Stage One Phonics and Spelling Programme

|  |  |
| --- | --- |
| Letter Group(a suggested teaching order) | Common words(suggested order) |
| a t  | a at the |
| s i | I in it |
| p n | an is and |
| r m | am me my |
| d e | did as he |
| c k ck  | can we into |
| g l | go got get |
| f o | if for on |
| b u | be but you |
| h w | was went his |
| j v | have just to |
| y z | your by only |
| q(u) x | are dad not |
| sh (revise – a, t, s, i) | she come from |
| th (revise – p, n, r, m) | this that then |
| **consolidation** | with us so |
| ch (revise – d, e, c, k) | much of or |
| ng (revise – g, l, f, o) | old do going |
| wh (revise – b, u, h, w, j) | out now new |
| ph (revise – v, y, z, q, x) | one first little |
| ee | had see has |
| oo | play no look |
| ck | make like made |
| ai | said big could |
| oy | our down off  |
| oa | him all came |
| **consolidation** | here her before |

Stage Two Phonics and Spelling Programme

|  |  |
| --- | --- |
| Letter Group(a suggested teaching order) | Common words(suggested order) |
| sh, ch, th, ng  | have your only by  |
| wh ph ee oo | are come of new |
| ck, ai, oy, oa, qu | said could her before |
| **consolidation** | **consolidation** |
| ay | day away always today  |
| ea (leaf) | each ask year eat |
| ow (snow)  | yellow grow again food |
| ue | blue best number other |
| aw | very took fast there |
| oi | their some then last |
| au | because week keep when |
| ew | what many soon book |
| ow (owl) | how where now too |
| ou | round found wish men |
| igh | who after hand right |
| y | fly bring Mr. two |
| i - e | five time life line |
| o - e |  home more school Mrs. |
| a - e | take gave cold don’t |
| u - e | every find want girl  |
| e - e | father head mother jump |
| ss | four miss never these |
| ll | well will fell call |
| ff | three room long tree |
| kn | under were thing know  |
| mb | green people which another |

 Stage Three Phonics and Spelling Programme

|  |  |
| --- | --- |
| Letter Group(a suggested teaching order) | Common words(suggested order) |
| ue, aw, oi  | which what bring long  |
| au, ew, ow | three again these people |
| ou, igh, y | too school some never |
| i -e, o – e, e - e | know yellow father mother |
| a – e, u – e , ea | each year away always  |
| tch | another, watch, time, windy |
| wr | gave, family, how, might |
| ea (bread) | learn, children, because, earth |
| wa | second, fifteen, five, fourteen |
| th (then) | spring, sunny, those, home |
| ie (tried) | tell, large, spell, still, saw |
| ve (have) | own, small, something, live, give |
| g(gentle) |  about, around, house, hour, side |
| ch (chorus) | any, body, carry, along, story |
| se (cheese)  | back, bird, add, between, world |
| c (city) | city, ice, face, place, more |
| ea (break) | white, why, also, turn, great |
| ou (would) | should, would, open, song, hard |
| ey (money) | read, call, even, fly, close |
| ie (field) | begin, follow, often, letter, woman |
| oe (toe) | write, answer, began, heat, page |
| ough (thought) | walk, water, picture, once, until  |
| y (gym) | through, sing, morning, colour, kind |
| u (push) | put, different, light, sentence, stop |
| gn (sign) | list, most, must, high, late |
| t (ture) | Monday, Tuesday, Wednesday, Thursday, Friday |
| dge | does, changes, show, think, same |
| o (some) | month, together, work, Sunday, Saturday |
| ch (chef) | try, real, eye, low, animal, such |
| ti (tion) | talk, air, lift, land, need, move |

**Stages 4 and 5: Phonemes** (taught over 4 week blocks, Core & Extension)

|  |  |  |
| --- | --- | --- |
| **Unit** | **Phoneme** | **Representations** |
| 1 | ae | a-e, ay, ai, ey, ea (aigh, eigh) |
| 2 | ee | ee, ea, e, ie, e-e |
| 3 | ie | igh, i-e, ie, y |
| 4 | oe | o-e, oa, ow, oe (ough) |
| 5 | oo |  oo, u-e, ew, ue, u, (ou, ough) |
| 6 | f | f, ff, ph |
| 7 | ow |  ou, ow (ough) |
| 8 | oi | oy, oi |
| 9 | k | c, k, ck, ch |
| 10 | j | j, g, dge |
| 11 | sh | sh, ti, ch |
| 12 | ch | ch, tch, t |
| 13 | s | s, ss, c, se, ce |
| 14 | au | a, o, au, aw |
| 15 | silent letters | gn kn mb wr  |
|  | singular/plural |  |

**Diacritical Marking** – a feature of the problem- solving approach to spelling

The diacritical marking code records single sounds/phonemes, joined phonemes and split phonemes. The following three symbols are used to mark each one:

1. **Single sounds/phonemes** are marked with a dot under the sound

 faster has 6 sounds

 2. **Joined Phonemes** are marked by underlining e.g. **ey**, **ou**, **ea**, **sh**

 shop has 3 sounds

3**. Split phonemes** (formerly magic’e’) are marked with a joining loop:

 home has 3 sounds

**Stages 4 and 5 Suggested Common and Tricky Words**  (you may prefer to focus on topic specific words; words from reading books and words you need for writing)

|  |  |  |  |
| --- | --- | --- | --- |
| Set 1 | Set 2 | Set 3 | Set 4 |
| above | accident | almost | Christmas |
| breakfast | below | autumn | Easter |
| cupboard | cloudy | winter | season |
| eight | eleven | spring | birthday |
| eighteen | football | summer | centre |
| experiment | group | happened | circle |
| first | holiday | beautiful | square |
| hear | I’m | frightened | triangle |
| listen | I’ve | teacher | rectangle |
| nine | playtime | difficult | different |
| nineteen | practising | little | satisfied |
| million | whispered | Scotland | juice |
| surprise | emotion | England | stopped |
| care | knew | Ireland | heard |
| busy | biscuit | Wales | their |
|  |  |  |  |
| Set 5 | Set 6 | Set 7 | Set 8 |
| January | seven | counting | screamed |
| February | seventeen | idea | seem |
| March | clothes | liked | bought |
| April | garden | mile | whole |
| May | yesterday | music | opened |
| June | swimming | river | leaves |
| July | sure | running | gone |
| August | before | speechless | television |
| September | never | outside | mouse |
| October | fruit | twelve | mice |
| November | believe | thirteen | squirrel |
| December | decided | money | wonderful |
| quickly | another | inside | without |
| important | quiet | interesting | spelling |
| mumbled | quite | *said* | greater |

Stages 4 and 5 Common and Tricky Words

|  |  |  |  |
| --- | --- | --- | --- |
| Set 9 | Set 10 | Set 11 | Set 12 |
| Kilmarnock | ate | writing | firstly |
| Ayr | better | yelled | change |
| Glasgow | scary | your | does |
| Cumnock | police | yours | goes |
| Edinburgh | white | upon | changing |
| London | purple | while | shouted |
| Irvine | yellow | young | sixteen |
| Clyde | tries | across | slowly |
| Ayrshire | tried | both | baby |
| city | turned | following | balloon |
| village | wanted | near | caught |
| town | piece | brother | didn’t |
| castle | peace | sister | can’t |
| here | arrive | cousin | evening |
| local | high | friends | off |
|  |  |  |  |
| Set 13 | Set 14 |  |  |
| happy | shoulder | *why* |  |
| word | they | *which* |  |
| lady | called | *world* |  |
| paper | round | *Britain* |  |
| window | continue | *United Kingdom* |  |
| floor | previous |  |  |
| shoe | morning |  |  |
| being | allow |  |  |
| coming | our |  |  |
| jumped | asked |  |  |
| started | state |  |  |
| used | weather |  |  |
| walked | *who* |  |  |
| woke | *where* |  |  |
| only | *what* |  |  |

**Stages 6 and 7**

Ensure pupils are secure in their knowledge of:

· Phonics

· Spelling patterns and conventions

· Phonological knowledge (syllables, rhyme and analogy)

· Compound words

Develop knowledge of:

· Root words

· Homophones

· The effect of suffixes and prefixes on the spelling and meaning of root words

· The etymology of words (origins of words)

At stages 6 and 7 pupils should be able to transfer skills and strategies previously taught across their learning.

If pupils at stages 6 and 7 have had experience of strategy spelling from being taught this in previous stages, the expectation would be that they use the strategies automatically and with increasing independence.

If new to Active Literacy spelling, the teacher should model a variety of strategies using ‘think aloud’ and give reasons for the most appropriate choice. Most teachers start with the Stage 4/5 programme to introduce Elkonin boxes and diacritical marking. Knowledge of phonemes is the most useful spelling strategy – for any age.

When focusing on teaching common/tricky/subject or topic specific words, the following strategies should be used:

· Sounding out – using the diacritical approach

· Syllabification

· Words within words

· Compound words

· Use an analogy

· Use a mnemonic

· Use a spelling rule

It is expected at this stage that pupils will be compiling their own lists of common and tricky words, and words they need for their own writing, as well as developing their own strategies to aid spelling accuracy.