



Phonics Curriculum

The spellings in this curriculum are taken from the Jonathon Bond English Planning Kit.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Phase 1	Phase 2 Recognise and write: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f/ff, l/l, ss Read and write: is, it, in, at, and, the, to, no, go, l	Phase 3 Recognise and write: j, v, w, x, y, z, qu, sh, ch, th, ng, ai, ee, igh, oa, oo, ar, or Read: he, she, we, me, be, was, my Spell: the, to, no, go	Phase 3 Recognise and write: ur, ow, oi, ear, air, ure, er Read: you, they, her, all, are	Phase 3 Revise all digraphs learnt. Focus on blending to read CVC words. Focus on spelling words containing these digraphs. Focus on reading and spelling tricky words.	Phase 4 Focus on reading and writing CCVC words. Read: have, like, some, come, were, there, little, one, do, when, out, what, said, so, Spell: he, she, we, be, me, was, my, you, they, all, are, her

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Year 1 <i>Phonics</i>	Phase 5a Recognise and write: ay, ou, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, e_e, i_e, o_e, u_e Read: oh, their, people, mr, mrs, looked, called, asked Spell: said, so, have, like, come, some, were, there	Phase 5b Recognise and write: (alternate pronunciations) i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou Read: water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please Spell: little, one, do, when, what, out	Phase 5c Recognise and write: (alternate pronunciations) ai, c, ee, ch, ai, oa, m, igh, f, oo, n Revise reading and spelling: have, said, like so, oh, their, people, I'm, time, by	Phase 5c Recognise and write: (alternate pronunciation) ow, ng, oi, r, ar, s, ear, sh, air, v,	Phase 5c Revise all sounds in preparation for phonics screening check Recognise and write: (alternate pronunciation) or, w, ur, e	Focus on Spelling. Revise all spelling of tricky words. Focus on writing sentences with correct spelling.
Year 1 <i>Spelling</i>	Practise diagraphs taught Practise tricky words Spell words with adjacent consonants	Practise diagraphs taught Practise tricky words Words ending 'nk'	Practise diagraphs taught Practise tricky words Spell plural nouns with -s and -es Use -s and -es to spell third person singular verbs	Practise diagraphs taught Practise tricky words Spell words with the - ing suffix (where no change is needed to the root word) Divide words into syllables to aid spelling Spell common words ending in -ve	Spell the days of the week Spell words with the - ed suffix (where no change is needed to the root word) Spell words with the - er suffix (where no change is needed to the root word) Spell words with the - est suffix (where no change is needed to the root word)	Spell simple words with the un- prefix Divide words into syllables to aid spelling Spell common compound words

<p>Year 2</p>	<p>Segment words into individual phonemes to aid correct spelling</p> <p>Choose the correct grapheme where there are several options</p> <p>Use the frequency and usual position of graphemes to make a spelling choice</p> <p>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p>Spell words ending with the 'i' sound spelt y e.g. fry</p> <p>Spell words where -es is added to a word ending in y e.g. flies</p>	<p>Spell words with the 's' sound spelt c before e, i and y e.g. city</p> <p>Spell words beginning with the 'r' sound spelt wr e.g. wrote</p> <p>Spell words ending with the 'ee' sound spelt ey e.g. monkey</p> <p>Spell words with the 'u' sound spelt o e.g. Monday</p> <p>Spell words with the suffix -ly e.g. badly</p> <p>Spell contracted words using the apostrophe e.g. can't</p> <p>Spell frequently confused common homophones e.g. here and hear</p>	<p>Choose the correct grapheme where there are several options</p> <p>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p>Spell words with the 'j' sound spelt j, g, ge and dge</p> <p>Spell words with the 'or' sound spelt a before an l or a ll e.g. call</p> <p>Spell words with the 'or' sound spelt ar after w e.g. warm</p> <p>Spell words with the 'o' sound spelt a after w and qu e.g. watch</p> <p>Spell words with the 'ur' sound spelt or after w e.g. word</p>	<p>Spell words with the suffixes -ful and -less</p> <p>Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried</p> <p>Spell two syllable words ending in -tion e.g. station</p> <p>Use the possessive apostrophe with singular nouns e.g. Sid's</p>	<p>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p>Spell words ending in the 'l' sound and spelt -le e.g. table</p> <p>Spell words ending in the 'l' sound and spelt -el e.g. camel</p> <p>Spell words ending in the 'l' sound and spelt -al e.g. pedal</p> <p>Spell words ending in the 'l' sound and spelt -il e.g. fossil</p> <p>Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw</p>	<p>Spell the 'zh' sound spelt s e.g. treasure</p> <p>Spell words with the suffix -ment e.g. enjoyment</p> <p>Spell words with the suffix -ness e.g. sadness</p> <p>Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest</p> <p>Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping</p> <p>Spell further common homophones e.g. there, their and they're</p>
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