



Summer Term																																																
Nursery		Reception	Year 1	Year 2																																												
Sounds taught Environmental sounds Instrumental sounds Rhythm and rhyme Alliteration Body percussion Voice sounds Singing songs Explores and learns how sounds can be changed	Environmental sounds Instrumental sounds Rhythm and rhyme Alliteration Body percussion Voice sounds Singing songs Explores and learns how sounds can be changed	<table border="1"> <tr> <td>11</td> <td>CCVC, CVCC, CCVC & CCCVCC</td> <td>sh ch th ck wh ng q & u</td> <td>Some spellings are written with two different letters.</td> </tr> </table>	11	CCVC, CVCC, CCVC & CCCVCC	sh ch th ck wh ng q & u	Some spellings are written with two different letters.	Summer 1 <table border="1"> <tr><td>15</td><td>Spelling <ou> representing /ow/ /u/ m/oo/n</td></tr> <tr><td>16</td><td>Sound /s/ by spellings s sc se ss c ce</td></tr> <tr><td>17</td><td>Spelling <s> representing /s/ & /z/</td></tr> <tr><td>18</td><td>Sound /l/ by spellings l le ll el al il</td></tr> <tr><td>19</td><td>First spellings of sound /or/ - or aw a au ar</td></tr> </table> (last week to recap and phonics check) Summer 2 <table border="1"> <tr><td>20</td><td>Sound /air/ by spellings air are ear eir ere</td></tr> <tr><td>21</td><td>Sound /ue/ by spellings ue u-e u ew eu</td></tr> <tr><td>22</td><td>Spelling <ew> representing m/oo/n & /ue/</td></tr> <tr><td>23</td><td>Sound /oy/ by spellings oi oy</td></tr> <tr><td>24</td><td>Sound /ar/ by spellings ar a al au</td></tr> <tr><td>25</td><td>Sound /o/ by spellings o a</td></tr> </table>	15	Spelling <ou> representing /ow/ /u/ m/oo/n	16	Sound /s/ by spellings s sc se ss c ce	17	Spelling <s> representing /s/ & /z/	18	Sound /l/ by spellings l le ll el al il	19	First spellings of sound /or/ - or aw a au ar	20	Sound /air/ by spellings air are ear eir ere	21	Sound /ue/ by spellings ue u-e u ew eu	22	Spelling <ew> representing m/oo/n & /ue/	23	Sound /oy/ by spellings oi oy	24	Sound /ar/ by spellings ar a al au	25	Sound /o/ by spellings o a	Summer 1 <table border="1"> <tr><td>41</td><td>Spelling <gh> representing /f/ & /g/</td></tr> <tr><td>42</td><td>Sound /m/ by spellings m mm mb mn</td></tr> <tr><td>43</td><td>More spellings of sound /or/ - ore oar our augh ough</td></tr> <tr><td>44</td><td>Sound /h/ by spellings h wh</td></tr> <tr><td>45</td><td>Sound /k/ by spellings c k ck ch cc</td></tr> </table> Summer 2 <table border="1"> <tr><td>46</td><td>Sound /r/ by spellings r rr wr rh</td></tr> <tr><td>47</td><td>Sound /t/ by spellings t tt te bt</td></tr> <tr><td>48</td><td>Sound /z/ by spellings z zz ze s ss se</td></tr> <tr><td>49</td><td>Sound /eer/ by spellings eer ere ear</td></tr> </table> Alongside all learning: Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness). Teach spelling of polysyllabic words. Introduce & teach the past tense. Syllables. Base words. Analogy. Mnemonics.	41	Spelling <gh> representing /f/ & /g/	42	Sound /m/ by spellings m mm mb mn	43	More spellings of sound /or/ - ore oar our augh ough	44	Sound /h/ by spellings h wh	45	Sound /k/ by spellings c k ck ch cc	46	Sound /r/ by spellings r rr wr rh	47	Sound /t/ by spellings t tt te bt	48	Sound /z/ by spellings z zz ze s ss se	49	Sound /eer/ by spellings eer ere ear
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Key vocabulary / Everyday Words	Vocabulary related to topic: Transition into school. Water play.	<i>she, he, there, their, these, where, what, who, he</i>	New Learning:	Recap:																																												



	Mini-beasts.		<p><i>House, mouse</i> <i>Little</i></p> <hr/> <p><i>For, all, your,</i> <i>called, saw,</i> <i>water, or, door,</i> <i>small, because,</i> <i>morning, horse</i> <i>There, their, bear,</i> <i>where, air,</i> <i>there's.</i></p> <p><i>New, use</i></p> <hr/> <p><i>Boy</i></p> <hr/> <p><i>Are, asked, can't,</i> <i>after, car, garden,</i> <i>fast(s), laughed,</i> <i>last(s), dark, hard,</i> <i>park</i></p> <hr/> <p><i>Was, what, want,</i> <i>wanted, because</i></p> <p>Year 1 Common Exception Words taught alongside everyday words during soft start and in spellings homework.</p>	<p><i>Some, come,</i> <i>something</i></p> <hr/> <p><i>Who</i></p> <hr/> <p><i>School</i></p> <p><i>Is, his, was, as,</i> <i>these, please, use</i></p> <hr/> <p><i>The, a,</i></p> <p>New Learning:</p> <p><i>Thought, more,</i> <i>before</i></p> <p><i>Here</i></p> <p><i>around, garden,</i> <i>across, along,</i> <i>dragon</i> <i>children,</i></p> <p>Year 2 Common Exception Words taught alongside everyday words during soft start and in spellings homework.</p>
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<p>Skills</p>	<p>Knows information can be relayed in the form of print.</p> <ul style="list-style-type: none">• Holds books the correct way up and turns pages.• Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Taps out simple repeated rhythms</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Questions why things happen and gives explanations.</p>	<ul style="list-style-type: none">• Blending – the ability to push together sounds to build words• Segmenting – the ability to pull apart the individual sounds in words• Phoneme manipulation – sound swapping• Focusing on longer words VCC/CCVC/CVCC and then CCCVC/CVCCC words	<ul style="list-style-type: none">• Blending – to read words containing the target sound• Segmenting – to spell words containing the target sound• Manipulating alternative sounds in and out of words• Focusing on longer CCCVC/CVCCC words• Children learn to read phonetically decodable two-syllable and three-syllable words.• Children learn to use alternative ways to pronounce and spell the graphemes corresponding to the long vowel phonemes.• Children learn to make phonetically plausible attempts to spell complex words.	<p>Children learn to:</p> <ul style="list-style-type: none">• Recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences• Apply phonic skills and knowledge to recognise and spell an increasing number of complex words• Recognise and use past tense• Begin to investigate spelling patterns and learn how to add suffixes e.g. –ed to words• Break down longer words to help with their spelling• Apply strategies to enable them to become independent spellers e.g. by finding and learning the difficult bits in words
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	<p>Asks e.g. who, what, when, how.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>			
Knowledge	<p>Recognises rhythm in spoken words</p> <p>Sings a few familiar songs</p>	<ul style="list-style-type: none">• Letters are symbols that represent sounds• A sound may be spelled by 1, 2 or 3 letters	<ul style="list-style-type: none">• A spelling can represent more than one sound• The most common sound is represented by the target spelling	<ul style="list-style-type: none">• A spelling can represent more than one sound• The most common sound is represented by the target spelling