

Year	Autumn	Spring	Summer
1	<ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck tch (e.g. catch, fetch, kitchen, notch, hutch) The /v/ sound at the end of words (e.g. have, live, give) Addings and es to words -plural of nouns and the third person singular of verbs. (e.g. cats, dogs, spends, rocks, thanks, catches) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper). Adding -er and -est to adjectives where no change is needed to the root word (e.g. grander, grandest, fresher, freshest, quicker, quickest). Words ending -y (e.g. very, happy, funny, party, family). New consonant spellings ph and wh (e.g. dolphin, alphabet, phonics, elephant when, where, which, wheel, while). Using k for the /k/ sound (e.g. Kent, sketch, kit, skin, frisky). Adding the prefix -un (e.g. unhappy, undo, unload, unfair, unlock). Compound words (e.g. football, playground, farmyard, bedroom, blackberry). Division of words into syllables Common exception words (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our). <p>Read, Write INC phonics scheme is also followed throughout the year.</p>		
2	<p><u>Homophones</u></p> <ul style="list-style-type: none"> 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><u>Common exception words</u></p> <ul style="list-style-type: none"> /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><u>Phonics</u></p> <ul style="list-style-type: none"> 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>Read, Write INC phonics scheme is also followed throughout the year.</p>	<p><u>Homophones and near homophones</u></p> <ul style="list-style-type: none"> quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant <p><u>Apostrophe</u></p> <ul style="list-style-type: none"> The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) <p><u>Suffixes</u></p> <ul style="list-style-type: none"> The /l/ or /əl/ sound spelt '-le' at the end of words 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><u>Common exception words</u></p> <ul style="list-style-type: none"> Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils. <p><u>Phonics</u></p>	<p><u>Revisit</u></p> <ul style="list-style-type: none"> The possessive apostrophe (singular nouns) <p><u>Homophones</u></p> <ul style="list-style-type: none"> Revision of all homophones taught so far <p><u>Suffixes</u></p> <ul style="list-style-type: none"> Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness', <p><u>Common exception words</u></p> <ul style="list-style-type: none"> All Year 2 words not taught so far <p><u>Year 2 phonics</u></p> <ul style="list-style-type: none"> 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>Read, Write INC phonics scheme is also followed throughout the year.</p>

		<ul style="list-style-type: none"> 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 /ʒ/ spelt 's' <p>Read, Write INC phonics scheme is also followed throughout the year.</p>	
3	<p><u>Revisit</u></p> <ul style="list-style-type: none"> Revise common exception words from Year 2 Revise contractions from Year 2 Revise prefix 'un'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' <p><u>New learning</u></p> <ul style="list-style-type: none"> New prefixes: 'pre-', 'dis-', 'mis-', 're-'. <p><u>Rare GPCs</u></p> <ul style="list-style-type: none"> The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) <p><u>Homophones</u></p> <ul style="list-style-type: none"> brake/break, grate/great, eight/ate, weight/wait, son/sun <p>Learn words from the years 3 and 4 word list.</p>	<p><u>Revisit</u></p> <ul style="list-style-type: none"> Learning from last term Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Revise contractions from Year 2 <p><u>New Learning</u></p> <ul style="list-style-type: none"> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' <p><u>Rare GPCs</u></p> <ul style="list-style-type: none"> The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) <p><u>Homophones</u></p> <ul style="list-style-type: none"> here/hear, knot/not, meat/meet <p>Learn words from the years 3 and 4 word list.</p>	<p><u>Revisit</u></p> <ul style="list-style-type: none"> Learning from last term Revise contractions from Year 2 <p><u>New learning</u></p> <ul style="list-style-type: none"> Suffix '-ly' with root words ending in 'le' and 'ic' <p><u>Rare GPCs</u></p> <ul style="list-style-type: none"> The /ɪ/ sound spelt 'y' other than at the end of words (gym, myth) The /ʌ/ sound spelt 'ou' (young, touch) <p><u>Homophones</u></p> <ul style="list-style-type: none"> heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign <p>Learn words from the years 3 and 4 word list.</p>
4	<p><u>Revisit</u></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' <p><u>Word endings:</u></p> <ul style="list-style-type: none"> Words ending /ure/ (treasure, measure) <p><u>Prefixes and Suffixes</u></p> <ul style="list-style-type: none"> Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p><u>Homophones</u></p>	<p><u>Revisit</u></p> <ul style="list-style-type: none"> Year 3 rare GPCs Contractions from Year 2 <p><u>Rare GPCs</u></p> <ul style="list-style-type: none"> The /g/ sound spelt 'gu' <p><u>Word endings</u></p> <ul style="list-style-type: none"> Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician) <p><u>Prefixes and Suffixes</u></p> <ul style="list-style-type: none"> Prefixes 'anti-' and 'inter-' Suffix '-ation' 	<p><u>Revisit</u></p> <ul style="list-style-type: none"> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Apostrophe for possession, including singular and plural Contractions from Year 2. <p><u>Rare GPCs</u></p> <ul style="list-style-type: none"> Words with the /s/ sound spelt 'sc' (Latin in origin) <p><u>Word endings</u></p> <ul style="list-style-type: none"> Endings that sound like /ʒən/ spelt '-sion' (division, confusion) <p><u>Prefixes and Suffixes</u></p>

	<ul style="list-style-type: none"> peace/piece, main/mane, fair/fare <p><u>Apostrophe</u></p> <ul style="list-style-type: none"> Possessive apostrophe with singular proper nouns (Cyprus's population) <p>Learn words from the years 3 and 4 word list.</p>	<p><u>Homophones</u></p> <ul style="list-style-type: none"> scene/seen, male/mail, bawl/ball <p><u>Apostrophe</u></p> <ul style="list-style-type: none"> Possessive apostrophe with plurals <p>Learn words from the years 3 and 4 word list.</p>	<ul style="list-style-type: none"> 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><u>Homophones</u></p> <ul style="list-style-type: none"> whether/weather, who's/whose, missed/mist, medal/meddle, team/teem <p>Learn words from the years 3 and 4 word list.</p>
5	<p><u>Revisit</u></p> <ul style="list-style-type: none"> Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession <p><u>Rare GPCs</u></p> <ul style="list-style-type: none"> Words with 'silent' letters <p><u>Word endings</u></p> <ul style="list-style-type: none"> Words with the letter string '-ough' Words ending in '-able' and '-ible' <p><u>Homophones</u></p> <ul style="list-style-type: none"> isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed <p><u>Hyphen</u></p> <ul style="list-style-type: none"> Use of the hyphen (co-ordinate, co-operate) <p>Learn words from the years 5 and 5 word list.</p>	<p><u>Revisit</u></p> <ul style="list-style-type: none"> Apostrophe for possession Words ending in '-able' and '-ible' <p><u>Rare GPCs</u></p> <ul style="list-style-type: none"> 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) <p><u>Word endings</u></p> <ul style="list-style-type: none"> Words ending in '-ably' and '-ibly' <p><u>Homophones</u></p> <ul style="list-style-type: none"> altar/alter, led/lead, steal/steel <p>Learn words from the years 5 and 5 word list.</p>	<p><u>Homophones</u></p> <ul style="list-style-type: none"> cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose <p><u>Suffixes</u></p> <ul style="list-style-type: none"> Problem suffixes <p>Learn words from the years 5 and 5 word list.</p>
6	<p><u>Revisit</u></p> <ul style="list-style-type: none"> Words ending '-able/ably', '-ible/ibly' Words with the /i:/ sound spelt 'ei' after 'c'. <p><u>Prefixes and Suffixes</u></p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in '-fer'. <p><u>Word endings</u></p> <ul style="list-style-type: none"> Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious) <p><u>Homophones</u></p> <ul style="list-style-type: none"> advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy 	<p><u>Revisit</u></p> <ul style="list-style-type: none"> Words containing the letter string '-ough' All previous homophones from KS2 <p><u>Prefixes and Suffixes</u></p> <ul style="list-style-type: none"> Generating words from prefixes and suffixes <p><u>Word endings</u></p> <ul style="list-style-type: none"> The /jəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential) <p><u>Homophones</u></p> <ul style="list-style-type: none"> compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary 	<p><u>Rare GPCs</u></p> <ul style="list-style-type: none"> Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) <p><u>Word endings</u></p> <ul style="list-style-type: none"> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' <p><u>Homophones and near homophones</u></p> <ul style="list-style-type: none"> draft/draught, dissent/descent, precede/proceed, wary/weary

