



St Robert Southwell Catholic Primary School

Aiming For Excellence - Being The Best We Can Be

Progression of skills in Phonics and Spellings

EYFS*							
Set 1 Sounds	m, a, s, d, t	m, a, s, d, t, i, n, g, o	m, a, s, d, t, i, n, g, o, c, k, u, b	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk,
Word Time	Word time 1.1	Word time 1.2	Word time 1.3	Word time 1.4	Word time 1.5	Word time 1.6	Word time 1.7
Word Time Words	at mat mad sad dad sat	in on it an and pin pat got dog sit tip pan gap dig top	bed met get bin cat cot can kit mud up cup bad	fan fun fat lip log let had hit hen ship shop fish	red run rat jog jet jam vet yap yes yet yum web win wish wet sock	thin thick this zag zip chin chop chat quiz fox box fix six sing bang thing wing	bell well huff mess think blob brat drip send dress frog gran stamp strop stand ticket robin
	Year 1*	Year 2*	Year 3	Year 4	Year 5	Year 6	
Statutory Sounds	<ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The sound spelt n before k 'nk' The sound /ch/ spelt - 'tch' The /v/ sound at the end of words spelt with 've' <p>Set 2 Sounds</p> <ul style="list-style-type: none"> The vowel digraph 'ay' - "may I play?" The vowel digraph 'ee' - "what can you see?" The trigraph 'igh' - "fly high" The sound /oa/ spelt with the vowel digraph 'ow' - "blow the snow" The vowel digraph 'oo' - "look at a book" The vowel digraph 'oo' - "poo at the zoo" The vowel digraph 'ar' - "start the car" The vowel digraph 'or' - "shut the door" The vowel trigraph 'air' - "that's not fair" The vowel digraph 'ir' - "whirl and twirl" The vowel digraph 'ou' - "shout it out" The digraphs 'oy' - "toy for a boy" <p>Set 3 Sounds</p> <ul style="list-style-type: none"> The vowel digraph 'ea' - "cup of tea" The digraphs 'oi' - "spoil the boy" The split vowel digraph 'a-e' - "make a cake" The split vowel digraphs 'i-e' - "nice smile" The vowel digraph 'ie' making the /igh/ and / ee/ sounds - "terrible tie" The split vowel digraph 'o-e' - "phone home" The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' - "huge brute" The sound /oo/ and /yoo/ spelt with 'ue' - "come to the rescue" 	<ul style="list-style-type: none"> The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words The sounds /r/ spelt 'wr' at the beginning of words The sound /s/ spelt 'c' before e, l and y The sound /j/ spelt with '-dge' and '-ge' at the end of words The sound /j/ often spelt with g before e, l and y The sound /j/ always spelt with 'j' before a, o and u The sound /l/ spelt with 'le' at the end of words The sound /l/ spelt with 'el' at the end of words The sound /l/ spelt with '-il' and 'al' at the end of words The sound /igh/ spelt with 'y' at the end of words The sound /or/spelt 'a' before l or ll The sound /u/spelt with 'o' The sound /ee/ spelt with 	<ul style="list-style-type: none"> Words with the long /e/ sound spelt with ei Words with the long /el/ sound spelt with ey Words with short /i/ sound spelt with 'y' Words with a /k/ sound spelt with 'ch' Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Words with a short /u/ sound spelt with 'ou' Words ending with an /zher/ sound spelt with 'sure' Words ending with a /cher/ sound spelt with 'ture' Words ending with a /cher/ sound spelt as 'ture' 	<ul style="list-style-type: none"> Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') Words with the /s/ sound spelt with 'sc' 	<ul style="list-style-type: none"> Words with endings that sound like /shuhs/ spelt with - cious 	<ul style="list-style-type: none"> Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter 	



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	<ul style="list-style-type: none"> The vowel digraph 'aw' - "yawn at dawn" The vowel digraph 'au' - "Paul the astronaut" The vowel trigraph 'are' - "care and share" The vowel digraph 'ir' - "nurse with a purse" The vowel digraph 'er' (unstressed) 'er' (stressed) - "a better letter" The vowel digraph 'ow' - "brown cow" The digraph 'ai' - "snail in the rain" The sound /oa/ spelt with the vowel digraph 'oa' - "goat in a boat" The sound /oa/ spelt with the vowel digraphs 'oe' The sounds /oo/ and /yoo/ spelt with 'ew' - "chew the stew" The split vowel digraphs 'e-e' - "go Pete and Steve" The vowel trigraph 'ear' - "hear with your ear" The vowel trigraph 'ore' Words ending with the sound /e/ spelt with 'y' The sound /k/ spelt with 'k' not 'c', before e, i and y 	<p>'-ey'</p> <ul style="list-style-type: none"> The /o/ sound spelt with 'a' after w and qu The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w The sound /zh/ spelt 's' 				
<p>Non statutory sounds</p>	<ul style="list-style-type: none"> The sound /ee/ spelt 'e' The trigraph 'ire' - "fire fire" The trigraph 'ure' - "sure it's pure" 		<ul style="list-style-type: none"> Words with the long /e/ sound spelt with ai Words with /ə:/ sound spelt with ear Words with a short /u/ sound spelt with 'o' 	<ul style="list-style-type: none"> Words with /aw/ spelt with augh and au Words with 'ough' to make a long /o/, /oo/ or /or/ sound Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Words ending in -ar/ -er 	<ul style="list-style-type: none"> Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Words with an /ear/ sound spelt 'ere' 	<ul style="list-style-type: none"> Words with a 'soft c' spelt /ce/ Words with a long /o/ sound spelt 'ou' or 'ow'



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<p>Statutory Suffixes</p>	<ul style="list-style-type: none"> • Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word • Adding –er and –est to adjectives where no change is needed to the root word • Words ending –y (ighh, ee) 	<ul style="list-style-type: none"> • Adding –ies to nouns and verbs ending in –y • Adding –ed, -er and –est to a word ending in –y with a consonant before it • Adding –ing to a word ending in –y with a consonant before it • Adding –ing, -ed, -er, -est and –y to words ending in –e with an consonant before it • Adding –ing, -ed, -er, -est and –y of one syllable ending in a single consonant after a single vowel • The suffixes –ment, -ness and –ful • The suffixes –less and –ly • Words ending in -tion 	<ul style="list-style-type: none"> • Creating adverbs using the suffix -ly (no change to root word) • Creating adverbs using the suffix -ly (root word ends in ‘y’ with more than one syllable) • Creating adverbs using the suffix -ly (root word ends in ‘le’) • Creating adverbs using the suffix -ly (root word ends in ‘ic’ or ‘al’) • Creating adverbs using the suffix -ly (exceptions to the rules) • Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO • NOT double the final consonant) • Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) • Words ending with an /zher/ sound spelt with ‘sure’ • Words ending with a /cher/ sound spelt with ‘ture’ • Words ending with a /cher/ sound spelt as ‘ture’ 	<ul style="list-style-type: none"> • Nouns ending in the suffix –ation • Adding the suffix -ous (No change to root word) • Adding the suffix -ous (No definitive root word) • Adding the suffix -ous (Words ending in ‘y’ become ‘i’ and words ending in ‘our’ become ‘or’) • Adding the suffix -ous (Words ending in ‘e’ drop the ‘e’ but not ‘ge’) 	<ul style="list-style-type: none"> • Words with endings that sound like /shuhs/ spelt with –cious • Convert nouns or adjectives into verbs using the suffix –ate • Convert nouns or adjectives into verbs using the suffix –ise • Convert nouns or adjectives into verbs using the suffix –ify • Convert nouns or adjectives into verbs using the suffix –en • Convert nouns or verbs into adjectives using suffix –ful • Convert nouns or verbs into adjectives using suffix –ive • Convert nouns or verbs into adjectives using suffix -al 	<ul style="list-style-type: none"> • Adjectives ending in -ant into nouns ending in -ance/-ancy • Adjectives ending in -ent into nouns ending in -ence/-ency • Words ending in -able • Words ending in -ably • Adding suffixes beginning with vowel letters to words ending in –fer • Words with endings which sound like /shuhl/ after a vowel letter • Words with endings which sound like /shuhl/ after a consonant letter • Words ending in –ible • Words ending in -ibly
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<p>Non-statutory suffixes</p>	<ul style="list-style-type: none"> • Words ending with suffix -tion • “pay attention it’s a celebration” • Words ending with suffix –cious and –tious • “scrumptious, delicious” 		<ul style="list-style-type: none"> • Words ending in -ary • Words ending in the suffix -al 		<ul style="list-style-type: none"> • Words with endings that sound like /shuhs/ spelt with –tious or –ious • Words ending in ‘ment’ • Creating nouns using -ity suffix • Creating nouns using -ness suffix • Creating nouns using -ship suffix 	
<p>Statutory Prefixes</p>	<ul style="list-style-type: none"> • Adding the prefix –un without any change to the spelling of the root word 		<ul style="list-style-type: none"> • Creating negative meanings using prefix mis- • Creating negative meanings using prefix dis- • Adding the prefix bi- (meaning ‘two’ or ‘twice’) and Adding the prefix re- (meaning ‘again’ or ‘back’) 	<ul style="list-style-type: none"> • Adding the prefix in- (meaning ‘not’ or ‘into’) • Adding the prefix im- (before a root word starting with ‘m’ or ‘p’) • Adding the prefix il- (before a root word starting with ‘l’) and the prefix ir- (before a root word starting with ‘r’) • Adding the prefix sub- (meaning ‘under’) and adding the prefix super- (meaning ‘above’) • Adding the prefix inter- (meaning ‘between’ or ‘among’) • Adding the prefix anti- (meaning ‘against’) • Adding the prefix auto- (meaning ‘self’ or ‘own’) • Adding the prefix ex- (meaning ‘out’) • Adding the prefix non- (meaning ‘not’) 	<ul style="list-style-type: none"> • Adding verb prefixes de- and re- • Adding verb prefix over- 	<ul style="list-style-type: none"> •



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Non-Statutory Prefixes						<ul style="list-style-type: none"> Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Creating diminutives using prefixes micro- or mini-
Statutory Objectives	<ul style="list-style-type: none"> Division of words into syllables Adding s and es to words (plural of nouns and the third person singular of verbs) Days of the week New consonant spellings ph and wh Compound words 	<ul style="list-style-type: none"> Contractions The possessive apostrophe Homophones and near homophones Common exception words 	<ul style="list-style-type: none"> Homophones & near homophones Word families based on common words, showing how words are related in form and meaning. 	<ul style="list-style-type: none"> Homophones & near homophones Plural Possessive Apostrophes with plural words Word families based on common words, showing how words are related in form and meaning 	<ul style="list-style-type: none"> Words with 'silent' letters Homophones & Near Homophones Words containing the letter string 'ough' 	<ul style="list-style-type: none"> Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Synonyms & Antonyms
Non statutory Objectives		<ul style="list-style-type: none"> Conjunctions Months of the year/ time 	<ul style="list-style-type: none"> Silent Letters 	<ul style="list-style-type: none"> Adverbials of frequency and possibility Adverbials of manner 	<ul style="list-style-type: none"> Homophones & near homophones Modal verbs Adverbs of possibility and frequency Adverbials of time Adverbials of place Unstressed vowels in polysyllabic words 	<ul style="list-style-type: none"> Ambitious Synonyms: Adjectives Hyphens: To join compound adjectives to avoid ambiguity Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs



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Statutory Spelling words (Common Exception)	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	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy. Business, calendar, certain, circle, complete, continue, decide, describe, difficult, disappear, eight, eighth, enough, extreme, favourite, February, forward, heard, heart, height, fruit, grammar, group, guard, guide, interest, island, learn, library, minute, notice, occasion, occasionally, often, opposite, ordinary, particular, possible, pressure, probably, promise, regular, reign, remember, special, strange, suppose, surprise, woman, women	caught, centre, century, consider, difference, early, earth, exercise, experience, experiment, famous, history, imagine, increase, important, knowledge, length, material, medicine, mention, natural, naughty, peculiar, perhaps, popular, possess, possession, potatoes, purpose, quarter, question, recent, sentence separate, straight, strength, therefore, though, although, thought, through, various, weight	conscious, vegetable, symbol, physical, system, rhythm, vehicle, occupy, rhyme, bruise, soldier, stomach, recommend, yacht, privilege, equipment, environment, government, parliament, occur, frequently, neighbour, community, curiosity, forty, category, according, opportunity, sincere, interfere, harass, definite, secretary, dictionary, familiar	aggressive, awkward, desperate, disastrous, marvellous, available, average, attached, relevant, competition, excellent, existence, conscience, controversy, correspond, embarrass, especially, temperature, variety, exaggerate, suggest, lightning, foreign, apparent, appreciate, achieve, convenience, mischievous, persuade, individual, committee, language, interrupt, interfere, sufficient, determined, explanation, cemetery, necessary, sacrifice, hindrance, nuisance, prejudice, pronunciation, accommodate, accompany, signature, programme, shoulder
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***RWI Progression of Skills**

	Nursery			Reception			Year 1							Year 2			
	Throughout Nursery, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds.			Learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.			The coherently planned sequence of lessons within Set 2 and Set 3 words allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words							Children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.			
Read, Write Inc. levels	Set 1 sounds Group A	Set 1 sounds Group B	Set 1 sounds Group C	Ditty 1-10	Red	Green	Purple	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Blue	Grey	Literacy and Language
Reading - Recognition				<ul style="list-style-type: none"> • Reads and understands simple sentences. • Uses phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words. • Demonstrate understanding when talking 			<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ 							<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the 			

Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.



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		with others about what they have read.	<p>phonemes, including, where applicable, alternative sounds for graphemes.</p> <ul style="list-style-type: none">• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.• Read other words of more than one syllable that contain taught GPCs.• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.• Re-read these books to build up their fluency and confidence in word reading.	<p>sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <ul style="list-style-type: none">• Read accurately words of two or more syllables that contain the same graphemes as above.• Read words containing common suffixes.• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.• Re-read these books to build up their fluency and confidence in word reading.
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