|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Class R | Assessment - 4 weeks for baseline that includes phonics for all childrenPhase 2Set 1 - s a t pSet 2 - I n m dSet 3 - g o c k | Assessment for all children for sets 1,2,3,4,5Phase 2Week 1 – revisit and reviewSet 4 - ck e u rSet 5 - h b f ff l ll ssPhase 3j v w xy z/zz qu | Assessment – Week 1All childrenPhase 3Week 1 – revisit and reviewch shth ngai eeigh oaoo ooar or | Assessment – Week 1Selected childrenPhase 3Week 1 – revisit and reviewur owoi earair ureer | **Phase 4** **Week 1 – revisit and review****Adjacent consonants and polysyllabic words with phase 3 recap** | **Phase 4** **Week 1 – revisit and review****Adjacent consonants and polysyllabic words with phase 3 recap** |
| **READ WRITE INC** INTRODUCED JANUARY 2022 |  |  | **READ WRITE INC** Set 1 confidentCan blend set 1 sounds Ditties group | **READ WRITE INC**Ditties group Red group | **READ WRITE INC**Green group | **READ WRITE INC**Green/purple group |
| SEPTEMBER 2022 ONWARDS | **READ WRITE INC** Know most of set 1 Beginning to blend | **READ WRITE INC** Set 1 confidentCan blend set 1 sounds | **READ WRITE INC**Ditties group | **READ WRITE INC**Red group | **READ WRITE INC**Green group | **READ WRITE INC**Green/purple group |
| Class 1 | Assessment – Week 1All childrenLA\*starting pointHA\*\*\*.Phase 3 recapReading and spelling.j v w z x y z/zz\*qu shch th ng aiee ighoa oooo aror urow oi\*\*\*ear airure erPhase 5New graphemes for reading and spelling:ay ouie eaoy ir | Assessment – Week 1Phase 5New graphemes for reading and spelling:ay ouie eaoy irPhase 5New graphemes for reading and spelling:ue aw wh ew oe au  ey a-ee-e i-eo-e u-e | Assessment – before parents eveningAll childrenAlternative pronunciations for reading:a ei ou owPhase 5\*\*Alternative pronunciations for reading:ie eaer ouy chc gey \*\*For HA only. LA continue with consolidation of phase 5 and alternative graphemes for reading and spelling.  | Assessment – Week 5All childrenPhase 5Alternative graphemes‘Sound families’ for spelling ai a-e ayee eaigh i-e ie ySpelling rules for Y1 – See appendix and spelling planning sheet for Y1.  | Assessment – Week 5All childrenRevisit and review for phonics screening testSpelling rules for Y1 – See appendix and spelling planning sheet for Y1. (Including CEW) | PHONICS SCREENING Week 3 – All childrenWeek 1 and 2 – revisit and reviewPhase 5\*\*Alternative pronunciations for reading:ie ea er ouy chc geyAlternative graphemes for spelling ‘Sound families’oa o-e oe owoo ew u-e ueor aw auur ir erow ouoi oyairphwh\*\*LA after screening  |
| **READ WRITE INC** INTRODUCED JANUARY 2022 |  |  | **READ WRITE INC**Set 2 confidentPink group/orange group | **READ WRITE INC**Orange group/yellow group | **READ WRITE INC**Set 3 confidentYellow group | **READ WRITE INC**Blue group |
| SEPTEMBER 2022 ONWARDS | **READ WRITE INC**Purple group | **READ WRITE INC**Set 2 confidentPink group | **READ WRITE INC**Orange group | **READ WRITE INC**Yellow group | **READ WRITE INC**Set 3 confidentYellow group | **READ WRITE INC**Blue group |
| Class 2LA group will begin with phase 5 sounds which majority of group are not fluent with recognising followed by sound families before following Spelling Shed scheme.HA group will begin Spelling rules following Spelling Shed Scheme.  | A1 ASSESSMENT – P3/P5 ASSESSMENTCOMMON EXCEPTION WORDS READ/WRITEPhase 5 – Recap of unfamiliar sounds from assessment and sound families * Aw – au
* Ue – ew
* Wh - ph
* ay ae ai a-e
* ee – ey – ea- y
* Ie – I – i\_e – y – igh

Phase 6: Spelling Shed Spelling rulesSecure reading and spelling words with different spellings for phonemes* dge
* ge
* g
* c pronounced ‘s’
* kn /gn
* wr
 | A2 ASSESSMENT – P3/P5CE WORDSY2 SPELLING TESTPhase 6 – Spelling ShedSpelling rulesSecure reading and spelling words with different spellings for phonemes * ue – u\_e – ew
* oa – oe – ow
* dge
* ge
* g
* c pronounced ‘s’
* kn/ gn silent letters

Phase 6 Spelling Rules* le
* el
* al
* il
* long vowel i spelt y
* adding es to words
* adding ey to words
 | SP1 ASSESSMENT – P3/P5CE WORDSY2 SPELLING TESTPhase 6 – Spelling ShedSpelling rules* wr – silent w
* le
* el
* il
* al
* long vowel i spelt y
* adding es to words ending in y
* adding ied to words ending in y
* adding er to words – changing y to i
* adding est to words ending in y

Phase 6 – Spelling Shed Spelling Rules* adding er to words – changing y to i
* adding est to words ending in y
* adding ing to words ending in e.
* adding er – words ending in e
* adding ing – doubling last letter
* adding ed – doubling last letter
* a – pronounced ‘or’ before ll
 | SP2 ASSESSMENT – P3/P5CE WORDSY2 SPELLING TESTPhase 6 – Spelling ShedSpelling rules* adding ing to words ending in e
* adding er to words
* adding ing – doubling last letter
* adding ed – doubling last letter
* a – pronounced ‘or’ before ll

Phase 6 – Spelling Shed Spelling Rules * short vowel o
* ee spelt ey.
* a pronounced ‘o’ after w/qu
* or pronounced ‘er’ after W
* ar pronounced ‘or’ after W

  | S2 ASSESSMENT – P3/P5CE WORDSY2 SPELLING TESTSATSPhase 6 – Spelling Shed Spelling Rules * Short vowel o
* ee spelt ey
* a pronounced ‘o’ after w/qu
* or pronounced er after W
* ar pronounced or after W
* z spelt with ‘s’
* suffix ment
* suffix ness

Phase 6 – Spelling Shed Spelling Rules * zh written s
* ment suffix
* ness
* suffix
* full suffix
* homophones
* tion suffix
 | S2 ASSESSMENT – P3/P5CE WORDSY2 SPELLING TESTPhase 6 – Spelling Shed Spelling Rules * suffix full
* suffix – less
* homophones
* homophones
* suffix - tion
* contractions

Phase 6 – Spelling Shed Spelling Rules * contractions
* contractions
* Y2 CE words embedding
 |
| **READ WRITE INC** INTRODUCED JANUARY 2022 |  |  | **READ WRITE INC**Grey group | **READ WRITE INC** Focus on spellings and comprehension | **READ WRITE INC** Focus on spellings and comprehension | **READ WRITE INC** Focus on spellings and comprehension |
| SEPTEMBER 2022 ONWARDS | **READ WRITE INC**Blue group | **READ WRITE INC**Grey group | **READ WRITE INC**Grey group | **READ WRITE INC**Focus on spellings and comprehension | **READ WRITE INC**Focus on spellings and comprehension | **READ WRITE INC**Focus on spellings and comprehension |

\*please note that this outline is only a suggested time scale and teachers adapt appropriately to ensure pace, challenge and support, for all pupils, in order to make progress