

SUBJECT –
Whole School Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Phase One Rhythm and Rhyme Alliteration Voice Sounds</p> <p>Phase Two Sets 1-5</p>	<p>Phase Two Set 6-7</p> <p>Phase Three Diagraphs and Triagraphs</p>	<p>Phase Three Re-visit and Review</p> <p>Phase Three Use and apply</p>	<p>Phase Four Blends and clusters CVCC / CCVC spelling</p>	<p>Phase Five Weeks 1-5</p>	<p>Phase Five Use and apply</p>
1	<p>Phase Five Re-visit and Review</p>	<p>Phase Five</p>	<p>Phase Five</p>	<p>Phase Five</p>	<p>Phase Five</p>	<p>Phase Six</p>
2	<p>Phase Six Alternative Sounds</p>	<p>Phase Six</p>	<p>Phase Six Use and apply</p>	<p>Phase Six Suffixes</p>	<p>Phase Six Spelling Rules</p>	<p>Phase Six Suffixes and Prefixes</p>
3	<p>After Y2 Assessment repeat appropriate phase (intervention)</p>	<p>After T1 assessment repeat appropriate phase (intervention)</p>	<p>After T2 assessment repeat appropriate phase (intervention)</p>	<p>After T3 assessment repeat appropriate phase (intervention)</p>	<p>After T4 assessment repeat appropriate phase (intervention)</p>	<p>After T5 assessment repeat appropriate phase (intervention)</p>
4	<p>Assessment of phases for those in intervention.</p>	<p>Phase intervention if needed.</p>	<p>Phase intervention if needed.</p>	<p>Phase intervention if needed.</p>	<p>Phase intervention if needed.</p>	<p>Phase intervention if needed.</p>
5	<p>Phase intervention if needed.</p>	<p>Phase intervention if needed.</p>	<p>Phase intervention if needed.</p>	<p>Phase intervention if needed.</p>	<p>Phase intervention if needed.</p>	<p>Phase intervention if needed.</p>
6						

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I can show an awareness of Rhythm and Rhyme</p> <p>I can show an awareness of Alliteration</p> <p>I can show an awareness of voice sounds</p> <p>I can give the sound of any Phase Two letter</p> <p>I can blend vc and cv words.</p> <p>I can recognise phase two tricky words. (I, no, go, to, into, the)</p>	<p>I can begin to give the sound of some phase three graphemes</p> <p>I can begin to blend and segment cvc words</p> <p>I can spell and write vc words</p> <p>I can read phase two tricky words. (I, no, go, to, into, the)</p> <p>I can write some letters</p>	<p>I can give the sound of all phase three grapheme</p> <p>I can blend and segment cvc words containing phase three graphemes</p> <p>I can spell and write cvc words</p> <p>I can write most letters</p> <p>I can read phase two and three tricky words (he, she, we, me, be, was, my, you, they, her all)</p> <p>I can write some tricky words (I, no, go, to, into, the)</p> <p>I can begin to read a simple caption</p>	<p>I can spell and write cvc words containing graphemes</p> <p>I can blend and read words containing adjacent constants</p> <p>I can begin to write and spell some words containing adjacent consonants</p> <p>I can form letters correctly when writing</p> <p>I can recognise some phase four tricky words</p> <p>I can write some tricky words (he, she, we, me, be, was, my, you, they, her all)</p> <p>I can write a simple caption</p>	<p>I can spell and write words containing adjacent consonants</p> <p>I can read a polysyllabic word</p> <p>I can read simple sentences</p> <p>I can read some high-frequency words (have, like, some, come, were, there, little, one, are, do, when, out, what)</p> <p>I can begin to write a simple sentence</p>	<p>I can begin to spell and write some polysyllabic words</p> <p>I can recognise some alternative phonemes (phase five, bank one)</p> <p>I can recognise spell and write some words containing alternative phonemes (phase five, bank one)</p> <p>I can read some high-frequency words (oh, their, people, Mr, Mrs, looked, called, asked)</p> <p>I can write high frequency words (have, like, some, come, were, there, little, one, are, do, when, out, what)</p> <p>I can write a simple sentence</p>

YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Can do statements</p>	<p>I can spell and write some polysyllabic words with two syllables.</p> <p>I can recognise most alternative phonemes (phase five, bank one)</p> <p>I can recognise spell and write most words containing alternative phonemes (phase five, bank one)</p> <p>I can write some high-frequency words (oh, their, people, Mr, Mrs, looked, called, asked)</p> <p>I can form all letters correctly.</p> <p>I can write a sentence containing new <i>phase five</i> graphemes.</p>	<p>I can recognise some alternative phonemes (phase five, bank two)</p> <p>I can recognise spell and write words containing alternative phonemes (phase five, bank one)</p> <p>I can write high-frequency words (oh, their, people, Mr, Mrs, looked, called, asked)</p> <p>I can read some high-frequency words (said, so, have, like, some, come, were there)</p> <p>I can recognise some alternative phonemes (phase five, bank one)</p>	<p>I can recognise spell and write words containing alternative phonemes (phase five, bank three)</p> <p>I can recognise spell and write words containing alternative phonemes (phase five, bank two)</p> <p>I can read polysyllabic words containing three syllables</p> <p>I can read words containing alternative phonemes (phase five, bank one)</p> <p>I can write high-frequency words (said, so, have, like, some, come, were there)</p> <p>I can read some high-frequency words (water, where, who, again, though, though, work, mouse, many)</p>	<p>I can re-call some graphemes with different pronunciations (i,o,c,g,u,a,y)</p> <p>I can spell and write some words using graphemes with different pronunciations (i,o,c,g,u,a,y)</p> <p>I can recognise spell and write words containing alternative phonemes (phase five, bank three)</p> <p>I can recognise <i>phase five</i> 'further graphemes' (ay,ou,ie,ea,oy,ir,ue,aw,wh.ph,ew,oe,au)</p> <p>I can write high-frequency words (water, where, who, again, though, though, work, mouse, many)</p> <p>I can read some high-frequency words (laughed, because, different, any, eyes, friends, once please)</p>	<p>I can spell and write words using graphemes with different pronunciations (i,o,c,g,u,a,y)</p> <p>I can read some words including further graphemes (ay,ou,ie,ea,oy,ir,ue,aw,wh.ph,ew,oe,au)</p> <p>I can spell and write some words using graphemes (ay,ou,ie,ea,oy,ir,ue,aw,wh.ph,ew,oe,au)</p> <p>I can recognise a split diagraph (a-e, e-e, i-e, o-e, u-e)</p> <p>I can spell and write some words including split-diagraphs (a-e, e-e, i-e, o-e, u-e)</p> <p>I can spell and write polysyllabic words containing three syllables</p> <p>I can write high-frequency words (laughed, because, different, any, eyes, friends, once please)</p> <p>I can read some high-frequency words (little, one, do, when, what, out)</p>	<p>I can re-call graphemes with alternative pronunciations (ow, ie, ea, er, ch, ou)</p> <p>I can spell and write words containing graphemes with alternative pronunciations (ow, ie, ea, er, ch, ou)</p> <p>I can spell and write most words using graphemes (ay,ou,ie,ea,oy,ir,ue,aw,wh.ph,ew,oe,au)</p> <p>I can write high-frequency words (little, one, do, when, what, out)</p>

YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Can do statements</p>	<p>I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>I can read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can spell dge at the end of words. I can spell -ge at the end of words.</p> <p>I can spell 'j' spelled with a g. I can spell the 's' sound spelled c before e/i/y.</p> <p>I can spell the 'n' sound spelled kn and gn at the beginning of words.</p> <p>I can spell the common exception words. door floor poor because find kind mind behind child children</p>	<p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can spell the /r/ sound spelled 'wr' at the beginning of words.</p> <p>I can spell the /l/ or /ul/ sound spelled '-le' at the end of words.</p> <p>I can spell the /l/ or /ul/ sound spelled '-el' at the end of words.</p> <p>I can spell the /l/ or /ul/ sound spelled '-al' at the end of words.</p> <p>I can spell words ending in '-il.'</p> <p>I can spell the common exception words. wild climb most only both old cold gold hold told</p>	<p>I can read accurately words of two or more syllables that contain graphemes taught so far</p> <p>I can read words containing common suffixes Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>I can spell the long vowel 'i' spelled with a y at the end of words.</p> <p>I can spell by adding '-es' to nouns and verbs ending in 'y.'</p> <p>I can spell by adding '-ed' to words ending in y. The y is changed to an i.</p> <p>.I can spell by adding '-er' to words ending in y. The y is changed to an i.</p> <p>I can spell by adding 'ing' to words ending in 'e' with a consonant before it.</p>	<p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Suffixes past tense</p> <p>I can spell by adding 'er' to words ending in 'e' with a consonant before it.</p> <p>I can spell by adding '-ing' to words of one syllable.</p> <p>I can spell by adding '-ed' to words of one syllable.</p> <p>I can spell 'or' sound spelled 'a' before ll and ll</p> <p>I can spell the common exception words last past father class grass pass plant path bath hour</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>I can spell the /ee/ sound spelled '-ey'</p> <p>I can spell words with the spelling 'a' after w and qu.</p> <p>I can spell the /er/ and /or/ sound spelled with or or ar.</p> <p>I can spell the /z/ sound spelled s.</p> <p>I can spell the suffixes '-ment' and '-ness'</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book</p> <p>I can spell the suffixes '-ful' and '-less' If a suffix starts with a consonant letter.</p> <p>.I can spell homophones or near homophones.</p> <p>I can spell words ending in '-tion.'</p> <p>I can spell contractions – the apostrophe shows where a letter or letters would be if the words were written in full.</p> <p>I can spell the possessive apostrophe (singular)</p>