



Progression of Skills - PHONICS and SPELLING



Intent

At Holly Lodge Primary Academy, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority as reading helps to acquire new knowledge and understanding of the world and it is through reading that we access all other subjects, and as such, phonics underpins the broader curriculum.

At Holly Lodge Primary Academy, our spelling curriculum aims to support children by making the partnership between 'phonics' teaching and 'spelling strategies' explicitly clear. We enthuse and engage children to explore spelling strategies through practical and hands on taught sessions. We equip children with a range of skills and approaches to tackle the spelling of unfamiliar words.

Implementation

At Holly Lodge Primary Academy, we use the Department of Education approved document 'Letters and Sounds' along with other schemes and resources to support our teaching of phonics. This allows our phonics teaching and learning to be progressive from Reception up to Year 2. As children start their school life in Reception at Holly Lodge they continue to build on their listening skills from their previous settings and are introduced to Phase 2 which marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise together and apply what they have learnt. Through Letters and Sounds and other resources, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more. Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound.

In Key Stage Two, we deliver well planned and highly focused spelling sessions, ongoing assessment helps us to identify those children who may require additional support.

Impact

At Holly Lodge Primary Academy, we aim for our pupils to leave with an enjoyment and love for reading and writing. Through the teaching of systematic phonics and spelling, our aim is for children to become fluent and confident readers and to have the skills and knowledge to be successful writers by the end of their primary education. Children can then focus on developing fluency and comprehension throughout the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Attainment in spelling is measured through national statutory assessments. We firmly believe that reading and writing is the key to all learning so the impact of our phonics and spelling curriculum goes beyond the results of the statutory assessments.



Progression of Skills - PHONICS and SPELLING



Reading

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings</p> <p>To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>



Progression of Skills - PHONICS and SPELLING



<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>
Tricky words, phoneme, grapheme, CVC, blending, chopping, sound buttons, phoneme frame, real word, alien word, consonant, vowel, digraph, trigraph, sounding out, sounds, letters, sentence, phrase, split-digraph, syllables, rhythm, rhyme	Alternative pronunciation, alternative spelling, common exception word, suffix, prefix,	Base/root word, analogy, mnemonics,				



Progression of Skills - PHONICS and SPELLING



Writing

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere 	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician,</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, thorough, h, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p>



Progression of Skills - PHONICS and SPELLING



	<p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none">the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);dividing words into syllables (e.g. rabbit, carrot);the /tʃ/ sound is usually spelt as 'tch' and exception s;the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);adding -s and -es to words (plural of nouns and the third person singular of verbs);adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<p>in words (e.g. magic, adjust):</p> <ul style="list-style-type: none">the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);the /r/ sound spelt 'wr' (e.g. write, written);the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);the /aɪ/ sound spelt -y (e.g. cry, fly, July):<ul style="list-style-type: none">adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;adding the endings -ing, -ed, -er, -est and -y	<p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)).</p>		<p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
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Progression of Skills - PHONICS and SPELLING



	<p>(e.g. buzzer, jumping);</p> <ul style="list-style-type: none">• adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);• spelling words with the vowel digraphs and trigraphs: <p>- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);</p> <ul style="list-style-type: none">• 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);• a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);• 'ar' (e.g. car, park);• 'ee' (e.g. green, week);• 'ea' (e.g. sea, dream);• 'ea' (e.g. meant, bread);• 'er' stressed sound (e.g. her, person);• 'er' unstressed schwa sound (e.g. better, under);	<p>to words ending in -e with a consonant before (including exceptions);</p> <ul style="list-style-type: none">• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);• the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);• the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);• the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);• the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)				
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	<ul style="list-style-type: none">• 'ir' (e.g. girl, first, third);• 'ur' (e.g. turn, church);• 'oo' (e.g. food, soon);• 'oo' (e.g. book, good);• 'oa' (e.g. road, coach);• 'oe' (e.g. toe, gooses);• 'ou' (e.g. loud, sound);• 'ow' (e.g. brown, down);• 'ow' (e.g. own, show);• 'ue' (e.g. true, rescue, Tuesday);• 'ew' (e.g. new, threw); • 'ie' (e.g. lie, dried);• 'ie' (e.g. chief, field);• 'igh' (e.g. bright, right);• 'or' (e.g. short, morning);• 'ore' (e.g. before, shore);• 'aw' (e.g. yawn, crawl);• 'au' (e.g. author, haunt);• 'air' (e.g. hair, chair);	<ul style="list-style-type: none">• the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);• the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);• the /z/ sound spelt 's' (e.g. television, usual).				
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	<ul style="list-style-type: none">• 'ear' (e.g. bear, d, near, year);• 'ear' (e.g. bear, pear, wear);• 'are' (e.g. bare, dare, scared);• spelling words ending with -y (e.g. funny, party, family);• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);• using 'k' for the /k/ sound (e.g. sketch, kit, skin).					
<p><u>Key Vocab</u> Tricky words, phoneme, grapheme, CVC, blending, chopping, sound buttons, phoneme frame, real word, alien word, consonant, vowel, digraph, trigraph, sounding out, sounds, letters, sentence, phrase, split-digraph, syllables, rhythm, rhyme</p>	<p><u>Key Vocab</u> Alternative pronunciation, alternative spelling, common exception word, suffix, prefix,</p>	<p><u>Key Vocab</u> Base/root word, analogy, mnemonics,</p>	<p><u>Key Vocab</u></p>	<p><u>Key Vocab</u></p>	<p><u>Key Vocab</u></p>	<p><u>Key Vocab</u></p>