



*Manor Field Curriculum Intent: All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.*

## Phonics and Spelling Curriculum Progression

Based on No Nonsense Spelling Scheme

Year group	Phonics	Homophones	Apostrophes	Common Exception Words/Tricky Words	Prefixes and Suffixes	Word Endings	Rare GPCs/ Etymology and Morphology (Grapheme Phoneme Correspondence)
Pre EYFS	<p><b>Phase 1</b>-speaking and listening and developing children's discrimination of sounds, including letter sounds. There are seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.</p>						
EYFS Term 1	<p>Continuation of <b>Phase 1</b> for pupils who require it.  <b>Stage 1</b>- phonemes in the following order alongside the written grapheme.            Set 1 – s, a, t, p            Set 2 - i, n, m, d            Set 3 – g, o, c, k            Set 4 – ck, e, u, r            Set 5 – h, b, f, ff, l, ll            Children to be taught to</p>			<p>Read and spell - a, is, I, and, go, no, so, to, do, into, has, his, the</p>			

	orally blend and segment CVC words using the stage 1 phonemes.						
EYFS Term 2	<p><b>Continue Stage 1</b> Completes the teaching of the single letter sounds and moves on to sounds represented by more than one letter. Digraphs and Trigraphs are now introduced.</p> <p><b>Stage 1</b> Set 6 – j, v, w, x Set 7 – y, z, zz, qu Digraphs - sh, th, ch, ng - ai, ee, igh, oa -oo, oo, ar, or - er, ow, oi, nk - air, ear, ure</p>			<p>Read and spell- he be me we was her my by you are all she put push pull full they of</p>			
EYFS Term 3	<p><b>End of Stage 1</b> Children learn to read and spell CVC (eg, Cat), CVCC (eg, Wilt), CCVC (eg, Clap), CCVCC (eg. Crust), CCCVC (eg. Splat) and CCCVCC (eg. Strand) words.</p> <p>To know what a syllable is and identify them in multi-syllabic words.</p> <p>The children revise all phonemes, blending and writing sentences.</p> <p>They also learn to use letter names, as well as uppercase and lowercase letters.</p>			<p>Read and spell- some come love have here there were out house one once what when said ask little like</p>			
Year 1 Term 1	<p>Revise <b>Stage 1</b> digraphs and trigraphs. <b>Stage 2-</b> To learn to discriminate between alternative graphemes for digraphs and split digraphs. - ay, ai, a-e - ee, ea, e-e</p>			<p><b>Revise reading and spelling stage 1 tricky words.</b></p> <p>Read and spell- come, some, said, have, any, many</p> <p>Read and spell- oh, again,</p>			

	<ul style="list-style-type: none"> <li>- igh, ie, i-e</li> <li>- ow, oa, o-e</li> <li>- oo, ew, u-e</li> </ul>			<p>one, once, there, their, little, ask, people, friend, your, our, asked, school, Mr, Mrs, where</p>			
Year 1 Term 2	<p><b>Stage 2</b> To continue to learn to discriminate between alternative graphemes for digraphs and split digraphs.</p> <ul style="list-style-type: none"> <li>-er, ir, ur</li> <li>-or, aw, au</li> <li>-ou, ow, ph</li> <li>-oy, oi, wh</li> <li>-air, are, ear</li> <li>-ear, ere, eer</li> </ul> <p>Children will learn to read and spell CVC words with adjacent consonants. They will also learn to read and spell a range of CCVCC words (eg. crust) To be able to discriminate between syllables in multi-syllabic words.</p>			<p>Read and spell tricky words: -when, what, why, which, were, who, how</p> <p>Continue to consolidate reading and spelling Statutory Year 1 Common Exception Words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, put, push, pull, full, house,</p> <p>Please, because, any, many, want, water, great, break, whole</p>	<p>To add un to the beginning of words and know that it means the opposite.</p> <p>To add ing, to a root word. E.g walking.</p> <p>To add ed to a root word e.g walked</p> <p>To add est to a root word. fastest</p>		
Year 1 Term 3	<p>Continue with <b>Stage 2</b>: Children will learn to use letter names and develop an understanding of the order of the alphabet. They will learn to match lower case and upper case letters and begin to write them. They will begin to learn to use a dictionary. They will learn to read a mixture of real and nonsense words to carry out the phonics screening test.</p>			<p>Read and spell tricky words: -of, off, house, because, looked, called</p> <p>Continue to consolidate reading and spelling Statutory Year 1 Common Exception Words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full,</p>	<p>To review un to the beginning of words and know that it means the opposite.</p> <p>To review ing, to a root word. E.g walking.</p> <p>To review ed to a root word e.g walked</p> <p>To review est to a root word. fastest</p>		

				house, our  Move, prove, door, floor, poor, eye, shoe, hour, half, parents, busy, pretty, beautiful,			
Year 2 Term 1	<b>Revise stage 2. Stage 3</b> To learn to discriminate between alternative graphemes for digraphs and split digraphs. -ey, y, ie -c, se, ce -ge, dge, g -kn, gn, nn -le, el, al	see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)	N/A	/a / sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils  Read and spell tricky words (Revise Stage 2): oh again Mr Mrs people friend school asked your our where their please because any many want water great break who whole	N/A	N/A	N/A
Year 2 Term 2	To learn to discriminate between alternative graphemes for digraphs and split digraphs. -a, ar, wr, -s, ti, ci  To learn to recognise and recall sets of graphemes and understand the sounds they make. -o, a, or  Children will learn to practise reading and spelling words with two or more syllables.	quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant	The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils  Read and spell tricky words: move prove door poor floor eye shoe hour half parents busy pretty beautiful	<b>Suffixes</b> Adding endings '-ing-, '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-, '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful' , '-less' and '-ly' Words ending in '-tion'	N/A	N/A
Year 2 Term 3	Children will revise adding -es to nouns and verbs ending in -y. They will learn how to add -ing, -ed, -er, -est and -y to root words. They will learn how to add suffixes -ment, -ness, -ful, -less and -ly To practise reading and spelling words with contracted forms.	To practise reading and spelling all homophones and near homophones.	The possessive apostrophe (singular nouns) - REVISION	Read and spell tricky words: Can't, don't, half, last, after, father, push, pull, full, put.	<b>Suffixes</b> Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',	N/A	N/A

Year 3 Term 1	Revise phonics taught in Year 2 where needed	brake/break, grate/great, eight/ate, weight/wait, son/sun	Revise contractions from Year 2	Revise common exception words from Year 2  Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)	Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'	N/A	The /e / sound spelt 'ei', 'eigh', or 'ey' The // sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)
Year 3 Term 2		here/hear, knot/not, meat/meet	Revise contractions from Year 2	Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)	Revise Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)	N/A	The // sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)
Year 3 Term 3		heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign	Revise contractions from Year 2	Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)	Suffix '-ly' with root words ending in 'le' and 'ic' Revise previously taught suffixes	N/A	The // sound spelt 'y' other than at the end of words (gym, myth) The // sound spelt 'ou' (young, touch)
Year 4 Term 1		peace/piece, main/mane, fair/fare	Possessive Apostrophe with singular proper nouns (Cyprus's population)	Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)	<ul style="list-style-type: none"> <li>Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> </ul>	Words ending /ure/ (treasure, measure)	Revise: <ul style="list-style-type: none"> <li>The /e / sound spelt 'ei', 'eigh', or 'ey'</li> <li>The // sound spelt 'ch'</li> <li>The // sound spelt 'ou' (all from Year</li> </ul>
Year 4 Term 2		scene/seen, male/mail, bawl/ball	Revise contractions from Year 2 Possessive apostrophe with plurals	Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)	Prefixes 'anti-' and 'inter-' Suffix '-ation'	Words ending /t ə/ spelt 'ture' (creature, furniture) Endings that sound like /ən/, spelt '-tion',  '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician)	Year 3 rare GPCs
Year 4 Term 3		whether/weather, who's/whose, missed/mist, medal/meddle, team/teem	Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules	Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)	Revise Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.  Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le'	Word endings Endings that sound like /ən/ spelt '-sion' (division, confusion)	Words with the /s/ sound spelt 'sc' (Latin in origin)

					ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous)		
Year 5 Term 1		isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed	Revise plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession  Use of the hyphen (co-ordinate, co-operate)	Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)		Words with the letter string '-ough' Words ending in '-able' and '-ible'	Words with 'silent' letters  Focus on etymology of words and where words come from.
Year 5 Term 2		altar/alter, led/lead, steal/steel	Revisit apostrophe for possession	Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)		Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'	Rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling)  Teach extension of base words using word matrices.
Year 5 Term 3		cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose		Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)	Irregular Suffixes (problem suffixes)		Teach morphemic and etymological strategies to be used when learning specific words
Year 6 Term 1		advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy		Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)	Adding suffixes beginning with vowel letters to words ending in '-fer'.	Revise Year 5 Term 2 Words ending '-able/ably', '-ible/ibly'  Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)	Revise words with the /i:/ sound spelt 'ei' after 'c'.
Year 6 Term 2		compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary All homophones from KS2		Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)	Generating words from prefixes and suffixes	Revise Year 5 Term 1 words containing the letter string '-ough'  The / ə/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential)	

Year 6 Term 3		draft/draught, dissent/descent, precede/pro- ceed, wary/weary		Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)		Words ending in '-ant', '-ance'/'-ancy', '-ent', '- ence'/'-ency'	Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)