

All Saints' C of E Primary School

Jolly Phonics and Spelling Rules: Programme Progression EYFS – Y6

This programme overview shows the progression of GPCs and words that we teach term – by – term. Jolly Phonics is a comprehensive programme that teaches children to read and write using synthetic phonics. This fun and multi – sensory synthetic phonics method teaches 42 letter sounds, alternative spellings of sounds and tricky words whilst developing children's blending and segmenting skills. These 42 letter sounds are phonic building blocks that children, with the right tools, use to decode the English language. Each letter sound is introduced with fun actions, stories and songs. Children review and revise GPCs and words daily, weekly and across terms and years, in order to move this knowledge into their long – term memory.

Through our rigorous assessment procedures, children who are not keeping up with their peers will be identified and given additional practice immediately through carefully planned keep – up sessions and interventions.

It is our aim that the children leave EYFS with a positive attitude towards reading and with the solid foundation of early reading skills that they will be able to develop as they continue their journey through All Saints.

"It is our intention that our children will leave us as fluent and confident readers. We strive for our pupils to develop a love of reading and for them to be able to use their skills to independently discover new facts about things they are interested in. During their time with us we wish to equip our children with all of the reading skills needed for them to become independent and motivated life-long learners."

EYFS 1

The activities provided in EYFS 1 enable children to develop their speaking and listening skills, helping them tune into sounds and to be able to orally distinguish phonemes in words. Through rhymes, songs, stories and games the children will develop a firm foundation in phonics so that they can be introduced to graphemes when they are ready.

In EYFS 1 the children will engage in daily songs and rhymes, building vocabulary and listening skills.

Autumn 1	Autumn 2
Tuning into sounds: • Sounds in the environment • Instrumental sounds • Body percussion	Rhythm and rhyme: • Develop an understanding of rhyme • Join in with familiar rhyming stories

Spring 1	Spring 2
Rhythm and Rhyme • Complete a rhyming string Alliteration • Distinguish initial sound in words	Alliteration • Sort objects by their initial sound

Summer
Orally segment and blend • Blend phonemes to make word • Segment phonemes in a word • Segment cvc and ccvc words

EYFS 2

Autumn 1	New Tricky Words
Unit 1 Set 1. s, a, t, i, p, n Set 2. c, k, e, h, r, m, d. Set 3. g, o, u, l, f, b Set 4. ai, j, oa, ie, ee, or	Jolly Phonics Orange Reading Books I, the

Autumn 2	New Tricky Words
Set 5. z, w, ng, v, oo, oo. Set 6. y, x, ch, sh, th / th. Set 7. qu, ou, oi, ue, er, ar	He, she, me, we, be, was, are, all (of) Jolly Phonics Red Reading Books

Spring 1	New Tricky Words
Recap digraphs from Unit 1 Unit 2 1. y as /ee/ SATIPN (capital letters) 2. ck / short vowel sounds 3. double consonants / short vowel sounds	Recap tricky words from Autumn Term you, your some, come said, here, there

Spring 2	New Tricky Words
4. Split – digraphs 5. Split – digraphs 6. Split – digraphs	they Jolly Phonics Yellow Reading Books go, no, so my, one, by

Summer 1	New Tricky Words
7. Alternatives – ay / ai oy / oi 8. Alternatives – ee / ea 9. /y/ as igh and ie 10. /ow/ as oa and ou	Only, old Like, have Live, give Little, down

Summer 2	New Tricky Words
11. /ir/ and /ur/ as /er/ 12. /ew/ as ue 13. /aw/, /au/ and /al/	What, when Why, where Who, which Jolly Phonics Green Reading Books

Year 1

Autumn 1	New Tricky Words
	Jolly Phonics Green Reading Books

Recap Unit 2 Unit 3 1. Vowel sounds /ph/ as f. 2. Soft 'c' 3. Soft 'g'	any, many more, before other, were
---	--

Autumn 2	New Tricky Words
4. Ai / a-e / ay 5. ee, ea, e-e 6. ie, i-e, y, igh	because, went saw, put could, should, would

Spring 1	New Tricky Words
Unit 3 7. oa, o-e, or, ow 8. ue, u-e, ew, /oo/ 9. ou and ow	Jolly Phonics Green Reading Books right, two, four goes, does made, their

Spring 2	New Tricky Words
Unit 3 10. oi/ ow 11. er, ir, ur 12. aw, au, al 13. air, ear, are, for air	Jolly Phonics blue Reading Books once, upon, always also, of, eight lover, cover, after every, mother, father Jolly phonics purple reading books

Summer 1	New Tricky Words
Phonics screening check review – no new GPCs or tricky words.	Jolly phonics purple reading books

Summer 2	New Tricky Words
Review GPCs and tricky words taught throughout the year.	Jolly phonics purple reading books

Year 2

In the first half of the Autumn term the children have a daily phonics lesson in which they revisit all of the GPCs covered in units 2 and 3 of the Jolly Phonics programme. The children are then reassessed before moving onto learning all of the Year 2 spelling rules.

From this period any child requiring any further phonics intervention using the Jolly Phonics resources will get this in addition to their daily spellings rules/key words session. Throughout Year 2 the children will continue to explore books that match the sounds/spelling rules they have been learning about as well as having access to a range of books that will foster a love of reading.

Autumn 1	Autumn 2
Consolidation of all GPCs covered in units 2 and 3 of Jolly Phonics.	Year 2A Unit 1 The or sound spelt a before l and ll . Year 2A Unit 2 Soft c . Year 2A Unit 3 Adding the suffix -y (1) <i>(to words ending in a short vowel and a consonant)</i> . Year 2A Unit 4 Adding the suffix -y (2) <i>(to words ending in e)</i> . Year 2A Unit 5, -ly Adding the suffix -ly <i>(to words to make adverbs)</i> . Year 2A Unit 6 The n sound spelt kn and gn .
Spring 1	Spring 2
Year 2A Unit 7 The igh sound spelt y . Year 2A Unit 8 Adding the suffix -ing (1) <i>(to words ending in a short vowel and a consonant)</i> . Year 2A Unit 9 Adding the suffix -ing (2) <i>(to words ending in e or ie)</i> . Year 2A Unit 10 The j sound. Year 2A Unit 11 The o sound spelt a after w and qu . Year 2A Unit 12, -less Adding the suffix -less	Year 2A Unit 13 Adding the suffix -ed (2) <i>(swapping y for i)</i> . Year 2A Unit 14 Adding the suffix -ed (3) <i>(dropping e to add -ed, and revision of doubling final consonant and swapping y for i)</i> . Year 2B Unit 1 The r sound spelt wr . Year 2B Unit 2 Adding the suffixes -er or -est (1) <i>(words where no change is needed; words ending in e)</i> . Year 2B Unit 3 Adding the suffixes -er or -est (2) <i>(swapping y for i)</i> .
Summer 1	Summer 2
Year 2B Unit 4 Adding the suffixes -er or -est (3) <i>(doubling consonant, where the root word ends in short vowel plus consonant)</i> . Year 2B Unit 5 The ee sound spelt ey . Year 2B Unit 6, -ness (1) Adding the suffix -ness (1) <i>(adding to a root word with no change to the root word)</i> . Year 2B Unit 7, -ness (2) Adding the suffix -ness (2) <i>(swapping y to i)</i> . Year 2B Unit 8 Words ending in -le .	Year 2B Unit 9 Words ending in -el . Year 2B Unit 10 Words ending in -al . Year 2B Unit 11, -ful Adding the suffix -ful . Year 2B Unit 12, -less Adding the suffix -less . Year 2B Unit 13, -ment Adding the suffix -ment . Year 2B Unit 14 Words ending in -tion . Year 2B Unit 15 Adding the suffix -es <i>(where the root word ends in y)</i> . Practice Book 2B Special focus 6: Contractions and apostrophes (p.43). Practice Book 2B Special focus 7: Possessive apostrophes (p.43).

Key Stage 2

As the children work their way through Key Stage 2 they continue to consolidate previous learning and learn new spelling rules applicable for their year group and their key words. Phonics interventions are put into place for pupils that require them. The children continue to explore a range of books to reinforce the spelling rules that have been taught and further develop a wide range of reading skills.

Year 3

Autumn 1	Autumn 2
<i>Consolidation of all spelling rules covered in the previous year.</i> Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and in- Year 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 3 Adding the suffix -ous Year 3 Unit 4 Adding the suffix -ly (to adjectives to form adverbs)	Year 3 Unit 5 Words ending in -ture Year 3 Unit 6 Adding -ation to verbs to form nouns Year 3 Special focus 2 Homophones
Spring 1	Spring 2
Year 3 Unit 7 Words with the c sound spelt ch Year 3 Unit 8 Words with the sh sound spelt ch Year 3 Unit 9 Adding the suffix -ion (to root words ending in t or te) Year 3 Special focus 3 The short i sound spelt with the letter y	Year 3 Unit 10 Adding the suffix -ian (to root words ending in c or cs) Year 3 Unit 11 (re-) Adding the prefix re- Year 3 Unit 12 (anti-) Adding the prefix anti-
Summer 1	Summer 2
Year 3 Unit 13 (super-) Adding the prefix super- Year 3 Unit 14 (sub-) Adding the prefix sub- Year 3 Special focus 4 Homophones	Year 3 Special focus 1 – Key words Recap all the units.

Year 4

Autumn 1	Autumn 2
<i>Consolidation of all spelling rules covered in the previous year.</i> Year 4 Unit 1 (mis-) Adding the prefix mis- Year 4 Unit 2 Words ending in zhuh spelt -sure Year 4 Unit 3 (auto-) Adding the prefix auto- Year 4 Special focus 1 The short u sound spelt ou	Year 4 Unit 4 Adding the suffix -ly (to adjectives to form adverbs) Year 4 Unit 5 (inter-) Adding the prefix inter Year 4 Unit 6 Words with the ay sound spelt ei , eigh , ey Year 4 Special focus 2 Homophones
Spring 1	Spring 2
Year 4 Unit 7 Words ending in -ous Year 4 Unit 8 Words with the s sound spelt sc Year 4 Unit 9 Words ending in zhun spelt -sion Year 4 Special focus 3 Possessive apostrophes with plural words	Year 4 Unit 10 (il-, un-, mis-, dis-) Adding il- and revising un- , in- , mis- and dis Year 4 Unit 11 The c sound spelt -que and the g sound spelt -gue
Summer 1	Summer 2
Year 4 Unit 12 (ir-) Adding ir- to words beginning with r Year 4 Unit 13 Adding the prefix super- Year 4 Unit 14 Adding the prefix sub- Year 4 Special focus 4 Homophones	Consolidation of all units and key words.

Year 5

Autumn 1	Autumn 2
Consolidation of all spelling rules covered in the previous year. Year 5 Special focus 1 Words that contain the letter-string ough	Year 5 Special focus 2 Homophones Year 5 Unit 1 Words with silent letter b Year 5 Unit 2 Words ending in -ible Year 5 Unit 3 Words ending in -able
Spring 1	Spring 2
Year 5 Special focus 3 (Key words) Year 5 Unit 4 Words with silent letter t Year 5 Unit 5 Words ending in -ibly and -ably Year 5 Unit 6 Words ending in -ent	Year 5 Special focus 4 (Key words) Year 5 Unit 7 Words ending in -ence Year 5 Unit 8 The ee sound spelt ei Year 5 Unit 9 Words ending in -ant , -ance and -ancy
Summer 1	Summer 2
Year 5 Special focus 5 (Key words) Year 5 Unit 10 Words ending in shus spelt -cious Year 5 Unit 11 Words ending in shus spelt -tious Year 5 Unit 12 Words ending in shul spelt -cial or -tial	Year 5 Special focus 6 (Key words)

Year 6

Autumn 1	Autumn 2
Consolidation of all spelling rules covered in the previous year. Year 6 Special focus 1 Words containing the letter-string ough	Year 6 Special focus 2 (Key words) Year 6 Special focus 3 Homophones and other words that are often confused
Spring 1	Spring 2
Year 6 Special focus 4 (Key words) Year 6 Special focus 5 Homophones and other words that are often confused Year 6 Unit 4 Suffixes (4) (<i>adding suffixes beginning with a vowel</i>)	Year 6 Special focus 6 (Key words) Year 6 Unit 8 Silent letters (<i>silent k, g, l, n</i>) Year 6 Unit 9 The spellings ei and ie Year 6 Unit 10 Words ending in -ible and -able
Summer 1	Summer 2
Year 6 Special focus 7 (Key words) Year 6 Special focus 8 Hyphens	Year 6 Special focus 9 (Key words) Consolidation of work done throughout the year.