



St Walburga's Catholic Primary School
Whole School Phonics Scheme of Work



EYFS

Early Learning Goal / EYFS Ages and Stages:

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonics knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

YEAR 1

AUTUMN 1

New Graphemes:

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e

Tricky words:

Reading-
oh, their, people, Mr, Mrs, looked, called, asked

Spelling-
said, so, have, like, some, come, were, there

- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned
- Teach new graphemes for reading (about four per week)
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Learn new phoneme /zh/ in words such as treasure
- Teach reading the words **oh, their, people, Mr, Mrs, looked, called, asked**
- Teach spelling the words **said, so, have, like, some, come, were, there**
- Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

AUTUMN 2	
<p><u>Alternative pronunciations:</u> i fin, find ow cow, blow y yes, by, very o hot, cold ie tie, field ch chin, school, chef c cat, cent ea eat, bread ou out, shoulder, could, you g got, giant er farmer, her u but, put a hat, what</p> <p><u>Tricky words:</u> Reading- water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p> <p>Spelling- little, one, do, when, what, out</p>	<ul style="list-style-type: none"> – Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned – Teach alternative pronunciations of graphemes for reading (about four per week) – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes - Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please – Teach spelling the words little, one, do, when, what, out – Practise reading and spelling high-frequency words – Practise reading and spelling polysyllabic words – Practise reading sentences – Practise writing sentences
SPRING and SUMMER	
<p><u>Tricky words:</u> Reading- Practise reading all high frequency words</p> <p>Spelling- oh, their, people, Mr, Mrs, looked, called, asked</p>	<ul style="list-style-type: none"> – Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned – Teach alternative spellings of phonemes for spelling – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked – Practise reading and spelling high-frequency words – Practise reading and spelling polysyllabic words – Practise reading sentences – Practise writing sentences

YEAR 2

AUTUMN 1

Week	Sounds	Decodable Spellings	Common Exception Words (Spelling)	Grammar Focus
1	'y' saying /igh/	by, try, dry, sky, fly, sly, spy, reply, pylon, python	door, floor	Capital letters and full stops
2	'dge' and 'ge' saying /j/	edge, hedge, badge, bridge, change, large, orange, challenge	prince, princess	Proper nouns (names)
3	Adding -es to words ending in 'y'	flies, cries, spies, replies, babies, teddies, carries, hurries	autumn, school	Plural nouns
4	'gn' saying /n/	gnome, sign, gnaw, gnat, design, gnarl, gnash, campaign	know, baby	Alphabetical order (1)
5	'kn' saying /n/	knight, knee, knot, knife, knock, know, knapsack, knowledge	mother, another	Alphabetical order (2)
6	Adding -ed or -ing to words ending in 'y'	copied, copying, worries, worrying, annoying, annoyed, studying, studied	talk, two	Verbs

AUTUMN 2

	Sounds	Decodable Spellings	Common Exception Words (Spelling)	Grammar Focus
1	'wr' saying /r/	wrong, wren, wrist, wrap, write, wrote, wring, wreck	world, work	Adverbs
2	'le' saying /l/	bubble, middle, table, apple, little, puddle, giggle, cuddle	poor, great	Common nouns (revision)
3	Adding -er and -est to words ending in 'y'	happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest	break, steak	Adjectives and expanded noun phrases
4	'el' saying /l/	camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel	busy, clothes	Commas in lists

5	'al' and 'il' saying /l/	festival, total, pupil, April, medal, local, pencil, nostril	whole, Easter	Proper nouns (place names)
6	Adding -ed and -er to words ending in 'e'	hiked, hiker, timed, timer, braved, braver, baked, baker	again, most	Regular past tense
SPRING 1				
	Sounds	Decodable Spellings	Common Exception Words (Spelling)	Grammar Focus
1	'eer' saying /ear/	steer, career, volunteer, cheer, sheer, peer, deer, meerkat	only, both	Regular present tense
2	'ture' saying /cher/	future, picture, sculpture, nature, vulture, adventure, creature, capture	please, use	Question marks and commands
3	Adding -est and -y to words ending in 'e'	nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy	money, parents	Exclamations and statements
4	'mb' saying /m/	lamb, limb, comb, numb, climb, thumb, crumb, bomb	every, everybody	Using a dictionary (1)
5	'al' saying /or/	all, call, hall, small, walk, talk, chalk, almost	pretty, beautiful	Coordinating conjunctions
6	Adding -ing and -ed to CVC, CCVC words	patting, humming, dropping, shopping, jogged, fitted, clapped, stopped	England, Ireland	Irregular past tense
SPRING 2				
	Sounds	Decodable Spellings	Common Exception Words (Spelling)	Grammar Focus
1	'o' saying /u/	brother, son, above, wonder, worry, glove, cover, month	always, after	Exciting words (1)
2	'ey' saying /ee/	key, monkey, donkey, honey, money, chimney, valley, turkey	everyone, mouse	Exclamation marks
3	Adding -er, -est or -y to CVC and CVCC words	longer, wetter, warmer, hottest, coldest, funny, windy, sunny	four, eight	Improving sentences (1) Nouns and adjectives

4	Contractions	can't, you'll, I've, didn't, we'd, couldn't, should've, could've	aunt, father	Contractions
5	'war' saying /wor/, 'wor' saying /wur/	war, ward, warm, towards, world, worst, work, worth	prove, improve	Subordinating conjunctions
6	Adding -ment and -ness	enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness	hour, move	Improving sentences (2) Using a Thesaurus

SPRING 2

	Sounds	Decodable Spellings	Common Exception Words (Spelling)	Grammar Focus
1	's' for /zh/	usual, casual, treasure, pleasure, measure, Asia, visual, closure	sure, sugar	Exciting words (2) Using a Thesaurus
2	'wa' saying /wo/, 'qua' saying /quo/	want, watch, wash, swap, quality, squash, squabble, quantity	half, quarter	Possessive apostrophes
3	'tion' saying /shun/	action, motion, description, station, section, adoption, portion, fiction	straight, weight	Improving sentences (3)
4	Adding -ful, -less and -ly	graceful, wonderful, powerful, breathless, careless, badly, happily, luckily	caught, daughter	Speech marks
5	Homophones and near homophones	hear, here, there, their, bear, bare, quiet, quite	forty, area	Commas in speech
6	Adding -dis	dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey	heard, early	Using a dictionary (2)

The Summer term should then be used to revisit any gaps/ misconceptions and revise all sounds and spelling patterns learnt so far to ensure that the children are ready to move into KS2. The children should be provided with a variety opportunities to use and apply the spelling patterns learnt this year.