



HOLY GHOST SCHOOL Phonics/Spelling PROGRAMME OF STUDY

Y	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>Phase 1 and 2 Letters and Sounds</p> <p>Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k</p> <p>Tricky words: - the - to - no - go - I</p>	<p>Phase 2 Letters and Sounds</p> <p>Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Tricky words: - the - to - no - go - I</p>	<p>Phase 3 Letters and Sounds</p> <p>Set 6: j, v, w, x Set 7: y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th, ng</p> <p>Tricky words:</p> <ul style="list-style-type: none"> • he • she • we • me • be • was • you • they • all • are • my • her 	<p>Phase 3 Letters and Sounds</p> <p>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Tricky words:</p> <ul style="list-style-type: none"> • he • she • we • me • be • was • you • they • all • are • my • her 	<p>Revise and revisit Phase 3</p> <p>Phase 4 blending phonemes to make graphemes and digraphs</p> <p>Learn: ear, air, ure, er</p> <p>Tricky words:</p> <ul style="list-style-type: none"> • said • have • like • so • do • some • come • were • there • little • one • when • out • what 	<p>Tricky words:</p> <ul style="list-style-type: none"> • said • have • like • so • do • some • come • were • there • little • one • when • out • what



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1	<p>Phonics:Phase 4</p> <p>Phonics assessment using phonic cards up to phase 3: set 7 and consonant digraphs- decide children requiring extra intervention for set 7 and consonant digraphs.</p> <p>Teach phase 3 Vowel digraphs and trigraphs: ai, ee, igh, oa, oo x2, ar, or, ur, ow, oi, ear x2, air, ure, er</p> <p>Quick recap all phonics up to phase 3 x5 weekly using phonic cards</p> <p>Teach gaps up to set 7 and consonant digraphs</p> <p>Phonics assessment – Last week of ½ term - using phonic cards, assess up to phase 3. Review children for intervention. Plan autumn 2 whole class teaching of whole class gaps up to phase 3.</p> <p>Spelling: (link to home spellings) Words ending -y (/i:/ or /ɪ/) (happy, snappy, lucky)</p> <p>Common exception words (CEW):</p>	<p>Phonics:Phase 4/5</p> <p>Teach: Any Phases 2 and 3 whole class phoneme gaps/weaknesses from assessment done in Autumn 1</p> <p>Teach: New Phase 5 Letters and sounds: ay, ou, ie, ea, oy, ir, ue x2</p> <p>Quick recap all phonics up to phase 3 x5 weekly using phonic cards/games</p> <p>Phonics assessment – Last week of ½ term - Phonic screener. Review children for intervention Feed into Spring 1 planning, whole class teaching of whole class gaps in phase 3 and those taught, from phase 5.</p> <p>Spelling: (link to home spellings) The sound spelt n before k /ŋ/ (sink, honk, bunk)</p> <p>Learn -tch trigraph (match, catch, watch)</p> <p>Common exception words: today, of, said , says, are, our, were, was, is, his, has, here, there, where</p> <p>Every half term, assess: 20% of rec tricky words and Y1 CEWs. Share whole list with parents beg Aut 2.</p>	<p>Phonics: Phase 4/5Teach: Any Phases 2 and 3 whole class phoneme gaps/weaknesses from assessment done in Autumn 2</p> <p>Teach: New Phase 5 Letters and sounds: aw, wh, ph, ew, ew, oe, au</p> <p>Quick recap all phonics up to phase 3 and those taught in phase 5, x3 weekly using phonic cards/games</p> <p>Phonics assessment – Last week of ½ term - phonic cards, assess up to phase 5 taught.. Review children for intervention Feed into Spring 2 planning, whole class teaching of whole class gaps in phase 3 and those taught, from phase 5.</p> <p>Spelling: (link to home spellings) Using k for the /k/ sound (the /k/ sound is spelt as k rather than as c before e, i and y.)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>The /v/ sound at the end of words (live, give, drove, move, improve)</p>	<p>Phonics: Phase 4/5</p> <p>Teach: Any Phases 2 and 3 whole class phoneme gaps/weaknesses from assessment done in Spring 1</p> <p>Teach: New Phase 5 Letters and sounds: ey, a-e, e-e, i-e, o-e, u-e, u-e,</p> <p>Quick recap all phonics up to phase 3 and those taught in phase 5, x3 weekly using phonic cards/games</p> <p>Phonics assessment – Last week of ½ term - Phonic screener. Review children for intervention Feed into summer 1 whole class teaching of whole class gaps.</p> <p>Spelling: (link to home spellings) Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Division of words into syllables/ compound words (football, playground, farmyard, bedroom, blackberry, broomstick)</p> <p>Common exception words as per assessment (individually)</p>	<p>Phonics: Phase 4/5 Teach whole class gaps/weaknesses of whole class up to phase 3 phonemes.</p> <p>Revisit and recap all of phase 5.</p> <p>Assessment: Weekly assessments in class, use to tweak intervention.</p> <p>Spelling: (link to home spellings) Division of words into syllables/ compound words</p> <p>Common exception words as per assessment (individually)</p> <p>Assess: 20% Rec and CEWs spellings</p>	<p>Phonics: Phase 5 Phonics assessment and revision</p> <p>Revisit phase 5</p> <p>Assessment: Year 1 Phonic Screener – review children for intervention</p> <p>Spelling: (link to home spellings) Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the prefix -un</p> <p>Common exception words as per assessment (individually)</p> <p>Test 20% Rec and CEWs spellings</p>



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	the, a, do, to, I, you, your, they, be, he, me, she, we, no, go, so, my, by, come, some	Common exception words: love, one, once, ask, friend, school, put, push, pull, full, house. Assess: 20% Rec/CEWs	Assess: 20% Rec and CEWs spellings
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2	<p>Phase 5 GPCs, including polysyllabic words</p> <p>Homophones (sea/see; be/bee; blue/blew)</p> <p>High frequency words Common exception words</p> <p>/aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)</p> <p>Spelling strategies and games</p>	<p>Common exception words</p> <p>High frequency words Homophones (to/too/two; here/hear; one/won; sun/son)</p> <p>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</p> <p>/s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>/n/ sound spelt 'kn' and 'gn' at the beginning of words</p> <p>Phase 5 GPCs</p>	<p>/aɪ/ sound spelt 'y'</p> <p>High frequency words (would/should/could)</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Near homophones (quite/quiet)</p> <p>Common exception words</p> <p>/ɪ/ or /əɪ/ sound spelt '-le' at the end of words and following a consonant</p> <p>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending</p>	<p>/ɒ/ spelt 'a' after 'w' and 'qu'</p> <p>/z/ spelt 's'</p> <p>Homophones (new/knew; there/their/they're)</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>The possessive apostrophe</p> <p>Adding suffixes '-ful', '-less', '-ly'</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Words ending '-tion'</p>	<p>The /ɪ/ or /əɪ/ sound spelt '-el' at the end of words</p> <p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The /ɔ:/ sound spelt 'a' before 'l' and 'll'</p> <p>Suffixes '-ment' and '-ness'</p> <p>/ɜ:/ sound spelt 'or'</p> <p>The possessive apostrophe</p>	<p>Homophones</p> <p>/ʌ/ sound spelt 'o'</p> <p>/ɪ/ or /əɪ/ sounds spelt 'il' at the end of words</p> <p>Common exception words</p> <p>Dictionary skills</p> <p>Spelling strategies and games</p> <p>Revision</p>
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		Spelling strategies and games	in a single consonant after a single vowel /r/ sound spelt 'wr' Spelling strategies and games	Dictionary skills Spelling strategies and games	The /l/ or /əl/ sound spelt '-al' at the end of words Common exception words Dictionary skills Spelling strategies and games	
3	<p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Revise prefix 'un-'</p> <p>Teach prefix 'dis-' (disappoint, disagree, disobey)</p> <p>From Year 2: Apostrophes for contractions</p> <p>Strategies for learning words: Words from statutory and personal spelling lists</p>	<p>Homophones</p> <p>Year 2 prefixes and suffixes</p> <p>Prefixes 'mis-' and 're-'</p> <p>The /l/ sound spelt 'y'</p> <p>Proofreading</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p>	<p>From Year 2: suffixes '-ness' and '-ful' following a consonant</p> <p>Prefixes 'sub-' and 'tele-'</p> <p>From Year 2: apostrophe for contraction</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words with the /ʃ/ sound spelt 'ch' (mostly French in</p>	<p>Strategies at the point of writing: Have a go</p> <p>Elements from the previous half term that require practice</p> <p>Prefixes 'super-' and 'auto-'</p> <p>Homophones</p> <p>Proofreading</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin)</p> <p>Strategies for learning words: words from</p>	<p>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Suffix '-ly'</p> <p>From Year 2: Apostrophes for contractions</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Rare GPCs (/l/ sound)</p>	<p>Strategies at the point of writing: Have a go</p> <p>Spellings learnt in the last half term</p> <p>The /ʌ/ sound spelt 'ou'</p> <p>Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign</i>)</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>



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	<p>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>		<p>origin) as well as 's', 'ss(ion/ure')</p> <p>Suffixes '-less', '-ness', '-ful' and '-ly'</p>	<p>statutory and personal spelling lists</p>	<p>From Years 1 and 2: vowel digraphs</p>	<p>Proofreading</p>
4	<p>Strategies for learning words: words from statutory spelling list</p> <p>Words ending /ʒə/</p> <p>From Year 2: possessive apostrophe with singular proper nouns</p> <p>Homophones (<i>peace/piece, main/mane, fair/fare</i>)</p> <p>Strategies for learning words: words from</p>	<p>Strategies for learning words: words from statutory list learnt previously</p> <p>Strategies at the point of writing: Have a go</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-</p> <p>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</p> <p>Words with the /ʃ/ sound spelt 'ch' and</p>	<p>The /g/ sound spelt 'gu'</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Possessive apostrophe with plurals</p>	<p>Proofreading</p> <p>Prefixes 'anti-' and 'inter-'</p> <p>Strategies for learning words: selected words from statutory and personal spelling lists</p> <p>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p>	<p>Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Strategies at the point of writing: Have a go</p> <p>Endings that sound like /ʒən/ spelt 'sion'</p> <p>Apostrophes for possession, including singular and plural</p>	<p>Suffix '-ous'</p> <p>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p> <p>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>



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	<p>statutory and personal spelling lists</p>	<p>the /ʌ/ sound spelt 'ou'</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>	<p>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</p> <p>Words already learnt from the statutory spelling test</p>	<p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Homophones</p> <p>Strategies for learning words: words from statutory list that need further learning</p>	<p>Work covered this term</p>
5	<p>Words with the letter string 'ough'</p> <p>Words with 'silent' letters</p> <p>Words ending '-ible' and '-able'</p> <p>Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</p>	<p>Revising plurals ('-s', '-es', '-ies')</p> <p>Apostrophes for contraction and possession</p> <p>Use of the hyphen</p> <p>Word roots and derivations</p> <p>Revision</p>	<p>Revise apostrophes for possession</p> <p>Rare GPCs (grapheme phoneme correspondence) e.g. bruise, guarantee, yacht</p> <p>Etymology of words</p> <p>Words ending '-ibly' and '-ably'</p> <p>Homophones</p>	<p>Proof reading</p> <p>Building words from root words</p> <p>Homophones</p> <p>Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words</p> <p>Revision</p> <p>Use of dictionary and thesaurus</p>	<p>Proof reading</p> <p>Using etymological and morphological strategies for spelling</p> <p>Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/ whose)</p> <p>Revision</p>	<p>Proof reading</p> <p>Problem suffixes</p> <p>Homophones</p> <p>Revision</p> <p>Use of dictionary and thesaurus</p> <p>Words from the Year 5 and 6 Statutory List</p>



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	<p>Use of dictionary and thesaurus</p> <p>Words from the Year 5 and 6 Statutory List</p>	<p>Use of dictionary and thesaurus</p> <p>Words from the Year 5 and 6 Statutory List</p>	<p>led/lead, steel/steal, alter/altar)</p> <p>Revision</p> <p>Use of dictionary and thesaurus</p> <p>Words from the Year 5 and 6 Statutory List</p>	<p>Words from the Year 5 and 6 Statutory List</p>	<p>Use of dictionary and thesaurus</p> <p>Words from the Year 5 and 6 Statutory List</p>	
6	<p>Words from statutory word lists</p> <p>Words ending '-able'/'-ably', and '-ible'/'-ibly'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p>SATS practice</p> <p>Proofreading in smaller chunks (sentences, paragraphs)</p>	<p>Words from statutory word lists</p> <p>Homophones ('ce'/'se')</p> <p>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p> <p>Strategies for learning words: words from statutory word list</p>	<p>Words with 'ough' letter string</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words ending '-cial' and '-tial'</p> <p>Strategies for learning words: words from personal spellings lists</p> <p>Generating words from prefixes</p>	<p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)</p> <p>Homophones covered in KS2</p> <p>Words from statutory and personal spelling lists</p>	<p>Strategies for learning words: rare GPCs from statutory word list</p> <p>Strategies at the point of writing: Have a go</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words ending in 'ant', '-ance and '-ancy'</p> <p>Root words and meaning</p>	<p>Spellings taught last half term</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words ending '-ent', '-ence' and '-ency'</p> <p>Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)</p> <p>Strategies for learning words:</p>



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				<p>Generating words from prefixes and roots</p> <p>Words from statutory spelling lists</p>	<p>Proofreading own writing independently</p>	<p>commonly misspelt homophones</p>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
the a do to today of said says by my	are were was is his has I you	your they be he me she we no go so	here there where love come some one once	ask friend school put push pull full house our	

Year Two common exception words



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
door floor poor because find kind mind behind child children	Wild climb most only both old cold gold hold told every everybody	even great break steak pretty beautiful after fast last past	Father Class grass pass plant path bath hour move prove improve	Sure sugar eye could should would who whole any many clothes	busy people water again half money Mr Mrs parents Christmas

Year 3 Autumn 1 st half	Year 3 Autumn 2 nd half	Year 3 Spring 1 st half	Year 3 Spring 2 nd half	Year 3 Summer 1 st half	Year 3 Summer 2 nd half
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actual learn group heard arrive circle often build	Eight Caught centre century heart breath busy early	Continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important
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Year 4 Autumn 1 st half	Year 4 Autumn 2 nd half	Year 4 Spring 1 st half	Year 4 Spring 2 nd half	Year 4 Summer 1 st half	Year 4 Summer 2 nd half
accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important



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Year 5 Autumn 1 st half	Year 5 Autumn 2 nd half	Year 5 Spring 1 st half	Year 5 Spring 2 nd half	Year 5 Summer 1 st half	Year 5 Summer 2 nd half (some hard words from yr4)
occur accompany according according achieve aggressive forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery critic community	communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment	especially exaggerate hindrance excellent existence explanation familiar amateur frequently government	guarantee Immediate knowledge experiment experience business possession disappear weight separate



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Year 6 Autumn 1 st half	Year 6 Autumn 2 nd half	Year 6 Spring 1 st half	Year 6 Spring 2 nd half	Year 6 Summer 1 st half Revision (yr 5)	Year 6 Summer 2 nd half
individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate	Children to apply previous spellings in own writing and writing for younger pupils.