



Spring Term																																											
	Nursery	Reception		Year 1	Year 2																																						
Sounds taught	Environmenta l sounds	8	VCC and CVCC 2 consonants in final position 3- & 4-sound words	No new code.																																							
	Instrumental sounds	9	CCVC 2 consonants in initial position 4-sound words																																								
	Rhythm and rhyme	10	CCVC, CCVCC and CVCC 3 adjacent consonants 5-sound words																																								
	Alliteration																																										
	Body percussion																																										
	Voice sounds																																										
	Singing songs																																										
	Explores and learns how sounds can be changed																																										
				<p>Spring 1</p> <table border="1"> <tr><td>6</td><td>First spellings of sound /er/ - er ir or ur</td></tr> <tr><td>7</td><td>First spellings of sound /e/ - e ea ai</td></tr> <tr><td>8</td><td>First spellings of sound /ow/ - ou ow</td></tr> <tr><td>9</td><td>Spelling <ow> representing /oe/ & /ow/</td></tr> </table> <p>Practise phonics check week</p> <p>Spring 2</p> <table border="1"> <tr><td>10</td><td>First spellings of sound _m/oo/_n - oo ew ue u-e o</td></tr> <tr><td>11</td><td>Sound /ie/ by spellings i igh ie i-e y</td></tr> <tr><td>12</td><td>Sound _b/oo/_k by spellings oo u oul</td></tr> <tr><td>13</td><td>Spelling <oo> representing _m/oo/_n & _b/oo/_k</td></tr> <tr><td>14</td><td>Sound /u/ by spellings u o ou</td></tr> </table> <p>(Last week recap)</p>	6	First spellings of sound /er/ - er ir or ur	7	First spellings of sound /e/ - e ea ai	8	First spellings of sound /ow/ - ou ow	9	Spelling <ow> representing /oe/ & /ow/	10	First spellings of sound _m /oo/ _n - oo ew ue u-e o	11	Sound /ie/ by spellings i igh ie i-e y	12	Sound _b /oo/ _k by spellings oo u oul	13	Spelling <oo> representing _m /oo/ _n & _b /oo/ _k	14	Sound /u/ by spellings u o ou	<p>Spring 1</p> <table border="1"> <tr><td>31</td><td>Spelling <y> representing /y/ /i/ /ie/ & /ee/</td></tr> <tr><td>32</td><td>More spellings of sound /oe/ - ou ough</td></tr> <tr><td>33</td><td>Sound /n/ by spellings n nn gn kn</td></tr> <tr><td>34</td><td>More spellings of sound /er/ - ar ear our</td></tr> <tr><td>35</td><td>Sound /v/ by spellings v ve vv</td></tr> </table> <p>(last week recap)</p> <p>Spring 2</p> <table border="1"> <tr><td>36</td><td>Sound _m/oo/_n by spellings ui ou ough u u-e</td></tr> <tr><td>37</td><td>Sound /j/ by spellings j g ge gg dge</td></tr> <tr><td>38</td><td>Sound /g/ by spellings g gg gh gu</td></tr> <tr><td>39</td><td>Spellings <g> and <gg> representing /j/ & /g/</td></tr> <tr><td>40</td><td>Sound /f/ by spellings f ff gh ph</td></tr> </table> <p>(last week recap)</p> <p>Alongside all learning:</p> <p>Investigate and learn how to add suffixes (- s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).</p> <p>Teach spelling of polysyllabic words. Introduce & teach the past tense.</p> <p>Syllables. Base words. Analogy. Mnemonics.</p>	31	Spelling <y> representing /y/ /i/ /ie/ & /ee/	32	More spellings of sound /oe/ - ou ough	33	Sound /n/ by spellings n nn gn kn	34	More spellings of sound /er/ - ar ear our	35	Sound /v/ by spellings v ve vv	36	Sound _m /oo/ _n by spellings ui ou ough u u-e	37	Sound /j/ by spellings j g ge gg dge	38	Sound /g/ by spellings g gg gh gu	39	Spellings <g> and <gg> representing /j/ & /g/	40	Sound /f/ by spellings f ff gh ph
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<p>Key vocabulary / Everyday Words</p>	<p>Vocabulary related to topic Growing Life Cycles Easter</p>	<p>New Learning: <i>come, some, look, my, like, see</i> _____ <i>to, this, they, day</i> _____ <i>said, away, going, play</i> _____</p>	<p>New Learning: <i>Her, were, over, after, never, first, work, different, girl, under, better, ever, birds, river</i> _____ <i>Said, again, head, many, any, friends</i> _____ <i>Out, down, now, about, house, how, our, round, shouted, mouse, around</i> _____ <i>To, you, do, into, school, who, food, soon, room</i> _____ <i>I, like, my, by, time, I'm, find, I'll, right, right, I've, why, cried, inside, eyes, while, liked, giant, fly</i> _____</p>	<p>New Learning: <i>Know, gone</i> _____ _____ _____ <i>Of, have, gave, live, I've</i> _____ <i>Through</i> _____ <i>Magic</i> _____ Year 2 Common Exception Words taught alongside everyday words during soft start and in spellings homework.</p>
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			<p><i>Put, could, good, would, took, couldn't, book, looking, looks, pulled, look</i></p> <hr/> <p><i>Some, come, other, something, suddenly, another, jumped, mother, coming</i></p> <p>Year 1 Common Exception Words taught alongside everyday words during soft start and in spellings homework.</p>	
Skills	<p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</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 VC/CVC 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 CVC/CCVC/CVCC/CCVCC words • The children learn to read and spell more tricky words. • The children learn to segment adjacent consonants in words and apply this to spelling. 	<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 CVC/CCVC/CVCC/CCVCC words and also 2 syllable words • Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words



	<p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>•Shows interest in</p>		<ul style="list-style-type: none">• The children learn to blend adjacent consonants in words and apply this skill when reading unfamiliar texts.	<p>containing GPCs not taught at that phase.</p> <ul style="list-style-type: none">• Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three.• Teaches and practices the skills of blending and segmenting using all GPCs taught.
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	<p>illustrations and print in books and print in the environment.</p> <ul style="list-style-type: none">•Recognises familiar words and signs such as own name and advertising logos.			
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