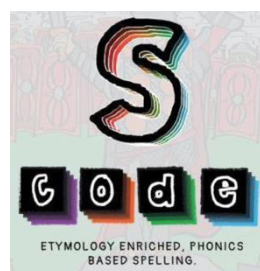


Phonics and Spelling Policy



Review date: December 2024

Next review: December 2025



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1. Aims

At Temple Grafton Primary School, we believe that children should become confident, proficient readers and spellers through a fun, systematic and progressive approach. By becoming confident spellers and decoders, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing. It is important that all members of staff are fully aware of, and understand, the way in which phonics and spelling are taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning.

Although guidelines for the teaching of spelling are outlined in this policy, it is essential that these are adapted to meet the needs of individual pupils.

Our aim is to produce capable and independent spellers through an engaging and challenging whole school approach.

We will:

- Continue to build on phonological awareness using Little Wandle Letters and Sounds Revised. The scheme is a complete systematic synthetic phonics programme (SSP) developed for schools by schools following the Early Years Foundation Stage and Key Stage 1 curriculum.
- Use the SCODE Spelling programme (Y2-6), to provide quality teaching of spelling patterns, rules and strategies to enable children to spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words.
- Focus on:
 - Sounds and their codes
 - Etymology (the history and origin of words)
 - The power of practising
 - Teaching spelling in a fun and encouraging way
- Capitalise on spelling opportunities in reading and writing to ensure a meaningful approach and secure understanding of word definitions.
- Give opportunities for children to use a range of appropriate strategies to edit, proofread and correct spellings in their own work, on paper and on screen.
- Be fully inclusive of the individual, providing tailored support to ensure progress.

2. Overview of programmes

We follow Little Wandle Letters and Sounds, and SCODE Spelling programmes to meet the statutory and non-statutory requirements of the National Curriculum 2014.

Little Wandle

Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing your children to go beyond the expectations of the Phonics Screening Check. It gives your children the best chance of success in reading, whilst incorporating effective assessment to accelerate every child's progress and ensure no child is left behind. Through small, focussed sessions matched to their phonological understanding, children learn to convert graphemes (written letters) into phonemes (sounds).

An overview of the Little Wandle programme can be found in appendix 1.

Scode

Philosophy

This scheme teaches the spelling requirements of the National Curriculum for years 2-6 by teaching children the Advanced English Phonic Code. The National Curriculum (2013) states; '***The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology***'.

It is widely accepted that English is a complicated language to learn, especially when it comes to writing. In short, the English alphabet is made up of 26 letters, these combine to make the 44 sounds or phonemes we speak. However, when it comes to the writing/spelling of these sounds there are over 150 combinations or graphemes.

Aims/Intent

Using the Scode programme, by the end of Key Stage 2, we aim for a child to be able to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct spellings.
- To understand the history of the English language and why it is so complex.
- Have an interest in words and their meanings, through etymology and morphology, developing a growing vocabulary in spoken and written forms.
- Apply their knowledge of the national curriculum content and spell the curriculum words correctly when writing across the curriculum.
- Have a sound understanding of the Advanced Phonic Code and use it to spell unfamiliar words. At first glance the advanced code may seem complex for children but once they understand the structure and the fact that the advanced code is simply other ways of writing the sounds we speak, they can be empowered by the logic of this system.
- Examining sounds and codes in a logical manner helps children's brains make sense of complex information.

Implementation

The Scode lessons employ various strategies to develop children's confidence and skills as spellers:

- Providing four times weekly sessions for pupils in Year 2, 3 & 4 and three weekly in Year 5 & 6.

- Explicitly teaching the spelling content and curriculum words sorted by sound and code in accordance with the requirements of The National Curriculum for England 2014 (Y1 to Y6).
- Planning meaningful, engaging, humorous and, where possible, real life purposes and audiences for writing within the classroom.
- Planning spelling activities into creative teaching sequences which engage and inspire pupils.
- Providing pupils with opportunities to evaluate their thinking and writing independently and with their peers and teachers.
- Planning purposes for writing which require pupils to write in a wide variety of forms.
- Throughout the spelling process, children are encouraged to orally rehearse and smash down words. This means giving children the opportunity to practise before they write by clapping out the syllables, saying the word out loud before they commit it to paper in their book.
- For children to have an understanding that accents and dialects will need to be taken into account and they see the connection between spoken and written language.

Planning

We provide a Teachers' Guide for each year group. This provides an explanation of the various aspects of the scheme. A long-term overview and individual lesson plans linked to National Curriculum requirements. Also included are answers to games and activities, baseline and end of unit spelling tests as well as a teaching script. Our planning ensures that there is a clear focus on outcomes, with appropriate and achievable learning objectives for all pupils. Furthermore, planning addresses the needs of pupils working below or above age-related expectations with teaching differentiated by task where appropriate. Planning demonstrates continuity and progression in pupils' learning across all the schemes. We teach the basic code through to the Advanced code each time as new sound is introduced which allows to plug the gaps and revisit prior learning before teaching new content.

Assessment/impact

Built into the scheme are baseline and end of unit spelling tests. The pupils complete these in their spelling books and record their score in the front of their Scode workbook. The baseline and end of unit tests follow the same order in terms of the sound and code being assessed. For example, baseline /ul/ spelling test question 1 is *possible*, the end of unit test question 1 is *bicycle*. The same code is being assessed but in a different word. Therefore, you can clearly see whether children have made progress with that particular code. We have also included ALL the curriculum words for each unit so you have a choice, they can either test all the curriculum words only, **or** test the curriculum plus codes and some curriculum words.

Whilst spelling tests are an important way of monitoring progress assessment can take many different forms and we have included in the scheme different ways for children to demonstrate their learning. The workbooks and tasks include paired activities and peer assessment. Assessment has been distributed across time and activity. It is often hidden from children but designed in a way that you can quickly and easily assess if progress is being made. The class teacher can mark the workbooks as and when they see fit, either each week or after a longer period to gauge how a child or class is progressing. Towards the end of each unit are 'Have you cracked the code?' activities. In these children need to apply and demonstrate what they have learnt in the unit. Teachers can use these as assessments alongside the spelling tests.

3. Teaching Sequences

To ensure progression we teach phonics, spelling skills and strategies in all year groups as follows:

Early Years

Phonic knowledge underpins spelling. The teaching of this begins in Early Years. Children learn how to 'read' sounds in words and how those sounds can be written down; this is essential for reading, but it also helps children learn to spell well.

The primary skills for reading and spelling which 'Little Wandle' highlights are blending and segmenting - the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. These skills are integral throughout the phases. During their phonics sessions, children can learn strategies for spelling, including spelling patterns linked to the phases. They will also practise recalling key/tricky words. It is essential that children apply their knowledge of spellings and practise the skill of segmenting through a variety of writing opportunities across a range of curriculum areas - for example: topic activities. In Early Years, spellings lists are not given out, however children are given words linked to their progression through Little Wandle to learn to read and parents are made aware of which words their child should be able to read and spell.

4. Progression

Early Years Foundation Stage:

- Phase 1 of Little Wandle Letters & Sounds programme is the main focus of the first 3-4 weeks of the Reception year to support the development of listening skills.
- Phase 2-4 of the Little Wandle Letters and Sounds programme is taught in daily phonics sessions.
- High Frequency/Tricky words learnt.
- Spellings focused on through daily reading and writing opportunities.
- In Summer 2, up to four spellings a week will be sent home to aid transition to Year 1

Years 1 and 2:

- Consolidate spellings taught in previous years.
- Continue through the Little Wandle Letters and Sounds programme from Phase 5 to Phase 6 during daily phonics sessions.
- Use New Curriculum Spelling work for Year 2 (Scode Spelling programme).
- High Frequency/Common exception words.
- Learn a range of subject specific vocabulary and their definitions.
- Phonics intervention for those children who are not on track to pass the Phonics Screening
- Check in Year 1 will be through Little Wandle. Year 2 children who have not passed the Phonics Screening Check at the end of Year 1 will continue through the use of the Scode and interventions, if required

Years 3 and 4:

- Consolidate spellings taught in previous years, using the Little Wandle Letters and Sound programme where necessary to teach the appropriate phase of phonics. Where appropriate, No Nonsense Phonics skills-set will be used to support children below the expected standard.
- Phonics intervention for those children who have not passed the Phonics Screening Test by the end of Year 2 will be through the use of the No Nonsense Phonics skills set and other phonics resources, as appropriate.

- Use New Curriculum Spelling work for Year 3 and 4 (through No Nonsense programme).
- High or Medium Frequency/Tricky words learnt.
- Learn a greater range of prefixes and suffixes.
- Learn a greater range of homophones and near homophones.
- Learn possessive apostrophe with plural words.
- Learn words from the Years 3 and 4 wordlist.
- Learn a range of subject specific vocabulary and their definitions.

Years 5 and 6:

- Consolidate spellings taught in previous years.
- Use 2015 Curriculum Spelling work for Year 5 and 6 (through No Nonsense programme).
- Learn a greater range of subject specific vocabulary and their definitions.
- Develop technical and exciting vocabulary to be used in the appropriate contexts.
- Learn spellings from the Years 5 and 6 word list.

5. Inclusion

Where children are unable to access the expected age-related level for spelling, provision will be made by the class teacher to enable pupils to access the appropriate phase of the Little Wandle programme or National Curriculum spelling level.

6. Expectations

The whole school spelling scheme will be followed by all year groups and teachers are responsible for ensuring full coverage and progression. In the autumn term, teachers will revise spelling patterns from the previous year, using the supporting National Curriculum Spelling Progression appendix to track back to the appropriate point for children in their class.

We use baseline assessments, half-termly, in school to identify gaps in knowledge and personalise spelling targets. All children will work to a spelling pattern or rule each week; KS1 learners will follow this through with suggested activities to work with at home and KS2 will have opportunities daily, in class, to practise the rule and their common exception words.

7. Assessment

Little Wandle

Children are assessed on their understanding of the sounds and corresponding words every six to eight weeks by their class teacher. Information on the child's progress and learning is shared with parents at reporting points throughout the year. Any child requiring extra support to develop their phonological awareness will be quickly identified and interventions will take place in small, focused groups following a phonics programme linked to Little Wandle.

Scode Spelling

Built into the scheme are baseline and end of unit spelling tests.

8. Error Analysis

Error Analysis tasks are used termly across years 1-6 to assess what strategies pupils are using in their independent writing. It helps teachers to identify misconceptions and where to focus future learning. As the children progress through the years, they are encouraged to undertake error analysis both independently and with peer support to develop editing and self-correction skills.

9. [Expectations](#)

Weekly Expectations

Throughout the week, class teachers will use a range of strategies, including word searches, spelling games and dictation, to support the learning of specific spellings for that half-term. These spellings are shared with parents through the termly topic web in KS2 and sent home weekly in KS1. Support given at home to learn and become familiar with the common exception words throughout the year helps build children's confidence as spellers.

Termly Expectations

Informal checks of progress take place in class throughout and at the close of each half-term. At the end of each half-term, teachers should use their formative assessment to identify gaps and plan the next term's target accordingly. In KS2 children are encouraged to identify their own 'tricky' words and are supported in building strategies to help their recall. ***It is essential that children are given the opportunity to consolidate their spelling knowledge of patterns and rules in a meaningful way and that they know that spellings are not simply there to be learnt for a weekly test.***

10. [The Big Picture](#)

This policy serves to underline the importance of building phonic and spelling skills through quality teaching of spelling patterns and investigational work that goes on continually within the classroom – it is this approach that is key to spelling success. Learning spellings by rote is rarely effective and often results in great spelling test results but poor application in writing. The best spelling sessions are investigative. If children have explored the patterns, 'tricky bits' and history of words, they are far more likely to make informed decisions about how to spell a word when writing it independently.

11. [Feedback and Editing](#)

Children are coached to identify spelling errors in their written work and make the appropriate corrections. When providing feedback on written work, teachers will draw attention to errors in spelling that relate to common exception words or spelling rules that are age and ability appropriate.

Children should be given the opportunity, as part of editing and feedback response time, to correct their spellings independently or with a 'Learning Partner' using dictionaries or word banks. As good practice, teachers will use a child's common spelling errors from their independent writing to inform their personalized spelling targets.

12. [Resources](#)

- Little Wandle Revised Letters and Sounds programme.
- No Nonsense Spelling programme.
- Essential Letters & Sounds (ELS)
- No Nonsense Phonics Skills Set.
- Support for Spelling: A useful guide for teaching sequence ideas and spelling investigations linked to the spelling patterns covered in each year group.
- Spelling games- SEN room.
- Phonics Bug on Active Learn website /Jolly Phonics Songs

Online Resources

[Mr Thorne Does Phonics TES elements](#)
[Phonics Play](#)

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 –s /z/ (his) and with –s /z/ added at the end (bags) 	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"> longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /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/, –ed /d/ –er, –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 and compound words 	Review all taught so far

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl 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 /l/ 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 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 /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	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 /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	any many again who whole where two school call different thought through friend work

Appendix 2

Appendix 2 – SCODE

Year 2

Long term Teaching Overview

Yellow book (Year 2) - Suggested teaching order for 20 min lessons four times a week.

Autumn term 1st half If you follow this schedule it will take you 6 weeks and 3 lessons to complete this unit.	Lesson 1 Introduction to Scode Lesson 2 Baseline test for this half term
	Lessons 3 - 5 on focus sound /ch/ coded <i>ch, -tch</i> including curriculum words; <i>child, children</i> Lessons 6 - 8 on focus sound /th/ coded <i>th</i> including curriculum words; <i>clothes, father, bath, path</i> Lessons 9 - 19 on focus sound /u/ coded <i>u, o, ou</i> including curriculum words; <i>could, should, would, sugar</i> Hip Homophones; <i>won/one, sun/son</i>
	Lessons 20 - 25 on Apostrophe Academy Contractions including; Hip homophones; <i>there/their/they're</i>
	Lesson 26 Have you cracked the code? Lesson 27 End of Unit test
Autumn term 2nd half If you follow this schedule it will take you 7 weeks and 1 lesson to complete this unit.	Lesson 28 Baseline test for this half term
	Lessons 29 - 37 on focus sound /oo/ coded <i>oo, ue, ew, o</i> including curriculum words; <i>move, prove, improve, who</i> Hip Homophones <i>to/too/two, blue/blew</i> Lessons 38 - 47 on focus sound /ul/ coded <i>-le, -el, -al, -il,</i> including curriculum words; <i>beautiful, people,</i> Superb suffixes <i>-ful</i> and <i>ness</i> . Code breakers; <i>child, wild</i> Lessons 48 - 52 on focus sound /j/ coded <i>j, -ge, g, -dge</i> Lessons 53 - 54 on Apostrophe Academy - Contractions including Hip homophones; <i>there/they're/ their</i>
	Lesson 55 Have you cracked the code? Lesson 56 End of Unit test
	Lesson 57 lesson on Baseline test for this half term
Spring term 1st half If you follow this schedule it will take you 5 weeks and 2 lessons to complete this unit.	Lesson 58 - 70 on /s/ coded <i>s, ss, c</i> including; <i>class, grass, pass, most, fast, last, parents, past/</i> Lesson 71 - 73 on Superb Suffixes; <i>-ness, -less,</i> Lesson 74 - 78 Plurals - adding <i>-s and -es</i> .
	Lesson 79 Have you cracked the code?
	Lesson 80 End of Unit test

Spring term 2nd half If you follow this schedule it will take you 6 weeks and 3 lessons to complete this unit.	Lesson 81 Baseline test for this half term
	Lessons 82 - 85 on /o/ coded o, a including <i>because, everybody</i> Lessons 87 - 91 on /er/ coded ur, er, ir including; <i>every, everybody, after, father, water.</i> Lessons 92 - 97 Superb Suffixes -er, -est, -ed, -y Lessons 98 - 102 on /igh/ coded i_e, i, igh, ie, -y including; <i>find, kind, mind, behind, child, wild, climb. Code breaker; eye</i> Lessons 103 - 104 on Hip homophones; <i>quite/quiet and all previously covered.</i> Lessons 105 Plurals recap - Words ending in -y change to i and add es.
	Lesson 106 Have you cracked the code? Lesson 107 End of Unit test
Summer term 1st half If you follow this schedule it will take you 5 weeks and 3 lessons to complete this unit.	Lesson 108 Baseline test for this half term
	Lessons 109 - 113 on /h/ coded h including; <i>half, hold, behind. Code breakers; who, whole, hour.</i> Hip homophones: <i>hear/here.</i> Lessons 114 - 118 on /i/ coded i, y, -y including; <i>improve, children, beautiful, Christmas, money, any, many, every, everybody.</i> Code breakers; <i>pretty, busy.</i> Lessons 119 on Apostrophe Academy - The possessive apostrophe. Lessons 120 - 124 on /r/ coded r, rr, wr including; <i>great, break, grass, prove, improve, pretty.</i> Lessons 122 - 128 on /or/ coded a, ar. Code breakers; <i>floor, poor, door.</i> Hip homophones: <i>pour/poor.</i>
	Lessons 129 Have you cracked the code? Lesson 130 End of Unit test
Summer term 2nd half If you follow this schedule it will take you 4 weeks and 1 lesson to complete this unit.	Lesson 131 Baseline test for this half term
	Lessons 132 on Possessive Plurals. Lessons 133 - 136 on /sh/ coded sh, ti including; Code breakers; <i>sure, sugar.</i> Lessons 137 - 142 on /n/ coded n, kn, gn including; <i>find, kind, mind, behind, children, only, even, plant, again, money, parents.</i> Hip homophones: <i>night/knight.</i>
	Lessons 143 Have you cracked the code? Lessons 144 End of Unit test Plus Lessons 145 - 146 on Breakout room! Can the children <i>Crack the Code</i> to escape the classroom?

Long term Teaching Overview



Green book (Year 3) - Suggested teaching order for 20 min lessons *four* times a week.

<p>Autumn term 1st half</p> <p>If you follow this schedule it will take you 7 weeks and 2 lessons to complete this unit.</p>	<p>Lesson 1 Baseline test for this half term</p>
	<p>Lessons 2 - 28 on focus sound /er/ coded <i>ur, er, ir, ear, ar, our, or, re</i> including curriculum words; century, natural, surprise, purpose, answer, consider, exercise, different, certain, interest, perhaps, quarter, circle, heard, earth, early, learn, separate, regular, peculiar, particular, grammar, popular, forward, calendar, centre.</p> <p>Superb suffixes; <i>er & est</i></p> <p>Hip homophones; weather/whether</p>
	<p>Lessons 29 Have you cracked the code?</p> <p>Lesson 30 End of Unit test</p>
<p>Autumn term 2nd half</p> <p>If you follow this schedule it will take you 7 weeks to complete this unit.</p>	<p>Lesson 31 Baseline test for this half term</p>
	<p>Lessons 32 - 56 on focus sound /i/ coded <i>i, y, -y</i> including curriculum words; difficult, consider, possible, continue, interest, notice, experiment, position, imagine, accident, increase, history, minute, February, library, probably, ordinary, busy, business, build, fruit.</p> <p>Hip homophones; links/lynx, sink/sync,</p> <p>Superb Suffix; <i>-ly</i></p> <p>Powerful Prefixes; <i>il, im, in, ir</i></p>
	<p>Lessons 57 Have you cracked the code?</p> <p>Lesson 58 End of Unit test</p>
<p>Spring term 1st half</p> <p>If you follow this schedule it will take you 5 weeks to complete this unit.</p>	<p>Lesson 59 Baseline test for this half term</p>
	<p>Lessons 60 - 63 on Apostrophe Academy - contractions</p> <p>Lessons 63 - 77 on focus sound /ul/ coded <i>-le, -al, -el, -il, ul</i> including curriculum words; bicycle, circle, possible, accidental, actual, material, natural, occasional, difficult.</p> <p>Superb Suffixes; <i>-ful, -ly</i></p> <p>Hip homophones; <i>angle/angle, heel/heel/he'll</i></p>
	<p>Lessons 78 Have you cracked the code?</p> <p>Lesson 79 End of Unit test</p>

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<p>Spring term 2nd half</p> <p>If you follow this schedule it will take you 5 weeks and 2 lessons to complete this unit.</p>	<p>Lesson 80 Baseline test for this half term</p>
	<p>Lessons 81 - 99 on focus sound /s/ coded <i>s, ss, c, -ce, -se, sc</i> including curriculum words; sentence, suppose, special, strength, consider, possess, possible, address, recent, centre, medicine, bicycle, accident, decide, circle, certain.</p> <p>Hip homophones; mist/missed, accept/except, scene/seen</p> <p>Powerful prefixes; <i>dis & mis</i></p>
	<p>Lessons 100 - 101 Have you cracked the code?</p> <p>Lesson 102 End of Unit test</p>
<p>Summer term 1st half</p> <p>If you follow this schedule it will take you 6 weeks to complete this unit.</p>	<p>Lesson 103 Baseline test for this half term</p>
	<p>Lessons 104 - 117 on the Suffix <i>-ous</i> including curriculum word; various.</p> <p>Powerful prefixes; <i>super & sub</i></p>
	<p>Lessons 118 - 121 on Apostrophe Academy - Possession</p>
	<p>Lessons 122 - 125 on word endings <i>sure/ture</i></p>
	<p>Lessons 126 Have you cracked the code?</p> <p>Lesson 127 End of Unit test</p>
<p>Summer term 2nd half</p> <p>If you follow this schedule it will take you 3 weeks 2 lessons to complete this unit.</p> <p>Escape room will take an additional 2 to 6 lessons depending on how long you wish to spend on tasks/each lesson.</p>	<p>Lesson 128 Baseline test for this half term</p>
	<p>Lessons 129 - 140 on focus sound /igh/ coded <i>i_e, i, -y, igh, y</i> including curriculum words; arrive, decide, describe, surprise, guide, opposite, medicine, favourite, promise, imagine, notice, library, bicycle, peculiar, material, island, height, eight.</p> <p>Common confusions; <i>quite/quiet</i></p>
	<p>Lesson 141 Have you cracked the code?</p> <p>Lesson 142 End of Unit test</p>
	<p>Plus Escape room! Can the children <i>Crack the Code</i> to escape the classroom?</p>

Long term Teaching Overview

Blue book (Year 4) - Suggested teaching order for 20 min lessons *four* times a week.

Autumn term 1st half If you follow this schedule it will take you 7 weeks and 2 lessons to complete this unit.	Lesson 1 Baseline test for this half term
	Lessons 2 - 27 on focus sound /ee/ coded <i>ea, ee, ie, ei, e, e_e</i> including curriculum words; <i>breathe, increase, believe, reign, recent, extreme, complete</i> Hip homophones; <i>meat/meet, week/weak, steal/steel, bean/been, piece/peace</i> Powerful prefixes; <i>re</i> and <i>ad</i>
	Lessons 28 - 29 Have you cracked the code? Lesson 30 End of Unit test
Autumn term 2nd half If you follow this schedule it will take you 7 weeks to complete this unit.	Lesson 31 Baseline test for this half term
	Lessons 32 - 37 on focus sound /g/ coded <i>g, gu, gue, gh</i> including curriculum words; <i>grammar, group, guide, guard</i> Hip homophones; <i>grown/groan</i>
	Lessons 38 - 51 on focus sound /ai/ coded <i>a_e, a, ai, ay, ey, eigh, ei</i> including curriculum words; <i>separate, favourite, famous, occasion, strange, potatoes, weight, eight, eighth, reign, straight</i> Hip homophones; <i>grate/great, stake/steak, mane/main, pain/pane, mail/male, sale/sail</i>
	Lessons 52 - 55 on Apostrophe Academy Contractions & Possession
	Lessons 56 - 57 Have you cracked the code? Lesson 58 End of Unit test
Spring term 1st half If you follow this schedule it will take you 5 weeks and 3 lessons to complete this unit.	Lesson 59 Baseline test for this half term
	Lessons 60 - 67 on focus sound /l/ coded <i>l, ll</i> including curriculum words; <i>length, learn, library, believe, island, particular, popular, regular, calendar.</i> Superb Suffixes; <i>ly</i>
	Lessons 68 - 79 on focus sound /ar/ coded <i>ar, a, al</i> including curriculum words; <i>heart, guard, separate, regular, peculiar, particular, grammar, popular, forward, calendar, February, library, ordinary, various, actual, answer, natural, imagine, material, favourite, famous, occasion, potato, strange</i>
	Lessons 80 Have you cracked the code? Lesson 81 End of Unit test

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Spring term 2nd half If you follow this schedule it will take you 6 weeks to complete this unit.	Lesson 82 Baseline test for this half term
	Lessons 83 - 102 on focus sound /u/ coded <i>u, o, ou</i> including curriculum words; <i>woman, purpose, enough, though, although, thought, through</i> Superb suffixes; <i>-ous (including recap of -ed, -er, -ing & -est)</i>
	Lessons 103 - 104 Have you cracked the code? Lesson 105 End of Unit test
Summer term 1st half If you follow this schedule it will take you 7 weeks 1 lesson to complete this unit.	Lesson 106 Baseline test for this half term
	Lessons 107 - 114 on Apostrophe Academy - Plurals, Irregular & Possession including curriculum words; <i>potatoes, woman, women</i>
	Lessons 115 - 131 on focus sound /sh/ coded <i>sh, ch, ti, si, ssi, ci</i> including curriculum words; <i>mention, position, occasion, occasionally, possession, special, question</i> Superb suffixes; <i>-cian, -tion</i>
Summer term 2nd half If you follow this schedule it will take you 4 weeks to complete this unit.	Lesson 132 Have you cracked the code? Lesson 133 End of Unit test
	Lesson 134 Baseline test for this half term
	Lessons 135 - 148 on focus sound /k/ coded <i>c, k, -ck, ch, que</i> including curriculum words; <i>continue, calendar, particular, complete, increase, consider, circle, describe, caught, peculiar, difficult</i>
	Lesson 149 Have you cracked the code? Lesson 150 End of Unit test
	Plus Escape room! Can the children <i>Crack the Code</i> to escape the classroom?

Long term Teaching Overview



Purple book (Year 5) - Suggested teaching order for 20 min lessons *three* times a week.

<p>Autumn term 1st half</p> <p>If you follow this schedule it will take you 6 weeks and 2 lessons to complete this unit.</p>	<p>Lesson 1 Baseline test for this half term</p>
	<p>Lessons 2 - 19 on focus sound /f/ coded <i>f, ff, ph, gh</i></p> <p>including curriculum words; <i>familiar, foreign, forty, frequently, profession, sacrifice, sufficient, physical.</i></p> <p>Hip homophones; <i>father/further, affect/effect, profit/prophet.</i></p>
	<p>Lessons 20 - 21 Have you cracked the code?</p>
	<p>Lesson 22 End of Unit test</p>
<p>Autumn term 2nd half</p> <p>If you follow this schedule it will take you 6 weeks to complete this unit.</p>	<p>Lesson 23 Baseline test for this half term</p>
	<p>Lessons 24 - 40 on words ending <i>ent/ant (plus ence/ance)</i></p> <p>including curriculum words; <i>equipment, government, development, excellent, environment, parliament, convenient, apparent, ancient, sufficient, relevant.</i></p> <p>Hip homophones; <i>complement/compliment.</i></p> <p>Superb suffixes; <i>ment</i></p> <p>Powerful prefixes; <i>anti</i></p>
	<p>Lessons 41 Have you cracked the code?</p>
	<p>Lesson 42 End of Unit test</p>
<p>Spring term 1st half</p> <p>If you follow this schedule it will take you 5 weeks and 2 lessons to complete this unit.</p>	<p>Lesson 43 Baseline test for this half term</p>
	<p>Lessons 44- 55 on words ending <i>ency/ancy (plus ent/ant/ence/ance)</i></p> <p>including curriculum words; <i>frequent, apparent, convenient, ancient, sufficient, existence, occurrence, convenience, hindrance, nuisance.</i></p> <p>Hip homophones; <i>effect/affect, aloud/allowed, heard/herd</i></p>
	<p>Lessons 56 - 57 on Apostrophe Academy - Contractions</p> <p>including; <i>contractions v's pronouns.</i></p>
	<p>Lessons 58 - 59 Have you cracked the code?</p> <p>Lesson 60 End of Unit test</p>

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<p>Spring term 2nd half</p> <p>If you follow this schedule it will take you 5 weeks and 2 lessons to complete this unit.</p>	<p>Lesson 61 Baseline test for this half term</p>
	<p>Lessons 62 - 76 on focus sound /s/ coded s, ss</p> <p>including curriculum words; <i>sentence, suppose, special, strength, consider, correspond, recognise, curiosity, desperate, controversy, secretary, sacrifice, signature, sincere, nuisance, restaurant, especially, suggest, persuade, soldier, system, symbol, stomach, sufficient, aggressive, embarrass, necessary, harass, cemetery.</i></p> <p>Hip homophones; <i>past/passed, desert/dessert, guest/guessed.</i></p>
	<p>Lessons 77 Have you cracked the code?</p> <p>Lesson 78 End of Unit test</p>
<p>Summer term 1st half</p> <p>If you follow this schedule it will take you 6 weeks and 1 lesson to complete this unit.</p>	<p>Lesson 79 Baseline test for this half term</p>
	<p>Lessons 80 - 95 on focus sound /s/ continued coded c, -se, -ce, sc</p> <p>including curriculum words; <i>bruise, conscience, existence, convenience, hinderance, muscle, conscious, disastrous, marvellous, mischievous.</i></p> <p>Hip homophones; <i>cereal/serial, advice/advise, practice/practise, device/devise.</i></p> <p>Superb suffixes; <i>-ous</i></p>
	<p>Lessons 96 - 98 Have you cracked the code?</p> <p>Lesson 99 End of Unit test</p>
<p>Summer term 2nd half</p> <p>If you follow this schedule it will take you 4 weeks 2 lessons to complete this unit.</p>	<p>Lesson 100 Baseline test for this half term</p>
	<p>Lessons 101 - 112 on focus sound /n/ coded n, nn, kn, gn</p> <p>including curriculum words; <i>natural, naughty, notice, answer, necessary, neighbour, nuisance, language, guarantee, explanation, lightning, definite, determined, signature, bargain, interrupt, interfere.</i></p> <p>Powerful prefixes; <i>in, inter</i></p>
	<p>Lesson 113 Have you cracked the code?</p> <p>Lesson 114 End of Unit test</p>
	<p>Plus Escape room! Can the children <i>work out WHODUNNIT?</i> to escape the summer locked in Miss Mis' cupboard?</p>

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Long term Teaching Overview



Orange book (Year 6) - Suggested teaching order for 20 min lessons *three* times a week.

Autumn term 1st half If you follow this schedule it will take you 7 weeks to complete this unit.	Lesson 1 Baseline test for this half term
	Lessons 2 - 18 on focus sound /sh/ coded <i>sh, ch, ti, si, ssi, ci</i> including curriculum words; <i>shoulder, competition, dictionary, explanation, pronunciation, conscience, conscious, ancient, sufficient, appreciate, especially,</i> Hip homophones; <i>stationary/stationery</i> Superb suffixes; <i>ous, cian</i>
	Lessons 19 - 20 Have you cracked the code? Lesson 21 End of Unit test
Autumn term 2nd half If you follow this schedule it will take you 7 weeks to complete this unit.	Lesson 22 Baseline test for this half term
	Lessons 23 - 40 on focus sound /ul/ coded <i>-le, -al, -el, -il, ul</i> including curriculum words; <i>vehicle, muscle, vegetable, available, individual, symbol, prejudice,</i> Hip homophones; <i>complement/compliment, principle/principal, bridle/bridal, angle/angel,</i> Word endings; <i>able/ible,</i> Superb suffixes; <i>al, -ful,</i> Powerful prefixes; <i>ultra, multi</i>
	Lessons 41 - 42 Have you cracked the code? Lesson 43 End of Unit test
Spring term 1st half If you follow this schedule it will take you 6 weeks and 1 lesson to complete this unit.	Lesson 44 Baseline test for this half term
	Lessons 45 - 48 on code <i>ough</i> making the sounds /or/, /u(f)/, /oa/, including curriculum word; <i>thorough</i>
	Lessons 49 - 52 on /ee/ coded <i>ei, ie</i> including curriculum words; <i>achievement, mischievous</i>
	Lessons 53 - 60 on /i/ coded <i>i, y, -y</i> including curriculum words; <i>privilege, individual, identity, immediate, critic, determined, bargain, symbol, system, physical, rhythm, dictionary, category, variety, opportunity, yacht</i>
	Lessons 61 - 62 Have you cracked the code? Lesson 63 End of Unit test

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Spring term 2nd half If you follow this schedule it will take you 6 weeks to complete this unit.	Lesson 64 Baseline test for this half term
	Lessons 65 - 80 on focus sound /r/ coded <i>r, rr, wr, rh</i> including curriculum words; <i>recognise, relevant, recommend, restaurant, frequent, hindrance, disastrous, programme, professional, privilege, prejudice, embarrass, rhyme, rhythm, committee</i> Hip homophones; <i>past/passed, desert/dessert, guest/guessed</i> Words with 'silent' letters; /m/ coded <i>mb, mn</i> Powerful prefixes; <i>co, con</i>
	Lessons 81 Have you cracked the code? Lesson 82 End of Unit test
Summer term 1st half If you follow this schedule it will take you 4 weeks and 1 lesson to complete this unit.	Lesson 83 Baseline test for this half term
	Lessons 84 - 94 on word endings; <i>ture/sure</i> including curriculum words; <i>temperature, signature, leisure, average</i> Hip homophones; <i>weary/wary</i> Superb suffixes; <i>-ly, -ally</i>
	Lessons 95 Have you cracked the code? Lesson 96 End of Unit test
Summer term 2nd half If you follow this schedule it will take you 4 weeks 1 lesson to complete this unit.	Lesson 97 Baseline test for this half term
	Lessons 98 - 101 on <i>Double Bubble (double letters within words)</i> including curriculum words; <i>accommodate, accompany, according, attached, marvellous, suggest, sufficient, exaggerate, community, committee</i> Hip homophones; <i>programme/program</i>
	Lessons 102 - 107 on <i>Hyphen Academy</i> including curriculum word; <i>awkward</i> Powerful prefixes; <i>self, ex, co</i>
	Lesson 108 - 109 Have you cracked the code? Lesson 110 End of Unit test
	Plus Scodopoly! A board game to test their spelling knowledge and skill!!