

## Gotham Primary School

Phonics Progression (using Read Write Inc)	
Set One	m a s d t i n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk
Set Two	ay ee igh ow oo oo ar or air ir ou oy
Set Three	ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure

Phonics							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics Reading	know set one and set two sounds/phonemes (RWI)  can blend words consistent with phonic knowledge  read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	respond speedily with the correct sound to graphemes from sets one, two and three sounds /phonemes (RWI) including, where applicable, alternative sounds for graphemes  apply phonic knowledge and skills as the route to decode words  read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings  read other words of more than one syllable that contain taught GPCs  read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  read accurately words of two or more syllables that contain the same graphemes as above  read words containing common suffixes  read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  re-read these books to build up their fluency and confidence in word reading.	Use phonic knowledge be able to decode most new words outside their spoken vocabulary		Use phonic knowledge to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.	

# Phonics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics spelling	<p>spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>segment spoken words into sounds before choosing graphemes to represent the sounds</p> <p>spell words using all letters of the alphabet and the sounds which they most commonly represent including: consonant &amp; vowel digraphs</p>	<p>spell words containing each of the 40+ phonemes already taught using letter names to distinguish between alternative spellings of the same sound</p> <p>spell words using all letters of the alphabet and the sounds which they most commonly represent including: consonant &amp; vowel digraphs words with adjacent consonants sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck tch ( hutch) /v/ sound at the end of words e.g. have, give</p> <p>add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words (helping, helped, helper, eating, quicker, quickest]</p>	<p>segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including: a few common homophones /dʒ/ sound spelt as ge and dge (forge, dodge) g elsewhere in words before e, i and y (gem) /s/ sound spelt c before e, i and y (circle) /n/ sound spelt kn and (less often) gn (knee/gnat) /r/ sound spelt wr (wrap) /l/ or /əl/ sound spelt -le/el/al/il at the end of words (candle, camel, metal, pencil) /aɪ/ sound spelt -y at the end of words (cry) /ɔ:/ sound spelt a before l and ll (call) /ʌ/ sound spelt o (other) /i:/ sound spelt -ey (donkey) /ɒ/ sound spelt a after w and qu (squash, was) /ɜ:/ sound spelt or after w e.g. word /ɔ:/ sound spelt ar after w e.g. towards /ʒ/ sound spelt s e.g. usual, treasure The suffixes -ment, -ness, -ful, -less and -ly words ending in -tion homophones &amp; near homophones suffixes: ment, ness, ful, less adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (happier) adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (nicest, loveliest) 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>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling Adding suffixes beginning with vowel letters to words of more than one syllable</p>		<p>Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English</p>	
				<p>To review &amp; know spelling patterns using: previous spellings y as i (gym) ou as u (young) prefixes (un/ dis/ mis/ re/sub) suffixes (ly) ure sion ch (chef) gue/que ei/eigh/ey 10.. homophones and near homophones</p>	<p>To review &amp; know spelling patterns using: previous spellings adding suffixes (double letters) prefixes (in/il/im/ir) prefixes (inter/ super/ anti/auto) suffix (ation) ous tion/sion/ssion/cian ch (scheme) sc as s (science) au ( caught/ astronaught) homophones</p>	<p>To review &amp; know spelling patterns using: previous spellings cious/tious ant/ance/ancy ent/ence/ency . suffixes with fer i before e (ei/ie) silent letters homophones &amp; near homophones</p>	<p>Spelling rules to cover: cial/tial (sial) able/ably ible/ibly hyphenated words ough homophones &amp; near homophones</p>