

P2 Spelling Words

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>
-ng	-nk	v
bang	ink	van
hang	sank	vans
long	pink	vet
ring	bank	vets
song	wink	vast
wings	stink	vent
sting	slink	visit
length	thanks	invent
bring	blanket	vest
strong	thinking	vain
<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
-ve	Short /oo/	Long /oo/
have	look	moon
give	book	pool
live	took	room
love	hood	food
dove	rook	mood
above	nook	tooth
glove	stood	spoon
	looking	balloon
	crooks	roof
	mistook	hooves

P2 Spelling Words

<i>Week 7</i>	<i>Week 8</i>	<i>Week 9</i>
-y	-/i-ee/ spelled -y and -ey	/ks/ spelled -x
yes	happy	box
yet	daddy	fox
yak	funny	fix
yell	mummy	mix
yeti	silly	text
yelp	tiny	taxi
yank	baby	foxes
yeast	pony	relax
yellow	donkey	fixed
yesterday	monkey	mixing
<i>Week 10</i>	<i>Week 11</i>	<i>Week 12</i>
ch	sh	th
chip	ship	thin
chat	fish	thick
chin	shop	path
such	sheet	moth
inch	shed	thump
chick	shell	think
chunks	mash	three
munch	brush	maths
riches	shut	things
chatty	splash	thanks

P2 Spelling Words

Week 13	Week 14	Week 15
Double consonant letters (-bb, -cc, -dd, -gg, -nn)	Double consonant letters (-mm, -pp, -rr, -tt, -vv)	Double consonant letters (-ck, -ss, -ff, -ll, -zz)
rabbit	summer	ticket
bobble	hammer	locket
puddle	apple	miss
riddle	ripple	lesson
egg	berry	huff
goggles	merry	muffin
bunny	rattle	ball
funny	letter	hall
hiccup	revved	puzzle
soccer	savvy	dazzle
Week 16	Week 17	Week 18
/t/ or /d/ spelled -ed	qu	ou
rained	quit	out
stopped	queen	our
played	quack	ouch
tripped	quick	shout
stayed	quiz	mouth
wished	quest	south
brushed	quiet	cloud
hugged	squid	proud
blinked	squeal	ground
chatted	squirrel	mountain

P2 Spelling Words

<i>Week 19</i>	<i>Week 20</i>	<i>Week 21</i>
/ou/ spelled ow	/oa/ spelled ow	/oi/
owl	own	oil
cow	row	coin
now	bow	join
howl	slow	soil
down	grow	boils
town	crow	joint
brown	shown	spoil
crown	flown	avoid
towel	below	android
trowel	elbow	pointed
<i>Week 22</i>	<i>Week 23</i>	<i>Week 24</i>
/oi/ spelled oy	/ue/	er
boy	cue	kerb
toy	duel	term
joy	rescue	sister
enjoy	argue	joker
decoy	due	jumper
royal	muesli	serve
oyster	venue	temper
loyal	value	perfect
annoyed	statue	perhaps
destroy	Tuesday	slipper

P2 Spelling Words

<i>Week 25</i>	<i>Week 26</i>	<i>Week 27</i>
ar	/s/ spelled -ce	/s/ spelled ci
arm	fence	civic
car	mince	city
jar	dance	cinema
park	force	circle
farm	voice	circus
tart	prince	medicine
harp	chance	pencil
chart	palace	recipe
sharp	pounce	decide
garden	advanced	excited
<i>Week 28</i>	<i>Week 29</i>	<i>Week 30</i>
/s/ spelled cy	/j/ spelled -ge	/s/ spelled -se
bicycle	hinge	sense
fancy	large	horse
mercy	twinge	house
bouncy	damage	mouse
spicy	garage	grouse
juicy	package	expense
cycling	savage	intense
recycle	manage	immense
	cabbage	nurse
	rummaged	purse

P2 Spelling Words

[illegible]

P3 Spelling Words

Week 1	Week 2	Week 3
/j/ spelled g	/oa/ spelled o and oe	/oa/ /u/ and /oo/ spelled oe or o
gems	hero	shoe
ginger	jugo	do
gentle	going	to
energy	solar	who
giraffe	woes	does
genius	tiptoe	shoes
allergic	domino	whose
germs	potatoes	
gymnastics	mango	
giant	echoes	
Week 4	Week 5	Week 6
/igh/ spelled ie, i_e and i-i	/ee/ spelled ee and e_e	/oa/ spelled o_e
hike	themes	home
bikes	evening	alone
hiding	green	awoke
rides	scene	bones
slime	succeed	phoned
spike	compete	broke
decides	agreed	supposed
biting	stampede	quote
white	deplete	closed
whining	freed	spoke

P3 Spelling Words

<i>Week 7</i>	<i>Week 8</i>	<i>Week 9</i>
/ae/ spelled a_e	/yoo/ spelled u_e	/air/
face	duke	stairs
make	ruled	fair
space	tunes	hairy
place	flutes	despair
paper	salute	pair
blade	assumed	chairs
eraser	refuse	repaired
glazed	mule	aircraft
baked	obtuse	unfair
shades	pruned	dairy
<i>Week 10</i>	<i>Week 11</i>	<i>Week 12</i>
/air/ spelled are	/air/ spelled ear	/air/ spelled ere
flares	bear	where
care	wear	there
glare	pears	nowhere
stared	swear	werewolf
spared	underwear	compere
mare	tearing	somewhere
dares	bearable	premiere
aware		
declared		
share		

P3 Spelling Words

<i>Week 13</i>	<i>Week 14</i>	<i>Week 15</i>
/eer/ spelled eer, ear, ere and ier	/ur/ or /ir/ spelled ir	/er/ or /uh/ spelled ear or or
career	third	search
appear	shirt	words
fear	firm	pearls
deer	girl	early
tears	thirsty	earth
severe	shirk	working
cheerful	dirty	unheard
yearly	circus	research
nearly	squirm	heard
fiercely	thirteen	learn
<i>Week 16</i>	<i>Week 17</i>	<i>Week 18</i>
-le	-il	-al
little	pupil	animal
table	pencil	final
cattle	April	equal
middle	basil	several
puddle	civil	virtual
trickle	nostrils	general
hackles	stencils	decimal
sparkles	utensils	vertical
pickles	fossil	hospital
tackle	lentils	capital

P3 Spelling Words

<i>Week 19</i>	<i>Week 20</i>	<i>Week 21</i>
-el	or	aw
label	for	saw
camel	fork	jaw
panel	port	paws
towel	horns	lawn
kennels	torch	dawn
travels	storm	hawk
jewel	thorns	draw
flannel	morning	drawers
tunnel	sport	claws
parcels	forts	awful
<i>Week 22</i>	<i>Week 23</i>	<i>Week 24</i>
au	al	oar
sauce	all	oar
saucer	call	soar
haul	ball	roar
haunt	walk	board
pause	talk	coarse
author	chalk	aboard
applaud	stalk	hoarse
launch	talking	overboard
automatic	tallest	roaring
August	smaller	whiteboard

P3 Spelling Words

<i>Week 25</i>	<i>Week 26</i>	<i>Week 27</i>
oor	ore	our
door	more	your
poor	core	four
moor	bored	pour
floor	snore	court
spoor	score	fourth
poorly	shore	mourn
flooring	adore	downpour
indoors	galore	resources
outdoors	ignore	course
mooring	before	yours
<i>Week 28</i>	<i>Week 29</i>	<i>Week 30</i>
ch	-tch	/j/
chin	match	just
munch	fetch	jester
chair	catch	jovial
chat	switch	jealous
poach	stitches	ajar
church	kitchen	January
reach	clutch	jacket
chase	ketchup	jaded
cherish	thatch	joint
champion	sketches	junior

P4 Spelling Words

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>
/j/ spelled g	/j/ spelled -ge	/j/ spelled -dge
gems	large	edge
ginger	age	hedge
gentle	page	badge
energy	damage	fridge
giraffe	twinge	lodger
genius	cabbages	wedges
allergic	gentleman	grudge
germs	urgently	dislodge
gymnastics	merger	misjudge
giant	germinate	partridge
<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
/ks/ spelled x	/gz/ spelled x	/n/ spelled kn
foxes	exam	knee
sixty	example	knelt
explain	exotic	knot
extra	exit	know
expand	exact	knowledge
expect	exist	knuckle
extinct	exhaust	knit
express	exhibit	knight
export	exactly	knife
excite	existence	knock

P4 Spelling Words

<i>Week 7</i>	<i>Week 8</i>	<i>Week 9</i>
/r/ spelled wr	/m/ spelled mb	/s/ spelled sc
wrap	lamb	scent
wren	limb	scissors
wreck	numb	scythe
wrist	bomb	scene
wrinkle	dumb	scenic
wriggle	climb	scenery
wrong	tomb	science
westle	plumber	scientist
wrapping	comb	descend
writing	succumb	muscle
<i>Week 10</i>	<i>Week 11</i>	<i>Week 12</i>
/g/ spelled gu	/b/ spelled bu	/c/ spelled ch
guess	buy	school
guest	buyer	chorus
guy	buying	chemist
guard	buoy	character
guardian	buoyant	chaos
guilty	build	chrome
guitar	builder	chronic
guide	building	chemical
guidance		cholera
disguise		chasm

P4 Spelling Words

<i>Week 13</i>	<i>Week 14</i>	<i>Week 15</i>
/r/ spelled rh	/sh/ spelled ch	/sh/ spelled ti
rhino	third	chef
rhubarb	shirt	chalet
rhythm	firm	chute
rhymes	girl	parachute
rhumba	thirsty	chandelier
rhetoric	shirk	chassis
rhombus	dirty	charades
rhinestone	circus	chivalry
rhapsody	squirm	chaperone
rhododendron	thirteen	machinery
<i>Week 16</i>	<i>Week 17</i>	<i>Week 18</i>
/sh/ spelled ci	/sh/ spelled ssi	/zh/ spelled si or s
official	mission	vision
delicious	admission	division
precious	permission	television
special	passion	confusion
musician	expression	invasion
ancient	discussion	illusion
artificial	compassion	measure
politician	possession	pleasure
suspicious	procession	treasure
optician	aggression	leisure

P4 Spelling Words

<i>Week 19</i>	<i>Week 20</i>	<i>Week 21</i>
/zh/ spelled g	/u/ spelled ou	/u + s/ spelled -ous
beige	couple	precious
collage	cousin	previous
barrage	nourish	rigorous
courgette	double	hilarious
genre	tough	curious
montage	roughly	dangerous
deluge	famous	studious
regime	enormous	tedious
dressage	touching	envious
garage	serious	ambitious
<i>Week 22</i>	<i>Week 23</i>	<i>Week 24</i>
/f/ spelled ph	/f/ spelled gh	/g/ spelled gh
graph	rough	ghost
photo	tough	ghettos
phase	enough	ghastly
phone	cough	ghoul
elephant	coughing	ghostwriter
sphere	trough	gherkin
phrase	laugh	Afghanistan
triumph	laughter	spaghetti
phobia	draught	yoghurt
phantom	tougher	Ghana

P4 Spelling Words

<i>Week 25</i>	<i>Week 26</i>	<i>Week 27</i>
/k/ spelled ch	/sh/ spelled ch	/w + o/ spelled wa
school	chef	was
chemist	chalet	want
chorus	parachute	wand
chasm	chassis	watch
Christmas	chiffon	waffle
chrome	chivalry	wander
chronic	chute	swan
chaos	machinery	swamp
chrysalis		swallow
		swat
<i>Week 28</i>	<i>Week 29</i>	<i>Week 30</i>
/qu + o/ spelled qua	/w + or/ spelled wa	/n/ spelled gn
quarry	warm	gnat
quarrel	warmth	gnaw
squat	warn	gnarled
squash	ward	gnome
squad	towards	sign
squadron	warning	align
qualify	wartime	reign
qualification	wardrobe	foreign
squander	warp	design
quality	warden	campaign

P5 Spelling Words

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>
/s/ spelled -st-	/ai/ spelled -ey	/ai/ spelled -eigh
whistle	grey	eight
rustle	prey	weigh
trestle	survey	sleigh
castle	disobey	weight
thistle	surveyor	neighbour
gristly	convey	lightweight
mistletoe	heyday	heavyweight
listen	conveyor	freight
fasten	they	eighteen
christen	osprey	eighth
<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
/ai/ spelled -ea	/ai/ spelled -aigh	/ai/ spelled ai
great	straight	aim
steak	straighten	waiting
break	straighter	grains
greater	straightest	painted
greatly		faint
greatest		refrain
outbreak		tainted
breakdown		Spain
heartbreak		attainment
		contain

P5 Spelling Words

<i>Week 7</i>	<i>Week 8</i>	<i>Week 9</i>
/ai/ spelled ay	/ee/ spelled e	/ee/
display	she	knee
decay	equal	cheek
delay	decoy	sleek
crayons	decent	indeed
always	recycle	greedy
maybe	medium	cheese
holiday	medieval	freedom
layers	region	agreement
portray	de-ice	disagree
bricklayer	we	speech
<i>Week 10</i>	<i>Week 11</i>	<i>Week 12</i>
/ee/ spelled ea	/ee/ spelled e_e	/ee/ spelled ey
beach	theme	donkey
sea-shore	scene	monkey
squeak	scheme	storey
feast	compete	chutney
easiest	complete	honeymoon
dreaming	supreme	paisley
streams	concrete	parsley
please	extreme	abbey
meaning	phoneme	hockey
speaking	grapheme	pulley

P5 Spelling Words

<i>Week 13</i>	<i>Week 14</i>	<i>Week 15</i>
/ee/ spelled ie	/i/ spelled y	/igh/ spelled i
movie	system	kind
pixie	symbol	mind
budgies	syrup	blind
freebie	crystal	wildest
rookie	mystery	finding
oldie	gymnastics	winding
calorie	rhythm	behind
hankie	myth	climb
collie	cymbal	idle
cookies	hymn	mildly
<i>Week 16</i>	<i>Week 17</i>	<i>Week 18</i>
/igh/ spelled ie	/igh/ spelled i_e	/igh/ spelled y
pies	alike	shy
necktie	guide	style
magpie	awhile	July
fries	arrive	type
terrified	besides	apply
magnified	divide	reply
horrified	inside	hyena
certified	invite	python
qualified	lively	hygiene
lied	politely	cycle

P5 Spelling Words

<i>Week 19</i>	<i>Week 20</i>	<i>Week 21</i>
/igh/	/igh/ spelled ei	/igh/ spelled ie
higher	either	tied
lights	neither	died
fight	heist	cried
brighten	seismic	fried
frightened	eiderdown	satisfied
slight	seismograph	classified
night	poltergeist	tongue-tied
knight	Fahrenheit	denied
lightning	Poseidon	occupied
frightening	feisty	preoccupied
<i>Week 22</i>		
/ee/ or /i/ spelled ie		
eerie		
genie		
birdie		
caddie		
collie		
cookie		
goalie		
brownies		
varied		
prairie		

P6 Spelling Words

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>
/ee/ spelled ie	/u/ spelled o	/oa/ spelled o
grief	wonder	also
thieves	front	solo
chiefs	sponge	trio
briefcase	tongue	volcano
piece	welcome	patio
field	becoming	buffalo
shield	fearsome	avocado
belief	somewhere	Eskimo
achieve	onion	mosquito
shriek	pigeon	zero
<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
/oa/	/oa/ spelled ow	/oa/ spelled oe
roam	window	doe
shoal	slowly	foe
afloat	rainbow	roe deer
throat	shadowy	ice floe
approach	sorrowful	tiptoe
boastful	unknown	mistletoe
goalpost	glowing	woebegone
cloakroom	burrow	oboe
toadstool	meadow	
coastguard	tomorrow	

P6 Spelling Words

<i>Week 7</i>	<i>Week 8</i>	<i>Week 9</i>
/oa/ spelled o_e	/oa/ spelled ough	/oo/
dome	dough	teaspoon
globe	though	shampoo
ozone	although	cockatoo
smoke	doughy	foolproof
telephone	doughnut	cartoon
remote		soothe
explode		monsoon
keyhole		cocoon
tadpole		kangaroo
quote		bamboo
<i>Week 10</i>	<i>Week 11</i>	<i>Week 12</i>
/oo/ spelled ue	/oo/ spelled u_e	/oo/ spelled ew
blue	prune	chewing
clues	dilute	crews
true	conclude	brew
glued	include	drew
accrue	pollute	threw
misconstrue	fluke	shrewd
gruesome	truce	jewellery
gruelling	delude	corkscrew
rueful	overrule	cashew
fondue	parachute	sewage

P6 Spelling Words

<i>Week 13</i>	<i>Week 14</i>	<i>Week 15</i>
/oo/ spelled ui	/oo/ spelled ou	/yoo/ spelled u
fruit	soup	argument
juice	wound	unique
bruise	route	future
recruit	troupe	stupid
suitor	coupon	genuine
grapefruit	souffle	soluble
suitable	boulevard	human
lawsuit	bouffant	ambulance
recruitment	bouquet	calculate
bruised	roulette	fortunate
<i>Week 16</i>	<i>Week 17</i>	<i>Week 18</i>
/yoo/ spelled ue	/yoo/ spelled u_e	/yoo/ spelled eu
argue	fortune	feud
queue	sand-dunes	feudalism
continue	costume	neutral
discontinue	dispute	pasteurise
revenue	produce	euphonium
subdued	attitude	eureka
rescue	gratitude	granduer
barbecue	contribute	eurhythmics
refuel	tribute	eucalyptus
undervalue	refuse	therapeutic

P6 Spelling Words

<i>Week 19</i>	<i>Week 20</i>	<i>Week 21</i>
/yoo/ spelled ew	/yoo/ spelled iew	/aw/ spelled ough
newt	view	ought
skewer	review	bought
curfew	preview	brought
mildew	viewing	thought
nephew	overview	fought
Newton	viewfinder	sought
pewter	viewpoint	wrought
newborn	interview	thoughtful
renew	interviewee	thoughtless
sinew	interviewer	overwrought
<i>Week 22</i>		
/aw/ spelled augh		
caught		
taught		
naughty		
daughter		
fraught		
haughty		
haughtily		
naughtily		
distraught		
granddaughter		

P7 Spelling Words

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>
/ou/ spelled ough	/u + f/ spelled ough	/o + f/ spelled ough
bough	rough	cough
plough	tough	coughed
drought	enough	coughing
Slough	slough	trough
	roughen	
	toughen	
	roughage	
<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
/u/ and /oo/ spelled ough	/k/ spelled ck	/k/ spelled ch
borough	socket	school
thorough	bottleneck	chaos
thoroughly	chopsticks	chemist
Scarborough	wickerwork	stomach
through	steeplejack	scheme
throughout	ramshackle	chorus
see-through	honeysuckle	orchestra
throughway	blockbuster	mechanism
	cockerel	technology
	mockingbird	chameleon

P7 Spelling Words

<i>Week 7</i>	<i>Week 8</i>	<i>Week 9</i>
/k/ spelled qu or que	/kw + aw/ spelled quar	/g/ spelled gue
quiche	quart	rogue
conquer	quarter	catalogue
mosquito	quarterly	intrigue
etiquette	quarters	fatigue
bouquet	quartz	plague
marquetry	quartet	vaguely
masquerade	quarterback	colleagues
croquette	quarterfinal	league
mannequin	quartermaster	monologue
marquee	quarter-hour	epilogue
<i>Week 10</i>	<i>Week 11</i>	<i>Week 12</i>
/g/ spelled gg	/igh + n/ spelled ine	/i + n/ spelled ine
digging	shine	engine
bigger	twine	masculine
rugged	alpine	genuine
baggage	feline	feminine
logging	defined	medicine
staggering	refinery	determine
giggles	turbine	jasmine
struggling	combine	examine
shrugged	declined	crinoline
bedraggled	canine	intestine

P7 Spelling Words

<i>Week 13</i>	<i>Week 14</i>	<i>Week 15</i>
/ee + n/ spelled ine	/m/ spelled mn	/s/ spelled ps
magazine	autumn	psalm
routine	autumnal	psyche
sardines	column	pseudonym
submarine	columnist	psychiatry
machine	solemn	psychiatrist
marine	solemnly	psychology
limousine	condemn	psychologist
vaccine	condemnation	psoriasis
cuisine	hymn	psychic
trampoline	mnemonic	psychedelic
<i>Week 16</i>	<i>Week 17</i>	<i>Week 18</i>
/ah/ spelled al	/o/ spelled a(lt)	/ch + u/ spelled ture
psalm	halt	picture
palms	salty	gesture
balmy	exalt	culture
embalm	halter	temperature
embalming	waltz	furniture
calm	falter	literature
calming	halting	structure
almond	alternating	vulture
qualms	cobalt	puncture
calmly	altruism	signature

P7 Spelling Words

<i>Week 19</i>	<i>Week 20</i>	<i>Week 21</i>
/y + oo/ spelled eau	/oh/ spelled eau	/u + r/ spelled re
beauty	beau	centre
beautify	bureau	metre
beautiful	chateau	fibre
beautician	plateau	theatre
beautifully	tableau	mediocre
	trousseau	acre
	bureaucrat	timbre
	portmanteau	sceptre
		meagre
		calibre
<i>Week 22</i>		
/ng/ spelled n		
fungus		
uncle		
conquest		
junction		
defunct		
juncture		
banquet		
lynx		
anchor		
zinc		

Phonics International Schedule 2023/24

Tweedbank Primary School

Primary 1

<u>Week</u>	<u>Sound 1</u>	<u>Sound 2</u>	<u>Sound 3</u>
1	s	a	t
2	i	p	n
3	c	k	-ck
4	e	h	r
5	m	d	g
6	o	u	
7	l	-ll	
8	f	-ff	
9	-ss	b	
10	j	y	
11	ai	ay	
12	w	oa	
13	/oa/ spelled ow	-ie	
14	-igh	/ul/ spelled -le	
15	/u/ spelled o	/ai/ spelled a	
16	/ee/ spelled e	/igh/ spilled l	
17	/oa/ spelled o	/you/ spelled u	
18	/igh/ spelled -y	/ai/ spelled a_e	
19	/igh/ spelled i_e	/oa/ spelled o_e	
20	ee	or	
21	z	-zz	
22	w	wh	
23	/ee/ spelled ea	/e/ spelled -ea	
24	/z/ spelled s	/z/ spelled -se or -ze	

Primary 2

<u>Week</u>	<u>Spelling</u>	<u>Grammar (Handbook 1)</u>
1	-ng	Capital Letters
2	-nk	Ordering words in sentences
3	v	Sentence structure
4	-ve	Upper and Lower Case
5	Short /oo/	Proper nouns
6	Long /oo/	Common nouns
7	y	Alphabetical Order
8	/i-ee/ spelled -y and -ey	A' or 'An'
9	/ks/ spelled -x	Plurals
10	ch	Pronouns
11	sh	Initial blends
12	th	Initial blends
13	Double consonant letters (-bb, -cc, -dd, -gg, -nn)	Alphabetical Order
14	Double consonant letters (-mm, -pp, -rr, -tt, -vv)	Verbs
15	Double consonant letters (-ck, -ss, -ff, -ll, -zz)	Conjugating Verbs
16	/t/ or /d/ spelled -ed	Past Tense
17	qu	Doubling Rule
18	ou	The Future
19	/ou/ spelled ow	Alphabetical Order
20	/oa/ spelled ow	Nouns
21	/oi/	Adjectives
22	/oi/ spelled oy	Adjectives
23	/ue/	Final Blends
24	er	Compound Words
25	ar	Alphabetical Order
26	/s/ spelled -ce	Verbs
27	/s/ spelled ci	Adverbs
28	/s/ spelled cy	Adverbs
29	/j/ spelled -ge	<es> Plurals
30	/s/ spelled -se	Antonyms
31	/s/ spelled c	Alphabetical Order

Primary 3

<u>Week</u>	<u>Spelling</u>	<u>Grammar (Handbook 1 and 2)</u>
1	/j/ spelled g	Speech Marks
2	/oa/ spelled o and oe	Word Web
3	/oa/ /u/ and /oo/ spelled oe or o	Questions
4	/igh/ spelled ie, i_e and i-i	Questions
5	/ee/ spelled ee and e_e	Nouns and Verbs
6	/oa/ spelled o_e	Alphabetical Order
7	/ae/ spelled a_e	Sentence Writing
8	/yoo/ spelled u_e	Speech Marks
9	/air/	Questions
10	/air/ spelled are	Commas in Lists
11	/air/ spelled ear	Exclamation Marks
12	/air/ spelled ere	Alphabetical Order
13	/eer/ spelled eer, ear, ere and ier	Proper Nouns
14	/ur/ or /ir/ spelled ir	Adjectives
15	/er/ spelled ear and or	Plurals
16	-le	Possessive Adjectives
17	-il	Homophone Mix Ups
18	-al	Alphabetical Order
19	-el	Sentences and Verbs
20	or	Adverbs
21	aw	Irregular Verb (to be)
22	au	Regular Past Tense
23	al	Irregular Past Tense
24	oar	Using a Dictionary
25	oor	Proofreading Sentences
26	ore	Irregular Verb (to be)
27	our	Expanding a Sentence
28	ch	Conjunctions
29	-tch	Plurals
30	/j/	Word Webs

Primary 4

Week	Spelling	Grammar (Handbook 2 and Pupil Book 3)
1	/j/ spelled g	Proofreading a story
2	/j/ spelled -ge	Prefixes
3	/j/ spelled -dge	Apostrophe
4	/ks/ spelled x	Contractions
5	/gz/ spelled x	Prepositions
6	/n/ spelled kn	Finding The Meaning
7	/r/ spelled wr	Suffix (-ing)
8	/m/ spelled mb	Suffixes (-er) and (-est)
9	/s/ spelled sc	Interesting Words
10	/g/ spelled gu	Commas in Speech
11	/b/ spelled bu	Parsing
12	/c/ spelled ch	Proper Nouns
13	/r/ spelled rh	Adjectives (number order)
14	/sh/ spelled ch	Nouns ending in 'y'
15	/sh/ spelled ti	Prepositions
16	/sh/ spelled ci	Sentences
17	/sh/ spelled ssi	Pronouns
18	/zh/ spelled si or s	Sentences (direct speech)
19	/zh/ spelled g	Collective Nouns
20	/u/ spelled ou	Nouns ending in 'f' and 'fe'
21	/u + s/ spelled -ous	Comparative and Superlative Adjectives
22	/f/ spelled ph	Verbs (past continuous tense)
23	/f/ spelled gh	Singular Possessive Nouns
24	/g/ spelled gh	Subject and Predicate Adjectives
25	/k/ spelled ch	Future Tense Verbs
26	/sh/ spelled ch	Subject and Verb Agreement
27	/w + o/ spelled wa	Nouns ending in 'o'/irregular plurals
28	/qu + o/ spelled qua	Compound Nouns
29	/w + or/ spelled wa	Comparative and Superlative Adverbs
30	/n/ spelled gn	Contractions

Primary 5

<u>Week</u>	<u>Spelling</u>	<u>Grammar (Pupil Book 3 and 4)</u>
1	/s/ spelled -st-	Plural Possessive Nouns
2	/ai/ spelled -ey	Irregular comparative and superlative adjectives
3	/ai/ spelled -eigh	Subject and predicate sentences
4	/ai/ spelled -ea	Direct speech sentences
5	/ai/ spelled -aigh	Past, present and future verbs
6	/ai/ spelled ai	Double negatives
7	/ai/ spelled ay	Abstract nouns
8	/ee/ spelled e	Adjective phrases
9	/ee/	Prefixes (opposites)
10	/ee/ spelled ea	Auxiliary Verbs
11	/ee/ spelled e_e	Possessive pronouns
12	/ee/ spelled ey	Nouns formed from verbs
13	/ee/ spelled ie	Subject and Verb Agreement
14	/l/ spelled y	Adverb phrases
15	/igh/ spelled i	Indirect speech
16	/igh/ spelled ie	Verbs (active and passive)
17	/igh/ spelled i_e	Suffixes (-ing and -ed)
18	/igh/ spelled y	Sentences (main clauses)
19	/igh/	Adjectives (possessive)
20	/igh/ spelled ei	Adjective clauses
21	/igh/ spelled ie	Auxiliary Verbs
22	/ee/ or /i/ spelled ie	Adverb Clauses

Primary 6

<u>Week</u>	<u>Spelling</u>	<u>Grammar (Pupil Book 4 and Skills Book 4)</u>
1	/ee/ spelled ie	Adjectives (formed from verbs/nouns)
2	/u/ spelled o	Suffixes (changing tense/part of speech)
3	/oa/ spelled o	Sentences (commas in sentences)
4	/oa/	Relative pronouns
5	/oa/ spelled ow	Sentences and Clauses
6	/oa/ spelled oe	Verbs (past tense with 'had')
7	/oa/ spelled o_e	Split direct speech
8	/oa/ spelled ough	Simple/compound sentences
9	/oo/	Compound/complex sentences
10	/oo/ spelled ue	Improving sentences
11	/oo/ spelled u_e	Paragraphs
12	/oo/ spelled ew	Abstract Nouns
13	/oo/ spelled ui	Pronouns
14	/oo/ spelled ou	Adverbs
15	/yoo/ spelled u	More irregular Verbs
16	/yoo/ spelled ue	Prepositions
17	/yoo/ spelled u_e	Nouns
18	/yoo/ spelled eu	Adjectives and Adverbs
19	/yoo/ spelled ew	Verbs (active and passive)
20	/yoo/ spelled iew	Double negatives
21	/aw/ spelled ough	Using 'did' and 'done'
22	/aw/ spelled augh	Spoken English

Primary 7

<u>Week</u>	<u>Spelling</u>	<u>Grammar (Skills Book 4 and 5)</u>
1	/ou/ spelled ough	Phrases and Clauses
2	/u + f/ spelled ough	Main Clauses
3	/o + f/ spelled ough	Parts of Speech
4	/u/ and /oo/ spelled ough	Possessive Adjectives
5	/k/ spelled ck	Direct and Indirect Speech
6	/k/ spelled ch	Paragraphs
7	/k/ spelled qu or que	Making new verbs
8	/kw + aw/ spelled quar	Abstract nouns
9	/g/ spelled gue	Relative pronouns
10	/g/ spelled gg	Verbs (active and passive)
11	/igh + n/ spelled ine	Types of Clauses
12	/i + n/ spelled ine	Direct speech
13	/ee + n/ spelled ine	Using auxiliary verbs
14	/m/ spelled mn	Extending sentences
15	/s/ spelled ps	Abstract nouns and idioms
16	/ah/ spelled al	Types of sentences
17	/o/ spelled a(It)	
18	/ch + u/ spelled ture	
19	/y + oo/ spelled eau	
20	/oh/ spelled eau	
21	/u + r/ spelled re	
22	/ng/ spelled n	

The English Alphabetic Code

simple code		complex code							
units of sound phoneme/s	graphemes, or spelling alternatives which are code for the sounds								
graphemes in key words with key pictures									
/s/	 snake	 glass	 palace	 house	 cents	 city	 bicycle	 scissors	 castle
/a/	 apple							/s/	 pseudonym
/t/	 tent	 letter	 skipped	 debt	 pterodactyl				
/i/	 insect	 cymbals							

/p/	 pan	 puppet						
/n/	 net	 bonnet	 knot	 gnome	 engine			
/k/	 cat	 kit	 duck	 chameleon	 bouquet	 plaque		
/e/	 egg	 head	 said					
/h/	 hat	 who						

/r/	 rat	 arrow	 write	 rhinoceros				
/m/	 map	 hammer	 thumb	 columns	 welcome			
/d/	 dig	 puddle	 rained					
/g/	 girl	 juggle	 guitar	 ghost	 catalogue			
/o/	 octopus	 watch	 qualify	 salt				

/u/	 umbrella	 son	 touch	 thoroughfare			
/l/	 ladder	 shell					
/ul/	 kettle	 pencil	 hospital	 camel			
/f/	 feathers	 cliff	 photograph	 laugh			
/b/	 bat	 rabbit	 buildings	 buildings			

/j/	 jug	 cabbage	   gerbil giraffe gymnast	 fridge				
/y/	 yawn							
/ai/	 aid	 tray	 table	 sundae	 cakes	 prey	 eight	 break
/w/	 web	 wheel	 penguin				/ai/	— straight
/oa/	 oak	 bow	 piano	 oboe	 rope	 dough	 plateau	

/igh/	 tie	 night	 behind	 fly	 bike	 eider	 eye	
/ee/	 eel	 eat	 emu	 *sunny	 concrete	 key	 chief	 sardines
						 *monkey	 *movie	
/or/ or /aw/ dependent on regional or national accents	 fork	 dawn	 sauce	 chalk	 oars	 door	 snore	 four
		 wardrobe	 quarter	 caught	 thought	 water		
/z/	 zebra	 jazz	 fries	 cheese	 breeze			

/ng/	 gong	 jungle		/ngk/	 ink	 uncle		
/v/	 violin	 dove						
short /oo/	 book	 should	 push	 wolf				
long /oo/	 moon	 blue	 flute	 crew	 fruit	 soup	 move	 through
/ks/	 fox	 books	 cakes	 ducks		/gz/	 exam	 pegs

/ch/	 chairs	 patch					/chu/	 picture
/sh/	 sheep	 chef	 station	 magician	 admission			
unvoiced /th/	 thistle		voiced /th/	 there				
/kw/	 queen	 awkward						
/ou/	 ouch	 owl	 plough					

/oi/	 oi ntment	 to y						
/yoo/	 stat ue	 uni corn	 tu be	 ne w	 pne u matic			
/er/	 me er maid	 bi ir thday	 nu rse	 ea ar th	 wo or ld			
schwa /er/ or /u/	 mi xer	 hu um our	 thea tr e	 co llar	 sai or			
/ar/	 a ar tist	 fa ar ther	 pa al m	 ha alf	 ca al ves			

/air/	 h air	 h are	 b ear	 wh ere			This chart is not definitive. You may discover further code – add this to the chart and/or main display wall.
/eer/	 d eer	 ears	 adh ere	 cash ier			Hollow letters alert the reader to various possible pronunciations.
/zh/	 televis ion	 treas ure	 az ure	 cour gette	 collag e		

*-y, *-ey, *-ie as word endings are often pronounced between /i/ and /ee/. On this chart examples appear in the /ee/ row.

The complexities of the English Alphabetic Code include:

1. one sound (phoneme) can be represented by one, two, three or four letters: e.g. /k/ **k**, /f/ **ph**, /igh/ **igh**, /ai/ **eigh**
2. one sound can be represented by different spellings (graphemes): e.g. /oa/ is represented by: **o**, **oa**, **ow**, **oe**, **o-e**, **eau**, **ough**
3. one spelling can represent multiple sounds: e.g. 'ough': /oa/ **though**, /or/ **thought**, /oo/ **through**, /ou/ **plough**, /u/ **thorough**

Key to the 12 units of Debbie Hepplewhite's Phonics International online synthetic phonics programme:

units 1-5	Simple code with some spelling alternatives	1st	2nd	3rd	4th	5th	
6-12	/air/, /eer/, /zh/, split digraphs, complex code	6th	7th	8th	9th	10th	11th 12th

Debbie's programme introduces a simple code of at least one letter/s-sound correspondence for each of the 44+ sounds of speech of the English language. The programme then expands to teach further spelling and pronunciation variations, or alternatives, of the complex Alphabetic Code.

 The Alphabetic Code						
sounds + picture prompts	graphemes (spelling alternatives) which are code for the sounds					
	complex code					
/s/ 	s snake	-ce palace	-se house	ce cents	ci city	cy bicycle
	-ss glass	sc scissors	-st- castle	ps pseudonym		
/a/ 	a apple					
/t/ 	t tent	-tt letter	-ed skipped			
/i/ 	i insect	-y cymbals				
/p/ 	p pan	-pp puppet				
/n/ 	n net	-nn bonnet	kn knot	gn gnome	-ne engine	
/k/ 	k kit	c cat	-ck duck	ch chameleon	qu bouquet	que plaque
/e/ 	e egg	-ea head	-ai said again			
/h/ 	h hat	wh who				
/r/ 	r rat	-rr arrow	wr write	rh rhinoceros		
/m/ 	m map	-mm hammer	-me welcome	-mb thumb	-mn column	

/d/ 	d dig	-dd puddle	-ed rained			
/g/ 	g girl	-gg juggle	gu guitar	gh ghost	-gue catalogue	
/o/ 	o octopus	wa watch	qua qualify	alt salt		
/u/ 	u umbrella	o son	-ou touch	-ough thoroughfare		
/l/ 	l ladder	-ll shell				
/ul/ 	-le kettle	-il pencil	-al hospital	-el camel		
/f/ 	f feathers	-ff cliff	ph photograph	-gh laugh		
/b/ 	b bat	-bb rabbit	bu building			
/j/ 	j jug	-ge cabbage	ge gerbil	gi giraffe	gy gymnast	-dge fridge
/y/ 	y yawn					
/ai/ 	ai aid	a table	-ae sundae	a-e cakes		
	-ay tray	-ey prey	eigh eight	-ea break	-aigh straight	
/w/ 	w web	wh wheel	-u penguin			
/igh/ 	-igh night	-ie tie	i behind	-y shy	i-e bike	ei eider duck

/oa/ 	oa o a k	o yo-y o	-oe ob oe	o-e ro pe		
	ow bo w	-ough do ugh		-eau plate au		
/ee/ 	ee ee l	e e mu	e-e concre te	-ey ke y	-ie chie f	-ine sardi nes
	ea ea t		/i-ee/ 	-y sun ny	-ey mon key	-ie mov ie
/or/ 	or fo rk	ore sno re	oar o a rs	-oor do or	-our fo ur	war wa r drobe
	aw da w n	au sa u ce	-al cha l k	augh ca u ght	ough tho u ght	quar qua r ter
/z/ 	z ze bra	-zz ja zz	-s frie s	-se chee se	-ze bree ze	
/ng/ 	-ng go ng	-n ju ng le		/ngk/ 	-nk i nk	-nc u nc le
/v/ 	v vio l in	-ve do v e				
short /oo/ 	-oo bo o k	-oul sho u ld	-u pu sh			
long /oo/ 	oo mo o n	u-e fl u te	-ew cre w	-ui fru i t	-ou so u p	-o mo v e
	-ue bl ue					
/ks/ 	-x fo x	-ks boo k s	-cks du ck s	-kes ca k es	/gz/ 	-x ex a m
/ch/ 	ch ch a irs	-tch pa tch		/chu/ 	-ture pict ure	

/sh/ 	sh shee p	ch che f	-ti stati on	-ci magici an	-ssi admissi on	
unvoiced /th/ 	th thi st le		voiced /th/ 	th the r e		
/kw/ 	qu que n					
/ou/ 	ou ou ch	ow ow l	-ough pl ou gh			
/oi/ 	oi oi n tment	oy to y				
/yoo/ 	-ue stat ue	u uni co rn	u-e t u be	ew ne w	eu pne u matic drill	
/er/ 	er mer ma id	ir bir th day	ur nur s e	ear ea r th	wor wo r ld	
schwa 'uh' /er/ 	-er mix er	-our hum ou r	-re theat re	-ar coll ar	-or sail or	
/ar/ 	ar arti st	a fa th er	alm pa l m	alf ha lf	alves ca l ves	
/air/ 	air ha i r	-are ha r e	-ear bea r	-ere wh er e	Hollow letters alert the reader to various possible pronunciations. Modify the chart for regional accents if necessary. Add further graphemes as discovered.	
/eer/ 	eer de e r	ear ea r s	-ere adhe r e	-ier cash ier		
/zh/ 	-si televisi on	-s treasu r e	-z azu r e	g cour g ette	-ge colla g e	by Debbie Hepplewhite

The complexities of the English Alphabetic Code:

- one sound (phoneme) can be represented by one, two, three or four letters:
e.g. /a/ a, /f/ ph, /igh/ igh, /oa/ ough
- one sound can be represented by multiple spelling alternatives (graphemes):
e.g. /oa/: o, oa, ow, oe, o-e, eau, ough
- one grapheme can represent multiple sounds:
e.g. 'ough': /oa/ though, /or/ thought, long /oo/ through, /ou/ plough, schwa /u/ thorough

English Alphabetic Code with the International Phonetic Alphabet

The English language has a *fascinating history* – but this has resulted in a complex **alphabetic code** for the writing system whereby the 26 letters of the alphabet represent the 44 or so smallest sounds identifiable in English speech in three complicated ways:

1. one sound (**phoneme**) can be represented by *one, two, three or four letters*: e.g. /**a**/ **a** in **apple**, /**f**/ **ph** in **photograph**, /**igh**/ **igh** in **night**, /**oa**/ **ough** in **dough**
2. one sound can be represented by *multiple spelling alternatives (graphemes)*: e.g. /**oa**/: **o**, **oa**, **ow**, **oe**, **o-e**, **eau**, **ough**
3. one grapheme (letter or letter group) can represent *multiple sounds*: e.g. ‘**ough**’: /**oa**/ **though**, /**or**/ **thought**, long /**oo**/ **through**, /**ou**/ **plough**, /**u**/ **thorough**

On this **Alphabetic Code Chart**, the units of sound (phonemes or combined phonemes) are shown in slash marks. Vowel sounds are shown in red and consonant sounds are shown in blue. The vowel sounds provide the main volume and depth in spoken words whereas the consonant sounds are generally much quieter and sometimes very high-pitched such as /**s**/ and /**t**/. Teachers need to teach the separate units of sounds carefully, avoiding the added ‘schwa’ or “**uh**” sound: e.g. “**sss**” not “**suh**”; “**t**” not “**tuh**”.

units of sound + IPA symbols	simple code key words	complex code + key words	graphemes or spelling alternatives which are code for the sounds			information
/ a / /æ/	a  apple					The Synthetic Phonics Teaching Principles Teach the KNOWLEDGE of the <i>alphabetic code</i>; that is, the letter/s-sound correspondences. Teach the THREE CORE SKILLS: 1. DECODING: Sound out and blend all-through-the-printed-word for reading unknown words. 2. ENCODING: Orally segment (identify) the sounds all-through-the-spoken-word for spelling; then select the correct graphemes AS CODE FOR the identified sounds in that particular word. 3. HANDWRITING: Hold the pencil with the <i>tripod grip</i> and form correctly the 26 upper case and 26 lower case letters on writing lines.
/ e / /ɛ/	e  egg	- ea  head	- ai  said again			
/ i / /ɪ/	i  insect	- y  cymbals				
/ o / /ɒ/	o  octopus	wa  watch	qua  qualify	alt  salt		
/ u / /ʌ/	u  umbrella	o  son	- ou  touch	- ough  no thoroughfare		
/ ai / /eɪ/	ai  first aid	- ay  tray	a  table	- ae  sundae	a-e  cake	
		- ey  prey	- ea  break	eigh  eight	- aigh  straight	

/ee/ /i:/	ee  eel	ea  eat	e  emu	e-e  concrete	Teach a simple code (<i>basic or transparent</i>) first; that is, mainly one spelling for each sound at a rate of two to five letter/s-sound correspondences per week. The simple code is <i>part of</i> the complex code – a first step towards teaching the alphabetic code.	
		-ey  key	-ie  chief	-ine  sardines		
between /i and ee/	-y  sunny	-ey  monkey	-ie  movie			
/igh/ /aɪ/	-igh  night	-ie  tie	i  behind	-y  fly	i-e  bike	ei  eider duck
/oa/ /əʊ/	oa  oak tree	ow  bow	o  yo-yo	-oe  oboe	o-e  rope	
		-ough  dough		-eau  plateau		
/y+oo/ /j/ + /u:/	-ue  barbecue	u  unicorn	u-e  tube	ew  new	eu  pneumatic drill	
short /oo/ /ʊ/	-oo  book	-oul  should		-u  push	-o  wolf	 wolves
long /oo/ /u:/	oo  moon	-ue  blue	u-e  flute	-ew  crew	-ui  fruit	
		-ou  soup	-o  move	-ough  through		
/oi/ /ɔɪ/	oi  ointment	oy  toy				

Keep the simple code revised and begin to introduce **spelling and pronunciation alternatives** of the **complex code** (*extended, advanced or opaque code*) at a rate appropriate to the age, stage and ability of the learners.

APPLICATION

Provide a *cumulative* bank of words, sentences and texts at **code level**:

1. **to model** blending, segmenting for spelling, and handwriting
2. **for each learner to practise** his or her growing skills of blending, segmenting and handwriting increasingly independently.

Provide **cumulative, decodable reading books** at **code level**.

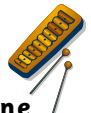
'Two-pronged' teaching approach

Teach a **systematic**, planned synthetic phonics programme **alongside incidental** teaching of any letter/s-sound correspondences **as required** for differentiation, wider reading and spelling and for the wider curriculum - for individuals, groups and whole classes.

/ou/ /aʊ/	ou ouch ! 	ow owl 	-ough plough 			Accents Teaching the English alphabetic code is not an 'exact science' and accents need to be taken into account at all times along with the notion of 'tweaking' (modifying) pronunciation when decoding to reach the correct target word or preferred pronunciation. Schwa effect for reading Modifying pronunciation also helps to raise awareness of the <i>schwa</i> effect (unstressed syllables) whereby, in reality, a sound close to /u/ is the spoken translation of the written code in words such as 'sofa' (sof<u>u</u>), 'faster' (fast<u>u</u>), 'little' (litt<u>u</u>l), 'around' (ur<u>u</u>ound). This is common. Schwa effect for spelling Be aware of the schwa effect when segmenting spoken words for spelling. The ability to spell accurately relies on a growing awareness of spelling alternatives and knowledge of spelling word banks (words with the same spelling and sound). This knowledge takes much longer to acquire. Emphasise the process for spelling of SOUND-TO-PRINT rather than relying on visual memory and recall of letter order and letter names. Decoding is the reverse process: PRINT-TO-SOUND.
	ar artist 	a father 	alm palm 	-alf half 	-alves calves 	
/or/ /ɔ:/ or /aʊ/ dependent upon regional or national accents	or fork 	oar oars 	-oor door 	ore snore 	-our four 	
	aw dawn 	au sauce 	-al chalk 	war wardrobe 	quar quarter 	
		augh caught 	ough thought 			
/ur/or/er/ /3:/	er mermaid 	ir birthday 	ur nurse 	ear earth 	wor world 	
'schwa /er/' or 'schwa /u/' /ə/	-er mixer 	-our humour 	-re theatre 	-ar collar 	-or sailor 	
/air/ /ɛə/	air hair 	-are hare 	-ear bear 	-ere where 		
/eer/ /iə/	eer deer 	ear ears 	-ere adhere 	-ier cashier 		
/oor/ /ʊə/	-oor poor 	-ure sure 				
/y+oor/ /j/+ /ʊə/	-ure pure water					

units of sound + IPA symbols	simple code key words	complex code + key words	graphemes or spelling alternatives which are code for the sounds				information
/b/ /b/	b  bat	-bb  rabbit	bu  building				The notion of a 'code' Root all the teaching for decoding and encoding in the CODE - that is, the relationship between the sounds of speech and their spelling alternatives (the graphemes). This means avoiding the following ideas: *that letters 'say' sounds - they say nothing, they simply prompt us to generate the sounds either 'aloud' or silently 'in our heads' *that there are 'silent' letters as in 'kn', 'wr', 'mb', 'gn' and so on – these are simply further graphemes which ARE CODE FOR the sounds – this is consistent, for example, with saying that the grapheme 'igh' is code for the /igh/ sound (we don't suggest that 'gh' are 'silent letters' in the grapheme 'igh') *that the end letter 'e' of split digraphs a-e, e-e, i-e, o-e and u-e "make the preceding vowel SAY ITS NAME" – this is inconsistent with modern synthetic phonics teaching rooted in the 'alphabetic code'. To work out 'the code', start from a whole spoken word said slowly. Orally segment the word into its sounds and map those onto the graphemes in the written word.
/k/ /k/	k  kit	c  cat	-ck  duck	ch  chameleon	qu  bouquet	que  plaque	
/d/ /d/	d  dig	-dd  puddle	-ed  rained				
/f/ /f/	f  feathers	-ff  cliff	ph  photograph	-gh  laugh			
/g/ /g/	g  girl	-gg  juggle	gu  guitar	gh  ghost	-gue  catalogue		
/h/ /h/	h  hat	wh  who?					
/j/ /dʒ/	j  jug	-ge  cabbage	ge  gerbil	gi  giraffe	gy  gymnast	-dge  fridge	
/l/ /l/	l  ladder	-ll  shell					
/u+l/ /əl/	-le  kettle	-il  pencil	-al  hospital	-el  camel			
/m/ /m/	m  map	-mm  hammer	-me  welcome	-mb  thumb	-mn  column		

/n/ /n/	n  net	-nn  bonnet	kn  knot	gn  gnome	-ne  engine	THE SUB-SKILLS OF THE THREE CORE SKILLS DECODING SUB-SKILLS: Without print – hear the individual sounds of a word and ‘discern’ the word (= oral blending): hear /z/ /i/ /p/, say “zip”; hear /k/ /o/ /t/, say “coat” With print – see the graphemes and say the sounds to automaticity; see s, say /s/; see oa, say /o/; see ph, say /f/ Use capital letter resources – not just lower case letters. Capital letters ARE THE SAME CODE AS lower case letters. ENCODING SUB-SKILLS: Without print – hear the whole spoken word said slowly, train the learner to split the word into its constituent sounds from beginning to end (= oral segmenting): “zip” “/z/ /i/ /p/”; “coat” “/k/ /o/ /t/” (with no print, you can use any sounds) -use the left hand, palm facing to tally the separate sounds onto the thumb and fingers from left to right With print – select grapheme tiles or magnetic letters, or write the letters, to spell the sounds identified [Use <i>manipulatives</i>, such as grapheme tiles, at the basic code stage for young learners as they get to grips with handwriting skills – then focus on <i>handwriting</i> to spell.]
/ng/ /ŋ/	-ng  gong	-n  jungle				
/ng+k/ /ŋ/ + /k/	-nk  ink	-nc  uncle				
/p/ /p/	p  pan	-pp  puppet				
/k+w/ /k/ + /w/	qu  queen	-kw  awkward				
/r/ /r/	r  rat	-rr  arrow	wr  write	rh  rhinoceros		
/s/ /s/	s  snake	-ss  glass	-ce  palace	ce  cents	ci  city	cy  bicycle
		-se  house	sc  scissors	-st  castle	ps  pseudonym	
/t/ /t/	t  tent	-tt  letter	-ed  skipped	pt  pterodactyl	-bt  debt	
/v/ /v/	v  violin	-ve  dove				
/w/ /w/	w  web	wh  wheel	-u  penguin			

/k+s/ /k/ + /s/	-X  fox	-ks  plurals: books	-cks  ducks	-kes  cakes	-cs  I love picnics.	HANDWRITING SUB-SKILLS: Demonstrate the correct tripod hold – for young learners say, “ Froggy legs with the log under ” – pinch the pencil with thumb and forefinger just above where the cone end slopes, make a fist and place the middle finger beneath the pencil to form the tripod hold, or grip, (small hands struggle to ‘grip’ fat pencils or marker pens, use regular-sized pencils) Air write, finger-trace and copy-write graphemes whilst saying the sound – this is ‘ multi-sensory ’ linking sounds to shapes and handwriting the shapes (e.g. say /ch/ for ‘ch’ – not /k/ /h/) Mini whiteboards are suitable for quick-fire ‘show me’ activities; for handwriting practice – use paper and pencil routines sitting with good posture at desks, paper slanted, spare hand holding paper steady BE VIGILANT for learners hooking their wrists around and writing ‘above’ the words on the page – ensure they write ‘below’ the words.
/g+z/ /g/ + /z/	-X  exam	-gs  plurals: pegs	-ggs  eggs	-gues  catalogues		
/y/ /j/	y  yawn					
/z/ /z/	z  zebra	-zz  jazz	-s  fries	-se  cheese	-ze  breeze	X  xylophone
/ch/ /tʃ/	ch  chairs	-tch  patch		/ch+u/ /tʃ/+/ə/	-ture  picture	
/sh/ /ʃ/	sh  sheep	ch  chef	-ti  station	-ci  magician	-ssi  admission	
unvoiced /th/ /θ/	th  thistle			voiced /th/ /ð/	th  there	
/zh/ /ʒ/	-si  television	-s  treasure	-z  azure (blue)	g  courgette	-ge  collage	

Please note that this version of an Alphabetic Code Chart is not definitive. Further code may be discovered in both common and unusual words. The word ‘**giraffe**’, for example, is common but the grapheme ‘**-ffe**’ is rare AS CODE FOR the sound /f/. Add **discovered code** to the chart or to the MAIN PHONICS DISPLAY WALL.

On this chart, a **grey dash** indicates that the particular letter/s-sound correspondence is **unlikely to begin a word**.

Hollow letters alert the reader to various possible pronunciations; for example, **wa** could be the code for /w+a/ as in ‘**wag**’, but is more likely to be /w+o/ as in ‘**watch**’.

This is a generic alphabetic code chart highlighting the vowel sounds followed by the consonant sounds. Alphabetic Code Charts can be designed to be programme-specific according to the order that the letter/s-sound correspondences are introduced and with specific **mnemonic** systems (aids to memory for the sounds and/or spellings).

Vowel sounds can be spelled with both vowel letters and consonant letters such as ‘**igh**’, ‘**ow**’, ‘**or**’, ‘**ough**’. Teachers need to make clear when they are referring to vowel or consonant **sounds**, or vowel or consonant **letters**.

For further information, see synthetic phonics guidance documents at www.phonicsinternational.com

Let me help you to spell *that*

tricky / unusual / interesting word ...



What sounds can we hear
all through the word ?



Let's find the /ee/ sound on our Alphabetic Code Chart.

Look, you need *this* spelling alternative - as in 'chie*f*'.

Other examples of words with *this code* are brief and shield.

Quickly, let's make a poster of the /ee/ ie word bank.

Tweedbank Primary School - Science

Early Level - ELC3

	Organiser	Experience & Outcome	Suggested Contexts
	ELC3		
Materials Properties and uses of substances	SCN 0-15a	Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.	
Planet Earth Space	SCN 0-06a	I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life.	
Forces, Electricity & Waves Vibrations & Waves	SCN 0-11a	Through play, I have explored a variety of ways of making sounds.	
Topical science	SCN 0-20a	I can talk about science stories to develop my understanding of science and the world around me.	

Tweedbank Primary School – Science

Early Level ELC4

	Organiser	Experience & Outcome	Suggested Contexts
	ELC3		
Biological systems Body systems and cells Inheritance	SCN 0-12a HWB 0-47a	I can identify my senses and use them to explore the world around me. I recognise that we have similarities and differences but are all unique.	
Planet Earth Energy Sources and Sustainability	SCN 0-06a	I have experienced, used and described a wide range of toys and common appliances. I can say 'what makes it go' and say what they do when they work.	
Forces, Electricity & Waves Vibrations & Waves	SCN 0-07a SCN 0-09a	Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. I know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives.	
Topical science	SCN 0-20a	I can talk about science stories to develop my understanding of science and the world around me.	

Tweedbank Primary School – Science

Early Level – Primary 1

	Organiser	Experience & Outcome	Suggested Contexts
	ELC3		
Planet Earth Biodiversity and interdependence	SCN 0-01a SCN 0-03a	I have observed living things in the environment over time and am becoming aware of how they depend on each other. I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.	
Processes of the planet	SCN 0-05a / SCN 1-05a	By investigating how water can change from one form to another, I can relate my findings to everyday experiences.	
Topical science	SCN 0-20a	I can talk about science stories to develop my understanding of science and the world around me.	

Tweedbank Primary School – Science

First Level – Primary 2

	Organiser	Experience & Outcome	Suggested Contexts
	ELC3		
Materials Properties and uses of substances	SCN 1-15a SCN 1-16a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. I can make and test predictions about solids dissolving in water and can relate my findings to the world around me.	
Planet Earth Space	SCN 1-06a	By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year.	
Forces, Electricity & Waves Vibrations & Waves	SCN 1-11a	By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound.	
Topical science	SCN 1-20a	I have contributed to discussions of current scientific news items to help develop my awareness of science.	

Tweedbank Primary School - Social Studies

First Level – Primary 3

	Organiser	Experience & Outcome	Suggested Contexts
	ELC3		
Biological systems Body systems and cells Inheritance	SCN 1-12a SCN 1-12b SCN 1-13a	By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. I have explored my senses and can discuss their reliability and limitations in responding to the environment. I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society.	
Biological systems Inheritance	SCN 1-14a	By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited.	

Tweedbank Primary School - Social Studies

First Level – Primary 3

Planet Earth	SCN 1-04a	I am aware of different types of energy around me and can show their importance to everyday life and my survival.	
Energy Sources and Sustainability			
Forces, Electricity & Waves	SCN 1-07a	By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects.	
Vibrations & Waves	SCN 1-08a	By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game.	
	SCN 1-09a	I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model.	
Topical science	SCN 1-20a	I have contributed to discussions of current scientific news items to help develop my awareness of science.	

Tweedbank Primary School - Science

First Level - Primary 4

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 4		
Planet Earth Biodiversity and interdependence	SCN 1-01a	I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.	
	SCN 1-02a	I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.	
	SCN 1-03a	I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school.	
Processes of the planet	SCN 0-05a / SCN 1-05a	By investigating how water can change from one form to another, I can relate my findings to everyday experiences.	
Topical science	SCN 1-20a	I have contributed to discussions of current scientific news items to help develop my awareness of science.	

Tweedbank Primary School - Science
First Level - Primary 4

Tweedbank Primary School – Science

Second Level – Primary 5

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 5		
Materials Properties and uses of substances	SCN 2-15a SCN 2-16a	By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience.	
Planet Earth Space	SCN 2-06a	By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it.	
Forces, Electricity & Waves Vibrations & Waves	SCN 2-11a SCN 2-11b	Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way.	
Topical science	SCN 2-20a SCN 2-20b	Through research and discussion, I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.	

Tweedbank Primary School – Science
Second Level – Primary 5

Tweedbank Primary School – Science

Second Level – Primary 6

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 6		
Forces, Electricity & Waves Electricity	SCN 2-09a SCN 2-10a	I have used a range of electrical components to help to make a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit. To begin to understand how batteries work, I can help to build simple chemical cells using readily-available materials which can be used to make an appliance work.	
Forces, Electricity & Waves Forces	SCN 2-07a SCN 2-08a SCN 2-08b	By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.	
Planet Earth Energy sources and sustainability	SCN 2-04a SCN 2-04b TCH 2-02b	By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. I can investigate the use and development of renewable and sustainable energy to gain an awareness	

Tweedbank Primary School – Science

Second Level – Primary 6

		of their growing importance in Scotland or beyond.	
Biological systems Body systems and cells	SCN 2-12a SCN 2-12b SCN 2-13a	By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.	
Biological systems Inheritance	SCN 2-14a SCN 2-14b	By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics.	

Tweedbank Primary School – Science

Second Level – Primary 6

Topical Science	SCN 2-20a	Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.	
	SCN 2-20b	I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.	

Tweedbank Primary School – Science

Second Level – Primary 7

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 7		
Planet Earth Biodiversity and interdependence	SCN 2-01a SCN 2-02a SCN 2-02b SCN 2-03a	I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. Through carrying out practical activities and investigations, I can show how plants have benefited society. I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use.	
Planet Earth Processes of the planet	SCN 2-05a	I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time.	

Tweedbank Primary School – Science

Second Level – Primary 7

Materials Chemical changes Properties and uses of substances	SCN 2-18a SCN 2-19a SCN 2-15a	I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water. I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.	
Earth's materials	SCN 2-17a	Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses.	
Topical science	SCN 2-20a SCN 2-20b	Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.	

Tweedbank Primary School – Social Studies

Early Level - ELC3

[illegible]

Tweedbank Primary School – Social Studies

Early Level ELC4

	Organiser	Experience & Outcome	Suggested Contexts
	ELC4		
People, Past Events & Societies	0-01a 0-04a	I am aware that different types of evidence can help me to find out about the past. I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me.	The 70s/80s, Transport, Toys, School Days, Houses and Homes Once Upon a Time
People, Place & Environment	0-07a 0-09a	I explore and discover the interesting features of my local environment to develop an awareness of the world around me. I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel.	Travel and Transport, Holidays, Going on a Journey
People in Society, Economy and Business	0-17a 0-18a	I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.	(on going focus through structured play)

Tweedbank Primary School – Social Studies

Early Level – Primary 1

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 1		
People, Past Events & Societies	0-01a 0-02a	I am aware that different types of evidence can help me to find out about the past. I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.	My Family Grandparents
People, Place & Environment	0-12a	While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.	The Weather, The Seasons, Woodlands
People in Society, Economy and Business	0-15a 0-17a 0-18a	I am aware that different types of evidence can help me to find out about the world around me. I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.	(on going focus through structured play)

Tweedbank Primary School – Social Studies

First Level – Primary 2

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 2		
People, Past Events & Societies	1-02a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.	Edinburgh and its Castle
	1-03a	I can use evidence to recreate the story of a place or individual of local historical interest.	
People, Place & Environment	1-11a	By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs.	My Community, Local Study, Houses and Homes Farming, Food to Fork, The Borders, Tourism
	1-16a	I can contribute to a discussion of the difference between my needs and wants and those of others around me.	
	1-07a	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.	
	1-09a	Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.	
	1-13a	Having explored the landscape of my local area, I can describe the various ways in which land has been used.	
	1-14a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.	
People in Society, Economy and Business	1-21a	I have participated in decision making and have considered the different options available in order to make decisions. * I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want.	Enterprise - does not need to be a specific topic but could link to organising class assemblies or a sharing learning opportunity with parents. Could also link to pupils being part of or helping at an event/ fair, etc.
	1-22a	I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. * not applicable to all enterprise opportunities	

Tweedbank Primary School - Social Studies

First Level - Primary 2

Tweedbank Primary School - Social Studies

First Level - Primary 3

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 3		
People, Past Events & Societies	1-01a	I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.	Vikings, Romans, Castles, 1960s
	1-04a	I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.	
People, Place & Environment	1-08a	I can consider ways of looking after my school or community and can encourage others to care for their environment.	Caring for the Local Environment, Conservation
People in Society, Economy and Business	1-15a	I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society.	
	1-17a	By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.	
	1-20a	I have developed an understanding of the importance of local organisations in providing for the needs of my local community.	
People in Society, Economy and Business	1-18a	I have participated in decision making and have considered the different options available in order to make decisions.	Enterprise - does not need to be a specific topic but could link to organising class assemblies or a sharing learning opportunity with parents. Links could also be made to pupils being part of or helping at an event/ fair, etc.
	1-21a	* I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want.	
	1-22a	I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. * not applicable to all enterprise opportunities	

Tweedbank Primary School – Social Studies

First Level – Primary 4

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 4		
People, Past Events & Societies	1-01a 1-06a	I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.	Cleopatra, Hadrian, Walt Disney, Queen Victoria, An Inventor, An Explorer
People, Place & Environment	1-12a 1-12b 1-13b	By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. By exploring climate zones around the world, I can compare and describe how climate affects living things. By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things.	Dress for the Weather, Weather, Cold Countries, Hot Countries, Rainforest, Deserts, Arctic
People in Society, Economy and Business	1-18a 1-21a 1-22a	I have participated in decision making and have considered the different options available in order to make decisions. I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success.	Enterprise, Charity Fundraiser, Running a Business

Tweedbank Primary School - Social Studies

First Level - Primary 4

Tweedbank Primary School – Social Studies

Second Level – Primary 5

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 5		
People, Past Events & Societies	2-02a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.	William Wallace, The Stuarts, Highland Clearances, Robert the Bruce, The Celts, The Reivers, Mary Queen of Scots
	2-03a	I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.	
People, Place & Environment	2-08a	I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.	Rainforest, Coping with Climate, Islands, The Caribbean, Fair Trade
	2-12a	By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things.	
	2-13a	I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.	Rural/Urban Communities, The Scottish Borders, Connect across Scotland, Immigration (why/where?)
	2-10a	Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.	
People in Society, Economy and Business	2-16a	I can explain how the needs of a group in my local community are supported.	
	2-16c	I can discuss issues of the diversity of cultures, values and customs in our society	
People in Society, Economy and Business	2-21a	* I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.	Enterprise - does not need to be a specific topic but could link to organising class assemblies or a sharing learning opportunity with parents. Links could also be made to pupils being part of or helping at an event/ fair, etc.
	2-22a	By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. * not applicable to all enterprise opportunities	

Tweedbank Primary School – Social Studies

Second Level – Primary 6

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 6		
People, Past Events & Societies	2-01a	I can use primary and secondary sources selectively to research events in the past.	Ancient Egypt, WWI/II, Victorians, Ancient Greece, The Monarchy, Explorers, Inventors
	2-04a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.	
	2-06a	I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.	
People, Place & Environment	2-08b	I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.	Africa, Australia, China, European Countries, South America, Asia
People in Society, Economy and Business	2-15a	I can use evidence selectively to research current social, political or economic issues.	
	2-16b	I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.	
	2-19a	By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.	
	2-20a	Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.	
	2-21a	I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.	
	2-22a	By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.	Enterprise

Tweedbank Primary School - Social Studies

Second Level - Primary 7

	Organiser	Experience & Outcome	Suggested Contexts
	Primary 7		
People, Place & Environment	2-07b 2-08a 2-09a 2-07a 2-14a	I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. I can describe the major characteristic features of Scotland's landscape and explain how these were formed. To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.	Natural Disasters - Volcanoes, Earthquakes, Typhoons, Hurricanes, Droughts, Tornadoes, Floods, Global Warming, The World in Danger, Climatic Change Mapping (basic skills), Glaciation, Different Maps, Highlands & Islands, Rocks
People in Society, Economy and Business	2-15a 2-17a 2-18a 2-21a 2-22a	I can use evidence selectively to research current social, political or economic issues. I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy work. * I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. * not applicable to all enterprise opportunities	Scottish Parliament, Electoral Process, Being a Member of Parliament, European Union, Independence Enterprise - does not need to be a specific topic but could link to organising class assemblies or a sharing learning opportunity with parents. Links could also be made to pupils being part of or helping at an event/ fair, etc.