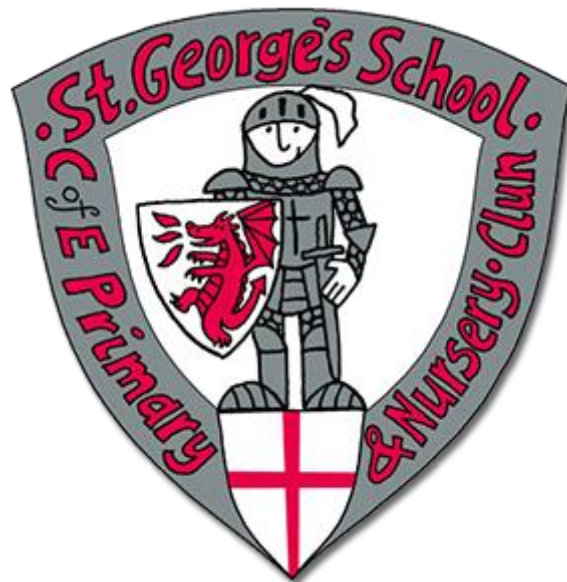




Writing Whole School Approach



St. George's Academy Clun

January 2021, revised September 2022



Our Vision:

*"We are here to **bring learning to life** for every member of our school community, just as water brings life to the world. We are here to prepare children for their journey through life as responsible respectful citizens of the future who are ambitious, courageous and kind. We are a school that is proud to be creative, caring, nurturing and challenging in equal measure. We aim to develop **life-long learners** who thrive in our care and bring life to the future of our world."*

And so, our **vision for English** is for children to **see themselves as writers**, creating writers who write for purpose with their audience in mind, finding enjoyment through their creativity. We aim to expose children to a wealth of literature, authors and text types to create writers **who write for both pleasure and purpose**.

The Teaching of Phonics and Early Writing

Phonics (spelling and reading)

At St. George's, we believe that all our children can become fluent writers (and readers). This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression (appendix 1) which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At St. George's, we also model the application of the alphabetic code through phonics in shared writing (and reading), both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for writing and reading in all subjects.

Emergent writing

In EYFS we encourage children to write for many different purposes. There are many different stages a child needs to explore when learning to write. The very first stage may be a child just making marks on a piece of paper. As your child develops their knowledge of early writing skills and control of simple drawing tools, they will begin to write some letter shapes. Praise and encouragement are vital.

The teaching of early writing is prioritised, every opportunity is used to promote writing. The classroom is rich in vocabulary, prompts for writing and a wide range of materials and tools are available for children to use to mark make and write.

The Teaching of Writing: Talk for Writing

The curriculum is planned and sequenced over a 2-3 year cycle.

Each writing unit begins with a 'Cold Piece' of writing identifiable by a blue learning objective. This formative assessment allows the teacher to plan for the learning needs of the class, specific groups and individual children.

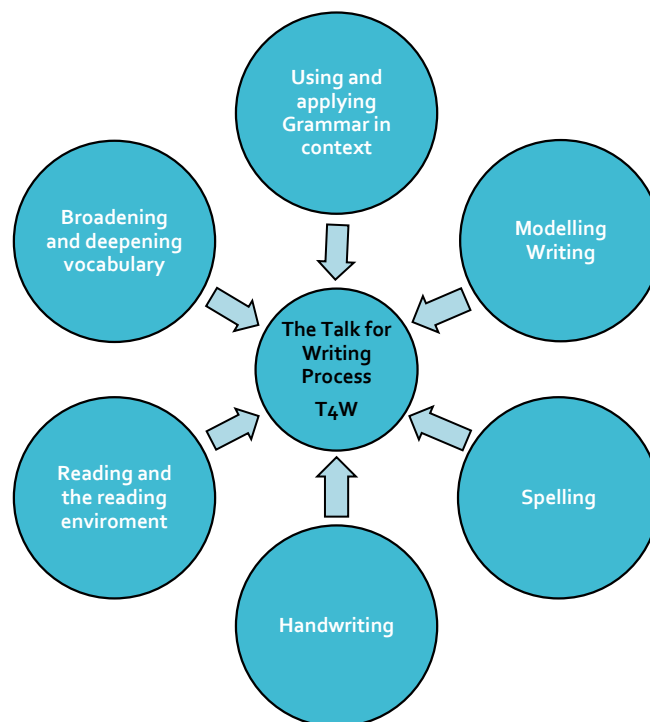
Writing is taught through the Talk for Writing (T4W) three stage approach: Imitation, Innovation & Independent Application.

connect	sequence	change	replace	reduce	compare	add	arrange	classify	assemble
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Planning	<ul style="list-style-type: none"> •Formative assessment : Cold Task (have a go) •Refine language focus & adapt model text
1. Imitation 	<ul style="list-style-type: none"> •Creative hook & context •Daily 'Warm up the Word' games: words level, phrases, sentences & short burst writing •Internalise model text - text map •Deepen understanding , e.g. drama & art. •Read as a reader - vocabulary & comprehension •Read as a writer: box up, analyse & co-construct toolkit.
2. Innovation 	<ul style="list-style-type: none"> •Box-up shared version & talk the text •Shared writing - innovate on model •Pupils write own version: peer assess •Teacher assesses work - plans next steps •Feedback & improvement
3. Independent Application	<ul style="list-style-type: none"> •Next Steps based on assessment •Pupils write independently: Hot Task
Final assessment	<ul style="list-style-type: none"> •Compare Cold/Hot: assess progress

The Talk for writing process encompasses the following six areas.



Modelled writing and word banks, specific to the genre being taught, are displayed in classrooms to aid the pupils in their writing. Children work with staff to create writers 'toolkits', with techniques a writer *could* use in their writing.

Writing Genres

Writing Genres planned and sequenced over a 2-3 year cycle to ensure that children develop a bank of text types. The Fiction, Non-Fiction and Poetry genres have links to the curriculum theme.



		Autumn			Spring			Summer		
Cycle A	Class 1	Curriculum Theme: In the Forest			Curriculum Theme: Toys (Victorians)			Curriculum Theme: Journeys (Columbus & Scott)		
		Fiction Stories with familiar settings Text focus Owl babies T4W: Losing and finding tale	Non-fiction Recount Text focus Who Lives here?	Poetry Sensational Senses Text focus Wind Ways by Judith Nicholls When the wind blows by John Foster	Fiction Traditional stories Text focus The Gingerbread Man T4W: Cumulative tale	Non-fiction Instructions Text focus Little Red Hen	Poetry Nursery Rhymes Text focus Humpty Dumpty	Fiction Journey stories Text focus Where the Wild Things Are T4W: Journey story	Non-fiction Questions and answers Text focus Polar animals	Poetry Animal poems Text focus The Owl and the Pussycat Polar Bear I want...by Wes Magee
		Grammar focus: Introducing sentences Introducing punctuation Proper names and the personal pronoun I Sentence structure			Grammar focus: Sequencing sentences Using and introducing question marks			Grammar focus: Introducing exclamation marks Singular and plural Adding endings Prefix un		
	Class 2	Curriculum Theme: Invasion (Romans)			Curriculum Theme: Wild Water			Curriculum Theme: Comparisons		
		Fiction: Traditional Story Writing	Non-Fiction: Recount Writing	Poetry: Playing with Language	Fiction T4W Wishing Tale Text Focus: The King of The Fishes	Non-Fiction Report – Explanation	Poetry Pattern and Rhyme	Fiction T4W Meeting Tale	Non-Fiction T4W Non-Chronological Report Text focus: Meet the Rhi-swano-zeb-tah	Poetry Exploring and comparing structures of poems
		Grammar focus: Full Stops, Question and Exclamation Marks Saying Sentences, Nouns, Verbs, Adjectives Revising Capital Letters Conjunctions Revising Singular and Plural Nouns			Grammar focus: Nouns, Verbs, Adjectives, Direct Speech, adverbs, using suffixes –ful, -less, -ness, the progressive form of verbs, Using Commas in a List, Introducing Perfect Form, Introducing subordinate clauses,			Grammar focus: Apostrophes for Contractions Revising Tense Coordinating Sentences Different Sorts of Sentences Noun phrases Revising subordinate clauses		
	Class 3	Theme: Invaders and Settlers (Anglo-Saxons & Vikings)			Theme: Survival			Theme: Discovery (Mayans)		
		Fiction:	Non-Fiction:	Poetry:	Fiction:	Non-Fiction:	Poetry:	Fiction	Non-Fiction:	Poetry:
		T4W: Character Flaw	T4W: Newspaper	Narrative: What are you? You are poem Pie Corbett	T4W: Warning Story: Text focus The River	Explanation Text Text focus: Earth Shattering Events	Maya Angelou, 'Still I Rise' Rudyard Kipling, 'If'	T4W: Flash Forward/Portal Text Focus: Alien Landing	Information report - tourist leaflets	Playing with language 'Rooms in the Emporium' & The door Pie Corbett
	Grammar focus: A or an agreement determiners, Prepositions Modal verbs formal/informal language Passive form, Apostrophes - possession and omission Prefixes, Suffixes Subject/object Conjunctions coordinating & subordinating Contractions Nouns, Noun phrases Verbs Pronouns- relative/possessive Speech - inverted commas			Grammar focus: Synonyms & Antonyms Commas, Dashes, Brackets Hyphens Types of clauses Subject-verb agreement Prepositions- adverbials of place Complex/compound sentences Fronted adverbials Nouns/adjective Adjectives to verbs Nouns to verbs Tenses Articles to pronouns Adverbials of time Prefixes, Suffixes			Grammar focus: Complex/compound Sentences Active/passive voice Adverbials Subjunctive form – If I were Verbs- perfect/present Colons/semi-colons Ellipses Full range of accurate punctuation Prefixes, Suffixes			



Cycle B	Class 1	Curriculum Theme: You and Me			Curriculum Theme: Traditional Stories			Curriculum Theme: Out and about		
		Fiction Stories with predictable patterns Text focus Handa's Surprise T4W: Repetitive tale	Non-fiction Signs, captions, labels Text focus Print around us	Poetry Growing up Text focus The end AA Milne Peasy Brian Moses	Fiction Traditional stories Text focus Monkey See Monkey Do T4W: Meeting Tale	Non-fiction Report Text focus Wolves Emily Gravett	Poetry Pattern and Rhyme Text focus One Smiling Grandma	Fiction Fantasy stories Text focus On the way home T4W: Journey story	Non-fiction Diary Text focus Top Jobs	Poetry Counting rhymes Text focus One Two Buckle my Shoe Mrs Sprockett's Strange Machine
		Grammar focus: Introducing sentences Introducing punctuation Proper names and the personal pronoun I Sentence structure			Grammar focus: Sequencing sentences Using and introducing question marks			Grammar focus: Introducing exclamation marks Singular and plural Adding endings Prefix un		
	Class 2	Theme: Grand Designers (Egyptians)			Theme: Extreme Survival			Theme: Captivating Creators (Stone Age)		
		Fiction: Myths and Legends T4W: conquering the monster, text focus: The cobbler of Krakow and Smok the dragon of Wowel	Non-Fiction Instructions Persuasion	Poetry: Descriptive, A Portable Paradise	Fiction T4W: Finding Tale Text Focus: Adventure at Sandy Cove	Non-fiction Letters Newspapers	Poetry Pattern, Rhythm and Rhyme	Fiction T4W: Quest tale.	Non-fiction Discussion Text	Poetry Exploring effective language
		Grammar focus: Familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) sentences with different forms: statement, question, exclamation, command choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition the present and past tenses correctly and consistently including the progressive form co-ordination (using or, and, or but)			Grammar focus: Familiar and new punctuation correctly including commas for lists and apostrophes for contracted forms and the possessive (singular) using the present perfect form of verbs in contrast to the past tense expanded noun phrases to describe and specify subordination (using when, if, that, or because) and using fronted adverbials using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns			Grammar focus: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech		
	Class 3	Theme: Britain at War			Theme: Going Places			Theme: Legacy (Ancient Greeks)		
		Fiction: Diary Text Focus Friend or Foe T4W: Portal story: The Gas mask	Non-Fiction: Balanced Argument	Poetry: Simile & metaphor- word play Poem to be spoken silently, Pie Corbett. Classic poetry: Funeral Blues, W A Auden	Fiction: T4W: Suspense Story Text Focus: Staying Out	Non-Fiction: Persuasion	Poetry: Night Mail by W H Auden & Wind	Fiction T4W: Conquering the monster Text Focus: The Tibicena	Non-Fiction: T4W: Instructions Text Focus: Here be Dragons	Poetry: Here be Dragons



		Grammar focus: A or an agreement determiners, Prepositions Modal verbs formal/informal language Passive form, Apostrophes - possession and omission Prefixes, Suffixes Subject/object Conjunctions coordinating & subordinating Contractions Nouns, Noun phrases, Verbs Pronouns- relative/possessive Speech - inverted commas			Grammar focus: Synonyms & Antonyms Commas, Dashes, Brackets, Hyphens Types of clauses Subject-verb agreement Prepositions- adverbials of place Complex/compound sentences Fronted adverbials Nouns/adjective Adjectives to verbs Nouns to verbs, Tenses Articles to pronouns Adverbials of time			Grammar focus: Complex/compound Sentences Active/passive voice Adverbials Subjunctive form – If I were Verbs- perfect/present Colons/semi-colons Ellipses Full range of accurate punctuation		
Cycle C	Class 3	Crime and Punishment			Climate Control			Fit for a King?		
		Fiction:	Non-Fiction:	Poetry:	Fiction:	Non-Fiction:	Poetry:	Fiction	Non-Fiction:	Poetry:
		T4W: Kidnapped	Newspaper	Poetry: The Highwayman by Alfred Noyes	Fiction T4W: Warning Story: Text focus The caravan	Non-fiction Biography Text Focus: Survivors	Poetry: Descriptive Frozen Man by Kit Wright,	T4W: Hetty Dreaming – historical story	Non-fiction Balanced Argument	Poetry: The Tyger, William Blake
		Grammar focus: A or an agreement determiners, Prepositions Modal verbs formal/informal language Passive form, Apostrophes - possession and omission Prefixes, Suffixes Subject/object Conjunctions coordinating & subordinating Contractions Nouns, Noun phrases, Verbs Pronouns- relative/possessive Speech - inverted commas			Grammar focus: Synonyms & Antonyms Commas, Dashes, Brackets, Hyphens Types of clauses Subject-verb agreement Prepositions- adverbials of place Complex/compound sentences Fronted adverbials Nouns/adjective Adjectives to verbs Nouns to verbs, Tenses Articles to pronouns Adverbials of time			Grammar focus: Complex/compound Sentences Active/passive voice Adverbials Subjunctive form – If I were Verbs- perfect/present Colons/semi-colons Ellipses Full range of accurate punctuation		

Valuing Writing:

Children’s writing is valued. Children’s writing is shared and displayed in school: in classroom displays; on the Ambition, Courage and Kindness display board and in our Sharing Assembly. In our community: on the school newsletter; class pages on our school website and in the Clun Chronicle publication. To a global audience through online blogging, such as, TeachingLive.net.

Creative Free Writing: “Let’s Write”

It is important that children have the opportunity for free creative writing to: write independently; develop own interests; draw on own reading; return to learnt models and tools to apply their skills. One Friday a month the children have a free writing morning, ‘Let’s Write’, where a writing stimulus is shared within the class or across the school. The children have the opportunity for creative writing which is then celebrated in sharing assembly that afternoon.

Handwriting

A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. Handwriting is a developmental process with its own distinctive stages of sequential growth.




There are five stages that form the basic organisational structure of the Penpals Handwriting Scheme which the school follows:

- i. Physical preparation for handwriting: gross and fine motor skills leading to mark-making, patterns and letter formation (EYFS)
- ii. Securing correct letter formation (Key Stage 1, Year 1)
- iii. Beginning to join along with a focus on relative size and spacing (Key Stage 1, Year 2)
- iv. Securing the joins along with a focus on break letters, legibility, consistency and quality (Lower Key Stage 2,)
- v. Practising speed, fluency and developing a personalised style for different purposes (Upper Key Stage 2)

Handwriting must also be practised discretely and in context. Handwriting is best taught through frequent, discrete lessons with 'little and often' follow up. This is timetabled as a 20 minute weekly lesson (10mins whole class, 10 independent practise), 5 minute daily practice (school/home) and monitored across the curriculum.

Spelling in KS2

Spelling is taught in three 15 minutes sessions a week based as a three part cycle of teach, apply and assess. Spellings follow the Letters and Sounds Phonic phase that the children are focused on and/or the statutory spelling patterns, pre fixes, suffixes, homophones and statutory word lists. The children are taught a variety of strategies/ cues to support in the learning of spellings and transfer into long term memory.

RULES	Some spellings do follow rules (like 'i before e, except after c' – which most people remember). The learner may be helped by rules like this but make sure you've got them right and keep them simple and few in number.
WORDS IN WORDS/ SAY THEM IN A FUNNY WAY	Breaking words into syllables can help us to remember them, but if you can break them up into smaller words which mean something, it's even easier to remember them. eg Ge or ge kit c hen is land
FAMILIES	Words which have the same onset, rime, prefix, suffix. Can the learner spell another word in the family and link it to the new word. eg I can spell rain so I will be able to spell ex plain
VISUALISATION	If you can make a picture in your mind about the word, this will help you to remember it. eg a picture of two people getting married (wed) on a Wednesday You could draw the picture: eg col ---)(----lide 

RELATIONS	You could relate two words which are seemingly very different but which have a connection. eg b icy cle - fridge Link with visualisation ie picture a b icy cle in the fridge.
SHRINK AND GROW	Shrink the problem to the hard part of the word. It may be that you only need to work on one or two letters in the word. eg ne c e ss ary 1 collar 2 sleeves separate – there is a rat in separate
MNEMONICS	Rhymes/phrases to help remember all or part of the word. b e a u t iful big eyes and ugly teeth Tuesday is u eat sweets day because – big elephants can add up sums easily <i>(see 'Mnemonic Spelling System' by C Blance & P Cooper published by Senter for ideas)</i>
HIGHLIGHT/COLOUR	Highlight or colour the difficult part or write that part in capitals. eg stationEry Saturday
RHYME, RHYTHM AND SONG	These devices often help us to remember. eg i before e etc Mrs d, Mrs i, Mrs f f i, Mrs c, Mrs u, Mrs l t y (difficulty)



When practising spellings children are taught a variety of methods which they can use at home or school.

<p>1. ABC Order</p> <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>	<p>21. Question/Answers</p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p>	<p>22. Riddles</p> <p>Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p>	<p>23. Crossword Puzzle</p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p>	<p>24. Rhyming Words</p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p>	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p>	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p>	<p>25. Homophones</p> <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p>	<p>26. Writing Race</p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p>	<p>27. Code Words</p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = a b = b c = c</p>	<p>28. Word Classes</p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p>	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p>	<p>29. Synonyms</p> <p>Find at least 2 synonyms for each of your spelling words.</p>	<p>30. Antonyms</p> <p>Find an antonym (opposite) for each of your spelling words.</p>	<p>31. Joker</p> <p>Write jokes containing each of your spelling words.</p>	<p>32. Backwards Words</p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p>BACKWARDS</p>
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p>	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop</p>	<p>33. X Words</p> <p>Write 2 words with one letter in common so that they cross over each other. e.g. b r cheese a d</p>	<p>34. Acrostic Poem</p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun Sun shines brightly Up in the sky Nice and warm on my face</p>	<p>35. Scrabble</p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> <p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p>	
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p>	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>				

Specific targeted interventions are used to support children who are not on track to meet age expected levels of attainment or reach their own specific progress measures such as greater depth. These can be in the form of precision intervention such as Nessi, or through catch up phonics and spelling interventions.

Grammar

Year group Grammar objectives are taught both discreetly and used and applied in context. SPAG.com is used in KS2, as homework and as an assessment tool. Focused grammar objectives are sequenced across the year. Year by Year progression is grammar is detailed in appendix 1.

Assessment

Teachers' assess writing against the Early Learning goals (EYFS) and National Curriculum Objectives. Each unit starts with a 'Cold Task', formative assessment allows the teacher to plan for the learning needs of the class, specific groups and individual children. The unit ends with a 'Hot Task' to allow progress to be measured and inform future planning. Grammar is also assessed discreetly in KS2 through the use of SPAG.com and standardised grammar assessments.

The barriers to achieving our writing vision and how are we addressing them

Barriers	Actions
Spelling	Teaching of spelling 3 x week Early identification – pre-teach and booster interventions for EYFS and KS1. Intervention of KS2 pupils.

connect	sequence	change	replace	reduce	compare	add	arrange	classify	assemble
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	New Spelling scheme No Nonsense spelling
Handwriting formation	New Handwriting scheme
Vocabulary	Talk4Reading approach, teaching of new/unknown language. Early identification – pre-teach and booster interventions for EYFS and KS1. Intervention of KS2 pupils. Catch up reading scheme for KS2 readers. Age appropriate, decodable, synthetic phonic reading books for older, struggling readers beginning with The Moon Dogs – progressing through to Amber Guardians Intervention 1:1 reading – range of reading volunteers *paused due to COVID-19. Further action: family engagement/workshops EYFS, KS1 & 2 language focus.

How we ensure staff are confident in their approaches.

Staff Talk4Writing training – Fiction (7.1.21, 21.1.21 & 28.1.21) and Non-Fiction (22.4.21 & 29.4.21). **Further action:** observation of good practice across school and between schools.

Appendix 1: Programme progression Reception and Year 1 overviews

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.



Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far



Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ 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 /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /ff/ 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 /ool/ ul ou fruit soup	any many again who whole where two school call different thought through friend work



Spring 2 Phase 5 graphemes	New tricky words
/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	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/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	busy beautiful pretty hour move improve parents shoe



Year 2

Term 1

Revisit

Phase 5 GPCs as required by pupils

Homophones

Introduce Year 2 homophones when relevant. (example homophones: *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*)

Year 2 phonics

- The sound /dʒ/ spelt '-dge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.
- The /s/ sound spelt 'c' before 'e', 'i' and 'y'
- The /n/ sound spelt 'gn' and (less often) 'gn' at the beginning of words

Common exception words

/aɪ/ sound spelt 'i' in common exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.

Strategies at the point of writing

- Teach, *practise* and apply spelling strategies at the point of writing using *Have a Go strategies*:
- Segmentation
 - Using a GPC chart
 - Using spelling journals, word banks, the environment, a working wall.
 - Word sort
 - Which one looks right?

Term 2

Revisit

The /l/ or /ə/ sound spelt '-le' at the end of words

Homophones and near homophones

quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant

Apostrophe

The possessive apostrophe (singular nouns) Apostrophe for contractions (*can't, didn't, hasn't, it's, couldn't, I'll, they're*)

Year 2 phonics

- The /aɪ/ sound spelt 'y' at the end of words
- The /i:/ sound spelt '-er'
- The /r/ sound spelt '-ur' at the beginning of words
- The /o/ sound spelt 'a' after 'w' and 'qu'
- The sound /ɜ:/ spelt 's'

Common exception words

Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils

Suffixes

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'

Strategies at the point of writing

- Have a go
- Using the working wall to find correct spellings of high frequency and common exception words
- Using an alphabetically-ordered word bank

Term 3

Revisit

The possessive apostrophe (singular nouns)

Homophones

Revision of all homophones taught so far

Apostrophe

The possessive apostrophe (singular nouns)

Year 2 phonics

- The /l/ or /ə/ sound spelt '-el' at the end of words
- The /l/ or /ə/ sound spelt '-al' at the end of words
- The /l/ or /ə/ sound spelt '-il' at the end of words (unusual spelling)
- The /ɔ:/ sound spelt 'a' before 'l' and 'll'
- The /ɔ:/ sound spelt 'au' after 'w'
- The /n/ sound spelt 'o'
- The /s/ sound spelt 'or' after 'w'

Common exception words

All Year 2 words not taught so far

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'
 The suffixes '-ment', '-ness'

Strategies at the point of writing

- Teach, *practise* and apply spelling strategies at the point of writing using *Have a Go strategies*.
- Introduce individual *Have a Go* sheets if not established already
 - Teach using analogy to spell a word you don't know