

# Reception Yearly Overview

## Scope and sequence

Week	Phoneme/grapheme correspondences	Common exception word focus
1	/s/ as in <b>sun</b> , /a/ as in <b>apple</b>	
2	/t/ as in <b>tap</b> , /i/ as in <b>insect</b>	
3	/p/ as in <b>pan</b> , /n/ as in <b>net</b>	
4	/m/ as in <b>mouse</b> , /d/ as in <b>dog</b>	I, the
5	/g/ as in <b>goat</b> , /o/ as in <b>octopus</b>	go, to
6	/k/ as in <b>cat</b> , /k/ as in <b>kite</b>	no, into
7	/k/ as in <b>duck</b> , /e/ as in <b>elephant</b>	the
8	/u/ as in <b>umbrella</b> , /r/ as in <b>rabbit</b>	to
9	/h/ as in <b>hat</b> , /b/ as in <b>bat</b>	I
10	/f/ as in <b>frog</b> and <b>cliff</b> , /l/ as in <b>ladder</b>	go
11	/l/ as in <b>shell</b> , /s/ as in <b>dress</b>	no
12	Double letters, two syllable words	into
13	/j/ as in <b>jug</b> , /v/ as in <b>van</b>	he, she
14	/w/ as in <b>web</b> , /k+s/ as in <b>fox</b>	we, me
15	/y/ as in <b>yellow</b> , /z/ as in <b>zebra</b> and <b>fizzy</b>	be, was
16	/z/ as in <b>bugs</b> , /k+w/ as in <b>queen</b>	my, you
17	Consolidate <b>j, v, w, x</b>	her, they
18	Consolidate <b>y, z, zz, s, qu</b>	all, are
19	/ch/ as in <b>chick</b> , /sh/ as in <b>sheep</b>	he, she
20	/th/ as in <b>thumb</b> and <b>feather</b> , /n+g/ as in <b>ring</b>	we, me
21	/ai/ as in <b>train</b> , /ee/ as in <b>bee</b>	be, was
22	/igh/ as in <b>light</b> , /oa/ as in <b>boat</b>	my, you
23	short /oo/ as in <b>book</b> , long /oo/ as in <b>moon</b>	her, they
24	Consolidate <b>ch, sh, th, ng, ai, ee, igh, oa, oo, oo</b>	all, are
25	/ar/ as in <b>car</b> , /or/ as in <b>fork</b>	some, one, said
26	/ur/ as in <b>purse</b> , /ou/ as in <b>owl</b>	come, do, so
27	/oi/ as in <b>coin</b> , /eer/ as in <b>ear</b>	were, when
28	/air/ as in <b>chair</b> , /y+oor/ as in <b>manure</b>	have, there
29	Schwa /uh/ as in <b>hammer</b> , consolidate <b>ar, or, ur, ow</b>	out, like
30	Consolidate <b>oi, ear, air, ure, er, ar, or, ur</b>	little, what
31	/w/ as in <b>wheel</b> , /f/ as in <b>dolphin</b>	some, one, said
32	/ai/ as in <b>crayon</b> and <b>cake</b>	come, do, so
33	/ai/ as in <b>acorn</b> , /ee/ as in <b>scene</b>	were, when
34	/ee/ as in <b>shield</b> and <b>peach</b>	have, there
35	Consolidate <b>wh, ph, ay, a-e</b>	out, like
36	Consolidate <b>a, e-e, ie, ea</b>	little, what

# Reception Half-termly Overview

## Half-termly expectations

Autumn 1	<p>/s/ as in <b>sun</b>  /a/ as in <b>apple</b>  /t/ as in <b>tap</b>  /i/ as in <b>insect</b>  /p/ as in <b>pan</b>  /n/ as in <b>net</b>  l, the, go, to, no, into</p>	<p>/m/ as in <b>mouse</b>  /d/ as in <b>dog</b>  /g/ as in <b>goat</b>  /o/ as in <b>octopus</b>  /k/ as in <b>cat</b>  /k/ as in <b>kite</b></p>
Autumn 2	<p>/k/ as in <b>duck</b>  /e/ as in <b>elephant</b>  /u/ as in <b>umbrella</b>  /r/ as in <b>rabbit</b>  /h/ as in <b>hat</b>  /b/ as in <b>bat</b>  l, the, go, to, no, into</p>	<p>/f/ as in <b>frog and cliff</b>  /l/ as in <b>ladder</b>  /l/ as in <b>shell</b>  /s/ as in <b>dress</b>  Double consonant letters  Two syllable words</p>
Spring 1	<p>/j/ as in <b>jug</b>  /v/ as in <b>van</b>  /w/ as in <b>web</b>  /k+s/ as in <b>fox</b>  /y/ as in <b>yellow</b>  /z/ as in <b>zebra and fizzy</b>  he, she, we, me, be, was, my, you, her, they, all, are</p>	<p>/z/ as in <b>bugs</b>  /k+w/ as in <b>queen</b>  Consolidation</p>
Spring 2	<p>/ch/ as in <b>chick</b>  /sh/ as in <b>sheep</b>  /th/ as in <b>thumb and feather</b>  /n+g/ as in <b>ring</b>  /ai/ as in <b>train</b>  /ee/ as in <b>bee</b>  he, she, we, me, be, was, my, you, her, they, all, are</p>	<p>/igh/ as in <b>light</b>  /oa/ as in <b>boat</b>  short /oo/ as in <b>book</b>  long /oo/ as in <b>moon</b>  Consolidation</p>
Summer 1	<p>/ar/ as in <b>car</b>  /or/ as in <b>fork</b>  /ur/ as in <b>purse</b>  /ou/ as in <b>owl</b>  /oi/ as in <b>coin</b>  /eer/ as in <b>ear</b>  some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/air/ as in <b>chair</b>  /y+oor/ as in <b>manure</b>  schwa /uh/ as in <b>hammer</b>  Consolidation</p>
Summer 2	<p>/w/ as in <b>wheel</b>  /f/ as in <b>dolphin</b>  /ai/ as in <b>crayon</b>  /ai/ as in <b>cake</b>  /ai/ as in <b>acorn</b>  /ee/ as in <b>scene</b>  some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/ee/ as in <b>shield</b>  /ee/ as in <b>peach</b>  Consolidation</p>

# Year 1 Yearly Overview

## Scope and sequence

Week	Phoneme/grapheme correspondences	Common exception word practice
1	/igh/ as in <b>child</b> and <b>time</b>	some, one, said
2	/igh/ as in <b>pie</b> and <b>spy</b>	come, do, so
3	/oa/ as in <b>rope</b> and <b>snow</b>	were, when
4	/oa/ as in <b>toe</b> and <b>piano</b>	have, there
5	/ee/ as in <b>happy</b> and <b>key</b>	out, like
6	Consolidate <b>i, i-e, ie, y, o-e, ow, oe, o, y, ey</b>	little, what
7	/y+oo/ as in <b>unicorn</b> , short /oo/ as in <b>push</b>	oh, their
8	/y+oo/as in <b>cube</b> , long /oo/ as in <b>flute</b>	people
9	/y+oo/ as in <b>statue</b> , long /oo/ as in <b>blue</b>	Mr, Mrs
10	/y+oo/ as in <b>news</b> , long /oo/ as in <b>screw</b>	looked, called
11	/ur/ as in <b>herbs</b> and <b>bird</b>	asked, could
12	/ou/ as in <b>cloud</b> , /oi/ as in <b>toy</b>	water, where
13	/or/ as in <b>astronaut</b> and <b>strawberry</b>	who, again
14	/oa/ as in <b>shoulder</b> , long /oo/ as in <b>soup</b> , short /oo/ as in <b>should</b> , /ar/ as in <b>father</b> and <b>palm</b>	thought, through
15	/ur/ as in <b>pearl</b> and <b>world</b> , /eer/ as in <b>deer</b> and <b>here</b>	many, laughed
16	/air/ as in <b>square</b> , <b>bear</b> and <b>there</b> , /or/ as in <b>ball</b>	because, any
17	/or/ as in <b>four</b> and <b>core</b>	eyes, friends
18	/or/ as in <b>door</b> and <b>daughter</b>	once, please
19	/s/ as in <b>celery</b> , /j/ as in <b>giraffe</b>	oh, their
20	/e/ as in <b>bread</b> , /s/ as in <b>house</b>	people
21	/s/ as in <b>fence</b> , /k/ as in <b>school</b>	Mr, Mrs
22	/sh/ as in <b>chef</b> , /j/ as in <b>bridge</b>	looked, called
23	/j/ as in <b>package</b> , /uh/ as in <b>mother</b>	asked, could
24	Consolidate <b>c, g, ea, se, ce, ch, ch, dge, ge, o</b>	water, where
25	/ul/ as in <b>bottle</b> , /t/ and /d/ as in <b>mixed</b> and <b>drilled</b>	oh, their
26	/m/ as in <b>comb</b> , /n/ as in <b>knot</b>	people
27	/n/ as in <b>sign</b> , /r/ as in <b>writing</b>	Mr, Mrs
28	/ch/ as in <b>hatching</b> , /zh/ as in <b>treasure</b> , <b>television</b> , <b>collage</b>	looked, called
29	Consolidate <b>le, ed, mb, kn</b>	asked, could
30	Consolidate <b>gn, wr, tch, s, si, ge</b>	water, where
31	/ch+u/ as in <b>picture</b> , /i/ as in <b>pyramid</b>	who, again
32	/s/ as in <b>scissors</b> and <b>whistle</b>	thought, through
33	/o/ as in <b>watch</b> , /sh/ as in <b>station</b>	many, laughed
34	/sh/ as in <b>musician</b> and <b>percussion</b>	because, any
35	Consolidate <b>ture, y, sc, st</b>	eyes, friends
36	Consolidate (w) <b>a, ti, ci, ssi</b>	once, please

# Year 1 Yearly Overview

## Half-termly expectations

Autumn 1	/igh/ as in <b>child</b> /igh/ as in <b>time</b> /igh/ as in <b>pie</b> /igh/ as in <b>spy</b> /oa/ as in <b>rope</b> /oa/ as in <b>snow</b> some, one, said, come, do, so, were, when, have, there, out, like, little, what	/oa/ as in <b>toe</b> /oa/ as in <b>piano</b> /ee/ as in <b>happy</b> /ee/ as in <b>key</b> Consolidation
Autumn 2	/y+oo/ as in <b>unicorn</b> short /oo/ as in <b>push</b> /y+oo/ as in <b>cube</b> long /oo/ as in <b>flute</b> /y+oo/ as in <b>statue</b> long /oo/ as in <b>blue</b> oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/y+oo/ as in <b>news</b> long /oo/ as in <b>screw</b> /ur/ as in <b>herbs</b> /ur/ as in <b>bird</b> /ou/ as in <b>cloud</b> /oi/ as in <b>toy</b>
Spring 1	/or/ as in <b>astronaut</b> /or/ as in <b>strawberry</b> /oa/ as in <b>shoulder</b> long /oo/ as in <b>soup</b> short /oo/ as in <b>should</b> /ar/ as in <b>father</b> and <b>palm</b> /ur/ as in <b>pearl</b> and <b>world</b> who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/eer/ as in <b>deer</b> and <b>here</b> /air/ as in <b>square</b> , <b>bear</b> and <b>there</b> /or/ as in <b>ball</b> /or/ as in <b>four</b> /or/ as in <b>core</b> /or/ as in <b>door</b> /or/ as in <b>daughter</b>
Spring 2	/s/ as in <b>celery</b> /j/ as in <b>giraffe</b> /e/ as in <b>bread</b> /s/ as in <b>house</b> /s/ as in <b>fence</b> /k/ as in <b>school</b> oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/sh/ as in <b>chef</b> /j/ as in <b>bridge</b> /j/ as in <b>package</b> /uh/ as in <b>mother</b> Consolidation
Summer 1	/ul/ as in <b>bottle</b> /t/ as in <b>mixed</b> /d/ as in <b>drilled</b> /m/ as in <b>comb</b> /n/ as in <b>knot</b> /n/ as in <b>sign</b> oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/r/ as in <b>writing</b> /ch/ as in <b>hatching</b> /zh/ as in <b>treasure</b> , <b>television</b> , <b>collage</b> Consolidation
Summer 2	/ch+u/ as in <b>picture</b> /i/ as in <b>pyramid</b> /s/ as in <b>scissors</b> /s/ as in <b>whistle</b> /o/ as in <b>watch</b> /sh/ as in <b>station</b> who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/sh/ as in <b>musician</b> /sh/ as in <b>percussion</b> Consolidation

# Year 2 Long Term Overview

Autumn 1	Autumn 2	Spring 1
<p><b>Review alternative spelling of long vowel sounds.</b></p> <ul style="list-style-type: none"> <li>- teach alt spelling of /ai/ (ai - rail, ay - play a-e - snake, a - acorn, eigh - eight)</li> <li>- teach alt spelling of /ee/ (ee - tree, ea - pea, e-e - these, ie - field, y - happy, ey - donkey)</li> <li>- teach alt spelling of /igh/ (igh - light, ie - tie, i-e - bike, y - spy, i, kind)</li> <li>- teach alt spelling of /oa/ (oa - boat, oe - toe, o-e - stone, ow - snow, o - open)</li> <li>- teach alt spelling of /oo/ (oo - spoon, ue - blue, ew - screw, u-e - flute)</li> <li>- teach alt spelling of /ue/ (you) (ue - rescue, ew - stew, u-e - use, u - uniform)</li> </ul>	<p><b>Spelling rule – adding ing to verbs</b></p> <ul style="list-style-type: none"> <li>- just add ing (long vowel, short vowel followed by two or more consonants) (walk-walking, jump-jumping)</li> <li>- drop the e (split digraphs) (wave-waving)</li> <li>- double the last consonant (short vowel followed by one consonant, run-running exception /x/ mix, mixing)</li> <li>- keep the y (/ee/ or /igh/) and just add the suffix (cry-crying)</li> </ul> <p><b>Spelling rule – adding ed to verbs</b></p> <ul style="list-style-type: none"> <li>- past and present tense</li> <li>- just add ed (long vowel, short vowel followed by two or more consonants) (search-searched, jump-jumped)</li> <li>- drop the e (split digraphs) (smile-smiled)</li> <li>- double the last consonant (short vowel followed by one consonant, exception /x/) (stop-stopped, fix, fixed)</li> <li>- drop the y, replace with i (cry-cried) (exceptions – y part of digraph, play-played)</li> <li>- irregular verbs (run, ran) Add</li> </ul>	<p><b>Spelling rule – adding er to change verbs into nouns</b></p> <ul style="list-style-type: none"> <li>- revisit verbs and nouns</li> <li>- just add er (long vowel, short vowel followed by two or more consonants) (walk-walker, sing-singer)</li> <li>- drop the e (split digraphs) (drive-driver)</li> <li>- double the last consonant (short vowel followed by one consonant swim-swimmer, exception /x/ fix-fixer)</li> <li>- drop the y, replace with i (carry-carrier, exceptions – y part of digraph, play-player)</li> </ul> <p><b>Spelling rule – adding y to change nouns to adjectives</b></p> <ul style="list-style-type: none"> <li>- revisit nouns and adjectives</li> <li>- just add y (long vowel, short vowel followed by two or more consonants) (rain-rainy, bump-bumpy)</li> <li>- drop the e (split digraphs) (scare, scary)</li> <li>- double the last consonant (short vowel followed by one consonant sun-sunny)</li> </ul> <p><b>Spelling rule – adding er/est to adjectives to make comparative/superlative adjectives</b></p> <ul style="list-style-type: none"> <li>- revisit adjectives</li> <li>- just add er/est (long vowel, short vowel followed by two or more consonants) (short-shorter-shortest, long-longer-longest)</li> <li>- drop the e (split digraphs) (brave – braver - bravest)</li> <li>- double the last consonant (short vowel followed by one consonant hot-hotter-hottest)</li> <li>- drop the y, replace with i (happy-happier-happiest)</li> <li>- irregular adjectives (more/less, most/least – three syllables – generous)</li> </ul> <p><b>Spelling rule – adding s, es, ies to make singular nouns plural. – adding ies to verbs.</b></p> <ul style="list-style-type: none"> <li>- revisit nouns</li> <li>- just add s (pen-pens, pencil-pencils, coat-coats)</li> <li>- add es to root words ending with s, ss, x, z, zz, ch, tch, sh, (match-matches, fox-foxes)</li> <li>- if root word ends with a y, drop the y and replace with an i and then add es (baby-babies) (exception – not if y is part of a digraph toy-toys).</li> </ul>
Spring 2	Summer 1	Summer 2
<p><b>Teach – if a suffix starts with a consonant letter, it is usually added straight on without changing the root word.</b></p> <p><b>Spelling rule – adding ly to adjectives to form adverbs.</b></p> <ul style="list-style-type: none"> <li>- revisit adjectives and adverbs.</li> <li>- just add ly (quick-quickly, brave-bravely)</li> <li>- drop the y, replace with i (happy-happily, grumpy- grumpily)</li> </ul> <p><b>Spelling rule – adding ful to verbs to form adjectives.</b></p> <ul style="list-style-type: none"> <li>- revisit verbs and adjectives</li> <li>- just add ful (cheer-cheerful, care-careful)</li> <li>- drop the y, replace with i (beauty-beautiful, duty-dutiful)</li> </ul> <p><b>Spelling rule – adding less to verbs to form adjectives.</b></p> <ul style="list-style-type: none"> <li>- revisit verbs and adjectives</li> <li>- just add less (mind-mindless, care-carless)</li> </ul> <p><b>Spelling rule – adding ness to change adjectives to nouns.</b></p> <ul style="list-style-type: none"> <li>- revisit adjectives and nouns</li> <li>- just add ness (sad-sadness, tired-tiredness)</li> <li>- drop the y, replace with i (happy-happiness, silly-silliness)</li> </ul> <p><b>Spelling rule – adding ment to change verbs to nouns.</b></p> <ul style="list-style-type: none"> <li>- revisit verbs and nouns</li> <li>- just add ment (enjoy-enjoyment, amaze-amazement)</li> <li>- exception – argument (drop the e, then add ment)</li> <li>- drop the y, replace with I - if consonant proceeds y (merry-merriment)</li> </ul>	<p><b>Teach how to use apostrophes</b></p> <ul style="list-style-type: none"> <li>- apostrophes for contractions</li> <li>- apostrophes for singular possession</li> </ul> <p><b>Teach alternative spellings</b></p> <ul style="list-style-type: none"> <li>- alt spelling of s (s-sat, c-city, ce-mince)</li> <li>- alt spelling of n (n-net, gn-gnaw, kn-knee)</li> <li>- alt spelling of r (r-rat, wr-wrap)</li> <li>- alt spelling of j (j-jam, g-gem, dge-fudge, ge-orange)</li> <li>- alt spelling of l (l-lid, ll-full, le-apple, el-towel, al-hospital, il-pupil)</li> </ul> <p><b>Homophones</b></p> <ul style="list-style-type: none"> <li>- bear/bear, maid/made, wood/would, be/bee, knight/night, hare/hair, flower/flour, stair/stare, so/sew, great/grate, mail/male, poor/pour, here/hear, tail/tale</li> <li>- there/their/they're</li> <li>- to/too/two</li> </ul>	<p><b>Teach the spelling rules with words starting with w followed by o phoneme</b></p> <ul style="list-style-type: none"> <li>- o phoneme spelt a (what, wallet, watch)</li> </ul> <p><b>Teach the spelling rules with words starting with qu or squ followed by o phoneme:</b></p> <ul style="list-style-type: none"> <li>- o phoneme spelt a (quad, squash)</li> </ul> <p><b>Teach the spelling rules with words starting with w and followed by the ur phoneme.</b></p> <ul style="list-style-type: none"> <li>- ur phoneme spelt or (worship, work, word, worm)</li> </ul> <p><b>Teach spelling rule for or sound before the letter 'l' usually spelled with an a (wall, ball, call)</b></p> <p><b>Teach spelling the or sound as ar after the letter w: warm, war, ward, towards.</b></p>