



# St. John's Phonics and Spelling Long Term Overview

Refer to 'Bug Club Phonics' progression document and 'No Nonsense Spelling' medium term plans for further information

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Bug Club Phonics</b>	<b>Nursery</b>	<b>Phase 1</b> <i>Started in Nursery and continued throughout all other phases.</i>				
	<b>Reception</b>  Phase 1 continued throughout	<b>Phase 2</b> Unit 1 – s,a,t,p Unit 2 – i, n, m, d Unit 3 – g, o, c, k, (to) Unit 4 – ck, e, u, r (the, no, go) Unit 5 – h, b, f, ff, l, ll, ss (l, into, her)  To blend to read cvc words To segment to spell cvc words		<b>Phase 3</b> Unit 6 – j, v, w, x (me, be) Unit 7 – y, z, zz, qu (he, my, by, she) Unit 8 – ch, sh, th, ng (they) Unit 9 – ai, ee, igh, oa, oo (long), oo (short) (we, are) Unit 10 – ar, or, ur, ow, oi (you) Unit 11 – ear, air, ure, er (all, was, give, live)  To blend to read cvc words (including a vowel digraph) To segment to spell cvc words (including a vowel digraph)		<b>Phase 4</b> Unit 12 – adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)  (said, have, like, so, do, some, come, were, there, little, one, when, out, what)
	<b>Year 1</b>  Phase 1 continued throughout	<b>Phase 3/4</b> <i>Revision</i>  <b>See above</b>	<b>Phase 5</b> Unit 13 – wh, ph (oh, their, people) Unit 14 – (long a) ay, a-e, eigh/ey/ei ( Mr, Mrs, Ms) Unit 15 – (long e) ea, e-e, ie/ey/y (looked, called, asked) Unit 16 – (long i) ie, i-e, y, i (water, where) Unit 17 – (long o) ow, o-e, o/oe (who, again) Unit 18 – (long u) ew, ue, u-e / (short u) u/oul (thought, through) Unit 19 – aw, au, al (work, laughed, because) Unit 20 – ir, er, ear (Thursday, Saturday, thirteen, thirty) Unit 21 – ou, oy (different, any, many) Unit 22 – ere/eer, are/ear (eyes, friends) Unit 23 – c, k, ck, ch (two, once)			<b>Phase 5 continued</b> <i>Revision for the 'Year 1 Phonics Screening check'</i> Unit 24 – ce/ci/cy, sc/se (great, clothes) Unit 25 – ge/gi/gy, dge (it's, I'm, I'll, I've) Unit 26 – le, mb, kn/gn, wr (don't, can't, didn't) Unit 27 – tch, sh, ea, zh, (w)a, o (first, second, third)  <b>(Begin) Phase 6</b> Unit 28 – Suffix endings: -ing, -ed (morphemes) Unit 29 – Suffix plurals: -s, -es (plural morphemes) Unit 30 – Prefix morphemes: un-

No Nonsense Spelling

<p><b>Year 2</b></p> <p><b>Phase 6 continued</b></p>	<ul style="list-style-type: none"> <li>polysyllabic words</li> <li>revise common phase 5 GPC's ai, a-e, ay (long a)</li> <li>revise common phase 5 GPC's ee, ea, e-e (long e)</li> <li>revise common phase 5 GPC's oa, o-e, o, ow, oe (long o)</li> <li>revise common phase 5 GPC's ie, igh i-e, y (long i)</li> </ul>	<ul style="list-style-type: none"> <li>revise common Phase 5 GPCs oo, ew, u-e, ue (long u)</li> <li>revise common phase 5 GPC's or, ore, oor, aw</li> <li>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</li> <li>/s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>/n/ sound spelt 'kn' and 'gn' at the beginning of words</li> <li>homophones</li> </ul>	<ul style="list-style-type: none"> <li>/r/ spelt 'wr'</li> <li>/igh/ spelt 'y'</li> <li>/ee/ spelt 'ey' at the end of a word</li> <li>contractions</li> <li>adding suffixes: ing/ed/er/est to words ending in 'e' with a consonant before it</li> <li>adding 'y' to words ending in 'e' with a consonant before it</li> </ul>	<ul style="list-style-type: none"> <li>/or/ spelt 'a' before l and ll</li> <li>/o/ spelt with an 'a' after a 'w' or 'qu'</li> <li>/z/ spelt 's'</li> <li>adding -es to words ending in 'y'</li> <li>possessive apostrophe (singular nouns)</li> <li>words ending in 'tion'</li> </ul>	<ul style="list-style-type: none"> <li>adding suffixes (-ing, -ed, -er, -est) to words ending in 'y' and understanding the suffix rule</li> <li>adding suffixes (-ing, -ed, -er, -est, and -y) to words of one syllable ending in a single consonant letter after a single vowel</li> <li>/l/ spelt le or el at the end of words</li> <li>adding suffixes '-ful', '-less' and '-ly'</li> <li>/or/ spelt 'ar' after w</li> <li>/er/ spelt 'or' after a 'w'</li> </ul>	<ul style="list-style-type: none"> <li>spell plurals by adding 'es' correctly.</li> <li>add suffixes '-ment' and '-ness'</li> <li>/l/ or /əl/ sound spelt '-al' at the end of words</li> <li>/l/ or /əl/ sounds spelt '-il' at the end of words</li> <li>/u/ sound spelt 'o'</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>contractions</li> <li>adding suffixes '-s' and '-es'</li> <li>adding suffixes: '-ed' and '-ing'</li> <li>adding suffixes: '-er' and '-est'</li> <li>adding prefixes: 'un-' and 'dis-'</li> </ul>	<ul style="list-style-type: none"> <li>adding prefixes: 'mis-' and 're-'</li> <li>homophones and near homophones</li> <li>rare GPCs: 'ei', 'eigh' and 'ey'</li> <li>/i/ spelt with a 'y'</li> <li>words ending with /g/ spelt 'gue'</li> <li>words ending with /k/ spelt 'que'</li> </ul>	<ul style="list-style-type: none"> <li>adding suffixes: '-ness' and '-ful'</li> <li>adding prefixes: 'sub-' and 'tele-'</li> <li>contractions</li> <li>words spelt with the /s/ sound spelt 'ch'</li> <li>word endings 'sure' and 'ture'</li> </ul>	<ul style="list-style-type: none"> <li>adding prefixes: 'super-' and 'auto-'</li> <li>adding suffix '-less'</li> <li>adding suffix '-ly' when added to an adjective to make an adverb (no change to root word)</li> <li>adding suffix '-ly' (exceptions) where the root word ends in a 'y'</li> <li>homophones</li> </ul>	<ul style="list-style-type: none"> <li>revise vowel digraphs</li> <li>apostrophes for contractions</li> <li>/k/ sound spelt ch</li> <li>adding prefixes: 'mis-', 're-', 'sub-', 'tele-', 'super-' and 'auto-'</li> <li>homophones</li> </ul>	<ul style="list-style-type: none"> <li>/u/ sound spelt 'ou'</li> <li>/i/ sound spelt with a 'y'</li> <li>homophones using alternative 'ee' phonemes</li> <li>adding suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>revise previously taught suffixes '-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly'</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>words with letter string 'ei' (revision Y3)</li> <li>words with 'eigh' or 'ey' (revision Y3)</li> <li>/sh/ sound spelt 'ch' (revision Y3)</li> <li>/u/ sound spelt ou (revision Y3)</li> </ul>	<ul style="list-style-type: none"> <li>possessive apostrophe with singular proper nouns</li> <li>adding prefixes: in-, il-</li> <li>adding prefixes: im-, ir-</li> </ul>	<ul style="list-style-type: none"> <li>words beginning with 'gu'</li> <li>words ending in 'ture'</li> <li>possessive apostrophe with plurals</li> <li>homophones</li> <li>adding prefix: 'anti-'</li> </ul>	<ul style="list-style-type: none"> <li>revise contractions</li> <li>adding prefix: 'inter-'</li> <li>words ending '-ation'</li> <li>words ending '-sion'</li> <li>words ending '-ssion'</li> </ul>	<ul style="list-style-type: none"> <li>/s/ spelt 'sc'</li> <li>apostrophe for possession- singular and plural</li> <li>sound /i/ spelt 'y'</li> <li>homophones</li> <li>adding prefixes: 'un' 'dis' 'in' 're' (revision)</li> </ul>	<ul style="list-style-type: none"> <li>adding prefixes: 'sub-' and 'inter-'</li> <li>adding prefixes: 'auto' 'super-', 'anti-'</li> <li>adding suffix: '-ous'</li> <li>suffix '-ly' added to root words ending in 'y' and 'le'</li> </ul>

	<ul style="list-style-type: none"> <li>homophones</li> </ul>	<ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable -ing, -er, -en, -ed</li> <li>adding suffix: -tion</li> <li>words with letter string /ure/</li> </ul>		<ul style="list-style-type: none"> <li>words ending '-cian'</li> </ul>		<ul style="list-style-type: none"> <li>suffix '-ly' added to words ending in 'ic'</li> <li>words with the /k/ sound spelt 'ch' (revision Y3)</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>words with the letter string 'ough'</li> <li>silent Letters 1</li> <li>silent Letters 2</li> <li>suffix or word ending 'able'</li> <li>suffix or word ending 'ible'</li> <li>homophones</li> </ul>	<ul style="list-style-type: none"> <li>rules for plurals</li> <li>rules for plurals (with exceptions)</li> <li>apostrophe for contraction and possession</li> <li>use of hyphen</li> <li>derivations and spelling patterns</li> <li>using a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>apostrophe for possession &amp; rare GPC's</li> <li>words ending 'ably'</li> <li>words ending 'ibly'</li> <li>words ending 'ably' and 'ibly'</li> <li>homophones</li> <li>spellings for everyday etymology</li> </ul>	<ul style="list-style-type: none"> <li>building words from root words</li> <li>building words from root words</li> <li>homophones</li> <li>'ei' and 'ie' words</li> <li>'ei' and 'ie' words</li> </ul>	<ul style="list-style-type: none"> <li>silent letters revision</li> <li>silent letters revision</li> <li>homophones revision</li> <li>homophones revision</li> </ul>	<ul style="list-style-type: none"> <li>problem suffixes '-ous', '-ing', '-ed', '-es' or '-ies')</li> <li>words with the /eɪ/ sound spelt 'ei' or 'eigh'</li> <li>words with the long /e/ spelt 'ei' after 'c'</li> <li>homophones and near homophones</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>suffix or word ending 'ible'</li> <li>words ending in 'ibly'</li> <li>words ending in 'able'</li> <li>words ending in 'ably'</li> <li>adding suffixes beginning with vowels to words ending in -fer</li> </ul>	<ul style="list-style-type: none"> <li>revise homophones (-ce and -se)</li> <li>revise words with the /i:/ sound spelt 'ei' after 'c'.</li> <li>revise endings that are spelt with -tious</li> <li>revise endings that are spelt with -cious</li> <li>revise use of the hyphen</li> <li>revise the statutory word list for year 5 and 6 so far</li> </ul>	<ul style="list-style-type: none"> <li>revise words with 'ough' letter string pronounced 'aw'</li> <li>revise words with 'ough' letter string where the sound is 'oa' as in boat or 'ow' as in cow.</li> <li>revise words ending in -cial</li> <li>revise words ending in -tial</li> <li>revise generating words from prefixes and roots: dis-, un-, over-, im-</li> <li>revise generating words from prefixes and roots bi-, anti-, super-, auto-</li> </ul>	<ul style="list-style-type: none"> <li>adding prefixes: dis-, un-, over-, im understand particular meaning: dis –reverse; un –not; over –above or more; im– opposite</li> <li>words with the long vowel sound /i/ spelt with a 'y'.</li> <li>adding prefix '-over' to verbs</li> <li>convert nouns or verbs into adjectives using suffix '-ful.'</li> <li>words with an /o/ sound spelt 'ou' or 'ow'</li> <li>words with a 'soft c' spelt /ce/</li> </ul>	<ul style="list-style-type: none"> <li>revise homophones</li> <li>revision of year 6 spellings looking at strategies for spelling words</li> <li>spelling Rules: root words and meaning</li> </ul>	<ul style="list-style-type: none"> <li>revise homophones</li> <li>mathematical words</li> </ul>