

	<b>Foundation Phases 1, 2, 3 and 4</b>	<b>Year 1 Phase 4 revision and Phase 5</b>	<b>Year 2 Phase 6/Year 2 Spelling Rules</b>
<b>Autumn 1</b>	<p>Revision of Phase 1: Aspect 1: environmental sounds Aspect 2: instrumental sounds Aspect 3: body percussion Aspect 4: rhythm and rhyme Aspect 5: alliteration Aspect 6: voice sounds Aspect 7: oral blending and segmenting</p> <p>Phase 2 (alongside Phase 1):</p> <p>Working on:</p> <ul style="list-style-type: none"> <li>Using common consonants and vowels.</li> <li>Blending for reading and segmenting for spelling (simple CVC words).</li> <li>Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</li> </ul> <p>Letter progression (and tricky words): Set 1: s, a, t, p</p>	<p>Revision of Phase 3/4: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling CVCC/CCVC/CCVCC words using Phase 2 and Phase 3 graphemes.</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>/f/ spelled ff after single vowel</li> <li>/l/ spelled ll after single vowel</li> <li>/s/ spelled ss after single vowel</li> <li>/z/ spelled zz after single vowel</li> <li>/ck/ spelled ck after single vowel</li> <li>/nk/ at the end of words after a vowel</li> <li>/v/ at the end of words (usually adding e)</li> </ul> <p>Tricky Words: all, are, come, do, have, like, little, my, her, one, out, said, so, some, there, they, were, what, when</p> <p>Common Exception Words: the, a, of, my, l, by, says, is, his, has</p>	<p>Revision of Phase 5 alternative vowel sounds: Working on:</p> <ul style="list-style-type: none"> <li>Reading and <b>spelling</b>: <ul style="list-style-type: none"> <li>long a – ai, ay, a-e, eigh, ei, a</li> <li>long e – ee, ea, e-e, ie, ey, y, e</li> <li>short e – e, ea</li> <li>long i – igh, ie, i-e, y, i</li> <li>long o – oa, oe, ow, o-e, o, ou</li> <li>long u – ue, oo, ew, u-e, ou</li> <li>short u – ou, u</li> </ul> </li> </ul> <p>Year 2 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling: <ul style="list-style-type: none"> <li>/j/ spelled –dge to end words</li> <li>/j/ spelled –ge to end words</li> <li>/j/ spelled with a g</li> </ul> </li> </ul> <p>Common Exception Words: door, floor, poor, because, find, kind, mind, behind, child, children</p>
<b>Autumn 2</b>	<p>Set 2: l, n, m, d (is, it, in, at) Set 3: g, o, c, k (and, to) Set 4: ck, e, u, r (the, no, go) Set 5: h, b, f, ff, l, ll, ss (l, into)</p> <p><b>Key words:</b> a, is, it, in, at, and</p> <p>Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling CVC words using letters and short vowels.</li> </ul> <p><i>If the children are ready, they may move onto Set 6 and 7 of Phase 3 in Autumn 2.</i></p>	<p>Phase 5: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling: <ul style="list-style-type: none"> <li>Set 13: wh, ph</li> <li>Set 14: long a – ai, ay, a-e, eigh, ei, a</li> <li>Set 15: long e – ee, ea, e-e, ie, ey, y, e</li> <li>short e – e, ea</li> <li>Set 16: long i – igh, ie, i-e, y, i</li> <li>short i – i, y</li> </ul> </li> <li>Year 1 Spelling rules: <ul style="list-style-type: none"> <li>Words ending in y</li> <li>adding s/es for plurals</li> </ul> </li> </ul> <p>Tricky Words: oh, their, people, Mr, Mrs, looked, called, asked, water, where</p> <p>Common Exception Words: be, he, me, she, we, ask, love, push, pull, full, today</p>	<p>Year 2 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling: <ul style="list-style-type: none"> <li>/s/ spelled c before e, i and y</li> <li>/n/ spelled kn- or gn- to start words</li> <li>/r/ spelled wr- to start words</li> <li>/l/ or /ul/ spelled –le to end words</li> <li>/l/ or /ul/ spelled –el to end words</li> <li>/l/ or /ul/ spelled –al to end words</li> <li>/l/ or /ul/ spelled –il to end words</li> </ul> </li> </ul> <p>Common Exception Words: wild, climb, most, only, both, old, cold, gold, hold, told, Christmas</p>

## Hurworth Primary Phonics and Spelling Progression Overview

	Foundation Phases 1, 2, 3 and 4	Year 1 Phase 4 revision and Phase 5	Year 2 Phase 6/Year 2 Spelling Rules
<b>Spring 1</b>	<p>Phase 3: (Revision of Phase 2 sounds and tricky words)</p> <p>i: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling CVC words using letters and short vowels.</li> </ul> <p>Letter progression (and tricky words and spellings): Set 6: j, v, w, x (be, me) Set 7: y, z, zz, qu (by, he, she, my, the, to)</p> <p>ii: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</li> </ul> <p>Letter progression (and tricky words): Set 8: ch, sh, th, ng (they, we)</p>	<p>Phase 5: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling: <ul style="list-style-type: none"> <li>Set 17: long o – oa, oe, ow, o-e, o, ou</li> <li>Set 18: long u – ue, oo, ew, u-e, ou</li> <li>short u – oo, oul, u, o</li> <li>Set 19: aw, au, al</li> <li>Set 20: ir, er, ear</li> </ul> </li> <li>Year 1 Spelling Rules: <ul style="list-style-type: none"> <li>-ing and -ed suffixes</li> <li>-er and -est suffixes</li> </ul> </li> </ul> <p>Tricky Words: who, again, thought, through, work, laughed, because</p> <p>Common Exception Words: do, to, no, go, so, here, your, school, put</p>	<p>Year 2 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling: <ul style="list-style-type: none"> <li>/igh/ spelled with a -y to end words</li> <li>Adding -es to nouns and verbs ending in y</li> <li>Adding -ed to words ending in y</li> <li>Adding -er to words ending in y</li> <li>Adding -ing to words ending in e with a consonant before</li> </ul> </li> </ul> <p>Common Exception Words: every, everybody, even, great, break, steak, pretty, beautiful, after, fast</p>
<b>Spring 2</b>	<p>Phase 3: (Revision of Phase 2 sounds and tricky words)</p> <p>iii: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs/trigraphs and some long vowel phonemes.</li> </ul> <p>Letter progression (and tricky words and spellings): Set 9: ai, ee, igh, oa, oo (short), oo (long) (are, was, no, go) Set 10: ar, or, ur, ow, oi (her, you) Set 11: ear, air, ure, er (all, of)</p> <p><i>Once all of Phase 3 is taught, there is time for the children to consolidate their learning as is necessary.</i></p>	<p>Phase 5: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling: <ul style="list-style-type: none"> <li>Set 21: ou, oy</li> <li>Set 22: ear, eer, ere (hear, deer, here) air, are, ear (hair, hare, bear)</li> <li>Set 23: c, k, ck, ch</li> <li>Set 24: c(i), c(y), sc, stl, se</li> <li>Set 25: ge, g, dge</li> </ul> </li> <li>Year 1 Spelling Rules: <ul style="list-style-type: none"> <li>Prefix un-</li> </ul> </li> </ul> <p>Tricky Words: many, different, any, eyes, friends, thirty, thirteen, Thursday, Saturday</p> <p>Common Exception Words: said, they, you, come, some, house, our</p>	<p>Year 2 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling: <ul style="list-style-type: none"> <li>Adding -er to words ending in e with a consonant before</li> <li>Adding -ing to words of one syllable (doubling last letter)</li> <li>Adding -ed to words of one syllable (doubling last letter)</li> <li>/or/ spelled a before l and ll</li> <li>/u/ written as o</li> </ul> </li> </ul> <p>Common Exception Words: last, past, father, class, grass, pass, plant, path, bath, hour</p>

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	Foundation Phases 1, 2, 3 and 4	Year 1 Phase 4 revision and Phase 5	Year 2 Phase 6/Year 2 Spelling Rules
<b>Summer 1</b>	<p>Phase 4: (Revision of Phases 2 and 3 sounds and tricky words)</p> <p>Working on:</p> <ul style="list-style-type: none"> <li>Segmenting adjacent consonants in words and applying this in spelling (CVCC/CCVC words).</li> <li>Blending adjacent consonants in words and applying this skill when reading unfamiliar texts (CVCC/CCVC words)</li> </ul> <p>Letter progression and tricky words): Set 12: Revision of sounds - ai, ee, igh, oa, oo (short), oo (long) ar, ur, ow, air, er, ear, or, oi (come, do, have, like, little, one, out, said, so, some, there, were, what, when)</p>	<p>Phase 5: Working on:</p> <ul style="list-style-type: none"> <li>Set 26: le, mb, kn, gn, wr</li> <li>Set 27: tch, ch, c(ial), ss(ion), t(ion)</li> </ul> <ul style="list-style-type: none"> <li>Year 1 Spelling Rules: <ul style="list-style-type: none"> <li>tch (after single vowel letters)</li> <li>k before e, l and y</li> </ul> </li> </ul> <p>Tricky Words: eyes, friend, one, two, once, please, don't, can't, didn't, it's, I'm, I'll, I've, great, clothes</p> <p>Common Exception Words: Revisit all of Year 1 words</p>	<p>Year 2 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling: <ul style="list-style-type: none"> <li>/ee/ spelled -ey</li> <li>/o/ spelled as a after w and qu</li> <li>/er/ spelled with or after w and /or/ spelled</li> <li>/zh/ spelled s</li> <li>Suffixes -ment and -ness</li> </ul> </li> </ul> <p>Common Exception Words: move, prove, improve, sure, sugar, eye, could, should, would, who</p>
<b>Summer 2</b>	<p>Tricky Words and Spellings</p> <ol style="list-style-type: none"> <li>said, so, <b>he, she, we, me, be</b></li> <li>have, like, some, come, <b>was, you</b></li> <li>were, there, little, one, <b>they, all, are</b></li> <li>do, when, out, what, <b>my, her</b></li> </ol>	<p>Phase 5: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling alternative spellings for: <ul style="list-style-type: none"> <li>or</li> <li>ur</li> <li>sh</li> <li>zh</li> </ul> </li> </ul> <p>Tricky Words: first, second, third</p> <p>Common Exception Words: Revisit all of Year 1 words</p>	<p>Year 2 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Reading and spelling: <ul style="list-style-type: none"> <li>Suffixes -ful, -less and -ly</li> <li>Homophones and near homophones.</li> <li>Words ending -tion</li> <li>Contractions (should be taught through English earlier in the year – this is a revisit of the rule)</li> <li>Possessive apostrophes (should be taught in English earlier in the year – this is a revisit of the rule)</li> </ul> </li> </ul> <p>Common Exception Words: whole, any, many, clothes, busy, people, water, again, half, money</p>

	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p>Revision of Year 2 homophones/near homophones</p> <p>Revision of KS1 Common Exception Words.</p>	<p>Revision of Year 3 homophones/near homophones</p> <p>Revision of Year KS1 Common Exception Words</p>	<p>Revision of Year 4 homophones/near homophones.</p> <p>Revision of Year 3/4 Spellings.</p>	<p>Revision of Year 3, 4, 5 homophones/near homophones.</p> <p>Revision of Year 3/4 Spellings.</p>

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	<p>Year 3 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• /ow/ spelled ou</li> <li>• /u/ spelled ou</li> <li>• /u/ spelled o</li> </ul>	<p>Year 4 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Homophones/Near Homophones</li> <li>• Prefix in- meaning not</li> <li>• Prefix im- before root word starting with m or p</li> <li>• Prefix -il before root word starting with l and -ir before root word starting with r</li> <li>• Prefix sub- meaning under/below</li> <li>• Prefix inter- meaning between/amongst/during</li> </ul> <p>Year 3/4 Words: calendar, appear, believe, grammar, increase, interest, opposite, straight, strength, women</p>	<p>Year 5 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Words ending in -ious</li> <li>• Words ending in-cious (root words ending in -ce)</li> <li>• Words ending in-cial and -tial</li> </ul> <p>Year 5/6 Words: appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable</p>	<p>Year 6 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• /o/ spelled ou or ow</li> <li>• 'Soft c' spelled ce</li> </ul> <p>Year 5/6 Words: muscle, prejudice, available, determined, rhyme, identify, accommodate, suggest, competition, existence, accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol</p>
<b>Autumn 2</b>	<p>Year 3 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• /a/ spelled ai</li> <li>• /a/ spelled ei</li> <li>• /a/ spelled eigh</li> <li>• /a/ spelled ey</li> <li>• /i/ spelled y</li> <li>• /ze/ spelled -sure to end words</li> <li>• /ch/ spelled -ture to end words</li> </ul> <p>Year 3/4 Words: actual, answer, bicycle, circle, earth, enough, fruit, island, often, popular</p>	<p>Year 4 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Suffix -ation added to verbs to form nouns</li> <li>• Adding -ly to adverbs (-y becomes -ily and -le becomes -ly)</li> <li>• Adding -ly to turn adjectives into adverbs when the final letter is l</li> <li>• /sh/ spelled ch (French origins)</li> <li>• Suffix -ion (-sion for root words ending in de or se)</li> </ul> <p>Year 3/4 Words: breath, business, caught, different, exercise, extreme, medicine, possession, although, thought</p>	<p>Year 5 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Words ending in -ant</li> <li>• Words ending in -ance</li> <li>• Using -ent and -ence after soft c, soft g and qu (with many exceptions)</li> <li>• Words ending in -able and -ible</li> <li>• Words ending in -ably and -ibly</li> <li>• Words ending in -able with root words ending in -ce or -ge</li> </ul> <p>Year 5/6 Words: accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth</p>	<p>Year 6 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Prefix dis-</li> <li>• Prefix un-</li> <li>• Prefix over-</li> <li>• Prefix im-</li> <li>• /f/ spelled ph</li> <li>• Words with origins in other countries</li> </ul> <p>Year 5/6 Words: according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system, achieve, bargain, disastrous, foreign, interfere, nuisance, programme, secretary, temperature</p>
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

### Hurworth Primary Phonics and Spelling Progression Overview

<p><b>Spring 1</b></p>	<p>Year 3 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Prefix re-</li> <li>Prefix dis-</li> <li>Prefix mis-</li> <li>Homophones</li> <li>Suffixes beginning with vowel letters (not doubled if last syllable is unstressed, doubled if syllable is stressed and a consonant)</li> </ul> <p>Year 3/4 Words: centre, decide, disappear, early, heart, learn, minute, notice, regular, therefore</p>	<p>Year 4 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Suffix -ous</li> <li>Suffix -ous when final e of root word must be kept to keep /g/ sound</li> <li>/ee/ spelled i</li> <li>Suffix -ous when /ee/ sound comes before ous (usually spelled as i, but some as e)</li> <li>/aw/ spelled au and augh</li> </ul> <p>Year 3/4 Words: group, height, particular, potatoes, separate, surprise, through, various, though, woman</p>	<p>Year 5 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Adverbs of time</li> <li>Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>Words with 'silent' letters at the start (letters whose presence can't be predicted from the pronunciation of the word)</li> </ul> <p>Year 5/6 Words: amateur, ancient, awkward, criticise, excellent, foreign, pronunciation, symbol, yacht, equipment</p>	<p>Year 6 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Words with unstressed vowel sounds</li> <li>Ending 'shul' after a vowel letter</li> <li>Ending 'shul' after a consonant letter</li> <li>Words with common letter string acc- to start words</li> <li>Words ending -ably</li> </ul> <p>Year 5/6 Words: aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough, amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth</p>
<p><b>Spring 2</b></p>	<p>Year 3 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Suffix -ly</li> <li>/l/ spelled -al to end words</li> <li>/l/ spelled -le to end words</li> <li>Suffix -ly when the root word ends le</li> <li>Suffix -ally when the root word ends -ic</li> </ul> <p>Year 3/4 Words: build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight</p>	<p>Year 4 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Suffix -ion (-tion when root word ends in t or te)</li> <li>Suffix -ion (-ssion when root word ends in ss or mit)</li> <li>Suffix -cian (instead of -sion when root word ends in c or cs)</li> <li>Suffix -ly to create adverbs of manner</li> </ul> <p>Revision of Year 3/4 Words already taught</p>	<p>Year 5 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Words spelled 'ie' after c</li> <li>Words with /ee/ sound spelled ei after c (noting exceptions)</li> <li>/aw/ spelled as letter string ough</li> <li>/o/ and /ow/ spelled as letter string ough</li> <li>Adverbs of possibility</li> </ul> <p>Year 5/6 Words: accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm</p>	<p>Year 6 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>Words ending in-ible</li> <li>Adding suffix -ibly to create an adverb</li> <li>Changing -ent to -ence</li> <li>-er, -or, ar at the end of words</li> <li>Grammar vocabulary</li> </ul> <p>Year 5/6 Words: ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety, apparent, committee, curiosity, guarantee, lightning, parliament, recommend, soldier, vegetable, especially</p>
	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

### Hurworth Primary Phonics and Spelling Progression Overview

<p><b>Summer 1</b></p>	<p>Year 3 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Suffix –er when root word ends (t)ch</li> <li>• /k/ spelled as ch (Greek origins)</li> <li>• /g/ spelled as –gue and /k/ spelled as –que (French origins)</li> <li>• /s/ spelled sc (Latin origins)</li> <li>• Homophones</li> <li>• /ur/ spelled ear</li> </ul> <p>Year 3/4 Words: address, arrive, certain, experience, history, mention, occasionally, probably, reign, sentence</p>	<p>Year 4 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• /s/ spelled c before i and e</li> <li>• Word families – sol and real</li> <li>• Word families – phon and sign</li> <li>• Prefix anti-</li> </ul> <p>Revision of Year 3/4 Words already taught</p>	<p>Year 5 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Hyphens – used to join a prefix to a root word</li> <li>• Homophones or near homophones (2 weeks)</li> <li>• Short vowel sound /i/ spelled y</li> <li>• Long vowel sound /i/ spelled y</li> </ul> <p>Revision of spelling rules already taught.</p> <p>Year 5/6 Words: achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system</p>	<p>Working on:</p> <ul style="list-style-type: none"> <li>• Adverbs synonymous with determination</li> <li>• Mathematical Vocabulary</li> </ul> <p>Revision of spelling rules already taught.</p> <p>Year 5/6 Words: appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle, attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht</p>
<p><b>Summer 2</b></p>	<p>Year 3 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Revision of silent letters/consonant digraphs making one sound</li> </ul> <p>Revision of spelling rules and year group words already taught.</p> <p>Year 3/4 Words: accidentally, breathe, century, consider, eight, guard, heard, peculiar, possible, quarter</p>	<p>Year 4 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Prefix auto-</li> <li>• Prefix bi- meaning two</li> <li>• Prefix ex-</li> <li>• Prefix -super</li> </ul> <p>Revision of spelling rules and year group words already taught.</p>	<p>Year 5 Spelling Rules: Working on:</p> <ul style="list-style-type: none"> <li>• Prefix over-</li> <li>• Converting nouns or verbs to adjectives using suffix –ful</li> <li>• Words which can be nouns or verbs</li> </ul> <p>Revision of spelling rules and year group words already taught.</p>	<p>Working on:</p> <ul style="list-style-type: none"> <li>• Adjectives to describe settings</li> <li>• Vocabulary to describe feelings</li> <li>• Adjectives to describe character</li> </ul> <p>Revision of spelling rules and year group words already taught.</p>