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| Phonics Reading – Word Reading Overview |
| EYFS  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **30 – 50 months****40 – 60 months Early Learning Goals**To enjoy rhyming and rhythmic activities.To show an awareness of rhyme and alliteration.To recognise rhythm in spoken words.To continue a rhyming string.To hear and say the initial sound in words.To segment the sounds in simple words and blend them together and know which letter represents some of them.To link sounds to letters, naming and sounding the letters of the alphabet.To use phonic knowledge to decode regular words and read them aloud accurately. | To apply phonic knowledge and skills as the route to decode words.To blend sounds in unfamiliar words using the GPCs that they have been taught.To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.To read words containing taught GPCs.To read words containing -s, -es, -ing,-ed and -est endings.To read words with contractions, e.g. I’m, I’ll and we’ll. | To continue to apply phonic knowledge and skills as the route to decode words until automaticdecoding has become embedded and reading is fluent.To read accurately by blending the sounds in words that contain the graphemes taught so far,especially recognising alternative sounds for graphemes.To accurately read most words of two or more syllables.To read most words containing common suffixes.\* | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).To apply their growing knowledge of root words and prefixes, includingin-, im-, il-, ir-, dis-, mis-,un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.\*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.\* | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.\* | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.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.\* | To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes,suffixes/word endings\* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. |

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| Phonics – Writing Overview |
| EYFS  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **40 – 60 months Early Learning Goals**To continue a rhyming string.To hear and say the initial sound in words.To segment the sounds in simple words and blend them together.To link sounds to letters, naming and sounding the letters of the alphabet.To use their phonic knowledge to write words in ways which match their spoken sounds. | To know all letters of the alphabet and the sounds which they most commonly represent.To recognise consonant digraphs which have been taught and the sounds which they represent.To recognise vowel digraphs which have been taught and the sounds which they represent.To recognise words with adjacent consonants.To accurately spell most words containing the 40+ previously taught phonemes and GPCs.To spell some words in a phonically plausible way, even if sometimes incorrect.To apply Y1 spelling rules and guidance\*, which includes:* 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 exceptions;
* 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 wood (e.g. buzzer, jumping);* 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:

- ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil);* ‘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);
* ‘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, goes);
* ‘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);
* ‘ear’ (e.g. beard, 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). | 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.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).To apply further Y2 spelling rules and guidance\*, which includes:* the /dʒ/ sound spelt as ‘ge’ and’ dge’ (e.g. fudge, huge) or spelt as ‘g‘ or ‘j’ elsewhere in words (e.g. magic, adjust);
* 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);* 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 to words ending in –e witha consonant before (including exceptions);* adding –ing, –ed,

–er, –est and –y to words of one syllable ending in a single consonant letter after asingle 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)
* the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);
* the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);
* the /ʒ/ sound spelt ‘s’ (e.g. television, usual).
 | To spell words with the / eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ (e.g. vein, weigh, eight, neighbour, they, obey).To spell words with the/ɪ/ sound spelt ‘y’ in a position other than at the end of words (e.g. mystery, gym).To spell words with a/k/ sound spelt with ‘ch’ (e.g. scheme, chorus, chemist, echo, character).To spell words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (e.g. league, tongue, antique, unique).To spell words with a / sh/ sound spelt with ‘ch’ (e.g. chef, chalet, machine, brochure).To spell words with a short /u/ sound spelt with ‘ou’ (e.g. young, touch, double, trouble, country).To spell words ending with the /zher/ sound spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure).To spell words ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure). | 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).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).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).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,mathematician).To spell words with the/s/ sound spelt with ‘sc’ (e.g. sound spelt with ‘sc’(e.g. science, scene, discipline, fascinate, crescent). | To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).To spell words with endings that sound like / shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).To spell words with ‘silent’ letters (e.g. doubt, island, lamb, solemn, thistle, knight).To spell words containing the letter string ‘ough’ (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). | To spell words ending in -able and-ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).To spell words ending in -ible and -ibly (e.g. possible/possibly,horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).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).To spell words with endings which sound like /shuhl/ after a vowel letter using ‘cial’ (e.g.official, special, artificial).To spell words with endings which sound like /shuhl/ after a vowel letter using ‘tial’ (e.g. partial, confidential, essential). |