly'</li><li>• words ending in 'able'</li><li>• words ending in 'ably'</li><li>• adding suffixes beginning with vowels to words ending in -fer</li></ul>	<ul style="list-style-type: none"><li>• revise homophones (-ce and -se)</li><li>• revise words with the /i:/ sound spelt 'ei' after 'c'.</li><li>• revise endings that are spelt with -tious</li><li>• revise endings that are spelt with -cious</li><li>• revise use of the hyphen</li><li>• revise the statutory word list for year 5 and 6 so far</li></ul>	<ul style="list-style-type: none"><li>• revise words with 'ough' letter string pronounced 'aw'</li><li>• revise words with 'ough' letter string where the sound is 'oa' as in boat or 'ow' as in cow.</li><li>• revise words ending in -cial</li><li>• revise words ending in -tial</li><li>• revise generating words from prefixes and roots: dis-, un-, over-, im-</li><li>• revise generating words from prefixes and roots bi-, anti-, super-, auto-</li></ul>	<ul style="list-style-type: none"><li>• adding prefixes: dis-, un-, over-, im understand particular meaning: dis –reverse; un – not; over –above or more; im– opposite</li><li>• words with the long vowel sound /i/ spelt with a 'y'.</li><li>• adding prefix 'over' to verbs</li><li>• convert nouns or verbs into adjectives using suffix '-ful.'</li><li>• words with an /o/ sound spelt 'ou' or 'ow'</li><li>• words with a 'soft c' spelt /ce/</li></ul>	<ul style="list-style-type: none"><li>• revise homophones</li><li>• revision of year 6 spellings looking at strategies for spelling words</li><li>• spelling Rules: root words and meaning</li></ul>	<ul style="list-style-type: none"><li>• revise homophones</li><li>• mathematical words</li></ul>
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