

# St Bernadette's Catholic Primary School

## Phonics/Spelling Progression

### Nursery

#### **Phase 1 Overview**

Phase 1 phonics is taught in our Nursery through daily speaking and listening activities that are 'well matched to children's developing abilities and interests'. These draw upon observations and assessments planning for progression and identifies children who need additional support, for example to discriminate and produce the sounds of speech'. Our rich and varied environment supports the children's language learning through Phase one both indoors and outdoors.

Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts Reception class. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects, *however at St Bernadette's we focus on aspects 1-6 so the children are prepared for Sounds Write Initial Code in Reception*. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities.

#### **Aspect 1 - General sound discrimination – environmental sounds**

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

#### **Aspect 2 - General sound discrimination - instrumental sounds**

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

#### **Aspect 3 - General sound discrimination - body percussion**

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

#### **Aspect 4 - Rhythm and rhyme**

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

#### **Aspect 5 - Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

#### **Aspect 6 - Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

**In the Summer Term**, the Reception staff set the children up for the Initial Code, by teaching them the behaviours for learning/drills for Sounds~Write in mini-Sounds~Write sessions.

## Reception

### **Transcription – Phonics – Sounds~Write**

#### **We use Sounds~Write as our Synthetic Phonics programme.**

We teach the skills of segmenting (Lesson 1, 4 & 5) using the phrase "Let's say the sounds as we write..." Lesson 4

Lesson 6 is introduced in the Summer Term- 'Bridging Term'.

Teaching through Error lessons are taught throughout the year.

In a Sounds~Write session a variety of lessons (activities) are taught following the set scripts. Each unit is taught over a fortnight.

**Children will be spelling words from the unit they are working on each day.**

**Writing at sentence level will focus on sounds taught from the Unit,**

**2 steps below** (e.g., Teaching Unit 5, use dictation from Unit 3).

### **Oral segmenting, GPC formation, Segmenting to Spell Words and Sentences**

#### **Autumn- Initial Code Units 1-7 – VC and CVC words**

- Continue to develop Phase 1 phonological awareness – focusing on sounds around them & creating sounds, rhythm and rhyme, alliteration and oral blending and segmenting, voice sounds.
- Segment phonemes orally to say Initial Code words.
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Uses appropriate letters for initial sounds in words.
- Segment sounds in simple words.
- Segment to spell VC and CVC words (Unit 1-7 – sounds that can be represented by spellings with one letter).
- Use phonic knowledge to attempt writing unknown words e.g. *labels, signs*.
- Write phonetically decodable words within sentences using Initial Code Unit 1-5 words.
- Begin to make phonetically plausible attempts when writing.

**Spring - Initial Code Units 8-11** (U8 - VCC & CVCC words, U9 - CCVC words, U10 – CCCVC, CCVCC & CVCCC words, U11 – CCVC, CVCC, CCVC & CCCVCC words – some words are written with 2 different letters).

- Segment to spell Unit 7 (Some spellings are represented by one sound- ff, ll, ss, zz)
- Begin to segment to spell a combination of adjacent consonants at the beginning, within and at the end of words, including Initial Code graphemes.
- Segment to spell Unit 8 VCC & CVCC words.
- Segment to spell U9- CCVC words.
- Segment to spell U10 – CCCVC, CCVCC & CVCCC words.
- Segment to spell U11 – CCVC, CVCC, CCVC & CCCVCC words ( some words are written with 2 different letters).
- Begin to segment to spell two syllable words using Initial Code GPCs e.g. *grandad, dragon*.
- Use phonic knowledge to attempt writing unknown words e.g. *labels, signs*.
- Write phonetically decodable words within sentences using Initial Code Unit 1-9 words.
- Make phonetically plausible attempts when writing.

### **Summer - Consolidation of Initial Code 8-11**

- Introduction of Extended code – 2 or 3 sounds - **Bridging Lessons for Y1** (/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh >).
- As in Spring term, consolidate segmenting to spell Unit 7- 11 words.
- Segment to spell two syllable words using Initial Code GPCs e.g. *grandad*, *dragon*
- Begin to segment to spell polysyllabic words with Initial Code graphemes, and adjacent consonants e.g. *toothbrush*, *sandpit*.
- Use phonic knowledge to attempt writing unknown words e.g. *labels*, *signs*.
- Begin to write phonetically decodable words within sentences using Unit 1-11 words.
- Make phonetically plausible attempts when writing.

### **High Frequency (non-decodable) – Tricky Words**

High Frequency (non-decodable) single syllable words whose spelling (at this stage in their learning) is not transparent to them are taught:

Unit 2 – is a

Unit 3 – the I

Unit 4 – for of

Unit 5 - are

Unit 6 – was

Unit 7 – all

Unit 8 – come some

Unit 9 – to

Unit 11 – there their these (after 'th' is taught), what where who (after 'wh' is taught).

### **Autumn**

- Write Unit 2-5 Initial Code (non- decodable) High Frequency words.
- Begin to write sentences including Unit 2-5 Initial Code (non- decodable) High Frequency words.

### **Spring**

- Write sentences including Unit 2-5 Initial Code (non- decodable) High Frequency words.
- Write Unit 2-9 Initial Code (non- decodable) High Frequency words.
- Begin to write sentences Unit 2-9 Initial Code (non- decodable) High Frequency words.

### **Summer**

- Write sentences including Initial Code (non- decodable) High Frequency words.
- Begin to write Unit 11 (non-decodable) High Frequency words.
- Begin to apply Unit 11 (non-decodable) High Frequency words in sentences.
- Write words and sentences consistent with their phonic knowledge.

## **Year 1**

In Year 1, as soon as the children are proficient with adjacent consonants, we start the Extended Code.

### **Extended Code**

#### **Lessons 6-9 Phonemic Aspects:**

Lesson 6: One sound, Different Spellings – Word Puzzles, Lesson 7: One Sound, Different Spellings – Reading and Writing and Lesson 8: Sound Review Lesson 9: Seek the Sound.

**Lesson 10: One Spelling, Different Sounds and Teaching through errors.**

## Year 1 Extended Code

### We teach the skills and knowledge -

**Skills:**

- Segment: to spell words containing the target sound;
- Blend: to read words containing the target sound.

**Knowledge:**

- A sound can be represented by more than one spelling;
- The most common spellings which represent the target sound.

**Sounds:**

**Teach Lessons 6,7,8 and 9**

**Skills:**

- To manipulate alternative sounds in and out of words.

**Knowledge:**

- A spelling can represent more than one sounds;
- The most common sounds represented by the target spelling.

| Unit       | /Sounds/<br>First spellings | <Spellings><br>/sounds/                           |
|------------|-----------------------------|---|
| EC Unit 1  |                             | /ae/<br>< ai ay ea a-e >                          |
| EC Unit 2  |                             | /ee/<br>< e ea ee y ie (copies) >                 |
| EC Unit 3  |                             | < ea ><br>/ae/ (great) & ee (team)                |
| EC Unit 4  |                             | /oe/<br>< o oa ow oe o-e >                        |
| EC Unit 5  |                             | < o ><br>/o/ (hot) & /oe/ (no)                    |
| EC Unit 6  |                             | /er/<br>< er ir or ur >                           |
| EC Unit 7  |                             | /e/<br>< e ea ai >                                |
| EC Unit 8  |                             | /ow/<br>< ou ow >                                 |
| EC Unit 9  |                             | < ow ><br>/oe (snow) & /ow/ (allow)               |
| EC Unit 10 |                             | m/oo/n<br>< oo ew ue u-e o >                      |
| EC Unit 11 |                             | /ie/<br>< i ie y i-e igh >                        |
| EC Unit 12 |                             | b/oo/k<br>< oo u oul >                            |
| EC Unit 13 |                             | < oo ><br>m/oo/n & b/oo/k                         |
| EC Unit 14 |                             | /u/<br>< u ou o >                                 |
| EC Unit 15 |                             | < ou ><br>/ow/ (loud), /u/ (double) & /oo/ (soup) |

|            |  |
|------------|--|
| EC Unit 16 | /s/<br>< s ss st c ce se sc >              |
| EC Unit 17 | < s ><br>/s/ (bricks) & /z/ (his)          |
| EC Unit 18 | /l/<br>< l ll al el, il le ol >            |
| EC Unit 19 | /or/<br>< or aw au a ar al >               |
| EC Unit 20 | /air/<br>< air are ear ere eir ayer ayor > |
| EC Unit 21 | /ue/<br>< ue ew u u-e >                    |
| EC Unit 22 | < ew ><br>m/oo/n /ue/                      |
| EC Unit 23 | /oy/<br>< oi oy >                          |
| EC Unit 24 | /ar/<br>< ar a al au >                     |
| EC Unit 25 | /o/<br>< o a >                             |
| EC Unit 26 | < a ><br>/a/ /o/ /ae/ /ar/                 |

### Year 1 Statutory Spelling

Year 1 spellings from the National Curriculum are taught through the Year 1 Extended Code above.

The additional rules below are covered within the English Writing Units of Work

| RULES AND GUIDANCE  | Statutory requirements  |  | EXAMPLE WORDS   |  |  |
|---|---|--|---|--|--|
| <b>Regular suffix –s and –es sentences</b><br>(includes explanation of the effects of these suffixes on the meaning of the noun)<br><b>-s or –es quiz</b><br><i>-s or –es worksheet</i> | (Appendix 1)<br>Adding s and es to words (plural of nouns and the third person singular of verbs) | If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es. | (Appendix 2)<br>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun | cats<br>dogs<br>spends<br>rocks<br>thanks<br>catches<br>boss<br>buzz | mess<br>dish<br>wish<br>match<br>splash<br>lunch<br>witches<br>patch |
| <b>Adding –ed</b><br><b>Adding –er</b><br><b>Adding –ing</b><br>Adding suffixes e ring ed   | (Appendix 1)<br>Adding the endings –ing, –ed and –er  | –ing and –er always add an extra syllable to the word and –ed sometimes does.  | (Appendix 2)<br>Suffixes that can be added to verbs where no change is needed in the spelling of root   | hunt<br>buzz<br>jump<br>end<br>sing                                  | work<br>teach<br>paint<br>drain<br>head                              |

|  |   |  |   |   |   |
|--|---|--|---|---|---|
| <p>Word wheel –<br/>Adding ed and ing<br/>Word wheel –<br/>Adding e ding and<br/>er</p>  | <p>to verbs where<br/>no change is<br/>needed<br/>to the root<br/>word</p>                                  | <p>The past tense of<br/>some verbs may<br/>sound as if it ends in<br/>/ɪd/ (extra syllable),<br/>/d/ or /t/ (no extra<br/>syllable), but all<br/>these endings are<br/>spelt<br/>–ed.<br/>If the verb ends in<br/>two consonant<br/>letters (the same or<br/>different), the<br/>ending is simply<br/>added on.</p> | <p>words (e.g. helping,<br/>helped, helper)</p> | <p>park<br/>pull<br/>push<br/>roll<br/>start<br/>talk<br/>walk<br/>wash<br/>work<br/>spell<br/>pack</p> | <p>lead<br/>moan<br/>play<br/>spray<br/>seek<br/>wait<br/>steam<br/>toast<br/>train<br/>twist<br/>watch</p> |
| <p><b>Adding er and<br/>est for<br/>comparisons</b><br/>er and est<br/>sentences<br/>worksheet<br/>er and est word<br/>cards</p> | <p>Adding –er and<br/>–est to<br/>adjectives<br/>where no<br/>change is<br/>needed to the<br/>root word</p> | <p>As with verbs (see<br/>above), if the<br/>adjective ends in<br/>two consonant<br/>letters (the same or<br/>different), the<br/>ending is simply<br/>added on.</p>   |   | <p>grander, grandest<br/>fresher, freshest<br/>quicker, quickest</p>                                    |   |

## Sounds-Write Units and the PSC



The following table shows, in the words in blue, the specific sound-spelling correspondences covered by the Phonics Screening Check. The other words not in blue are those also covered in the Sounds-Write scope and sequence, which you should teach as you move through the units.

| Weeks | Units - Extended Code            | Same sound different spellings SSCs               | Same spelling different sound L10 |
|-------|----------------------------------|---|-----------------------------------|
| 2     | Unit 1 /ae/                      | say, came, wait, great                            |                                   |
| 2     | Unit 2/29 /ee/<br>Unit 3 < ea >  | she, team, week, chief, these, happy              | great, team                       |
| 2     | Unit 4/32 /oe/<br>Unit 5 < o >   | cold, goat, phone, mould, blow, toe               | hot, no<br>( to, come)            |
| 2     | Unit 6 /er/                      | fern, turn, girl, work                            |                                   |
| 1     | Unit 7 /e/<br>Unit 3 < ea >      | hen, head, said                                   | head, team, great                 |
| 1     | Unit 8 /ow/<br>Unit 9 < ow >     | cow, loud   | cow, snow                         |
| 2     | Unit 10/36<br>m/oo/n             | moon, you, blue, grew, flute, do                  |                                   |
| 2     | Unit 11 /ie/                     | kind, night, my, pie, time                        | (my, happy, myth)<br>(Unit31)     |
| 1     | Unit 12 b/oo/k<br>Unit 13 < oo > | look, put, could                                  | took, moon                        |
| 1     | Unit 14 /u/<br>Unit 15 < ou >    | come, but, touch                                  | touch, mould, group, loud         |
| 2     | Unit 16 /s/<br>Unit 17 < s >     | sun, miss, cell, whistle, fence, horse, scene     | trees, caps                       |
| 2     | Unit 18 /l/                      | lunch, hill, little, petal, camel, pencil, petrol |                                   |
| 2     | Unit 19 /or/                     | born, straw, haul, small, warm, talk              |                                   |
| 2     | Unit 20 /air/                    | chair, there, scare, bear, their                  |                                   |
| 2     | Unit 21 /ue/<br>Unit 22 < ew >   | fuel, few, huge, unit                             | few, grew                         |
| 1     | Unit 23 /oy/                     | boy, moist  |                                   |
| 2     | Unit 24 /ar/                     | park, father, laugh, calm                         |                                   |
| 1     | Unit 25 /o/<br>Unit 26 < a >     | hot, watch  | was, cat, apron, father           |

## Year 2 Extended Code

### We teach the skills and knowledge -

**Skills:**

- Segment: to spell words containing the target sound;
- Blend: to read words containing the target sound.

**Knowledge:**

- A sound can be represented by more than one spelling;
- The most common spellings which represent the target sound.

**Sounds:**

**Teach Lessons 6,7,8 and 9**

**Skills:**

- To manipulate alternative sounds in and out of words.

**Knowledge:**

- A spelling can represent more than one sounds;
- The most common sounds represented by the target spelling.

| Unit       | /Sounds/<br>First spellings | <Spellings><br>/sounds/               |
|------------|-----------------------------|---------------------------------------|
| EC Unit 27 |                             | /ae/<br>< ai ay ea a-e a ei ey eigh > |
| EC Unit 28 |                             | /d/<br>< d dd ed >                    |
| EC Unit 29 |                             | /ee/<br>< e ee ea y ey ie i >         |
| EC Unit 30 |                             | /i/<br>< i ui y >                     |
| EC Unit 31 |                             | < y ><br>/y/ /i/ /ie/ /ee/            |
| EC Unit 32 |                             | /oe/<br>< oe o-e ow oa ou ough o >    |
| EC Unit 33 |                             | /n/<br>< n nn ne gn kn >              |
| EC Unit 34 |                             | /er/<br>< ar er ir or ur ear our >    |
| EC Unit 35 |                             | /v/<br>< v vv ve >                    |
| EC Unit 36 |                             | m/oo/n<br>< oo ew ue u-e ui ou ough > |
| EC Unit 37 |                             | /j/<br>< j g ge dge >                 |
| EC Unit 38 |                             | /g/<br>< g gg gh gu >                 |
| EC Unit 39 |                             | < g ><br>/j/ /g/                      |
| EC Unit 40 |                             | /f/<br>< f f gh ph >                  |
| EC Unit 41 |                             | < gh ><br>/f/ /g/                     |



|            |                                   |
|------------|-----------------------------------|
| EC Unit 42 | /m/<br>< m mm mb mn >             |
| EC Unit 43 | /or/<br>< oar ore our augh ough > |
| EC Unit 44 | /h/<br>< h wh >                   |
| EC Unit 45 | /k/<br>< c k ck ch cc >           |
| EC Unit 46 | /r/<br>< r rr rh wr >             |
| EC Unit 47 | /t/<br>< t tt bt te >             |
| EC Unit 48 | /z/<br>< z ze zz s se ss >        |
| EC Unit 49 | /eer/<br>< eer ere ear >          |

## Polysyllabic Words

**Running parallel to the Extended Code is the teaching of Polysyllabic Words.**

**We teach the skills and knowledge –**

**Skills:**

- Segment: to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds;
- Blend: to read words first blending sounds into syllables, and then syllables, in turn, into words.

**Knowledge:**

- Some words are made up of more than one syllable;
- The spelling of common syllables, such as prefixes and suffixes;
- Some polysyllabic words contain swas.

**Sequence of learning:** We start by teaching 2 syllable words to teach the first pair of lessons. Then move onto words with more than 2 syllables.

Lesson 11: Building Polysyllabic Words – Sound Level

Lesson 12: Reading Polysyllabic Words – Sound Level

**When proficiency is achieved we teach:**

Lesson 13: Building Polysyllabic Words – Syllable Level

Lesson 14: Reading Polysyllabic Words – Sound/Syllable Level

**For any polysyllabic words we teach:**

Lesson 15: Analysing Polysyllabic Words.

## Year 2 Statutory Spelling

Year 2 spellings from the National Curriculum are taught through the Extended Code above.

The additional rules below are covered within the English Writing Units of Work

| RULES AND GUIDANCE   | Statutory requirements   |  | EXAMPLE WORDS   |
|--|--|--|---|
| <p><b>Adding suffixes to words ending in y</b><br/> <b>Quick write – adding –ed</b><br/> <b>Quick write – adding –er</b><br/> <b>Quick write – adding –est</b><br/> <b>Quick write – adding –ing</b><br/> <b>Words ending in a consonant then – y matrix worksheet</b></p>                                     | <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p>                                       | <p>The <b>y</b> is changed to <b>i</b> before <b>–ed</b>, <b>–er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b>. The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i>.</p> | <p>copied, copier, happier, happiest, cried, replied<br/>           ...<b>but</b> copying, crying, replying</p> |
| <p><b>Adding suffixes to words ending in e</b><br/> <b>Quick write – adding –ed</b><br/> <b>Quick write – adding –er</b><br/> <b>Quick write – adding –est</b><br/> <b>Quick write – adding –ing</b><br/> <b>Quick write – adding –y</b><br/> <b>Words ending in a consonant then – e matrix worksheet</b></p> | <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p>                             | <p>The <b>–e</b> at the end of the root word is dropped before <b>–ing</b>, <b>–ed</b>, <b>–er</b>, <b>–est</b>, <b>–y</b> or any other suffix beginning with a vowel letter is added.<br/> <b>Exception:</b> <i>being</i>.</p>                | <p>hiking, hiked, hiker, nicer, nicest, shiny</p>   |
| <p><b>Adding suffixes to one syllable CVC words</b><br/> <b>Quick write – adding –ed</b><br/> <b>Quick write – adding –ing</b><br/> <b>Doubling rule matrix worksheet</b></p>  | <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> | <p>The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short').<br/> <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p>        | <p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</p>     |
| <p><b>1 Consonant suffix spelling rules</b></p>  | <p>The suffixes –ment, –ness, –ful, –less and –ly</p>  | <p>If a suffix starts with a consonant letter, it is added straight on to</p>  | <p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p>                          |

|   |   |   |  |
|---|---|---|--|
| <p><b>2 Consonant suffixes</b><br/> <b>Consonant suffixes worksheet</b><br/> <b>Adding –less game</b></p>   |   | <p>most root words without any change to the last letter of those words.</p> <p><b>Exceptions:</b></p> <p>(1) <i>argument</i></p> <p>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p> <p>Also see VG&amp;P Appendix:<br/> Formation of <b>nouns</b> using <b>suffixes</b> such as –ness,<br/> Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>The use of –ly in Standard English to turn adjectives into <b>adverbs</b></p> | <p>merriment, happiness, plentiful, penniless, happily</p> |
| <p><b>1 Introduction to contractions</b><br/> <b>2 Writing contractions</b><br/> <b>3 Changing contractions to the full form</b><br/> <b>4 Its or it’s</b><br/> <b>Show me cards it’s and its</b><br/> <b>5 Your or you’re</b><br/> <b>Show me cards your and you’re</b><br/> <b>Cards – sentences with contractions</b><br/> <b>Change the words into contractions</b><br/> <b>Complete the contraction matrix</b><br/> <b>Contraction snap</b><br/> <b>Find the contractions worksheet</b><br/> <b>Newspaper report</b><br/> <b>Write the long form of contractions worksheet</b></p> | <p>Contractions</p>                               | <p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t</i> – <i>cannot</i>).</p> <p><i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the possessive.</p>   | <p>can’t, didn’t, hasn’t, couldn’t, it’s, I’ll</p>         |
| <p><b>Apostrophes for possession</b></p>  | <p>The possessive apostrophe (singular nouns)</p> |   | <p>Megan’s, Ravi’s, the girl’s, the child’s, the man’s</p> |

|   |  |   |   |
|---|--|---|---|
| <b>Possessive apostrophes worksheet</b>   |  |   |   |
| <b>Words ending – tion</b><br><b>Word wheel – adding –tion</b><br><b>Wordsearch –tion words</b>   | Words ending in –tion  |   | station, fiction, motion, national ( ??), section   |
| <b>1 Introduction to homophones</b><br><b>2 Homophones they're their there</b><br><b>3 Homophones hear and here</b><br><b>4 Homophones son and sun</b><br><b>5 Homophones to too two</b><br><b>6 Homophones be and bee</b><br><b>7 Writing sentences with homophones</b><br><b>8 Y2 Homophones with pictures</b><br><b>Homophone cards with pictures</b><br><b>Homophone cards</b>  | Homophones and near-homophones   | It is important to know the difference in meaning between homophones. | there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight  |
| <b>1 Door floor poor</b><br><b>2 kind find mind etc</b><br><b>3 most only both etc</b><br><b>4 after fast last etc</b><br><b>5 every everybody even</b><br><b>6 great break steak</b><br><b>7 move prove improve</b><br><b>8 sure sugar</b><br><b>9 whole who</b><br><b>10 any many</b><br><b>11 could would should</b><br><b>Spelling strategies - people</b><br><b>Spelling strategies - beautiful</b><br><b>Spelling strategies - again</b><br><b>Spelling strategies - because</b><br><b>Spelling strategies - busy</b><br><b>Spelling strategies – Christmas</b><br><b>Spelling strategies - clothes</b> | Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> .<br><br><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> . |   | 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 – and/or others according to programme used.<br><br><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'. |

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| <b>Spelling strategies -<br/>eye</b><br><b>Spelling strategies -<br/>half</b><br><b>Spelling strategies -<br/>hour</b><br><b>Spelling strategies<br/>– Mr &amp; Mrs</b><br><b>Spelling strategies<br/>–parents</b><br><b>Spelling strategies<br/>– pretty</b><br><b>Spelling strategies<br/>– water</b> |  |  |  |
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