

Reception Teaching Overview for Phase 2, 3 and 4: Continually review previously taught sounds and teach the high frequency words.

| | Term 1 <u>Phase 2</u> | | Term 2 | | Term 3 | |
|---------|---|----------------------------------|---|--|--|---|
| Week 1 | s a t p | Read these tricky words: | air ure er | Read these tricky words: the, to, no, go, l, into he, she, we, me, be, was, my, you, they, all, her, are | Revision VCC v c c | Read these tricky words: the, to, no, go, l, into he, she, we, me, be, was, my, you, they, all, her, are Spell these tricky words: the, to, l, no, go, into |
| Week 2 | i n m d | is, it, in, at | Revision j v w x y z zz qu | | Revision CVC as c <u>vv</u> c, <u>cc</u> v <u>cc</u> , | |
| Week 3 | g o c k | and | Revision ch sh th th ng ai ee | | Revision CVC as <u>cc</u> <u>vv</u> c | |
| Week 4 | ck e u r | to, the | Revision igh oa oo oo ar or | | Revise CVC words | |
| Week 5 | h b f ff | no, go, l | Revision ur ow oi ear | | Assess | |
| Week 6 | l ll ss Revise all Phase 2 graphemes | into | Revision air ure er | Assess | Phase 4 Yellow (short vowels) and Blue (long vowels) | |
| Week 7 | Phase 3 j v w x | | Revision of Phase 2 and 3 graphemes Use 2 syllable words | | CVCC c v c c bend c v v c c feeds | Read these tricky words: said, so |
| Week 8 | y z zz qu | Read these tricky words: he, she | Revision CVC as c v c, <u>cc</u> v c, c v <u>cc</u> | Spell these tricky words: the, to, l, no, go, into | CVCC <u>cc</u> v c c chips | have, like, some, come |
| Week 9 | ch sh th th ng | we, me, be | Revision CVC as c v c, <u>cc</u> v c, c v <u>cc</u> | | CCVC c c v c pram cc <u>vv</u> c greed | were, there, little, one, |
| Week 10 | ai ee igh oa | was, my, | Revision CVC as c <u>vv</u> c, <u>cc</u> v <u>cc</u> , | | CCVC cc v <u>cc</u> clock | do, when, out, what |
| Week 11 | oo oo ar or | you, they, | Revision CVC as <u>cc</u> <u>vv</u> c | | CCVCC c c v c c clump c c <u>vv</u> c c clowns <u>cc</u> c v c c shrink | Spell these tricky words: the, to, l, no, go, into, he, she, we, me, be, was, you, they, all, are, my, her |
| Week 12 | ur ow oi ear | all, her, are | Revision of all CVC | | CCCVC c c c v c scrum | |
| | | | | CCCV c c c <u>vv</u> spree CCCVCC c c c v c c strict | | |
| | | Assess | Assess | | Revision | Assess |



TTH Year 1 Teaching Overview for Phase 5 and NC Spellings. Use Phase 3 graphemes and Phase 4 structures of CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. Reading graphemes

| | Term 1 (Phase 4 first if necessary) Blue | Term 2 (Revise Term 1) Green | Term 3 (Revise Term 1 and 2) Orange |
|---------|---|---|--|
| Week 1 | /ai/ as <ay> /igh/ as <ie> | /ai/ as <ay> <a-e> <a> <ey> <ei> <eigh> /ch/ as <tch> <t> | Compound words |
| Week 2 | /yoo//oo/ as <ue> /ur/ as <ir> | /ee/ as <ea> <ie> <e_e> <e> <y> /z/ as <s> (is, his, has) <se> /j/ as <g> <ge> <dge> | Revise all long vowels /ai/ /ee/ /igh/ /oa/ /oo/ Prefix <un> |
| Week 3 | /w/ as <wh> /oi/ as <oy> | /igh/ as <ie> <i-e> <i> <y> (by, my) /oo/ as <oul> <u> put, push, pull, full /l/ as <le> | Revise /ar/ /or/ /ur/ /ow/ Read and spell one and once as <wo> |
| Week 4 | /ai/ / <a-e> /igh/ as <i-e> | /oo/ as <o> <u-e> <ew> <ue> <ou> <ui> /yoo/ as <ew> <u-e> <ue> <u> Teach double letters ff, ss, zz, ll, ck (h, j, q, w, x, y don't double and v rarely) | Revise /er/ schwa <a> (again) <e> (the) |
| Week 5 | /yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew> | /or/ as <aw> <au> <ore> <our> (your) <oor> <al> /ear/ as <ere> (here) <eer> | Revise /oi/ /ear/ /air/ /ure/ Assess |
| Week 6 | Revision of new graphemes for Phase 5 | Assess | Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ Revise the three sounds of - ed |
| Week 7 | <a> for /ai/ (acorn) /o/ (was) /ar/ father (are) (half) <e> as /ee/ (he, me, we, she, be) <i> as /igh/ (mind) | /u/ as <o-e> (love, come) <o> <ou> Revise /ure/ /er/ <ure> Read new sound /zh/ as in treasure <s> | PSC Revise /d/ /g/ /o/ /k/ /e/ /u/ /r/ /h/ |
| Week 8 | <o> for /oa/ (no, go, so) and /oo/ (to, do, today) <u> as /yoo/ (unit) | /ur/ as <ir> <er> <or> <ear> (were) /v/ as <ve> /i/ as <y> | Revise /b/ /f/ /l/ /j/ /v/ as <f> (of), /w/ /x/ Read contractions |
| Week 9 | <ea> as /e/ (egg) <ou> as /oo/ (you) <ou> as /oa/ (mould) | Suffixes <s> <es> /air/ as <are> <ear> <ere> (there, where) /n/ as <kn> <gn> /m/ as <mb> | Revise /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ Revise suffixes <ing> <ed> <s> and <es> |
| Week 10 | <g> as /j/ (gem) <c> as /s/ (cell) | /r/ as <rr> <wr> Three sounds of <ed> | Days of the week, colours, months Revise sound /zh/ as in treasure <s> |
| Week 11 | <ie> as /ee/ <y> as /ee/ | /sh/ as <ch> <t(i)> <s(i)> <c(i)> <ss(i)> Suffixes <ing> <ed> | Revise /oo/ /yoo/ /ur/ or/ |
| Week 12 | <er> as /ur/ (fern) Revise /ng/ and <nk> Revise new graphemes and alternative pronunciations | Assess /s/ as <c> <se> <ce> (house, once) <sc> <st> Suffixes <er> <est> Revise alternative graphemes | Revise prefix <un> Revise double letters Assess |

Spell all tricky words from Reception (Phases 2-4) and these Y1 Phase 3-6 CEW not included in the tricky word lists: **says, friend**

Ensure the children can read all the decodable words in the 100 high-frequency words on p.194 and spell most of them.

Ensure they can read and spell phonically decodable two-syllable and three-syllable words.



TTH Year 1 Teaching Overview for Phase 5 and NC Spellings. Use Phase 3 graphemes and Phase 4 structures of CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. **National Curriculum** Reading graphemes

| | Term 1 (Phase 4 first if necessary) Blue | Term 2 (Revise Term 1) Green | Term 3 (Revise Term 1 and 2) Orange |
|---------|---|---|--|
| Week 1 | /ai/ as <ay> /igh/ as <ie> | /ai/ as <ay> <a-e> <a> <ey> <ei> <eigh> /ch/ as <tch> <t> | Compound words |
| Week 2 | /yoo//oo/ as <ue> /ur/ as <ir> | /ee/ as <ea> <ie> <e_e> <e> <y> /z/ as <s> (is, his, has) <se> /j/ as <g> <ge> <dge> | Revise all long vowels /ai/ /ee/ /igh/ /oa/ /oo/ Prefix <un> |
| Week 3 | /w/ as <wh> /oi/ as <oy> | /igh/ as <ie> <i-e> <i> <y> (by, my) /oo/ as <oul> <u> put, push, pull, full /l/ as <le> | Revise /ar/ /or/ /ur/ /ow/ Read and spell one and once as <wo> |
| Week 4 | /ai/ <a-e> /igh/ as <i-e> | /oo/ as <o> <u-e> <ew> <ue> <ou> <ui> /yoo/ as <ew> <u-e> <ue> <u> Teach double letters ff, ss, zz, ll, ck (h, j, q, w, x, y don't double and v rarely) | Revise /er/ schwa <a> (again) <e> (the) |
| Week 5 | /yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew> | /or/ as <aw> <au> <ore> <our> (your) <oor> <al> /ear/ as <ere> (here) <eer> | Revise /oi/ /ear/ /air/ /ure/ |
| Week 6 | Revision of new graphemes for Phase 5 | Assess | Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ Revise the three sounds of - ed Assess |
| Week 7 | <a> for /ai/ (acorn) /o/ (was) /ar/ father (are) (half) <e> as /ee/ (he, me, we, she, be) <i> as /igh/ (mind) | /u/ as <o-e> (love, come) <o> <ou> Revise /ure/ /er/ <ure> Read new sound /zh/ as in treasure <s> | PSC Revise/d/ /g/ /o/ /k/ /e/ /u/ /r/ /h/ |
| Week 8 | <o> for /oa/ (no, go, so) and /oo/ (to, do, today) <u> as /yoo/ (unit) | /ur/ as <ir> <er> <or> <ear> (were) /v/ as <ve> /i/ as <y> | Revise /b/ /f/ /l/ /j/ /v/ as <f> (of), /w/ /x/ Read contractions |
| Week 9 | <ea> as /e/ (egg) <ou> as /oo/ (you) <ou> as /oa/ (mould) | Suffixes <s> <es> /air/ as <are> <ear> <ere> (there, where) /n/ as <kn> <gn> /m/ as <mb> | Revise /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ Revise suffixes |
| Week 10 | <g> as /j/ (gem) <c> as /s/ (cell) | /r/ as <rr> <wr> Three sounds of <ed> | Days of the week, colours, months Revise sound /zh/ as in treasure <s> |
| Week 11 | <ie> as /ee/ <y> as /ee/ | /sh/ as <ch> <t(i)> <s(i)> <c(i)> <ss(i)> Suffix <ing> | Revise /oo/ /yoo/ /ur/ or/ |
| Week 12 | <er> as /ur/ (fern) Revise /ng/ and <nk> Revise new graphemes and alternative pronunciations | Assess | Revise prefix <un> Revise double letters Assess |

Spell all tricky words from Reception (Phases 2-4) and these Y1 Phase 3-6 CEW not included in the tricky word lists: **says, friend**

Ensure the children can read all the decodable words in the 100 high-frequency words on p.194 and spell most of them.

Ensure the children can read and spell phonically decodable two-syllable and three-syllable words.



TTH Year 1 Teaching Overview for Phase 5 and NC Spellings. Use Phase 3 graphemes and Phase 4 structures of CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. **Phonic Screening Check** Reading graphemes

| | Term 1 (Phase 4 first if necessary) Blue | Term 2 (Revise Term 1) Green | Term 3 (Revise Term 1 and 2) Orange |
|---------|--|--|---|
| Week 1 | /ai/ as <ay> /igh/ as <ie> | /ai/ as <ay> <a-e> <a> <ey> <ei> <eigh> /ch/ as <tch> <t> | Compound words |
| Week 2 | /yoo//oo/ as <ue> /ow/ as <ou> our /ur/ as <ir> /or/ as <aw> | /ee/ as <ea> <ie> <e_e> <e> <y> /z/ as <s> (is, his, has) <se> /j/ as <g> <ge> <dge> | Revise all long vowels /ai/ /ee/ /igh/ /oa/ /oo/ Prefix <un> |
| Week 3 | /w/ as <wh> /f/ as <ph> /oi/ as <oy> /or/ as <au> | /igh/ as <ie> <i-e> <i> <y> (by, my) /oo/ as <oul> <u> put, push, pull, full /l/ as <le> | Revise /ar/ /or/ /ur/ /ow/ Read and spell one and once as <wo> |
| Week 4 | /ai/ <a-e> /ee/ as <e_e> /igh/ as <i-e> /oa/ as <o-e> | /oa/ as <o-e> <o> (no, go, so) <oe> <ou> <ow> /c/ as <k> before e, i or y (kit, sketch) <ch> school | Revise /er/ schwa <a> (again) <e> (the) |
| Week 5 | /yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew> | /oo/ as <o> <u-e> <ew> <ue> <ou> <ui> /yoo/ as <ew> <u-e> <ue> <u> Teach double letters ff, ss, zz, ll, ck (h, j, q, w, x, y don't double and v rarely) | Revise /oi/ /ear/ /air/ /ure/ |
| Week 6 | Revision of new graphemes for Phase 5 | /or/ as <aw> <au> <ore> <our> (your) <oor> <al> /ear/ as <ere> (here) <eer> Assess | Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ Revise the three sounds of - ed Assess |
| Week 7 | <a> for /ai/ (acorn) /o/ (was) /ar/ father (are) (half) <e> as /ee/ (he, me, we, she, be) <i> as /igh/ (mind) | /u/ as <o-e> (love, come) <o> <ou> Revise /ure/ /er/ <ure> Read new sound /zh/ as in treasure <s> | PSC Revise/d/ /g/ /o/ /k/ /e/ /u/ /r/ /h/ |
| Week 8 | <o> for /oa/ (no, go, so) and /oo/ (to, do, today) <u> as /yoo/ (unit) | /ur/ as <ir> <er> <or> <ear> (were) /v/ as <ve> /i/ as <y> | Revise /b/ /f/ /l/ /j/ /v/ as <f> (of), /w/ /x/ Read contractions |
| Week 9 | <ea> as /e/ (egg) <ou> as /oo/ (you) <ou> as /oa/ (mould) | Suffixes <s> <es> /air/ as <are> <ear> <ere> (there, where) /n/ as <kn> <gn> /m/ as <mb> | Revise /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ Revise suffixes |
| Week 10 | <g> as /j/ (gem) <c> as /s/ (cell) | /r/ as <rr> <wr> Three sounds of <ed> | Days of the week, colours, months Revise sound /zh/ as in treasure <s> |
| Week 11 | <ie> as /ee/ <y> as /ee/ | /sh/ as <ch> <t(i)> <s(i)> <c(i)> <ss(i)> Suffixes <ing> <ed> | Revise /oo/ /yoo/ /ur/ or/ |
| Week 12 | <er> as /ur/ (fern) Revise /ng/ and <nk> Revise new graphemes and alternative pronunciations | /s/ as <c> <se> <ce> (house, once) <sc> <st> Suffixes <er> <est> Revise alternative graphemes Assess | Revise prefix <un> Revise double letters Assess |

Spell all tricky words from Reception (Phases 2-4) and these **Y1 Phase 3-6 CEW** not included in the tricky word lists: **says, friend**

Ensure the children can read all the decodable words in the 100 high-frequency words on p.194 and spell most of them.

Ensure the children can read and spell phonically decodable two-syllable and three-syllable words.



TTH Year 1 Teaching Overview for Phase 5 and NC Spellings. Use Phase 3 graphemes and Phase 4 structures of CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. **National Curriculum and PSC** Reading graphemes

| | Term 1 (Phase 4 first if necessary) Blue | Term 2 (Revise Term 1) Green | Term 3 (Revise Term 1 and 2) Orange |
|---------|--|---|---|
| Week 1 | /ai/ as <ay> /ee/ as <ea> /igh/ as <ie> /oa/ as <oe> | /ai/ as <ay> <a-e> <a> <ey> <ei> <eigh> /ch/ as <tch> <t> | Compound words |
| Week 2 | /yoo//oo/ as <ue> /ow/ as <ou> our /ur/ as <ir> /or/ as <aw> | /ee/ as <ea> <ie> <e_e> <e> <y> /z/ as <s> (is, his, has) <se> /j/ as <g> <ge> <dge> | Revise all long vowels /ai/ /ee/ /igh/ /oa/ /oo/ Prefix <un> |
| Week 3 | /w/ as <wh> /f/ as <ph> /oi/ as <oy> /or/ as <au> | /igh/ as <ie> <i-e> <i> <y> (by, my) /oo/ as <oul> <u> put, push, pull, full /l/ as <le> | Revise /ar/ /or/ /ur/ /ow/ Read and spell one and once as <wo> |
| Week 4 | /ai/ <a-e> /ee/ as <e_e> /igh/ as <i-e> /oa/ as <o-e> | /oa/ as <o-e> <o> (no, go, so) <oe> <ou> <ow> /c/ as <k> before e, i or y (kit, sketch) <ch> school | Revise /er/ schwa <a> (again) <e> (the) |
| Week 5 | /yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew> | /oo/ as <o> <u-e> <ew> <ue> <ou> <ui> /yoo/ as <ew> <u-e> <ue> <u> Teach double letters ff, ss, zz, ll, ck (h, j, q, w, x, y don't double and v rarely) | Revise /oi/ /ear/ /air/ /ure/ |
| Week 6 | Revision of new graphemes for Phase 5 | /or/ as <aw> <au> <ore> <our> (your) <oor> <al> /ear/ as <ere> (here) <eer> Assess | Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ Revise the three sounds of - ed Assess |
| Week 7 | <a> for /ai/ (acorn) /o/ (was) /ar/ father (are) (half) <e> as /ee/ (he, me, we, she, be) <i> as /igh/ (mind) | /u/ as <o-e> (love, come) <o> <ou> Revise /ure/ /er/ <ure> Read new sound /zh/ as in treasure <s> | PSC Revise/d/ /g/ /o/ /k/ /e/ /u/ /r/ /h/ |
| Week 8 | <o> for /oa/ (no, go, so) and /oo/ (to, do, today) <u> as /yoo/ (unit) | /ur/ as <ir> <er> <or> <ear> (were) /v/ as <ve> /i/ as <y> | Revise /b/ /f/ /l/ /j/ /v/ as <f> (of), /w/ /x/ Read contractions |
| Week 9 | <ea> as /e/ (egg) <ou> as /oo/ (you) <ou> as /oa/ (mould) | Suffixes <s> <es> /air/ as <are> <ear> <ere> (there, where) /n/ as <kn> <gn> /m/ as <mb> | Revise /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ Revise suffixes |
| Week 10 | <g> as /j/ (gem) <c> as /s/ (cell) | /r/ as <rr> <wr> Three sounds of <ed> | Days of the week, colours, months Read new sound /zh/ as in treasure <s> |
| Week 11 | <ie> as /ee/ <y> as /ee/ | /sh/ as <ch> <t(i)> <s(i)> <c(i)> <ss(i)> Suffixes <ing> <ed> | Revise /oo/ /yoo/ /ur/ or/ |
| Week 12 | <er> as /ur/ (fern) Revise /ng/ and <nk> Revise new graphemes and alternative pronunciations | /s/ as <c> <se> <ce> (house, once) <sc> <st> Suffixes <er> <est> Revise alternative graphemes Assess | Revise prefix <un> Revise double letters Assess |

Spell all tricky words from Reception (Phases 2-4) and these Y1 Phase 3-6 CEW not included in the tricky word lists: **says, friend**

Ensure the children can read all the decodable words in the 100 high-frequency words on p.194 and spell most of them.

Ensure the children can read and spell phonically decodable two-syllable and three-syllable words.



TTH Year 2 Teaching Overview for Phase 6 Phonics Reading and Spellings. Use Phase 3 and 5 graphemes and CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. Investigate base words, etymology and morphemes. **NC graphemes** **Y1** Reading graphemes

| | Term 1 (Turquoise) | Term 2 (Revise Term 1) Purple | Term 3 Gold/White |
|---------|---|---|--|
| Week 1 | Spell /j/ as <g> before e, i and y and <dge> <ge> Revise short vowels rules Spell: Ph 4 Tricky Words said, like, have, so | Suffixes <ed>, <ing> <er> to words ending in <e> with a consonant letter before it. Spell: lived, pulled, asked, looked, jumped | Suffixes <-less> <-ly> Revise High Frequency/CEW Words HFW and Y2 CEW: reading Phase 2 - 5 words, spelling Mr, Mrs, called, laugh, laughed |
| Week 2 | Spell /s/ as <c> before e, i and y <ss> Read <se> <ce> <sc> <st> Spell: Ph 4 Tricky Words do, some, come, there, little | Suffixes <est> and <y> to words ending in <e> with a consonant letter before it. Spell: wanted, shouted, Y2 CEW bath, path, class, pass, grass, plant, | Revise homophones Revise suffixes <ed> <-ing> <-er> HFW and Y2 CEW: reading Phase 2 - 5 words, spelling liked, looked, asked, lived, loved, worked |
| Week 3 | Spell /n/ as <nn> <kn> and <gn> Spell /m/ as <mm> Read <mb> Revise double letters Spell: Ph 4 Tricky Words one, were, what, when, out | Suffixes <ed>, <ing>, <er> to words with one syllable, single consonant and single vowel letter. Spell: stopped, clapped, patting, humming | Revise /v/ as <ve> /w/ as <wh> /z/ as <zz> <s> <se> Homophones HFW and Y2 CEW: reading Phase 2 - 5 words, spelling because, thought, why, when, went |
| Week 4 | Spell /r/ as <rr> <swr> Spell /ai/ as <ay> <a-e> <ey> Read <a> <ea> <ei> <eigh> Spell Y2 CEW: they, break, steak, great | Suffixes <est> and <y> to words with one syllable, single consonant and single vowel letter Spell Y1 and Y2 CEW: (schwa) began, mother, the, even, after | Revise suffixes <est> and <y> /e/ as <ea> <ai> HFW and Y2 CEW: reading Phase 2 - 5 words, spelling said, friend, friendly, was, what |
| Week 5 | Spell /sh/ as <t(i)> [ction words] Read <ch> <s(i)> <c(i)> <ss(i)> Read /h/ as <wh> Spell Y2 CEW: sure, sugar, who, whole | Read /e/ as <a> Read /i/ as <e> <u> Spell Y2 CEW: any, many, pretty, busy | Revise suffixes <es> to words ending in <y> Revise /ai/ /ee/ /igh/ /oa/ HFW and Y2 CEW: reading Phase 2 - 5 words, spelling narrator, could, would, should |
| Week 6 | Spell /zh/ <s(i)> Spell /k/ as <c> <k> <ck> Read <ch> <que> Spell Y2 CEW: revise CEW learned so far Assess | Read /ar/ as <a> <al> Spell Y2 CEW: father, *after, fast, last, past, half Spell /er/ as <er> schwa. Read as <a> <e> Spell Y1 and Y2 CEW: water, again, the, children, even Assess | Revise suffixes <-ment> <-ness> <-ful> <-less> and <-ly> Revise /oo/ /yoo/ /oo/ /ar/ /or/ HFW and Y2 CEW: reading Phase 2 - 5 words, spelling and revise words learned so far Assess |
| Week 7 | Homophones Spell /ee/ as <ey> <e-e> <e> <ea> <ie> <y> Read <eo> Spell Y2 CEW: even, people, children | Contractions /ear/ as <ere> <eer> /air/ as <are> <ear> <ere> <ar> HFW and Y2 CEW: reading Phase 2 - 5 words, spelling there, where, parents | Revise contractions and the three sounds of <-ed> Revise schwa /er/ HFW and Y2 CEW: reading Phase 2 - 5 words, spelling their, there, where, busy |
| Week 8 | Spell /igh/ as <y> <i-e> <ie> <i> Spell Y2 CEW: child, behind, climb, wild, eye | Possessive apostrophe /or/ as <ar> <a> <au> <aw> <al> <our> <oor> <ore> HFW and Y2 CEW: reading Phase 2 - 5 words, spelling water, walk, four, door, floor, poor | Revise possessive apostrophe Revise /ur/ /ow/ /oi/ /zh/ /ear/ /air/ /ure/ HFW and Y2 CEW: reading Phase 2 - 5 words, spelling your, bought, know, colour |
| Week 9 | Suffix <es> to words ending in <y> Revise the three sounds of <ed> Read /ure/ as <our> Spell /ow/ as <ou> Spell Y2 CEW: find, kind, mind, hour, our | /u/ as <o> <ou> <o-e> /oo/ as <oul> u HFW and Y2 CEW: reading Phase 2 - 5 words, spelling money, some, come, could, should, would | Revise compound words Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /e/ /u/ /r/ /h/ HFW and Y2 CEW: reading Phase 2 - 5 words, spelling four, eight, world, work, autumn |
| Week 10 | Suffixes <ed> and <ing> to words ending in <y> with a consonant before it. Spell /oa/ as <o> <ou> <o-e> <ow> <oe> Spell Y2 CEW: cold, gold, hold, old, only | /o/ as <a> after w <au> /ur/ as <or> <er> <ir> <ear> HFW and Y2 CEW: reading Phase 2 - 5 words, spelling because, want, wanted, work | Revise homophones Revise /b/ /t/ /l/ /j/ /v/ /w/ /x/ /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ HFW and Y2 CEW: reading Phase 2 - 5 words, spelling whole, listen, build, earth, school |
| Week 11 | Suffixes <er>, <est> to words ending in <y> with a consonant before it, and suffix <y> Spell Y2 CEW: most, both, told, clothes | /l/ as <ll> <le> <el> Syllabic schwa spelling /ul/ /l/ as <il> <al> HFW and Y2 CEW: reading Phase 2 - 5 words, spelling animals, after, Christmas, every, everybody | Revise any areas of weakness HFW and Y2 CEW: reading Phase 2 - 5 words, spelling fruit, pretty, group, country |
| Week 12 | Spell /oo/ as <u-e> <ew> <ue> <ou> Read <o> <ui> Spell /yoo/ as <ew> <u-e> <ue> <u> Read <eau> Spell Y2 CEW: move, prove, improve, beautiful and revise words learned so far Assess | Suffixes <-ment> (S4S Y5) <-ness> (S4S Y5) <-ful> Compound Words HFW and Y2 CEW: reading Phase 2 - 5 words, spelling and revise words learned so far Assess | Revise any areas of weakness HFW and Y2 CEW: reading Phase 2 - 5 words, spelling and revise words learned so far Assess |

Teach up to the next 200 High Frequency words on p.195 CEW Y2 words+ to read and spell are in red bold font.



