



Progression map for phonics and spelling

Reed First School

This document should be read in conjunction with our phonics and spelling policy

Nursery

Tuning into sounds: Progression and planning overview

Term	Progression of sounds	Sound focus	Oral blending focus
Autumn 1	No sounds – focus on Rhyme time and settling children into your setting's routines.	<ul style="list-style-type: none"> Teach one sound each week, in the order listed on the left. (The terms are provided as a guide only – teach the sounds in order according to your setting's calendar.) In each session, play: <ul style="list-style-type: none"> What's in the box? (Learn the sound) One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session. 	<ul style="list-style-type: none"> In each session, play: <ul style="list-style-type: none"> Blend from the box (Blend with the sound) One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending) The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.
Autumn 2	s a t p i n m		
Spring 1	d g o c k e		
Spring 2	u r h b f l		
Summer 1	j v w y z q u c h		
Summer 2	ck x sh th ng nk		

- See the Tuning into sounds session template for an overview of the session.
- See the Tuning into sounds prompt cards for details of each game.

Autumn 1

No sounds in Autumn 1.
Focus on Rhyme time and settling children into your setting's routines.

You will find everything you need to teach Rhyme time, including planning, videos and illustrated rhymes, in the Phonics area of the Foundations Programme content. The nursery rhymes included are:







- | | |
|--|----------------------------|
| 1, 2, 3, 4, 5 Once I Caught a Fish Alive | Hickory, Dickory, Dock |
| Baa, Baa, Black Sheep | Incy Wincy Spider |
| Hey, Diddle, Diddle | Mary, Mary, Quite Contrary |
| Humpty Dumpty | One, Two, Buckle My Shoe |
| Jack and Jill | Ring-a-ring-a-roses |
| Miss Molly Had a Dolly | Row, Row, Row Your Boat |
| Pat-a-cake | The Wheels on the Bus |
| Round and Round the Garden | Wind the Bobbin Up |
| The Grand Old Duke of York | |
| Twinkle, Twinkle, Little Star | |
| A Sailor Went to Sea | |
| Down at the Station | |









Autumn 2

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	sock sun star snake	s-o-ck s-u-n s-oa-p s-a-ck
	ant apple arrow astronaut	Omit Blend from the box for this sound.
	teddy toast teeth tiger	t-ee-th t-i-n t-a-p t-o-p
	pencil pizza peg penguin	p-e-n p-e-g p-i-n p-a-n
	insect invitation igloo iguana	Omit Blend from the box for this sound.
	nurse nose nest net	n-e-t n-oa-z (nose) n-e-ck n-u-t
	moon marble monkey mouse	m-oo-n m-ou-se m-a-p m-a-n







Spring 1

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	dog door dinosaur duck	d-o-g d-u-ck d-o-ll d-e-n
	grapes glue glasses goat	g-oa-t g-ai-t (gate) g-oo-se g-ir-l
	orange otter ostrich octopus	Omit Blend from the box for this sound.
	car cup crown cat	c-a-t c-u-p c-a-p c-oi-n
	kangaroo kettle ketchup kite	k-igh-t (kite) k-i-d k-i-t
	egg elbow envelope elephant	Omit Blend from the box for this sound.






Spring 2

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	under (something under a table) upset umbrella	Omit Blend from the box for this sound.
	rocket rabbit rice rainbow	r-a-t r-e-d r-oa-d r-i-ng
	hat hammer house helicopter	h-a-t h-ou-se h-or-se h-ea-d
	ball bus bird bear	b-oo-k b-u-s b-ir-d b-a-g
	fish frog flower flamingo	f-i-sh f-a-n f-oo-t f-ar-m
	leaf lips lemon lollipop	l-ea-f l-i-d l-o-ck l-o-g

Summer 1

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	jam jug jellyfish	j-a-m j-u-g j-e-t j-ee-p
	volcano van vegetable	v-a-n v-e-t
	wave wig web	w-i-g w-e-b w-ai-v (wave)
	yellow yap (dog) yo-yo	y-a-p
	zebra zip zoo	z-i-p z-oo
	queen quack (duck) quick (action)	qu-ee-n qu-a-ck qu-i-ck
	cheese chick chips	ch-i-ck ch-i-n ch-o-p ch-i-p

Summer 2

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	neck lock tick sock	s-o-ck d-u-ck n-e-ck r-o-ck
	fox box wax (candle)	f-o-x b-o-x w-a-x s-i-x
	ship shoe shark	sh-e-ll sh-ir-t sh-o-p sh-e-d
	thumb three bath	th-u-mb t-ee-th m-o-th th-igh
	ring king wing	r-i-ng w-i-ng k-i-ng
	pink sink bank	p-i-nk t-a-nk w-i-nk s-i-nk

Reception

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	l n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) 	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	al ee lgh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow ol ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: al ee lgh oa oo ar or ur oo ow ol ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	out today

Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

Year One

National curriculum

Spells words containing each of the 40+ phonemes already taught across reception and Y1 including plausible attempts.

- accurately spells most of the words in the list of 100 HFW
- accurately spells almost all common exception words (according to the SSP programme used; the curriculum provides the following examples: the, a , do, to, today, of , said, says, are, were, was, is, his, has, I ,you, your, they, be, he, me, she, we, no, go ,so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our –)
- spells the days of the week
- spells two-syllable and three-syllable words in line with their developing phonic knowledge
- adds endings –ing, -ed and –er to verbs where no change is needed to the root word: (Jump: jumping; jumped, jumper)
- adds –er and –est to adjectives where no change is needed in the spelling of root words [quick: quicker, quickest]
- uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- adds the prefix un– to the beginning of a word and knows the root word remains unaltered
- writes more taught alternative graphemes for spelling phonemes for which one or more spellings are already known, and learns some words with each gpc

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee lgh oa oo ar or ur oo ow ol ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/lgh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ul ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	le pie l-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	l tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel le shield g giant	

Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su sl treasure vision /j/ dge bridge /l/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ tl ssi sl cl potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Year Two

National curriculum

Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied and demonstrated through accurate spelling of words where phonemes can be represented by 1 or more spellings, including common homophones and near-homophones. Demonstrates Reception and Y1 learning and, in addition:

- writes more taught alternative graphemes for spelling phonemes for which one or more spellings are already known, and learns some words with each gpc
- mostly accurate spelling of common exception words (according to programme used; the curriculum provides a range of examples including : door, because, mind, wild, climb, most, only, both, old, every, even, great, break, pretty, beautiful, after, fast, father, class, plant, path, hour, move, sure, sugar, eye, could, who, whole, any, clothes, busy, people water, again, half, money, Mr, Mrs, parents, Christmas – other examples are provided in appendix 1– those not stated here are either formed from one of the above, or feature a shared rime e.g. door, floor ,poor/ old, cold, gold, hold, told)
- spells more words with contracted forms where the apostrophe represents an omitted letter or letters (e.g. can't , didn't, hasn't. couldn't, it's, I'll)
- uses the possessive apostrophe (singular) e.g. the girl's book
- Spells words with the ending –il (relatively few e.g. nostril, pencil, fossil compared to other taught and easily confused endings with the /l/ or /əl/ sound spelt –le in table/apple; -el in camel/tunnel or –al in metal/pedal)
- knows the difference in meaning between taught homophones and near-homophones e.g. there/their/they're , quite/quiet, here/hear, sea/see, one/won.
- mostly accurate spelling of words with taught suffixes where changes are needed to the root word. Statutory requirements:
 - o adding –er,-ing,and - est to root word ending in y with a consonant before it (happy /happier/happiest)
 - o adding –er, -ing and -est to a root ending in e with a consonant before it (hike/hiked/hiker)
 - o adding –er,-ing and –est to single syllable words ending in a single consonant letter after a single vowel (doubling rule with exception of x which never doubles) e.g. pat/patting/patted, sad/sadder/saddest
- Adding –es to nouns ending in and verbs ending in y (flies, tries, copies, babies)
- Spells words ending in –tion (station, fiction, motion, nation)
- is able to form and understand some longer words through the addition of suffixes (including: -ment, -ness, -ful, -less, -ly).

Y2 Autumn 1 Week:	Coverage	Tricky Words <small>Tricky words taught in review are now decodable are not included</small>	National Curriculum statutory requirements for spelling, Year 2
Phase 5 review 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e	Days of week, months of the year	The /aɪ/ sound spelt -y at the end of words The /i:/ sound spelt –ey
Phase 5 review 2	/igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	through improve move prove	
Phase 5 review 3	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere	again beautiful people	
Phase 5 review 4	/ur/ er ur ir or ear /ow/ ou ow	because little eye	
Phase 5 review 5	/or/ or a aw au ore oor al oar our augh aur	shoe two who	The /ɔ:/ sound spelt a before l and ll (call, hall, always, small)

Spelling Curriculum Map



Y2 Autumn 2 Week:	Coverage	Tricky Words <small>Tricky words taught in review are now decodable are not included</small>	National Curriculum statutory requirements for spelling, Year 2
Phase 5 review 6	/zh/ si su	beautiful their parents	
Phase 5 review 7	/ch/ ch tch ture** /sh/ sh ti ch ssi ci si	thought sure pretty	
Phase 5 review 8	/j/ j g ge dge /s/ s ss c ce se st sc	once again any	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y
Phase 5 review 9	/u/ ou /e/ ea /i/ y /o/ a	many friend busy	The /b/ sound spelt a after w and qu (want, watch, squash, quantity)
Phase 5 review 10	/u/ o o-e /oo/ u oul schwa: er a or ar our re	because would could should	The /ʌ/ sound spelt o (Monday, colour)

Y2 Spring 1 Week:	Coverage	Tricky Words and homophones	National Curriculum statutory requirements for spelling, Year 2
1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	any many one / won	Homophones and near-homophones
2	Why do I double letters at the end of words? Why do I swap the 'y' for an 'i' when I add a suffix?	were where/wear	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
3	Why do I drop the 'e' when I add a suffix?	people friend quite/quiet	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
4	How can I show missing letters in a word?	there/their/ they're	spells more words with contracted forms where the apostrophe represents an omitted letter or letters
5	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	parents because bare / bear	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
6	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two knight/night	The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words

Y2 Spring 2 Week:	Coverage	Tricky Words and homophones	National Curriculum statutory requirements for spelling, Year 2
7	How can I spell the sound /zh/?	busy pretty bee / be	The /ʒ/ sound spelt s
8	Why do I double letters at the end of words? Why do I swap the 'y' for an 'i' when I add a suffix?	thought through laugh	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
9	Why do I drop the 'e' when I add a suffix?	whole / hole	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
10	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	The /b/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w
11		our/hour	The /ɔ:/ sound spelt ar after w

Spelling Curriculum Map



Y2 Summer 1 Week:	Coverage	Tricky Words and homophones	National Curriculum statutory requirements for spelling, Year 2
1	Why does 'c' make the sound /s/ in some words?	eye shoe son / sun	The /s/ sound spelt c before e, i and y
2	Why do I double letters at the end of words? Why do I swap the 'y' for an 'i' when I add a suffix?	beautiful laugh	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
3	Why do I drop the 'e' when I add a suffix?	here/hear	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
4	Why do some words end -le, -al, -il or -el?	to/too/two	The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il The /l/ or /əl/ sound spelt -el at the end of words
5		blue / blew	

Y2 Summer 2 Week:	Coverage	Tricky Words and homophones	National Curriculum statutory requirements for spelling, Year 2
6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve see/sea	The /i:/ sound spelt ey
7	What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word?	would could should	The suffixes -ment, -ness, -ful, -less and -ly
8		another different	
9	Why do some longer words have the spelling 'ti' for /sh/?	after	Words ending in -tion
10	How do I use the possessive apostrophe (singular possession)?	clothes friend we're, were, where	The possessive apostrophe (singular nouns)

Year Three and Four

National curriculum

Year 3

Spelling and increasingly conventional – mostly accurate selection of correct grapheme in common words and accurate spelling of common exception words. Greater range of morphemic components used correctly in line with schools programme of study for year 3.

- forms nouns using a range of prefixes (e.g. super-, anti-, auto-)
- correctly uses of the determiners ‘a’ and ‘an’ according to the initial sound of the subsequent word
- demonstrates growing awareness of morphology and etymology, shown through the use of some of the suffixes, prefixes, word families and less common GPCs set out below

Year 4

Spelling demonstrates continued and assured use of phonic knowledge but the focus of teaching and learning for the majority of children should now be most heavily weighted towards developing morphological and etymological knowledge and understanding (based on careful assessment of children’s abilities, skills and application). Mostly accurate use of spelling rules and patterns set out in the year 3/4 programme of study and associated appendices (summarised below)

- accurate spelling of a wider range of common homophones and near homophones e.g. accept/except, medal/meddle, weather/whether, whose/who’s
- accurate spelling of most of the words from the Years 3/4 word list
- accurate use of the possessive apostrophe with plural words

Year 3 and 4:

Evidence of the KS1 spellings plus the following following components should be evident across lower KS2.

- uses y to represent the /I/ sound e.g. myth, gym uses ou to represent the /ʌ/ sound e.g. young, touch, double
- spells words with endings sounding like /ʒə/ or /tʃə/ spelt -sure, -ture, -sion
- spells endings which sound like /ʃən/ spelt -tion, -sion (as in extension or comprehension), -ssion, -cian
- spells endings which sound like / ʒən/ (as in division, revision, invasion)
- spells words with the /k/ sound spelt ch (Greek in origin)
- spells words with the /ʃ/ sound spelt ch (mostly French in origin)
- spells words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
- spells words with the /s/ sound spelt sc (Latin in origin)
- spells words with the /eɪ/ sound spelt ei, eigh, or ey
- uses further prefixes and suffixes and understand how to add them:
 - o prefixes: in-, il-, un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto- ;
 - o suffixes:- ation, -ly, -ous
- adds suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting/forgotten, beginning/beginner, limiting, limited, limitation)
- spells homophones (as set out in NC English Appendix 1)
- spells words that are often misspelt (English Appendix 1)
- places the possessive apostrophe accurately in words with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g. children’s)

Spelling Curriculum Map



Y3 and 4 Autumn 1 Week:	Coverage	To check from the Y2 CEW list	National Curriculum statutory requirements for spelling, Year 3
1	Review common exception words from KS1	Revision of common exception words from KS1. Practise explore and investigate commonly misspelt CEWs.	Evidence of the KS1 spellings plus the following following components should be evident across lower KS2.
2	Review vowel digraphs: ai, ay, a-e, a (/eɪ/) Review vowel digraphs: ee, ea, e-e (/i:/)		Spelling demonstrates continued and assured use of phonic knowledge
3	Review vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/) Review vowel digraphs: ow, oa, o-e, o (/əʊ/)		Spelling demonstrates continued and assured use of phonic knowledge
4	Review vowel digraphs: oo, ou, u-e (/u:/) Review vowel digraphs: oi, oy (/ɔɪ/) & ow, ou (/aʊ/)		Spelling demonstrates continued and assured use of phonic knowledge
5	Review adding vowel suffixes -ed, -when keeping ending or, changing y to is or chopping the final e		adds suffixes beginning with vowel letters to words of more than one syllable
6	Review adding vowel suffixes -ed, -ing, when doubling the final consonant		adds suffixes beginning with vowel letters to words of more than one syllable

Y3 and 4 Autumn 2 Week:	Coverage	To check from the Y2 CEW list	National Curriculum statutory requirements for spelling, Year 3
1	Review plurals ending vowel suffix -es, changing y to i and adding es and words ending ey	Revision of common exception words from KS1. Practise explore and investigate commonly misspelt CEWs.	In order to use: accurate use of the possessive apostrophe with plural words
2	Review vowel suffixes -er and -est Review suffix -ly (with a consonant before it)		adds suffixes beginning with vowel letters to words of more than one syllable
3	Review consonant suffixes -ment and -ness Review consonant suffixes -ful and -less		adds suffixes beginning with vowel letters to words of more than one syllable
4	Review -le -el or -il -al at the end of words		Words ending -il The /l/ or /əl/ sound spelt -el at the end of words
5	Review apostrophes for contraction		spells more words with contracted forms where the apostrophe represents an omitted letter or letters
6	Review apostrophe for possession		The possessive apostrophe (singular nouns) places the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)

Spelling Curriculum Map



Y3 and 4 Spring 1 Week:	Coverage	Accurate spelling of most of the words from the Years 3/4 word list	National Curriculum statutory requirements for spelling, Year 3
1	Explore suffix -ally	Focus on vowels: words from the Y3/4 statutory word list	• Spells words ending in -ally
2	Explore the suffixes -tion and -ation		• suffixes:- ation, -ly, -ous
3	Explore the -sion suffix		• spells endings which sound like / ʒən/ (as in division, revision, invasion)
4	Explore prefixes un-, dis-, mis-, in-		o prefixes: in-, il-, un-, dis- , mis-, re-, sub-, inter-, super-, anti-, auto-
5	Explore prefixes re-, super-		o prefixes: in-, il-, un-, dis- , mis-, re-, sub-, inter-, super-, anti-, auto-
6	Explore the vowel suffix -ous		suffixes:- ation, -ly, -ous

Y3 and 4 Spring 2 Week:	Coverage		National Curriculum statutory requirements for spelling, Year 3
1	Explore words with the long vowel sound /eɪ/ spelt ei, eigh, or ey	Focus on vowel digraphs: words from the Y3/4 statutory word list	spells words with the /eɪ/ sound spelt ei, eigh, or ey
2	Explore words with the short vowel sound /ɪ/ sound spelt y in the middle of words		uses y to represent the /ɪ/ sound e.g. myth, gym
3	Explore words with the phoneme s spelt sc		spells words with the /s/ sound spelt sc (Latin in origin)
4	Explore -sion and -ssion endings		spells endings which sound like /ʃən/ spelt -tion, -sion (as in extension or comprehension), -ssion, -cian
5	Explore -cian endings		spells endings which sound like /ʃən/ spelt -tion, -sion (as in extension or comprehension), -ssion, -cian
6	Explore more prefixes: sub-, inter-, super-, re-, auto-		uses further prefixes and suffixes and understand how to add them

Y3 and 4 Summer 1 Week:	Coverage		National Curriculum statutory requirements for spelling, Year 3
1	Explore apostrophes for possession	Focus on silent letters: words from the Y3/4 statutory word list	The possessive apostrophe (singular nouns) places the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)
2	Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)		spells words with endings sounding like /ʒə/ or /tʃə/ spelt -sure, -ture, -sion
3	Explore the suffixes ous and ious/eous		<ul style="list-style-type: none"> • suffixes:- ation, -ly, -ous
4	Explore suffixes beginning with vowel letters to words of more than one syllable		adds suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting/forgotten, beginning/beginner, limiting, limited, limitation)
5	Explore words ending with the /g/ sound spelt -gue		spells words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
6	Explore words ending with the /k/ sound spelt -que		spells words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
Y3 and 4 Summer 2 Week:	Coverage		National Curriculum statutory requirements for spelling, Year 3 and 4
1	Explore words with the /ʃ/ sound spelt ch-	Focus on unstressed vowels: words from the Y3/4 statutory word list	<ul style="list-style-type: none"> • spells words with the /ʃ/ sound spelt ch (mostly French in origin)
2	Explore words with the /k/ sound spelt ch		<ul style="list-style-type: none"> • spells words with the /k/ sound spelt ch (Greek in origin)
3	Explore words with the /s/ sound spelt sc		<ul style="list-style-type: none"> • spells words with the /s/ sound spelt sc (Latin in origin)
4	Explore etymology of words		morphological and etymological knowledge and understanding
5	to this stand alone unit.		
6	Focus on multi-syllabic words including prefixes and suffixes: words from the Y3/4 statutory word list		

Etymology and morphology will be taught in every unit through the year in addition