

Reception Yearly Overview

Scope and sequence

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

Reception Half-termly Overview

Half-termly expectations

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

Year 1 Yearly Overview

Scope and sequence

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

Year 1 Yearly Overview

Half-termly expectations

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

Year 2 Long Term Overview

Autumn 1	Autumn 2	Spring 1
<p>Review alternative spelling of long vowel sounds.</p> <ul style="list-style-type: none"> - teach alt spelling of /ai/ (ai - rail, ay - play a-e - snake, a - acorn, eigh - eight) - teach alt spelling of /ee/ (ee - tree, ea - pea, e-e - these, ie - field, y - happy, ey - donkey) - teach alt spelling of /igh/ (igh - light, ie - tie, i-e - bike, y - spy, i, kind) - teach alt spelling of /oa/ (oa - boat, oe - toe, o-e - stone, ow - snow, o - open) - teach alt spelling of /oo/ (oo - spoon, ue - blue, ew - screw, u-e - flute) - teach alt spelling of /ue/ (you) (ue - rescue, ew - stew, u-e - use, u - uniform) 	<p>Spelling rule – adding ing to verbs</p> <ul style="list-style-type: none"> - just add ing (long vowel, short vowel followed by two or more consonants) (walk-walking, jump-jumping) - drop the e (split digraphs) (wave-waving) - double the last consonant (short vowel followed by one consonant, run-running exception /x/ mix, mixing) - keep the y (/ee/ or /igh/) and just add the suffix (cry-crying) <p>Spelling rule – adding ed to verbs</p> <ul style="list-style-type: none"> - past and present tense - just add ed (long vowel, short vowel followed by two or more consonants) (search-searched, jump-jumped) - drop the e (split digraphs) (smile-smiled) - double the last consonant (short vowel followed by one consonant, exception /x/) (stop-stopped, fix, fixed) - drop the y, replace with i (cry-cried) (exceptions – y part of digraph, play-played) - irregular verbs (run, ran) Add 	<p>Spelling rule – adding er to change verbs into nouns</p> <ul style="list-style-type: none"> - revisit verbs and nouns - just add er (long vowel, short vowel followed by two or more consonants) (walk-walker, sing-singer) - drop the e (split digraphs) (drive-driver) - double the last consonant (short vowel followed by one consonant swim-swimmer, exception /x/ fix-fixer) - drop the y, replace with i (carry-carrier, exceptions – y part of digraph, play-player) <p>Spelling rule – adding y to change nouns to adjectives</p> <ul style="list-style-type: none"> - revisit nouns and adjectives - just add y (long vowel, short vowel followed by two or more consonants) (rain-rainy, bump-bumpy) - drop the e (split digraphs) (scare, scary) - double the last consonant (short vowel followed by one consonant sun-sunny) <p>Spelling rule – adding er/est to adjectives to make comparative/superlative adjectives</p> <ul style="list-style-type: none"> - revisit adjectives - just add er/est (long vowel, short vowel followed by two or more consonants) (short-shorter-shortest, long-longer-longest) - drop the e (split digraphs) (brave – braver - bravest) - double the last consonant (short vowel followed by one consonant hot-hotter-hottest) - drop the y, replace with i (happy-happier-happiest) - irregular adjectives (more/less, most/least – three syllables – generous) <p>Spelling rule – adding s, es, ies to make singular nouns plural. – adding ies to verbs.</p> <ul style="list-style-type: none"> - revisit nouns - just add s (pen-pens, pencil-pencils, coat-coats) - add es to root words ending with s, ss, x, z, zz, ch, tch, sh, (match-matches, fox-foxes) - 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).
Spring 2	Summer 1	Summer 2
<p>Teach – if a suffix starts with a consonant letter, it is usually added straight on without changing the root word.</p> <p>Spelling rule – adding ly to adjectives to form adverbs.</p> <ul style="list-style-type: none"> - revisit adjectives and adverbs. - just add ly (quick-quickly, brave-bravely) - drop the y, replace with i (happy-happily, grumpy- grumpily) <p>Spelling rule – adding ful to verbs to form adjectives.</p> <ul style="list-style-type: none"> - revisit verbs and adjectives - just add ful (cheer-cheerful, care-careful) - drop the y, replace with i (beauty-beautiful, duty-dutiful) <p>Spelling rule – adding less to verbs to form adjectives.</p> <ul style="list-style-type: none"> - revisit verbs and adjectives - just add less (mind-mindless, care-carless) <p>Spelling rule – adding ness to change adjectives to nouns.</p> <ul style="list-style-type: none"> - revisit adjectives and nouns - just add ness (sad-sadness, tired-tiredness) - drop the y, replace with i (happy-happiness, silly-silliness) <p>Spelling rule – adding ment to change verbs to nouns.</p> <ul style="list-style-type: none"> - revisit verbs and nouns - just add ment (enjoy-enjoyment, amaze-amazement) - exception – argument (drop the e, then add ment) - drop the y, replace with I - if consonant proceeds y (merry-merriment) 	<p>Teach how to use apostrophes</p> <ul style="list-style-type: none"> - apostrophes for contractions - apostrophes for singular possession <p>Teach alternative spellings</p> <ul style="list-style-type: none"> - alt spelling of s (s-sat, c-city, ce-mince) - alt spelling of n (n-net, gn-gnaw, kn-knee) - alt spelling of r (r-rat, wr-wrap) - alt spelling of j (j-jam, g-gem, dge-fudge, ge-orange) - alt spelling of l (l-lid, ll-full, le-apple, el-towel, al-hospital, il-pupil) <p>Homophones</p> <ul style="list-style-type: none"> - 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 - there/their/they're - to/too/two 	<p>Teach the spelling rules with words starting with w followed by o phoneme</p> <ul style="list-style-type: none"> - o phoneme spelt a (what, wallet, watch) <p>Teach the spelling rules with words starting with qu or squ followed by o phoneme:</p> <ul style="list-style-type: none"> - o phoneme spelt a (quad, squash) <p>Teach the spelling rules with words starting with w and followed by the ur phoneme.</p> <ul style="list-style-type: none"> - ur phoneme spelt or (worship, work, word, worm) <p>Teach spelling rule for or sound before the letter 'l' usually spelled with an a (wall, ball, call)</p> <p>Teach spelling the or sound as ar after the letter w: warm, war, ward, towards.</p>