

Farnborough Primary School Progression of Knowledge and Skills- Phonics - Reception

Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
<p>First 2 weeks: Baseline assessment and revision of phase 1.</p> <p>Week 2 onwards</p> <p>Phase 2 s a t p i n m d g o</p> <p>Irregular/HFW: I the to</p> <p>Assess at end of Phonic phase.</p>	<p>Week 1: Revise Phase 2: s a t p i n m d</p> <p>Week 2 onwards</p> <p>Phase 2 c k ck e u r h b f ff l ll ss</p> <p>Irregular/HFW: I the no go into</p> <p>Assess at end of Phonic phase.</p>	<p>Week 1: Revise phase 2 and practise 2 syllable words</p> <p>Week 2 onwards:</p> <p>Phase 3 j v w x y z zz qu</p> <p>Irregular/HFW: we he be me she my you (capital letters)</p> <p>Assess at end of Phonic phase.</p>	<p>Week 1: Revise j v w x y z zz</p> <p>Week 2 onwards:</p> <p>Phase 3 ng ch sh th. ai ee igh oa oo ar or ur</p> <p>Irregular/HFW: are her you they all said come like</p> <p>Assess at end of Phonic phase.</p>	<p>Week 1: Revise all digraphs ng ch sh th ai ee igh ao oo ar or ur</p> <p>Week 2 onwards:</p> <p>Phase 3 ow oi ear air er</p> <p>Phase 4 st nd mp nt nk ft sk lt lp lf lk pt xt</p> <p>Irregular/HFW: so do have there out</p> <p>Assess at end of Phonic phase.</p>	<p>Week 1: Revise Phase 4 end blends: st nd mp nt nk ft sk lt lp lf lk pt xt</p> <p>Week 2 onwards:</p> <p>Phase 4 tr dr gr cr br fr bl fl gl pl cl sk sp st spl scr</p> <p>Practise multi -syllabic words. Irregular/HFW: were when what one little.</p> <p>Assess at end of Phonic phase and phonic screening check.</p>



Farnborough Primary School Progression of Knowledge and Skills - Phonics - Year One

Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
<p>Assess Phase 3. Teach: Phase 3 j v w x y z zz ng ch sh th ai ee igh oa oo ar or ur ow oi ear air er</p> <p>Revise irregular / HFW: are, her, you, they, all, said, come, like, so, do, have, there, out, were, when, what, one, little</p> <p>Assess at end of Phonic phase.</p>	<p>Revise Phase 3. Teach: Phase 4 initial and end blends st nd mp nt nk ft sk lt lp lf lk pt xt tr dr gr cr br fr bl fl gl pl cl sk sp st spl scr</p> <p>Irregular/ HFW: oh, their, people, Mr, Mrs, Ms, looked, called, asked, water.</p> <p>Assess at end of Phonic phase. Phonic screening check</p>	<p>Revise phase 3 and 4. Teach Phase 5 Phoneme 'w' spelt 'wh' Phoneme 'f' spelt 'ph' Phoneme 'ai' spelt 'ay, a-e igh ey ei'</p> <p>Phoneme 'ee' spelt 'ea e-e ie ey' Phoneme 'igh' spelt ie i-e l y Phoneme 'oa' spelt 'o- e o oe' Irregular/ HFW: where, who, again, thought, through.</p> <p>Assess at end of Phonic phase.</p>	<p>Revise phase 3 and 4 and phase 5 so far. Teach Phase 5 Phoneme 'long oo or yoo' spelt 'ew ue u-e u oul'. Phoneme 'or' spelt 'aw au al'. Phoneme 'ur' spelt 'ir er ear'. Phoneme 'ow' spelt 'ou' Phoneme 'oi' spelt 'oy'. Irregular/ HFW: work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends</p> <p>Assess at end of Phonic phase. Phonic screening check Assessment.</p>	<p>Revise phase 3 and 4 and phase 5 so far. Teach Phase 5 Phoneme 'ear' spelt 'ere eer ear'. Phoneme 'air' spelt 'are'. Phoneme 'c' spelt 'c k ck ch' Phoneme 's' spelt ce/ci/cy. Phoneme 's' spelt 'sc, st(l) Phoneme 's' and 'z' spelt se. Phoneme 'j' spelt 'ge, gi, gy' Phoneme 'j' spelt 'dge'. Phoneme 'l' spelt 'le'. Phoneme 'm' spelt 'mb'. Irregular/ HFW: two, once, great, clothes, its, I'm, I'll, I've, don't, can't, didn't, first. Assess at end of Phonic phase and PSCA</p>	<p>First week: Revise phase 2, 3, 4 and 5. Second week: Phonics screening check. Teach Phase 5/6 Phoneme 'n' spelt 'kn gn' Phoneme 'r' spelt 'wr'. Phoneme 'ch' spelt 'tch'. Phoneme 'sh' alternatives Phoneme 'zh' spelt 's'. Phoneme 'w (o)' spelt 'wa' Phoneme 'u' spelt 'o'. Phoneme 'sh' spelt e zh (w)a,o suffix: ing ed plurals: s es prefix: re un prefix+root+suffix</p> <p>Irregular/ HFW: second, third, clearing, gleaming, rained, mailed, men, mice, feet, teeth. Assess at end of Phonic phase</p>



Farnborough Primary School Spellings Progression of Knowledge and Skills for Year Two

Autumn one	Autumn one and two	Spring one	Spring two	Summer one	Summer two
<p>Revise Phase 5 and identify gaps from Year 1:</p> <p>Phoneme 'w' spelt 'wh'</p> <p>Phoneme 'f' spelt 'ph'</p> <p>Phoneme 'ai' spelt 'ay, a-e eigh ey ei'.</p> <p>Phoneme 'ee' spelt 'ea e- e ie ey'.</p> <p>Phoneme 'igh' spelt 'ie i- e l y'.</p> <p>Phoneme 'oa' spelt 'o-e o oe'.</p> <p>Phoneme 'long oo or yoo' spelt 'ew ue u-e u oul'.</p> <p>Phoneme 'or' spelt 'aw au al'.</p> <p>Phoneme 'ur' spelt 'ir er ear'.</p> <p>Phoneme 'ow' spelt 'ou'</p> <p>Phoneme 'oi' spelt 'oy'.</p> <p>Phoneme 'ear' spelt 'ere eer ear'.</p>	<p>Phoneme 'j' spelt 'dge': badge, edge, bridge, dodge, fudge.</p> <p>Phoneme 'j' spelt 'ge': age, huge, change, charge, bulge, village.</p> <p>Phoneme 'j' spelt 'g' before 'e, l and y': gem, giant, magic, giraffe, energy.</p> <p>Phoneme 'j' spelt 'j' before 'a' 'o' and 'u': jacket, jar, jog, join, adjust.</p> <p>Phoneme 's' spelt 'c' before i, e and y: race, ice, cell, city, fancy.</p> <p>Phoneme 'n' spelt 'kn and gn': knock, know, knee, gnat, gnaw.</p> <p>Phoneme 'r' sound spelt 'wr': write, written, wrote, wrong, wrap.</p>	<p>Add -ies to nouns and verbs ending in -y: flies, tries, replies, copies, babies, carries.</p> <p>Add -ing -ed, -er and - est, to words ending in -y with a consonant before it: copied, copier, happier, happiest, cried, replied ...but copying, crying, replying.</p> <p>Add -ing, -ed, - er and -est, and -y to words ending in -e (with a consonant before it): hiking, hiked, hiker, nicer, nicest, shiny.</p> <p>Add -ing, -ed, - er, -est and -y to words of one syllable ending in a single consonant after a single vowel:</p>	<p>Phoneme 'or' spelt 'a' before l or ll: all, ball, call, walk, talk, always.</p> <p>Phoneme 'u' spelt with 'o': other, mother, brother, nothing, Monday.</p> <p>Phoneme 'ee' spelt with '-ey': key, donkey, monkey, chimney, valley.</p> <p>Phoneme 'o' spelt 'a' after 'w and qu': want, watch, wander, quantity, squash.</p> <p>Phoneme 'er' spelt with 'or' after 'w': word, work, worm, world, worth.</p>	<p>Phoneme 'or' spelt 'ar' after w: war, warm, towards.</p> <p>Suffixes: -ment, -ness, - ful, -less and -ly: enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily.</p>	<p>Phoneme 'zh' spelt 's' television, treasure, usual. Contractions: can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>The possessive apostrophe (singular nouns): Megan's, Ravi's, the girl's, the child's, the man's.</p> <p>Words ending in -tion: station, fiction, motion, national, section.</p> <p>Homophones Near homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.</p> <p>Months of the year. Question words.</p>



<p>Phoneme 'air' spelt 'are' Recap on alphabetic code, including consonants and vowels.</p> <p>Revise and identify gaps from Year 1: are, her, you, they, all, said, come, like, so, do, have, there, out, were, when, what, one, little oh, their, people, Mr, Mrs, Ms, looked, called, asked, water where, who, again, thought, through work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends second, third, clearing, gleaming, rained, mailed, men, mice, feet, teeth. two, once, great, clothes, its, I'm, I'll, I've, don't, can't, didn't, first.</p>	<p>Phoneme 'l' sound spelt 'le' at the end of words: table, apple, bottle, little, middle.</p> <p>Phoneme 'l' spelt 'el' at the end of words: camel, tunnel, squirrel, travel, towel, tinsel.</p> <p>Phoneme 'l' spelt 'il' and 'al' at the end of word: pencil, fossil, nostril.</p> <p>Phoneme 'igh' spelt 'y' at the end of words: cry, fly, dry, try, reply, July.</p> <p>Irregular/HFW: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb,</p>	<p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny.</p> <p>Irregular/HFW: most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break</p>	<p>Irregular/HFW: steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath.</p>	<p>Irregular/ HFW: hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole.</p>	<p>Week 1: Revise phase 2 -5 for phonics screening resits.</p> <p>Week 2 Phonics Screening Resits</p> <p>Irregular/ HFW: any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>
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Farnborough Primary School Spellings Progression of Knowledge and Skills for Year 3

Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
<p>Assess Year 2 spellings and words from statutory spelling list.</p> <p>Identify gaps from Year 2 spellings.</p> <p>Recap on alphabetic code, including consonants and vowels.</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</p> <p>The /i/ sound spelt y elsewhere than at the end of words</p> <p>myth, gym, Egypt, pyramid, mystery</p> <p>The /u/ sound spelt ou:</p> <p>young, touch, double, trouble, country</p>	<p>Prefixes</p> <p>Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>dis–: disappoint, disagree, disobey</p> <p>mis–: misbehave, mislead, misspell (mis + spell)</p> <p>The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. in–: inactive, incorrect</p> <p>Before a root word starting with l, in– becomes il. illegal, illegible</p> <p>Before a root word starting with m or p, in– becomes im–. immature, immortal,</p>	<p>Prefixes</p> <p>sub– means ‘under’.</p> <p>sub–: subdivide, subheading, submarine, submerge</p> <p>inter– means ‘between’ or ‘among’.</p> <p>inter–: interact, intercity, international, interrelated (inter + related) super– means ‘above’.</p> <p>super–: supermarket, superman, superstar</p> <p>anti– means ‘against’.</p> <p>anti–: antiseptic, anticlockwise, antisocial auto– means ‘self’ or ‘own’.</p> <p>auto–: autobiography, autograph</p> <p>re– means ‘again’ or ‘back’.</p>	<p>The suffix –ation information, adoration, sensation, preparation, admiration</p> <p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>sadly, completely,</p> <p>usually (usual + ly), finally (final + ly), comically (comical + ly)</p>	<p>Words with endings sounding like /zə/ or /tʃə/</p> <p>The ending sounding like /zə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending.</p> <p>teacher, catcher, richer, stretcher.</p> <p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p> <p>Endings which sound like shun:</p> <p>division, invasion, confusion, decision, collision, television</p>

	Spellings from statutory word list.	<p>impossible, impatient, imperfect</p> <p>Before a root word starting with r, in- becomes ir-. irregular, irrelevant, irresponsible</p> <p>Spellings from statutory word list.</p>	<p>re-: redo, refresh, return, reappear, redecorate</p> <p>Spellings from statutory word list.</p>	Spellings from statutory word list.	<p>Spellings from statutory word list.</p> <p>Spellings from statutory word list.</p>
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Farnborough Primary School Spellings Progression of Knowledge and Skills for Year 4

Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
<p>Assess Year 3 spellings and words from statutory spelling list.</p> <p>Identify gaps from Year 3 spellings.</p> <p>Recap on alphabetic code, including consonants and vowels.</p>	<p>The suffix –ous</p> <p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p> <p>Spellings from statutory word list.</p>	<p>Endings which sound like /shun/, spelt –tion, –sion, –ssion, –cian:</p> <p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession,</p> <p>permission, admission expansion, extension, comprehension, tension musician,</p> <p>electrician, magician, politician, mathematician</p> <p>Spellings from statutory word list.</p>	<p>Words with the /k/ sound spelt ch: scheme, chorus, chemist, echo, character</p> <p>Words with the /sh / sound spelt ch: chef, chalet, machine, brochure.</p> <p>Words ending with the /g/ sound spelt gue: league, tongue,</p> <p>Words ending with the /k/ sound spelt –que: antique, unique</p> <p>Spellings from statutory word list.</p>	<p>Words with the /s/ sound spelt sc: science, scene, discipline, fascinate, crescent.</p> <p>Words with the /ai/ sound spelt ei, eigh, or ey: vein, weigh, eight, neighbour, they, obey.</p> <p>The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s): girls’, boys’, babies’, children’s, men’s, mice’s</p> <p>Spellings from statutory word list.</p>	<p>Homophones and near homophones</p> <p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare</p> <p>groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male</p> <p>main/mane, meat/meet, medal/meddle, missed/mist,</p> <p>plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s</p> <p>Spellings from statutory word list.</p>



Farnborough Primary School Spellings Progression of Knowledge and Skills for Year 5

Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
<p>Assess Year 4 spellings and words from statutory spelling list.</p> <p>Identify gaps from Year 4 spellings.</p> <p>Recap on alphabetic code, including consonants and vowels.</p>	<p>Words Ending which sound like /shus/ spelt –cious or –tious: vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p> <p>Endings which sound like ‘shul’: official, special, artificial, partial, confidential, essential</p> <p>Spellings from statutory word list</p>	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency:</p> <p>observant, observance, expectant expectancy, hesitant, hesitancy, tolerant, tolerance, substance, innocent, innocence, decent, decency, frequent, frequency, confident, confidence assistant, assistance, obedient, obedience, independent, independence</p>	<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly:</p> <p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	<p>Add suffixes beginning with vowel letters to words ending in –fer: referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference.</p> <p>Use of the hyphen co-ordinate, re-enter, co-operate, co-own</p> <p>Words with the /ee:/ sound spelt ei after c: deceive, conceive, receive, perceive, ceiling.</p>	<p>Statutory spelling list.</p>

Farnborough Primary School Spellings Progression of Knowledge and Skills for Year 6

Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
<p>Assess Year 5 spellings and words from statutory spelling list.</p> <p>Identify gaps from Year 5 spellings.</p>	<p>Words containing the letter-string ough: ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word): doubt, island, lamb, solemn, thistle, knight</p>	Statutory spelling list.	Statutory spelling list.	<p>Homophones and other words that are often confused</p> <p>farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past:</p>	<p>Homophones and other words that are often confused.</p> <p>Homophones and other words that are often confused (continued) principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal.</p>