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| **Mastering spelling: from the building blocks of phonics**  **Y1 – Y6 overviews** | | | | | | | | | | | | | |
| The structure of this program builds on the phonics program of Little Wandle. It takes the same pedagogical approaches of Rosenshine’s principles and dialogic spaces. Each session follows the same structure of lessons: Revisit and Review, Teach and Practise, Practise and Apply.  Each year group spends the autumn first half term revisiting and reviewing the previous year groups expectations and learning. This deepens knowledge and understanding to support retention in the long term memory of children by overlearning. Every Friday there is an opportunity to investigate the etymology and morphology of words in greater detail and with a more investigative approach. Word lists from the National Curriculum have been split to fit over the half terms and are taught as challenge words alongside key spelling rules and patterns. Spelling expectations from the National Curriculum have been looked at and deliberately grouped together in ‘themes’ to enhance connections for children and to allow for a mastery approach to learning. These ‘themes’ in KS2 are also used to ensure an overarching concept in each half term that links for LK2 and UKS2 to support with mix aged classes. This means that lessons can be taught together. Alternatively, year groups plans for KS2 can also be run on a two year rolling program Y3 / 4 and Y5 / 6. | | | | | | | | | | | | | |
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| **Year 1 – Little Wandle** | | | | | | | **Year 2** | | | | | | |
| **Week** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Week** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Week 1** | Review Phase 3 and 4  Phase 5  /ai/ ay play  /ow/ ou cloud  /oi/ oy toy  /ea/ ea each | /ur/ ir bird  /igh/ ie pie  /oo/ /yoo/ ue blue rescue  /yoo/ u unicorn  /oa/ o go  /igh/ i tiger  /ai/ a paper  /ee/ e he  /ai/ a-e shake  /igh/ i-e time  /oa/ o-e home  /oo/ /yoo/ u-e rude cute  /ee/ e-e these  /oo/ /yoo/ ew chew new  /ee/ ie shield  /or/ aw claw | /ee/ y funny  /e/ ea head  /w/ wh wheel  /oa/ oe ou toe shoulder  /igh/ y fly  /oa/ ow snow  /j/ g giant  /f/ ph phone  /l/ le al apple metal  /s/ c ice  /v/ ve give  /u/ o-e o ou some mother young  /z/ se cheese  /s/ se ce mouse fence  /ee/ ey donkey  /oo/ ui ou fruit soup | /ur/ or word  /oo/ u oul awful could  /air/ are share  /or/ au aur oor al author dinosaur floor walk  /ch/ tch ture match adventure  /ar/ al a half\* father\*  /or/ a water  schwa in longer words: different  /o/ a want  /air/ ear ere bear there  /ur/ ear learn  /r/ wr wrist  /s/ st sc whistle science  /c/ ch school  /sh/ ch chef  /z/ ze freeze  schwa at the end of words: actor | /ai/ eigh aigh ey ea eight straight grey break  /n/ kn gn knee gnaw  /m/ mb thumb  /ear/ ere eer here deer  /zh/ su si treasure vision  /j/ dge bridge  /i/ y crystal  /j/ ge large  /sh/ ti ssi si ci potion mission mansion delicious  /or/ augh our oar ore daughter pour oar more |  | **Week 1** | *Y1 – Sum 2- W1 + move prove improve* | el | Homophones or near homophones | Homophones or near homophones | Contractions | R+R plurals with suffix s es ing ed er est |
| **Week 2** | **Week 2** | *Y1 – Sum 2 – W2 + sure sugar like* | al | Suffix es er ed est root ending y | Suffix ing ed er est root ending in a single consonant | Possessive apostrophe | R+R homophones and near homophones |
| **Week 3** | **Week 3** | *Y1 – Sum 2 – W3 + would should could* | il | Suffix ing ed er est y root ending e | Suffix ness and ment | Suffix tion | R+R suffixes ment ness less ly ful |
| **Week 4** | **Week 4** | *Y1 – Sum 2 – W4 + children busy beautiful* | plurals s and es | Suffix s root ending ey | Suffix ful and less | Prefix un | R+R compound words |
| **Week 5** | **Week 5** | *Y1 – Sum 2 – W5 – pretty hour eye* | Suffix ing and ed | ‘a’ as ‘or’ | Suffix ly | Grow the code u-e ue ew | R+R apostrophes and possessive apostrophes |
| **Week 6** | **Week 6** | *Y1 – Sum 2 – W6 + parents shoe* | Suffix er and est | /zh/ | Homophone or near homophones | Days of the week | Revisit and Review – identify and fill gaps |
|  | **Review of phase 3 and 4 and start of phase 5** | **Continue phase 5** | **Continue phase 5** | **Continue phase 5** | **Continue phase 5** |  |  | **Revisit and Review + Y2 Common Exception Words** | **Suffixes** | **Suffixes** | **Suffixes** | **Variation** | **Revisit and Review of the year** |
|  | | | | | | | | | | | | | |
| **Year 3** | | | | | | | **Year 4** | | | | | | |
| **Week** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Week** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Week 1** | *Y2 – Sum 2- W1* | mis | ly | ed / ing / er | ure sound er ending | ou o | **Week 1** | *Y3 – Sum 2- W1* | in | adverbials | sion | Homophones | ough |
| **Week 2** | *Y2 – Sum 2 – W2* | dis | ly | ed / ing / er / en | homophones | g gue k que | **Week 2** | *Y3 – Sum 2 – W2* | im | ous | ssion | Homophones | soft c / chef / science |
| **Week 3** | *Y2 – Sum 2 – W3* | re / bi | ly | ary | homophones | ei vein weigh | **Week 3** | *Y3 – Sum 2 – W3* | il / ir | ous | tion | Homophones | augh au |
| **Week 4** | *Y2 – Sum 2 – W4* | inter super | ly | sure | homophones | families -scope inspect | **Week 4** | *Y3 – Sum 2 – W4* | sub | ous | cian | plural possessive apostrophe | word families - phone real |
| **Week 5** | *Y2 – Sum 2 – W5* | auto anti | ly | ture | homophones | families -press vent | **Week 5** | *Y3 – Sum 2 – W5* | adverbials | ous | ation | plural possessive apostrophe | word families – solve sign |
| **Week 6** | *Y2 – Sum 2 – W6* | *Revisit and review* | *Revisit and review* | *Revisit and review* | *Revisit and review* | *Revisit and review* | **Week 6** | *Y3 – Sum 2 – W6* | *Revisit and review* | *Revisit and review* | *Revisit and review* | *Revisit and review* | *Revisit and review* |
|  | ***Revisit and review*** | **Prefixes** | **Suffixes** | **Suffixes** | **Homophones** | **Word families** |  | ***Revisit and review*** | **Prefixes** | **Suffixes** | **Suffixes** | **Homophones** | **Word families** |
|  | | | | | | | | | | | | | |
| **Year 5** | | | | | | | **Year 6** | | | | | | |
| **Week** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Week** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Week 1** | *Y4 – Sum 2- W1* | -cial | homophones | -ible | modal verbs | de- | **Week 1** | de- | mis- | possessive apostrophes | nouns as verbs | Gap filling – synonyms and antonyms | Mathematical terminology |
| **Week 2** | *Y4 – Sum 2 – W2* | -tial | ei sound | -able | -ance | re- | **Week 2** | re- | auto- anti- | Word families | Nouns and adjectives into verbs -ate ise | Gap filling synonyms and antonyms | History terminology |
| **Week 3** | *Y4 – Sum 2 – W3* | -tion | Long vowel sounds | -fer | -ancy | over- | **Week 3** | over- | micro- and mini- | Soft c spelt ce | Nouns and adjectives into verbs ify en | Gap filling synonyms and antonyms | Science terminology |
| **Week 4** | *Y4 – Sum 2 – W4* | -cian | Short vowel sounds | ough (t) sound | -ence | -ful | **Week 4** | -ful | hyphenated words | Sound ou | Synonyms and antonyms | SATS | Art and DT terminology |
| **Week 5** | *Y4 – Sum 2 – W5* | -tian | Silent letters | igh (t) sound | -ency | -ire | **Week 5** | -ire | - cious | Sound ow | Synonyms and antonyms | Applying in writing | Geography terminology |
| **Week 6** | *Y4 – Sum 2 – W6* | -sion | *Revisit and Review* | *Revisit and Review* | *Revisit and Review* | -al | **Week 6** | -al | *Revisit and Review* | *Revisit and Review* | *Revisit and Review* | *Revisit and Review* | *Revisit and Review* |
|  | ***Revisit and review*** | **Suffixes** | **Particular sounds** | **Suffixes** | **Suffixes** | **Prefixes and suffixes** |  | ***Revisit and review*** | **Prefixes** | **Particular sounds** | **Suffixes and grammar** | **Individual and personal development** | **Tier 3 language for KS3** |
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