



St. Anselm's Phonics & Spelling Progression Map 2022-23



Statement of Intent

At St. Anselm's, we provide language rich environments that encourage and develop oracy and literacy skills to ensure consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school.

In order to implement our intent, we follow a Systematic Synthetic programme called **Essential Letter and Sounds** and sequence where children learn to:

- Recognise, say and write all phonemes within each phase 2-5.
- Apply and understand spelling patterns, e.g suffixes, prefixes, that are taught through phase 6 in year 2 using the Rising Stars Spelling Programme.
- Use their phonic knowledge to blend and segment phonetically decodable words.
- Use their phonic knowledge to read complex words and to recognise from sight High Frequency Words and Common Exception Words.
- Read with fluency for both pleasure and to retrieve information and expose children to a range of texts.
- Write clearly, accurately and coherently using phonic knowledge.
- Apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage 2.

At the beginning of the Autumn term, time is spent in each year group recapping previously taught sounds.

Phase 1 phonics is taught in the Autumn Term of Reception to embed listening skills, sound identification and rhyming and rhythm awareness. There is large emphasis on develop speech and language skills and teaching oral blending and segmenting.

- Phases 2 - 4 are taught throughout the year in Reception.
- Phases 4 - 5 are taught throughout the year in Year 1.
- Phase 6 is taught in Year 2.

Well planned discrete phonics sessions are taught using the sequence of teaching below:

- Revisit – recap on previously taught sounds.
- Teach – teach a new sound or word.
- Practise – provide opportunities to practise saying and reading the sound through games and activities for children.
- Apply – apply the new skill to read and write words, captions and sentences.



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Phase 1 - EYFS

- Listening to and for sounds, environmental and instrumental
- Rhythm and rhyme
- Alliteration
- Oral blending

Phase 2 - EYFS

- Sounds taught: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss
- Tricky words: the, to, I, go, no, put, of, is, into, pull, as, his

Phase 3 - EYFS

- Sounds taught: j, v, w, x, y, z, zz, qu
- ch, sh, th, ng, nk, ai, ee, igh, oa, -es, oo, ar, or, ur, ow, oi, ear, air, ure, er,
- Tricky words: all, are, be, he, her, me, my, she, they, was, we, you, buses, push,

Phase 4 – EYFS

- Recap all previous sounds.
- Read and write words with adjacent consonants: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
- Teach reading and spelling tricky words: come, do, have, like, little, one, out, said, so, some, come, there, were, what, when, they, all, are, ball, tall, little, one, children, love

Phase 5 – EYFS - Year 1

- Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, y, al (as in walk) a-e, e-e, i-e, o-e, u-e, c (s sound)
- Year 1 Phase 5 – a (as in acorn), ey (as in they), ea (as in great), igh (as in weight), a (as in father), e (as in he), i (as in find), y (as in by), o (as in go), a (as in was), u (as in Push), u (as in music), ch (as in school), ch (as in chef), ea (as in head), or (as in world), ear (as in learn), ou (as in soup), oul (as in shoulder), ie (as in brief), ve (as in have), y (as in gym), are (as in care), ere (as in there), ear (as in pear), tch (as in catch), g (as in gem), ge (as in fringe), dge, (as in bridge), st (as in listen), ce (as in fence), se (as in house), gn (as in sign), kn (as in knee), wr (as in wrap), mb (as in lamb), se (as in cheese), ze (as in freeze), eer (as in cheer), ere (as in here), ti (as in patient), tion (as in station), al (as in alf), augh (as in caught), ss (as in session), si (as in vision), tious (as in scrumptious), cious (as in delicious), -ous, -ion,-ian
- Teach reading and spelling words; again, any, asked, because, called, could, eyes, friend, here, laughed, looked, many, Mr, Mrs, oh, once, people, please, sugar, their, thought, through, two, water, where, who, whole, your, ask, should, would, house, mouse, want, very, again
- Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh

Phase 6 – Year 2 - Rising Stars Spelling Programme

- /dʒ/ sound spelled as -ge and -dge at the end of words
- /s/ sound spelled 'c' before 'e', 'i' and 'y'
- /n/ sound spelled kn- and gn
- /r/ sound spelled 'wr' at the beginning of words
- /o/ sound spelled 'o', as in other, mother, brother
- Homophones
- Contractions
- words ending -il, as in pencil, fossil, nostril
- the /l/ or /əl/ sound, spelled -le, -el and -al at the end of words
- the /aɪ/ sound spelled -y at the end of words



St. Anselm's Phonics & Spelling Progression Map 2022-23



- adding -es to nouns and verbs ending in -y
- adding -ed, -ing, -er and -est to a root word
- adding the endings -ing, -ed, -er, -est and -y
- adding -ing, -ed, -er, -est and -y to one syllable words
- the /ɔ:/ sound spelled 'a' before 'l' and 'll'
- the /i:/ sound spelled -ey, as in key, donkey, valley
- the /ɒ/ sound spelled 'a' after 'w' and 'qu'
- the /ɜ:/ sound spelled 'or' after 'w'
- the /ɔ:/ sound spelled 'ar' after 'w'
- the /z/ sound spelled 's', as in television
- suffixes -ment, -ness, -ful, -less and -ly
- the possessive apostrophe (singular nouns)
- words ending in -tion, as in station, fiction, motion

Year 3-6 Rising Stars Spelling Programme						
Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 2 suffixes (-ed, -ing, -er and -est)	Focus: the /ai/ sound spelled 'ei', 'eigh' or 'ey'	Focus: review of Autumn term spellings	Focus: the prefixes <i>anti-</i> and <i>sub-</i>	Focus: review of Spring term spellings	Focus: suffixes <i>-ally</i> and <i>-ation</i>
Week 2	Focus: review of Year 2 suffixes (-ness, -ment, -ful, -less)	Focus: the <i>un-</i> , <i>dis-</i> and <i>mis-</i> prefixes	Focus: review of Autumn term spellings	Focus: prefix <i>auto-</i>	Focus: review of Spring term spellings	Focus: suffixes (vowel letters)
Week 3	Focus: words from the Year 3/4 word list	Focus: adding suffixes	Focus: words from the Year 3/4 word list	Focus: prefix <i>inter-</i>	Focus: words from the Year 3/4 word list	Focus: <i>-sion</i> and <i>-tion</i> endings
Week 4	Focus: the /i/ sound spelled with a 'y'	Focus: spelling split digraphs	Focus: the prefix <i>re-</i>	Focus: homophones and near-homophones	Focus: the <i>-ly</i> suffix	Focus: <i>in-</i> and <i>il-</i> prefixes
Week 5	Focus: the /u/ sound spelled 'ou'	Focus: words from the Year 3/4 word list	Focus: prefix <i>super-</i>	Focus: words from the Year 3/4 word list	Focus: the <i>-ly</i> suffix	Focus: <i>im-</i> and <i>ir-</i> prefixes



St. Anselm's Phonics & Spelling Progression Map 2022-23



Week 6	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: review of Year 3 words from the Year 3/4 word list
Year 3-6 Rising Stars Spelling Programme						
Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 3 suffixes	Focus: -sion and -tion endings	Focus: review Autumn term spellings	Focus: /k/ sound spelled 'ch'	Focus: reviewing Spring term spelling	Focus: -que endings
Week 2	Focus: review of Year 3 prefixes	Focus: -ssion endings	Focus: reviewing Autumn term spelling	Focus: /s/ sound spelled 'c'	Focus: reviewing Spring term spelling	Focus: /s/ sound spelled 'sc'
Week 3	Focus: words from the Year 3/4 word list	Focus: -ation suffix	Focus: Year 3/4 word list	Focus: -ture endings	Focus: words from the Year 3/4 word list	Focus: homophones and near homophones
Week 4	Focus: missing letters and possessive apostrophes	Focus: -cian endings	Focus: -ous endings	Focus: -sure and -ture endings	Focus: /sh/ sound spelled 'ch'	Focus: homophones and near homophones
Week 5	Focus: suffixes (vowel letters)	Focus: accurately spelling words from the Year 3/4 word list	Focus: -ous endings	Focus: unstressed vowels	Focus: -gue endings	Focus: words with the prefixes un-, dis-, mis- and re-
Week 6	Focus: improving spelling in children's own writing	Focus: improving spelling in children's own writing	Focus: improving spelling in children's own writing	Focus: words from the Year 3/4 word list	Focus: improving spelling in children's own writing	Focus: reviewing words from the Year 3/4 word lists

Year 3-6 Rising Stars Spelling Programme						
Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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Week 1	Focus: review of Year 4 prefixes	Focus: words from children's own writing	Focus: review of Autumn term spellings	Focus: words with silent letters	Focus: review of Spring term spellings	Focus: words from children's own writing
Week 2	Focus: review of Year 4 suffixes	Focus: words ending in <i>-ious</i>	Focus: words ending in <i>-able</i> and <i>-ible</i>	Focus: words ending in <i>-ant</i> and <i>-ent</i>	Focus: revision of prefixes	Focus: the possessive apostrophe – plurals
Week 3	Focus: words from the Year 3/4 word list	Focus: endings that sound like /sh/ and are spelled <i>-cial</i> or <i>-tial</i>	Focus: words ending in <i>-ably</i> and <i>-ibly</i>	Focus: words ending in <i>-ance/-ancy</i> or <i>-ence/-ency</i>	Focus: converting nouns and adjectives into verbs	Focus: turning adjectives into adverbs
Week 4	Focus: words containing the letter string <i>-ough</i>	Focus: words from the Year 5/6 word list	Focus: homophones and near- homophones	Focus: homophones and near- homophones	Focus: homophones and near- homophones	Focus: words from the Year 5/6 word list
Week 5	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: homophones and near- homophones	Focus: words from children's own writing
Week 6	Focus: homophones and near- homophones	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from the Year 5/6 word list	Focus: revision of words from the Year 5/6 word list

Year 3-6 Rising Stars Spelling Programme						
Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 5 work on spelling	Focus: use of the hyphen	Focus: review of work	Focus: review the role and use of suffixes	Focus: revise the use of the <i>-ough</i> letter string	Focus: 'ei', 'eigh' and 'ey'; 'ea'; 'aigh'
Week 2	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: review the role and use of suffixes	Focus: review of homophones	Focus: etymology – words with the /s/ sound spelled 'sc'



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Week 3	Focus: 'ei' following the letter 'c'	Focus: words ending in <i>-gue</i> and <i>-que</i>	Focus: words from the Year 5/6 word list	Focus: revision of /shun/ endings	Focus: review of the use of apostrophes	Focus: etymology – American and British spelling
Week 4	Focus: words from the Year 5/6 word list	Focus: 'ch' makes 'k' sound; 'ch' makes 'sh' sound	Focus: revision of words ending in <i>-sure</i> and <i>-ture</i>	Focus: revision of /shal/ and /shus/ endings	Focus: a spelling bee, based on the Year 5/6 word list	Focus: <i>txtnng</i> and <i>spng</i> : what are the rules?
Week 5	Focus: adding suffixes to words ending in <i>-fer</i>	Focus: words from the Year 5/6 word list	Focus: revision of 'ou' spells 'u', as in <i>trouble</i>	Focus: review of <i>-able/-ably</i> and <i>-ible/-ibly</i> endings	Focus: strategies for spelling in test conditions	Focus: a review of English technical vocabulary
Week 6	Focus: words from children's own writing	Focus: words from children's own writing: technical vocabulary	Focus: words from children's own writing and Year 3/4 word list	Focus: words from children's own writing and Year 3/4 word list	Focus: etymology	Focus: personal end-of-year spelling review