



The Eliot Bank and Gordonbrock Schools Federation



ENGLISH - KNOWLEDGE AND SKILLS PROGRESSION MAP

PHONICS AND SPELLING (WHOLE-SCHOOL)

Objective Mapping

	Autumn	Spring	Summer
Reception (Little Wandle Letters and Sounds Revised)	<p>Autumn 1 Phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l</p> <p>New tricky words: Is I the</p> <p>Autumn 2 Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <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) <p>New tricky words: put pull full as and has his her go no to into she push he of we me be</p>	<p>Spring 1 Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> words with double letters longer words <p>New tricky words: was you they my by all are sure pure</p> <p>Spring 2 Phase 3 graphemes: Review Phase 3</p> <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 <p>New tricky words: Review all taught so far</p>	<p>Summer 1 Phase 4: Short vowels with adjacent consonants</p> <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/, –est <p>New tricky words: said so have like some come love do were here little says there when what one out today</p> <p>Summer 2 Phase 4 graphemes: Phase 3 long vowel graphemes with adjacent consonants</p> <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 <p>New tricky words: Review all taught so far</p>
Year 1	Autumn 1	Spring 1	Summer 1:

**(Little Wandle
Letters and
Sounds
Revised)**

Review Phase 3 and 4

Phase 5:

/ai/ ay play
/ow/ ou cloud
/oi/ oy toy
/ea/ ea each

Review tricky words Phases 2-4:

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

Autumn 2

Phase 5 graphemes:

/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

New tricky words:

their people oh your Mr Mrs Ms ask could would
should our house mouse water want

Phase 5 graphemes:

/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

New tricky words:

any many again who whole where two school call
different thought through friend work

Spring 2

Phase 5 graphemes:

/ur/ or word
/oo/ u oul 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 waterschwa 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

Phonics screening check review – no new GPCs or
tricky words

Summer 2

Phase 5 graphemes:

/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
/i/ y crystal
/j/ ge large
/sh/ ti ssi si ci potion mission mansion delicious
/or/ augh our oar ore daughter pour oar more

New tricky words:

busy beautiful pretty hourmove improve parents shoe

		<p>schwa at the end of words: actor</p> <p>New tricky words: once laugh because eye</p>	
<p>Year 2 (No Nonsense Spelling)</p>	<p>Revisit: Phase 5 GPCs as required by pupils</p> <p>Homophones: Introduce Year 2 homophones when relevant (example homophones: see/sea, be/bee, blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)</p> <p>Year 2 phonics: The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’. The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words</p> <p>Common exception words: /aɪ/ sound spelt ‘i’ in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.</p> <p>Strategies at the point of writing: Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> • Segmentation • Using a GPC chart • Using spelling journals, word banks, the environment, a working wall. • Word sort • Which one looks right? <p>Proofreading: After writing, teach pupils to:</p>	<p>Revisit: The /l/ or /əl/ sound spelt ‘-le’ at the end of words</p> <p>Homophones and near homophones:</p> <ul style="list-style-type: none"> • quite/quiet, night/knight, new/knew, not/knot, they’re/there/their and others as relevant <p>Apostrophe: The possessive apostrophe (singular nouns) Apostrophe for contractions (can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re)</p> <p>Year 2 phonics: The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’ The /r/ sound spelt ‘-wr’ at the beginning of words The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /z/ spelt ‘s’</p> <p>Common exception words: Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils</p> <p>Suffixes: Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it Adding ‘-ing-, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter Adding ‘-es’ to nouns and verbs ending in ‘y’ The suffixes ‘-ful’, ‘-less’ and ‘-ly’ Words ending in ‘-tion’</p>	<p>Revisit: The possessive apostrophe (singular nouns)</p> <p>Homophones: Revision of all homophones taught so far</p> <p>Apostrophe: The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics: The /l/ or /əl/ sound spelt ‘-el’ at the end of words The /l/ or /əl/ sound spelt ‘-al’ at the end of words The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling) The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’ The /ʌ/ sound spelt ‘o’ The /ɜ:/ sound spelt ‘or’ after ‘w’</p> <p>Common exception words: All Year 2 words not taught so far</p> <p>Suffixes: Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’,</p> <p>Strategies at the point of writing: Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> • Introduce individual Have a Go sheets • if not established already • Teach using analogy to spell a word you don’t know

	<ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children's proofreading. <p>Learning and practising spellings:</p> <ul style="list-style-type: none"> Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words. Identify the tricky part of the word Segmentation strategy Look, Say, Cover, Write, Check Rainbow write Saying the word in a funny way 	<p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and Practising spellings:</p> <ul style="list-style-type: none"> If not already introduced, introduce the use of spelling journals. Focus on learning of knowledge and patterns taught this term Remind pupils of the following strategies: Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny way 	<p>Proofreading: After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and practising spellings:</p> <ul style="list-style-type: none"> Secure learning routines with resources, for example spelling journals or environmental print. Remind pupils of the following strategies: Writing in the air Tracing over the word Rainbow writing Look, say, cover, write, check
<p>Year 3 (No Nonsense Spelling)</p>	<p>Revisit: Common exception words from Year 2</p> <p>Prefixes and suffixes: Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs: The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y'</p>	<p>Revisit: Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes: Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs: The /ʃ/ sound spelt 'ch' (mostly French in origin)</p>	<p>Revisit: Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes: Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs: The /ɪ/ sound spelt 'y' other than at the end of words (gym, myth)</p>

	<p>Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p>Apostrophe: Revise contractions from Year 2</p> <p>Proofreading: Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing: Reintroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings: Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones: here/hear, knot/not, meat/meet</p> <p>Apostrophe: Revise contractions from Year 2</p> <p>Proofreading: Revise proofreading routines</p> <p>Learning and Practising spellings: Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>The /ʌ/ sound spelt 'ou' (young, touch)</p> <p>Homophones: heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</p> <p>Apostrophe: Revise contractions from Year 2</p> <p>Proofreading: Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings: Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
<p>Year 4 (No Nonsense Spelling)</p>	<p>Revisit:</p> <ul style="list-style-type: none"> Strategies at the point of writing: Have a go <p>Rare GPCs: Revise:</p> <ul style="list-style-type: none"> The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ʃ/ sound spelt 'ch' The /ʌ/ sound spelt 'ou' (all from Year 3) 	<p>Revisit: Year 3 rare GPCs</p> <p>Rare GPCs: The /g/ sound spelt 'gu'</p> <p>Word endings: Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion',</p>	<p>Revisit: Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs: Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings:</p>

	<p>Word endings: Words ending /ure/ (treasure, measure)</p> <p>Prefixes and Suffixes: Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</p> <p>Homophones: peace/piece, main/mane, fair/fare</p> <p>Apostrophe: Possessive apostrophe with singular proper nouns (Cyprus's population)</p> <p>Proofreading: Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>'-ssion', '-cian' (invention, comprehension, expression, magician)</p> <p>Prefixes and Suffixes: Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones: scene/seen, male/mail, bawl/ball</p> <p>Apostrophe: Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading: Model how to use various strategies in proofreading, including using a dictionary.</p> <p>Learning and Practising spellings: Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Endings that sound like /ʒən/ spelt '-sion' (division, confusion)</p> <p>Prefixes and Suffixes: Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous)</p> <p>Homophones: whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</p> <p>Apostrophe: Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading: Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
<p>Year 5 (No Nonsense Spelling)</p>	<p>Revisit: Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p>	<p>Revisit: Strategies at the point of writing: Have a go Apostrophe for possession</p>	<p>Revisit: Strategies at the point of writing: Have a go A range of strategies for learning words</p>

Rare GPCs:

Words with 'silent' letters

Morphology/ Etymology:

Use spelling journals to record helpful etymological notes on curious or difficult words

Word endings

Words with the letter string '-ough'

Words ending in '-able' and '-ible'

Homophones

isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed

Hyphen

Use of the hyphen (co-ordinate, co-operate)

Dictionary:

Use of a dictionary to support teaching of word roots, derivations and spelling patterns

Use of a dictionary to create word webs

Proofreading:

Focus on checking words from personal lists.

Learning and Practising spellings:

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- ● Learn words from personal lists.
- Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Rare GPCs:

Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)

Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling)

Morphology/ Etymology:

Teach extension of base words using word matrices.

Word endings:

Words ending in '-ably' and '-ibly'

Revise words ending in '-able' and '-ible'

Homophones:

altar/alter, led/lead, steal/steel

Dictionary:

Use a dictionary to create collections of words with common roots

Proofreading:

Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

Learning and Practising spellings:

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Homophones:

(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)

Suffixes:

Problem suffixes

Dictionary:

Teach use of dictionary to check words, referring to the first three or four letters

Proofreading:

Check writing for misspelt words that are on the Years 5 and 6 word list

Morphology/ Etymology:

Teach morphemic and etymological strategies to be used when learning specific words

Learning and Practising spellings:

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

**Year 6
(No Nonsense
Spelling)**

Revisit:

Strategies at the point of writing: Have a go
Words ending '-able/ably', '-ible/ibly'

Rare GPCs:

Revise words with the /i:/ sound spelt 'ei' after 'c'.

Prefixes and Suffixes:

Adding suffixes beginning with vowel letters to
words ending in '-fer'.

Word endings:

Endings that sound like /ous/ spelt '-cious' or '-tious'
(precious, ambitious)

Homophones:

advice/advise, device/devise, licence/license,
practice/practise, prophecy/prophesy

Proofreading:

Proofreading in smaller chunks – sentences and
paragraphs.

Learning and Practising spellings:

Pupils:

- Learn selected words taught in new knowledge
this term.
- Learn words from the Years 5 and 6 word list.
(Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and
apply to high-frequency and cross-curricular words
from the Years 5 and 6 word list.

Revisit:

Words containing the letter string '-ough'

Prefixes and Suffixes:

Generating words from prefixes and suffixes

Word endings:

The /ʃəl/ sound, words ending 'tial' and 'cial' (official,
special, artificial, partial, confidential, essential)

Homophones:

compliment/complement, desert/dessert,
principal/principle, profit/prophet,
stationery/stationary
All homophones from KS2

Proofreading:

Proofreading someone else's writing. Note down
strategies that help in spelling journals

Learning and Practising spellings:

Pupils:

- Learn selected words taught in new knowledge
this term.
- Learn words from the Years 5 and 6 word list.
(Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and
apply to high-frequency and cross-curricular words
from the Years 5 and 6 word list.

Revisit:

Spelling strategies at the point of writing

Rare GPCs:

Revise words with rare GPCs from the Years 5 and 6
word list (bruise, guarantee, queue, immediately,
vehicle, yacht)

Word endings:

Words ending in '-ant', '-ance'/'-ancy', '-ent',
'-ence'/'-ency'

Homophones and near homophones:

draft/draught, dissent/descent, precede/proceed,
wary/weary

Proofreading:

Embedding proofreading strategies when reviewing
own writing independently.

Learning and Practising spellings:

Pupils:

- Learn selected words taught in new knowledge
this term.
- Learn words from the Years 5 and 6 word list.
(Suggest an average of 7 words each term.)
- Learn words from personal lists
- Root words and meanings

Extend the knowledge of spelling strategies and
apply to high-frequency and cross-curricular words
from the Years 5 and 6 word list

Year 3 and 4 word list:

accident(ally)	disappear	disappear	ressure
actual(ly)	early	early	probably
address	earth	earth	promise
answer	eight/eighth	eight/eighth	purpose
appear	enough	enough	quarter
arrive	exercise	exercise	question
believe	experience	experience	recent
bicycle	experiment	experiment	regular
breath	extreme	extreme	reign
breathe	famous	famous	remember
build	favourite	favourite	sentence
busy/business	February	February	separate
calendar	forward(s)	forward(s)	special
caught	fruit	fruit	straight
centre	grammar	grammar	strange
century	group	group	strength
certain	guard	guard	suppose
circle	guide	guide	surprise
complete	heard	heard	therefore
consider	heart	heart	though/although
continue	height	height	thought
decide	history	history	through
describe	imagine	imagine	various
different	increase	increase	weight
difficult	important	important	woman/women

Year 5 and 6 word list:

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience

correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (-ped, -ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance

identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht