



Orrets Meadow

Spelling & Phonics Programme

(Latest Revision May 2026)



Orrets Meadow Phonic Programme Rationale

The Orrets Meadow Phonics Programme is a structured, systematic and cumulative approach to the teaching of communication, phonological awareness, reading and spelling. The programme is rooted in the research and principles used to develop the Hickey Multisensory Language Course and has been adapted over time to meet the increasingly diverse needs of pupils within our setting.

Our phonics programme has been used successfully since the founding of the school and is supported by long-term evidence demonstrating its effectiveness in developing phonic knowledge, reading accuracy, spelling and communication skills. Originally developed as a one-to-one intervention programme, the Hickey approach has been adapted within school to allow high-quality delivery within group teaching while maintaining its core multisensory and overlearning principles.

We continue to review, refine and develop our phonics provision in response to current research, professional guidance and the changing profiles of our pupils. While our established formal phonics programme remains highly effective for many learners, it is recognised that some pupils require additional developmental foundations before they are ready to access formal grapheme–phoneme correspondence teaching successfully.

Research consistently demonstrates that successful phonics development begins long before formal letter-sound teaching. Early reading development is underpinned by a broad range of foundational communication and language skills, including attention, interaction, listening, auditory discrimination, rhythm and rhyme awareness, symbolic understanding, vocabulary development, oral language and phonological awareness. For some pupils, particularly those with speech, language and communication needs, developmental delay, complex learning needs, autism, phonological difficulties or working memory difficulties, these underlying skills require explicit teaching and structured developmental progression prior to formal phonics instruction.

The development of the Orrets Meadow Pre-Phonics Development Pathway has therefore been informed by:

- the research underpinning the Hickey Multisensory Language Course;
- *Letters and Sounds: Principles and Practice of High Quality Phonics* (DfES, 2007), particularly Phase One;
- Sally Neaum’s *What Comes Before Phonics*;
- the Early Years Foundation Stage Framework;
- *Birth to 5 Matters*;
- and wider research into communication, working memory, phonological processing and multisensory learning approaches.

In line with this research, the Orrets Meadow phonics programme recognises that communication development, speaking and listening, play, interaction and meaningful language experiences are fundamental to later reading success. The programme therefore provides a clear developmental pathway from the earliest stages of communication and interaction through to formal phonics, reading and spelling instruction.

The Orrets Meadow Pre-Phonics Development Pathway is organised into nine cumulative developmental stages. These stages progress from early attention and interaction, through auditory awareness and phonological development, to readiness for formal phonics teaching. The stages are developmental rather than age-based and allow pupils to progress at an appropriate pace according to their individual learning profile.

The pre-phonics pathway sits alongside and feeds directly into the formal Orrets Meadow phonics programme:

Pre-Phonics Development to Formal Phonics Programme

The pathway is designed to ensure that pupils develop secure foundational skills before entering formal phonics teaching, reducing cognitive overload and enabling phonics learning to become more meaningful, accessible and successful.

The programme recognises that pupils may demonstrate understanding and progression through a range of communication methods including:

- speech;
- gesture;
- sign;
- AAC;
- symbol selection;
- eye gaze;
- movement;
- physical response;
- and object selection.

Spoken language is therefore not viewed as the sole indicator of phonological understanding or communicative competence.

The Orrets Meadow phonics programme remains multisensory, structured, sequential and highly repetitive in approach, supporting the development of phonological processing, memory and automaticity. This is particularly important for many of our pupils, including those with phonological difficulties, speech and language needs or working memory difficulties, for whom mainstream phonics approaches may otherwise prove unsuccessful.

Through the combination of developmental pre-phonics teaching and structured formal phonics instruction, the Orrets Meadow programme aims to provide an inclusive and effective route into communication, reading and literacy for all learners.

References

1. Combley, M. (2001) *The Hickey Multisensory Language Course* (3rd Edition)
2. Hickey, K. (1977) *The Hickey Multisensory Language Course*
3. Ramus, F. et al. (2003) “Theories of developmental dyslexia: insights from a multiple case study of dyslexic adults”, *Brain*, Volume 126, Issue 4, pp. 841–865
4. Department for Education (2007) *Letters and Sounds: Principles and Practice of High Quality Phonics*
5. Neaum, S. (2017) *What Comes Before Phonics?*
6. Early Education (2021) *Birth to 5 Matters*
7. Department for Education (2024) *Early Years Foundation Stage Framework*

Pre-Phonics Development Pathway

The Orrets Meadow Pre-Phonics Development Pathway provides a structured developmental route into the formal phonics programme. The pathway is organised into nine cumulative stages, progressing from the earliest stages of communication and interaction through to phonological awareness and readiness for formal grapheme–phoneme teaching.

The stages are developmental rather than age-based and allow pupils to progress at an appropriate pace according to their individual learning profile. Progression through the pathway is informed through observation, assessment and professional judgement.

The pre-phonics pathway forms the developmental foundation of the wider Orrets Meadow phonics programme:

The following overview outlines the progression of skills and developmental focus across each stage.

<u>Stage</u>	<u>Key Focus</u>	<u>Overview</u>
1	Attention, Connection & Communication Foundations	Development of shared attention, interaction, anticipation, engagement and early communicative responses.
2	Sensory Sound Awareness	Awareness of environmental, instrumental and body-based sounds and early cause-and-effect sound exploration.
3	Sound Discrimination & Auditory Memory	Recognition, matching and discrimination of sounds alongside the development of auditory attention and memory.
4	Sound Creation & Imitation	Intentional sound-making, imitation of sounds and rhythms, and turn-taking within sound interactions.
5	Rhythm, Rhyme & Pattern Awareness	Participation in repetitive language, songs, rhymes, beat and rhythm activities to develop awareness of sound patterns.
6	Symbolisation & Meaning	Understanding that objects, symbols, gestures, signs and print carry meaning and can be used intentionally to communicate.
7	Language Awareness & Sound Structure	Awareness of words, syllables, sound patterns and early language structures within meaningful contexts.
8	Broad Phonological Awareness	Development of rhyme awareness, syllable awareness, onset patterns and broader sound manipulation skills.
9	Early Phoneme Awareness & Phonics Readiness	Oral blending, oral segmenting, speech sound discrimination and readiness for formal grapheme–phoneme teaching.

For assessment and reporting purposes, Stages 1–9 correspond to pre-phonics levels 0.1–0.9 within the Orrets Meadow phonics progression system.

Stage 1: Earliest Developmental Stage

Development of shared attention, interaction, anticipation, engagement and early communicative responses

Objectives	How these might look	Activities	Possible Non-verbal Responses
Show awareness of familiar voices, sounds, songs, rhythms or routines.	Adults and pupils engaged face-to-face.	Intensive interaction	Gaze shift
Quieten, alert, turn, still or smile in response to a sound or voice.	Pupils showing engagement through gaze, movement, smiling or stilling.	“Ready... steady... GO!” games	Body orientation
Anticipate familiar sound-based routines such as a song, sound cue or repeated phrase.		Peekaboo and hiding games	Stilling/listening
Engage in shared attention with an adult around an object, action, face or sound.	Repetitive routines used daily.		Reaching
Respond to interaction through eye gaze, facial expression, body movement, vocalisation or gesture.	Adults pausing deliberately for responses.	Repetitive songs with pauses	Smiling
Begin to copy simple actions, mouth movements, intonation patterns or body movements.	Pupils anticipating familiar moments in songs, routines or games.	Turn-taking games with objects	Hand movement
Show preference for particular voices, songs, stories or sensory sound experiences.			
			Using a switch or sound-making device intentionally
			Accepting or rejecting another turn.

Stage 2: Sensory Sound Awareness

Awareness of environmental, instrumental and body-based sounds and early cause-and-effect sound exploration

Objectives	How these might look	Activities	Possible Non-verbal Responses
Notice sounds in the environment and react differently to them.	Pupils reacting differently to different sounds.	Sound walks	Activating a sound-making device repeatedly
Show awareness that sounds come from a source.	Searching for sound sources.	Hidden sound games	
Search for or locate familiar sounds.	Repeated activation of sound-making objects or toys.	Environmental listening activities	
Distinguish between loud/quiet, sudden/continuous, near/far or preferred/non-preferred sounds.	Adults narrating sound experiences.	Cause-and-effect toys	
Attend to sounds made by objects, instruments, bodies and voices.	Pupils exploring sound through movement and play.	Loud/quiet exploration games	
Explore cause and effect by making sounds through movement or action.	Increased anticipation of familiar sounds and routines.	Musical instrument exploration	
Repeat an action to hear the same sound again.	Pupils repeatedly recreating preferred sounds or actions.	Body percussion activities	
			Pausing for a repeated sound
			Choosing between two sound sources
			Moving toward a preferred sound
			Stopping when a sound stops
			Showing anticipation before a familiar sound
			Repeating an action to recreate a sound

Stage 3: Sound Discrimination & Auditory Memory

Recognition, matching and discrimination of sounds alongside the development of auditory attention and memory

Objectives	How these might look	Activities	Possible Non-verbal Responses
Discriminate between different environmental, instrumental, body and voice sounds.	Pupils matching sounds to objects or pictures.	Sound lotto	Selecting the correct object, photo, symbol or AAC button for a sound
Recognise familiar sounds without seeing the source.	Pupils showing awareness when sounds change.	Matching games “Same or different?”	Moving to the correct place when hearing a cue
Match sounds to objects, pictures, symbols or actions.	Holding short sound sequences in memory.	listening games Copy my rhythm activities	Indicating “same” or “different” through symbols, sign or response choice
Remember short sequences of sounds or sound-actions.	Selecting correct responses from limited choices.	Sound sorting activities Environmental sound matching	Completing the next action in a sound routine without speech
Notice when a sound changes.	Increased listening during structured sound games.	Listening barrier games	Anticipating the next sound or action in a sequence
Listen for a named or expected sound within an activity or routine.	Pupils responding more consistently to familiar sound cues.		Turning or orientating toward a named sound
Sustain auditory attention within short adult-led or play-based tasks.	Pupils remaining engaged for longer during listening activities.		Sustained attention toward a shared sound activity

Stage 4: Sound Creation & Imitation

Intentional sound-making, imitation of sounds and rhythms, and turn-taking within sound interactions

Objectives	How these might look	Activities	Possible Non-verbal Responses
Experiment with voices, breath, volume and pitch.	Pupils making sounds intentionally.	Call-and-response games	Making sounds with instruments, objects or sound-making devices
Imitate environmental, animal, instrumental or body sounds.	Pupils copying sounds or rhythms.	Instrument circles	Copying rhythms through clapping, tapping, stamping or movement
Copy sounds, rhythms or vocal patterns made by an adult.	Turn-taking becoming evident within sound play.	Action songs	Using gesture, sign or AAC to request “again”, “stop”, “more” or “my turn”
Create sounds intentionally to gain attention, express enjoyment or continue an interaction.	Pupils joining repeated sound patterns in stories and songs.	Story sound effects “Copy me” sessions	Selecting a sound effect symbol or button during activities
Join in with repeated sound patterns in stories, rhymes and songs.	Adults modelling sounds and pupils responding during interaction.	Turn-taking sound games	Repeating an action to continue a sound interaction
Take turns making and responding to sounds.	Increased confidence during shared sound activities.	Voice and sound exploration activities	Waiting for and responding during another person’s turn
Begin to control sound production with increasing intention.	Pupils varying sounds for different purposes or interactions.		Deliberately changing movement, rhythm or intensity during sound-making

Stage 5: Rhythm, Rhyme & Pattern Awareness

Participation in repetitive language, songs, rhymes, beat and rhythm activities to develop awareness of sound patterns

Objectives	How these might look	Activities	Possible Non-verbal Responses
Join in with action songs, nursery rhymes and repetitive refrains.	Pupils joining rhymes physically or verbally. Pupils anticipating repeated phrases. Pupils responding to beat through movement. Pupils beginning to notice rhyming words. Increased engagement during repetitive oral language activities. Pupils beginning to join repeated sections independently. Pupils remaining engaged for longer during songs and rhymes.	Nursery rhyme sessions Clapping and tapping rhythms “Finish the rhyme” games Repetitive story reading Movement to music Repetitive language games Rhythm copying games	Completing matching actions at the correct moment Selecting the final picture or symbol in a rhyme Tapping or moving to the beat Choosing between rhyming and non-rhyming items with support Activating a recorded repeated phrase Anticipating and responding before a repeated phrase Sustained engagement during shared rhyme activities
Anticipate the next part of a familiar rhyme, song or story.			
Respond to beat, pulse and rhythm through movement, clapping or percussion.			
Notice that some words sound alike.			
Enjoy repetition, alliteration and patterned language.			
Fill missing words, sounds or actions within familiar rhymes or texts.			
Sustain attention during shared oral language experiences.			

Stage 6: Symbolisation & Meaning

Understanding that objects, symbols, gestures, signs and print carry meaning and can be used intentionally to communicate

Objectives	How these might look	Activities	Possible Non-verbal Responses
Understand that objects, photos, pictures, symbols, signs and marks can represent meaning.	Pupils using consistent communication systems. Pupils matching symbols to meaning. Pretend play becoming evident. Meaningful interaction with books and print. Adults consistently pairing symbols, objects and language. Increased understanding of routines and representations. Pupils beginning to use symbols or marks independently.	Object of reference routines Symbol-supported timetables Matching games Role play activities Shared story sessions with props Environmental print exploration Mark making and communication activities	Object/photo/symbol matching Consistent gesture or sign use Selecting symbols or objects intentionally Anticipating routines from visual or auditory cues Using AAC or communication boards purposefully Looking toward or selecting familiar symbols during routines Intentional use of symbols, marks or communication devices
Use gesture, sign, object cues, photos, symbols or marks intentionally to communicate.			
Engage in pretend play where one thing stands for another.			
Recognise that books, symbols, labels and print are used for real purposes.			
Attend to shared books, repeated texts and story language.			
Associate familiar people, objects or routines with consistent signs, symbols, sounds or words.			
Engage in mark making, symbol selection or AAC communication.			

Stage 7: Language Awareness & Sound Structure

Awareness of words, syllables, sound patterns and early language structures within meaningful contexts

Objectives	How these might look	Activities	Possible Non-verbal Responses
Attend to and enjoy words, phrases and patterned language.	Pupils joining repeated words. Pupils clapping or tapping syllables. Pupils noticing words that begin with the same sound. Increased engagement during structured sound play. Adults modelling playful sound language. Pupils beginning to recognise repeated sound patterns. Pupils responding more consistently to sound-based cues. Pupils engaging more confidently in oral language activities.	Syllable clapping Name games Sound sorting activities Alliteration games Simple “I spy” sound games Sound hunt activities Patterned story repetition Oral language games	Sorting objects by first sound Choosing correct items after hearing spoken words Tapping syllables physically Indicating awareness through AAC, eye-pointing or symbol selection Moving or responding when hearing familiar sound patterns Matching items that begin with the same sound Following sound-based instructions through movement or selection Sustained engagement during sound pattern activities
Join repeated words within stories and songs.			
Show awareness that spoken language can be broken into parts.			
Clap, tap or move to syllable beats in names or familiar words.			
Identify or respond to initial sound patterns within familiar contexts.			
Notice alliteration and sound play.			
Respond to simple sound-based instructions.			
Demonstrate awareness of sound patterns through talk, action or selection.			

Stage 8: Broad Phonological Awareness

Development of rhyme, syllable and broader sound awareness skills

Objectives	How these might look	Activities	Possible Non-verbal Responses
Identify familiar environmental and speech sounds reliably.	Pupils identifying rhyming words. Increased awareness of syllables and sound patterns. Pupils responding accurately during oral sound games. Growing confidence within structured sound activities. Pupils beginning to manipulate sounds during play. Pupils recalling simple sound patterns more consistently. Increased participation during sound-focused interaction.	Rhyme sorting Syllable games Onset matching activities Listening games Sound play within routines Repetition and memory games Environmental sound games	Selecting matching rhyming pictures or objects Separating syllables physically Identifying sound matches through symbols or object choice Responding consistently to sound cues Showing anticipation during sound games Repeating movement patterns linked to sounds Using AAC or symbols during sound activities
Recognise when words rhyme or sound alike.			
Identify syllables in familiar words.			
Notice onset patterns in familiar words.			
Respond to oral sound play and sound manipulation activities.			
Hold short spoken sound sequences in memory.			
Engage in sound talk within play and routines.			

Stage 9: Early Phoneme Awareness & Phonics Readiness

Oral blending, oral segmenting, speech sound discrimination and readiness for formal grapheme–phoneme teaching

Objectives	How these might look	Activities	Possible Non-verbal Responses
Discriminate between speech sounds more precisely.	Pupils responding to simple oral blending (“c-a-t”). Pupils identifying initial sounds in meaningful contexts. Pupils segmenting words physically through claps, taps or actions. Increased attention to mouth movements and speech sounds. Adults using consistent sound talk within routines. Pupils beginning to manipulate sounds independently. Increased confidence during structured sound activities. Pupils remembering and applying simple sound sequences. Pupils sustaining attention during phonics-style tasks.	Robot talk games Oral blending routines Sound button activities with objects or pictures Initial sound sorting Stretch-and-say games Segmenting with movement or claps Sound-based treasure hunts Oral memory games Structured pre-phonics sessions	Selecting correct objects after segmented sound cues Using symbols to indicate initial sounds AAC-supported sound choices Physical segmentation through movement Eye-pointing to matching sound choices Indicating sound choices through symbols or objects Responding consistently to sound-based routines Repeating physical patterns linked to sounds Sustained engagement during adult-led sound activities
Attend closely to sounds within words.			
Orally blend simple sound sequences into familiar words.			
Orally segment familiar words into component sounds.			
Identify initial sounds in familiar words.			
Manipulate simple sounds during play and interaction.			
Respond consistently to sound talk.			
Hold short spoken sound sequences in memory.			
Demonstrate readiness for grapheme–phoneme teaching.			

Multisensory Approaches within Phonics Lessons

Phonics lessons within the formal Orrets Meadow phonics programme should aim to be highly multisensory in approach in order to maximise engagement, memory and phonological development. Teaching may include a combination of gross motor, fine motor, auditory, visual and kinaesthetic activities, selected appropriately to meet the individual needs of pupils. Lessons should provide repeated opportunities for pupils to see, hear, say, manipulate and apply sounds within meaningful contexts. All phonics lessons should begin with a recap of previously taught sounds using flashcards to support retrieval and overlearning. Where a new sound is being introduced, pupils should also be exposed to the associated word bank in order to develop familiarity with vocabulary and sound application. Evidence of learning from each session should be recorded within pupils' phonics books at the end of the lesson.

<u>ALL LESSONS MUST INCLUDE FLASHCARDS OF SOUNDS ALREADY COVERED</u>		
<u>Alphabet Awareness</u>	<u>Gross Motor Development</u>	<u>Fine Motor Development</u>
<ul style="list-style-type: none"> ➤ Alphabet Arc ➤ Alphabet Rap ➤ Missing Letter frames ➤ Hand-o-meter ➤ Taking turns removing letters from a partner's alphabet. ➤ Tuff trays Alphabet songs Dictionary work 	<ul style="list-style-type: none"> ➤ Air writing (promotes muscle memory) ➤ Drawing letters on each other. ➤ Ball/bean bag passing while thinking of words. ➤ Moving to sequence words ➤ Sorting words into word groups around the room. 	<ul style="list-style-type: none"> ➤ Sand tray handwriting ➤ Handwriting practice ➤ Overwriting ➤ Sound operation ➤ Tweezer games ➤ Sand trays ➤ Peg boards ➤ Stile Trays ➤ Gel Boards ➤ Lego word building
<u>Auditory Activities</u>	<u>Kinaesthetic Activities</u>	<u>Visual Activities</u>
<ul style="list-style-type: none"> ➤ Songs online ➤ Sorting items by sound (sound tubs) ➤ Shared reading ➤ Sound transcription ➤ Bug Club ➤ Nessy ➤ Flash cards ➤ Sound buttons ➤ Sound bingo ➤ I say/you say 	<ul style="list-style-type: none"> ➤ Roll it playdough ➤ Eyes closed guess the letter by touching. ➤ Stile Trays ➤ Water bottle writing ➤ Style trays ➤ Alphabet letters ➤ Letter tracing ➤ Sand Tray ➤ Air writing ➤ Feely bag 	<ul style="list-style-type: none"> ➤ Songs online ➤ Pneumonic ➤ Flash cards ➤ Sound snap ➤ Hickey cards ➤ Word-Picture match ➤ Interactive White Board ➤ iPads ➤ Tuff trays ➤ Hickey cards ➤ Books

	<ul style="list-style-type: none">➤ Sky writing➤ Letter dancing	
<u>EVIDENCE OF THE LEARNING FROM THE LESSON SHOULD BE RECORDED WITHIN PHONICS BOOKS</u>		

<u>Level 1</u>	<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Consonant Clusters</u>	<u>Type</u>	<u>Spelling Rules/ Key Teaching Points</u>
<u>Set 1</u>	s	/s/	sock		consonant	<i>Pure sound: avoid adding “uh” onto the end of the sound. Often mispronounced.</i>
	a	/a/	apple		short vowel	<i>Short vowel sound. Mouth open and relaxed.</i>
	t	/t/	ten	st	consonant	<i>Pure sound: avoid adding “uh” onto the end of the sound. Often mispronounced.</i>
	p	/p/	pig	sp	consonant	<i>Pure sound produced using lips only. Avoid adding “uh”.</i>
<u>Set 2</u>	i	/i/	igloo		short vowel	<i>Short vowel sound. Keep sound short and crisp.</i>
	n	/n/	nest	sn	consonant	<i>Continuous sound made through the nose.</i>
	m	/m/	man	sm	consonant	<i>Continuous sound with lips closed. Encourage sustained sound.</i>
	d	/d/	dog		consonant	<i>Pure sound: avoid adding “uh” onto the end. Tongue taps behind teeth.</i>
<u>Set 3</u>	g	/g/	goat		consonant	Hard /g/ sound. <i>Back of tongue lifted. Avoid soft /j/ pronunciation.</i>
	o	/o/	octopus		short vowel	<i>Short vowel sound. Mouth rounded slightly.</i>
	c	/k/	cup	sc	consonant	Usually followed by a, o or u to keep the hard sound. Before e, i or y it often makes a soft /s/ sound. <i>Reinforce hard /k/ pronunciation explicitly.</i>
	k	/k/	kite	sk, nk	consonant	Common before i, e and y. Often used after consonants and long vowels. <i>Contrast with c spelling choices where appropriate.</i>
<u>Set 4</u>	ck	/k/	duck		digraph	Used after a short vowel in a one-syllable word. Never used at the beginning of words. <i>Reinforce as a two-letter spelling representing one sound.</i>
	e	/e/	elephant		short vowel	<i>Short vowel sound. Mouth slightly open.</i>
	u	/u/	umbrella		short vowel	<i>Short vowel sound. Keep crisp and short.</i>
	r	/r/	rat	cr, pr, gr, dr, tr, scr, spr, str	consonant	<i>Avoid over-emphasising “ruh”. Sound should remain light and pure.</i>
<u>Set 5</u>	h	/h/	hat	shr	consonant	<i>Airy sound produced through breath. Often mispronounced.</i>
	b	/b/	bat	br	consonant	<i>Lips press together then release. Avoid adding “uh”.</i>
	f	/f/	fish	fr,	consonant	<i>Front teeth touch lower lip (“bunny teeth”). Continuous sound.</i>
	l	/l/	log	bl, cl, fl, gl, pl, sl, spl	consonant	<i>Tongue touches ridge behind teeth. Avoid adding “ul”.</i>
	(+ll)	/l/	hill		double consonant	Floss Rule: In many one-syllable words, the letters f, l and s are doubled after a short vowel. <i>Reinforce visual doubling pattern in reading and spelling. Reinforce that both letters represent one sound together. Model pure /s/ sound despite double letter.</i>
	(+ss)	/s/	floss			
	(+ff)	/f/	cliff			

<u>Level 2</u>	<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Consonant Clusters</u>	<u>Type</u>	<u>Spelling Rules/ Key Teaching Points</u>
<u>Set 1</u>	j	/j/	jam		consonant	The /j/ sound is always spelt j before a, o and u. <i>Pure sound: avoid adding “uh” onto the end of the sound.</i>
	v	/v/	van		consonant	English words rarely end in v, so e is often added after the v at the end of a word. <i>Front teeth touch lower lip. Continuous voiced sound.</i>
	w	/w/	web	sw	consonant	<i>Lips rounded at the beginning of the sound. Avoid adding “uh”.</i>
	x	/ks/	box		consonant	The letter x represents two sounds: /k/ and /s/. <i>Reinforce that x is two sounds, not one phoneme.</i>
<u>Set 2</u>	y	/y/	yellow		consonant	y commonly represents a consonant sound at the beginning of words.
	z	/z/	zip		consonant	<i>Continuous voiced sound. Teeth together with buzzing sound.</i>
	(+zz)	/z/	buzz		double consonant	Floss Rule: In many one-syllable words, z is doubled after a short vowel.
	qu	/kw/	queen	squ	combined phoneme	q in English is almost always followed by u. <i>Teach qu as a combined unit rather than two separate sounds.</i>
	ch	/ch/	chair		digraph	<i>Sound produced by stopping airflow then releasing. Avoid “chuh”.</i>
<u>Set 3</u>	sh	/sh/	ship		digraph	<i>Quiet continuous sound. Encourage correct lip shape.</i>
	th	/th/	mother		digraph (voiced)	th can represent different sounds in English. <i>Tongue placed gently between teeth. Voice box on for voiced and off for unvoiced.</i>
	th	/th/	thimble		digraph (unvoiced)	
	ng	/ng/	king			ng commonly appears at the end of words and syllables. <i>Sound produced from the back of the mouth without pronouncing a hard /g/.</i>
<u>Set 4</u>	bl		black		consonant cluster	Consonant clusters contain two or more adjacent consonants where each sound is still heard individually. Pupils should be taught to blend clusters smoothly without adding additional vowel sounds between consonants.
	cl		clap		consonant cluster	
	fl		flag		consonant cluster	<i>Maintain pure /f/ sound.</i>
	gl		glass		consonant cluster	
	pl		plum		consonant cluster	
	sl		sloth		consonant cluster	
	br		brush		consonant cluster	
	cr		crop		consonant cluster	
	dr		drum		consonant cluster	
fr		frog		consonant cluster	<i>Maintain pure /f/ sound without adding “uh”.</i>	

	gr		grub		consonant cluster	
	pr		prong		consonant cluster	
<u>Set 5</u>	tr		truck		consonant cluster	
	sc		scan		consonant cluster	sc can represent different sounds depending on the following vowel. <i>Reinforce hard /sk/ pronunciation within this cluster.</i>
	sk		mask		consonant cluster	
	sm		smile		consonant cluster	
	sn		snack		consonant cluster	
	sp		spin		consonant cluster	
	sw		swim		consonant cluster	<i>Rounded lips for /w/.</i>
	st		stop		consonant cluster	
	nk		sink		consonant cluster	nk commonly appears at the end of words and syllables. <i>Reinforce nasal /ng/ sound before /k/.</i>
	mp		stamp		consonant cluster	mp commonly appears at the end of words and syllables.
nd		sand		consonant cluster	nd commonly appears at the end of words and syllables. <i>Final consonants are sometimes omitted in speech.</i>	

Level 3	Letter	Sound	Context Word	Type	Spelling Rules/ Key Teaching Points
Set 1	_s	/s/, /z/	cats	plural suffix	Add _s to most nouns to make them plural. <i>Plural s can sound different depending on the final sound in the root word.</i>
	es	/iz/	glasses	plural suffix	Add es to nouns ending in ch, sh, s, x or z. Often creates an extra syllable when spoken.
	_ing	/ing/	playing	suffix	The suffix _ing is added to verbs to show ongoing action. <i>Reinforce root word + suffix structure.</i>
	_ed	/t/, /d/, /id/	walked	suffix	_ed can represent different sounds in speech. <i>Pupils may hear different sounds but the spelling remains ed.</i>
	_er	/er/	painter	suffix	_er can be added to some words to create a new word. Can be used to create comparatives. <i>Reinforce meaning changes created by suffixes.</i>
	_est	/est/	strongest	suffix	_est is often added to adjectives for comparison (superlative). <i>Link to oral language and comparisons.</i>
Doubling Rule: If a one-syllable word ends in a consonant following a short vowel, the final consonant is often doubled before adding a suffix. <i>Reinforce hearing the short vowel before doubling.</i>					
Set 2	a-e	/a-e/	cake	Modifying e	A final e can modify the preceding vowel sound. <i>Reinforce split digraph pattern visually.</i>
	i-e	/i-e/	five	Modifying e	<i>Pupils should recognise the vowel says its name. Reinforce that the e is not pronounced separately.</i>
	o-e	/oe/	rope	Modifying e	
	e-e	/ee/	even	Modifying e	u-e can represent /yoo/ or /oo/. The /yoo/ pronunciation is common after many consonants. The /oo/ pronunciation is more common after sounds such as j, r, l and ch. <i>Model both pronunciations explicitly. Encourage pupils to try alternative pronunciations when decoding unfamiliar words.</i>
	u-e	/yoo/	cube	Modifying e	
u-e	/oo/	flute	Modifying e		
Set 3	s	/z/	nose	voiced consonant	The letter s often represents a /z/ sound after vowels and voiced consonants. <i>Pupils often overgeneralise the unvoiced /s/ sound.</i>
	tch	/ch/	watch	trigraph	tch commonly follows a short vowel in one-syllable words. <i>Reinforce that three letters represent one sound.</i>
	ai	/a-e/	rain	vowel digraph	ai is rarely used at the end of English words. <i>Encourage recognition of vowel pair patterns.</i>
	oi	/oi/	coin	vowel digraph	oi is rarely used at the end of English words. <i>Compare with oy spelling at word endings.</i>
Set 4	ay	/a-e/	play	digraph	ay commonly appears at the end of words and syllables. <i>Reinforce positional spelling choice.</i>
	oy	/oi/	boy	digraph	oy commonly appears at the end of words and syllables. <i>Compare with oi spelling within words.</i>
	ar	/ar/	car	digraph	ar commonly represents the long /ar/ sound. <i>Encourage strong vowel pronunciation.</i>
	ee	/ee/	tree	vowel digraph	ee commonly appears in the middle or end of words. <i>Reinforce long vowel sound.</i>

	igh	/i-e/	light	trigraph	igh commonly represents the long /i/ sound. <i>Reinforce that three letters represent one sound.</i>
<u>Set 5</u>	oa	/oe/	boat	vowel digraph	oa rarely appears at the end of words. <i>Compare with ow spelling at word endings.</i>
	oo	/oo/	book	vowel digraph (short)	oo can represent different vowel sounds. <i>Model short and long pronunciations explicitly.</i>
	oo	/oo/	moon	vowel digraph (long)	oo can represent different vowel sounds. <i>Encourage pupils to try alternative pronunciations when decoding.</i>
	or	/or/	horse		or commonly represents the /or/ sound. <i>Reinforce rounded mouth shape when modelling.</i>
	er	/ur/	fern	stressed sound	er commonly represents a stressed /ur/ sound. <i>Compare with ir and ur later in the progression.</i>
	un_			prefix	The prefix un_ usually changes meaning to “not” or “opposite”. <i>Reinforce meaning changes created by prefixes.</i>
	i	/i_e/	mind	long vowel sound	i can sometimes represent a long vowel sound before certain consonant patterns. <i>Compare short and long i pronunciations explicitly.</i>

Level 4	Letter	Sound	Context Word	Type	Spelling Rules/ Key Teaching Points
Set 1	er	/ə/	under	unstressed sound (schwa)	Unstressed vowels are often harder to hear clearly in spoken words. <i>Compare stressed and unstressed vowel sounds.</i>
	ir	/ɪr/	bird	stressed vowel	ir commonly represents a stressed /ɪr/ sound. <i>Compare with er and ur spellings.</i>
	ur	/ɪr/	turtle	stressed vowel	ur commonly represents a stressed /ɪr/ sound. <i>Reinforce consistent pronunciation across different spellings.</i>
	ow	/oʊ/	brown	vowel digraph	ow can represent different vowel sounds in English. <i>Compare with ow representing /oe/ later in the progression.</i>
	ere	/aɪr/	there	trigraph	ere can represent the /aɪr/ sound in some words. <i>Encourage pupils to try alternative pronunciations when decoding unfamiliar words.</i>
Set 2	air	/aɪr/	hair	trigraph	air commonly represents the /aɪr/ sound in the middle of words. <i>Compare with are and ere spellings later in the progression.</i>
	ure		secure	trigraph	ure can represent different pronunciations in English. <i>Some pupils may pronounce this as /oor/.</i>
	ea	/e/	bread	vowel digraph	ea can represent different vowel sounds in English. <i>Encourage pupils to try alternative pronunciations when decoding.</i>
	ea	/a_e/	steak	long vowel sound	ea can sometimes represent a long /a-e/ sound. <i>Compare with ea representing /ee/ and /e/.</i>
	ou	/oʊ/	mouth	vowel digraph	ou can represent different vowel sounds in English. <i>Encourage flexibility when decoding unfamiliar words.</i>
	ie	/i-e/	tie	vowel digraph	ie can represent different vowel sounds in English. <i>Compare with ie representing /ee/ during step 4.</i>
Set 3	ea	/ee/	beach	vowel digraph	ea commonly represents the long /ee/ sound. <i>Compare with alternative ea pronunciations taught earlier.</i>
	ow	/oe/	snow	vowel digraph	ow commonly represents /oe/ at the end of words and syllables. <i>Compare with ow representing /ou/.</i>
	aw	/aw/	crawl	digraph	aw commonly appears at the end of words and syllables. <i>Compare with au spelling patterns later in the progression.</i>
	wh	/w/	whistle	digraph	wh is commonly used at the beginning of question words. <i>Some pupils may over-pronounce the /h/ sound.</i>
	ew	/yoo/	few	digraph	ew can represent either /yoo/ or /oo/ depending on the letter that comes before the vowel. ch, d, j, l, r and s commonly say /oo/.
	ew	/oo/	flew	digraph	t can represent either pronunciation. All other letters commonly say /yoo/. <i>Model both pronunciations explicitly.</i> <i>Encourage pupils to try alternative pronunciations when decoding unfamiliar words.</i>

Set 4	au	/au/	sauce	vowel digraph	au commonly appears in the middle of words and syllables. <i>Compare with aw spelling patterns.</i>
	ear	/ear/	near	trigraph	ear can represent different vowel sounds in English. <i>Compare with ear representing /ur/.</i>
	ear	/ur/	earth	trigraph	ear can represent different vowel sounds in English. <i>Encourage pupils to try alternative pronunciations when decoding.</i>
	are	/air/	share	trigraph	are can represent the /air/ sound in some words. <i>Compare with air and ere spellings.</i>
	oe	/oe/	toe	vowel digraph	oe commonly appears at the end of words. <i>Reinforce positional spelling choices.</i>
	ie	/ee/	field	vowel digraph	ie can represent different vowel sounds in English. <i>Compare with ie representing /i-e/.</i>
Set 5	ue	/oo/	clue	vowel digraph	ue can represent either /yoo/ or /oo/ depending on the letter that comes before the vowel. ch, d, j, l, r and s commonly say /oo/. t can represent either pronunciation. All other letters commonly say /yoo/. <i>Compare with ew and u-e spellings.</i> <i>Encourage pupils to try alternative pronunciations when decoding unfamiliar words.</i>
	ue	/yoo/	tissue	vowel digraph	
	_y	/e/	happy	long vowel sound	y commonly represents an /e/ sound at the end of words. <i>Compare with y representing /ee/ later in the progression.</i>
	ph	/f/	dolphin	digraph	ph commonly appears in words of Greek origin. <i>Compare with f spelling choices.</i>
	ey	/ee/	monkey	vowel digraph	ey commonly represents the /ee/ sound at the end of words. The plural of these words is usually formed by adding _s. <i>Compare with ee and ea spellings.</i>
	ore	/or/	shore	trigraph	ore commonly represents the /or/ sound at the end of words. <i>Reinforce positional spelling choices.</i>

<u>Level 5</u>	<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type</u>	<u>Spelling Rules/ Key Teaching Points</u>
<u>Set 1</u>	scr		scrum	consonant cluster	<i>Blend smoothly without adding extra vowel sounds between consonants.</i>
	spr		spring	consonant cluster	<i>Maintain pure consonant sounds when blending.</i>
	spl		splash	consonant cluster	<i>Encourage accurate articulation of all sounds within the cluster.</i>
	str		string	consonant cluster	<i>Complex consonant cluster requiring careful blending.</i>
	shr		shrug	consonant cluster	<i>Some pupils may omit the /r/ sound when blending.</i>
	squ		squid	consonant cluster	<i>qu represents /kw/ within this cluster. Encourage smooth blending across all three sounds.</i>
	ere	/ear/	here	trigraph	<i>ere can represent different vowel sounds in English. Encourage flexible decoding strategies.</i>
eer	/ear/	steer	trigraph	<i>eer commonly represents the /ear/ sound. Reinforce that three letters represent one sound.</i>	
<u>Set 2</u>	g	/j/	giant	soft g sound	<i>The /j/ sound is often spelt g before e, i and y. The /j/ sound is always spelt j before a, o and u. Compare hard and soft g pronunciations.</i>
	c	/s/	ice	soft c sound	<i>The letter c often represents /s/ before e, i and y. Compare hard and soft c pronunciations.</i>
	_ge	/j/	cage	soft g sound	<i>After other sounds, the /j/ sound is often spelt –ge at the end of words. Reinforce positional spelling patterns.</i>
	kn	/n/	knee	silent letters	<i>The letter k is not pronounced in kn words. Draw attention to silent letter patterns in spelling.</i>
	gn	/n/	gnome	silent letters	<i>The letter g is not pronounced in gn words. Pupils may attempt to pronounce both letters.</i>
	gu	/g/	guide	digraph	<i>u often follows g before e or i to keep the hard /g/ sound. Compare with soft g spellings.</i>
	wr	/r/	write	silent letters	<i>The letter w is not pronounced in wr words. Reinforce visual memory of silent letter patterns.</i>
rh	/r/	rhino	digraph	<i>rh commonly appears in words of Greek origin. The letter h is not pronounced separately.</i>	
<u>Set 3</u>	_dge	/j/	bridge	final sound	<i>The /j/ sound is spelt –dge after a short vowel at the end of words. The letter j is rarely used at the end of English words.</i>
	_le	/əɪ/	smile	final syllable pattern	<i>The –le spelling is the most common spelling for this sound at the end of words. Clap syllables to support spelling and pronunciation.</i>
	_el	/əɪ/	camel	final syllable pattern	<i>The –el spelling is often used after m, n, r, s, v and w. Compare different final syllable spellings.</i>
	_al	/əɪ/	hospital	final syllable pattern	<i>al can represent an unstressed vowel sound at the end of words. Reinforce unstressed vowel pronunciation.</i>

	_il	/əɪ/	pencil	final syllable pattern	il can represent an unstressed vowel sound at the end of words. <i>Compare with other unstressed final syllable patterns.</i>
	_y	/i_e/	fly	long vowel sound	y commonly represents the /i-e/ sound at the end of words. <i>Reinforce positional spelling patterns.</i>
Suffix rule: Change the y to i before adding most suffixes, except before –ing. <i>Reinforce root word identification before adding suffixes.</i>					
Set 4	Drop the e rule: The final e is often dropped before adding a suffix beginning with a vowel. <i>Encourage pupils to identify the root word before adding suffixes.</i>				
	oar	/or/	board	trigraph	oar commonly represents the /or/ sound. <i>Reinforce positional spelling patterns.</i>
	oor	/or/	door	trigraph	oor commonly represents the /or/ sound in a small group of words. <i>These words are often learnt through repeated exposure.</i>
	our	/or/	four	trigraph	our can represent different vowel sounds in English. <i>Encourage flexible decoding strategies.</i>
	st	/s/	listen	silent letter pattern	The letter t is sometimes silent in words containing st. <i>Pupils may attempt to pronounce all letters.</i>
	gh	/g/	ghost	digraph	gh occasionally represents the /g/ sound in words of Greek origin. <i>Compare with silent gh and /f/ pronunciations later in the progression.</i>

Level 6	Letter	Sound	Context Word	Type	Spelling Rules/ Key Teaching Points
Set 1	gh	/f/	laugh	digraph	gh can sometimes represent the /f/ sound. <i>This spelling often appears in older English words.</i>
	ou	/oo/	soup	vowel digraph	ou can represent different vowel sounds in English. <i>Encourage flexible decoding strategies.</i>
	a	/aw/	ball	alternative vowel sound	The /aw/ sound is commonly spelt a before l and ll. <i>Compare with aw and au spellings.</i>
	o	/u/	dove	alternative vowel sound	The letter o can sometimes represent the short /u/ sound, often before v, n or th. <i>Encourage pupils to try alternative pronunciations when decoding unfamiliar words.</i>
Set 2	a	/o/	water	alternative vowel sound	a commonly represents the /o/ sound after w and qu. <i>Compare with standard short a pronunciation.</i>
	ar	/or/	war	alternative vowel sound	ar commonly represents the /or/ sound after w. <i>Reinforce that pronunciation can change depending on surrounding letters.</i>
	or	/ur/	world	alternative vowel sound	or commonly represents the /ur/ sound after w. <i>Encourage flexible decoding strategies.</i>
	s	/zh/	treasure	voiced consonant	s can sometimes represent the /zh/ sound in English words. <i>This pronunciation often appears in more complex vocabulary.</i>
Set 3	_ment		equipment	suffix	If a suffix begins with a consonant, it is usually added without changing the root word. <i>Reinforce identification of root words before adding suffixes.</i>
	_ness		darkness	suffix	The suffix _ness changes adjectives into nouns. <i>Reinforce meaning changes created by suffixes.</i>
	_ful		peaceful	suffix	The suffix _ful usually means 'full of'. <i>Draw attention to meaning when reading and spelling.</i>
	_less		thoughtless	suffix	The suffix _less usually means 'without'. <i>Compare opposite meanings created by suffixes.</i>
Set 4	_ly		clearly	suffix	The suffix _ly is added to adjectives to form adverbs. <i>Reinforce how suffixes can change word class.</i>
	_tion	/shun/	station	word ending	tion is the most common spelling for the /shun/ sound. <i>Encourage pupils to identify familiar suffix patterns.</i>
	Contractions			Apostrophe	An apostrophe can replace missing letters in contractions. <i>Reinforce accurate apostrophe placement.</i>
	Possessive Apostrophes			Apostrophe	Possessive apostrophes show ownership or belonging. <i>Distinguish between contractions and possession.</i>

<u>Level 7</u>	<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type</u>	<u>Spelling Rules/ Key Teaching Points</u>
<u>Set 1</u>	ou	/u/	young	alternative vowel sound	ou can represent different vowel sounds in English. <i>Encourage flexible decoding strategies.</i>
	y	/i/	pyramid	alternative vowel sound	y can sometimes represent a short /i/ sound within words. <i>This pronunciation is more common in words of Greek origin.</i>
	dis-		disagree	prefix	The prefix dis- commonly gives a negative meaning. <i>Reinforce how prefixes change word meaning.</i>
	mis-		misbehave	prefix	The prefix mis- commonly means ‘wrongly’ or ‘badly’. <i>Encourage pupils to identify root words before adding prefixes.</i>
	in-		incorrect	prefix	The prefix in- can mean ‘not’ or ‘in/into’. <i>Meaning changes depending on the root word.</i>
<u>Set 2</u>	il-		illegible	prefix	Before root words beginning with l, in- often changes to il-. <i>Reinforce spelling changes caused by prefixes.</i>
	im-		immature	prefix	Before root words beginning with m or p, in- often changes to im-. <i>Encourage identification of root words within longer words.</i>
	ir-		irregular	prefix	Before root words beginning with r, in- often changes to ir-. <i>Draw attention to how pronunciation affects spelling patterns.</i>
	re-		refresh	prefix	The prefix re- commonly means ‘again’ or ‘back’. <i>Link spelling patterns to word meaning.</i>
	sub-		submarine	prefix	The prefix sub- commonly means ‘under’. <i>Support understanding through vocabulary exploration.</i>
<u>Set 3</u>	inter-		interact	prefix	The prefix inter- commonly means ‘between’ or ‘among’. <i>Reinforce meaning through oral language discussion.</i>
	super-		superstar	prefix	The prefix super- commonly means ‘above’ or ‘beyond’. <i>Encourage pupils to identify familiar root words.</i>
	anti-		antidote	prefix	The prefix anti- commonly means ‘against’. <i>Support vocabulary development through contextual examples.</i>
	auto-		autograph	prefix	The prefix auto- commonly means ‘self’ or ‘own’. <i>Link meaning to familiar words where possible.</i>
	_ation		information	suffix	The suffix _ation is added to verbs to form nouns. <i>Reinforce root word identification before adding suffixes.</i>
<u>Set 4</u>	_ly		gently	suffix	The suffix _ly is added to adjectives to form adverbs. Existing spelling rules still apply. <i>Reinforce how suffixes can change word class.</i>
	_ly		happily	suffix	If a root word ends in y following a consonant, the y is usually changed to i before adding _ly. <i>Encourage pupils to identify the root word before spelling changes are made.</i>
	_ally		basically	suffix	If a root word ends in ic, _ally is usually added instead of _ly. <i>Publicly is a common exception to this rule.</i>
	ly		gently	suffix	If a root word ends in le, the le is usually changed to ly. <i>Compare different ways suffixes alter root words.</i>
<u>Set 5</u>	_sure	/zh/	measure	suffix	The ending sounding like /zh/ is commonly spelt _sure. <i>Encourage recognition of common word endings.</i>
	_ture	/ch/	picture	suffix	The ending sounding like /ch/ is often spelt _ture. <i>Compare with root words ending in tch + er.</i>
	_sion	/zhun/	television	word ending	_sion can represent different pronunciations in English. <i>Encourage pupils to identify familiar suffix patterns.</i>

Level 8	Letter	Sound	Context Word	Type	Spelling Rules/ Key Teaching Points
Set 1	_ous		dangerous	suffix	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /j/ sound of ‘g’ is to be kept. If there is an /i/ sound before the –ous ending, it is usually spelt as i, but a few words have e. <i>Encourage pupils to identify root words before adding suffixes.</i>
	_tion	/shun/	action	suffix	This is the most common spelling of this sound. It is used if the root word ends in t or te. <i>Reinforce recognition of common suffix patterns.</i>
	_sion	/shun/	extension	suffix	As a suffix, –sion is used if the root word ends in d or se. <i>Encourage pupils to identify spelling patterns within related word families.</i>
	_ssion	/shun/	admission	suffix	Used if the root word ends in ss or -mit. <i>Draw attention to how the root word affects the suffix spelling.</i>
	_cian	/shun/	magician	suffix	Used if the root word ends in c or cs. Many _cian words refer to professions or people with a particular role or skill. <i>Support pupils in recognising occupation and person-related word endings.</i>
Set 2	ch	/k/	school	digraph	Greek in origin. <i>Encourage pupils to notice how word origin can affect pronunciation.</i>
	ch	/sh/	chef	digraph	French in origin. <i>Compare with more common ch pronunciations.</i>
	_gue	/g/	tongue	trigraph	French in origin. <i>These spellings are often learnt through repeated exposure.</i>
	_que	/k/	antique	trigraph	French in origin. <i>Reinforce positional spelling patterns at the end of words.</i>
	sc	/s/	science	digraph	Latin in origin. <i>Pupils may initially attempt to pronounce both consonant sounds separately.</i>
Set 3	ei	/a_e/	veil	vowel digraph	The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /ee/. <i>Encourage flexible decoding strategies.</i>
	eigh	/a_e/	weigh	trigraph	eigh commonly represents the long /a_e/ sound. <i>Reinforce that multiple letters can represent one sound.</i>
	ey	/a_e/	grey	vowel digraph	ey can sometimes represent the long /a_e/ sound. <i>Compare with ey representing /ee/ in previously taught words.</i>
	Possessive apostrophe with plural words			Apostrophe	The apostrophe is placed after the plural ending when showing possession by more than one person or object. <i>Distinguish between singular and plural possession.</i>
	qu	/k/	mosquito	digraph	qu can occasionally represent the /k/ sound without the usual /w/. <i>These words are often learnt through repeated exposure.</i>

Level 9	Letter	Sound	Context Word	Type	Spelling Rules/ Key Teaching Points	
Set 1	_cious	/shus/	vicious	suffix	If the root word ends in –ce this sound is usually spelt as _cious. <i>Many cious words are adjectives describing qualities or characteristics.</i>	
	_tious	/shus/	cautious	suffix	If the root word would take the suffix _tion in its noun form, it is often spelt _tious. <i>Encourage pupils to identify links between related word families.</i>	
	_cial	/shul/	artificial	suffix	_cial is commonly used in words ending in –cial. <i>These spellings are often learnt through repeated exposure.</i>	
	_tial	/shul/	initial	suffix	_tial is commonly used after root words linked to –tion forms. <i>Compare with _cial spellings.</i>	
	_ant		substance	suffix	Use –ant and –ance/ancy if there is a related word with a clear /a/ or /ae/ sound in the right position. The endings –ancy and –ency are formed from words ending in –ance and –ence. <i>Encourage pupils to identify root words, related word families and spelling patterns when spelling longer words.</i>	
_ance						
Set 2	_ancy					
	_ent		innocent	suffix	Use –ent and –ence/ency after soft c, soft g and qu, or if there is a related word with a clear /e/ sound in the right position. <i>Encourage pupils to identify links between related word forms and shared root words.</i>	
	_ence					
	_ency					
Set 3	_able		adorable	suffix	The _able ending is usually used if a complete root word can be heard before it. _ably is formed by adding _ly to words ending in _able. <i>Encourage pupils to identify meaningful root words before adding suffixes.</i>	
	_ably		adorably			
	_ible		horrible	suffix	The _ible ending is common if a complete root word cannot easily be heard before it, though there are exceptions. _ibly is formed by adding _ly to words ending in _ible. <i>These spellings are often supported through repeated exposure and recognition of word families.</i>	
	_ibly		horribly			
	_fer		transferred	Spelling rule	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed. <i>Encourage pupils to say words aloud to hear stressed syllables.</i>	
Set 4	Use of the hyphen: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. <i>Reinforce accurate punctuation within spelling.</i>					
	The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /ee/. <i>This rule has many exceptions and should be taught alongside example words.</i>					
	ough	/uff/		rough	quadrigraph	ough is a complex quadrigraph that can represent multiple sounds in English, including /uff/, /off/, /oe/, /ow/, /oo/ and /or/. The pronunciation often cannot be reliably predicted from the spelling alone. <i>Encourage pupils to use flexible decoding strategies and draw upon known words, word families and repeated exposure when reading and spelling ough words. These spellings are often learnt through familiarity and experience rather than a single fixed rule.</i>
		/off/		cough		
		/oe/		dough		
/ou/			plough			

<u>Level 10</u>	<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type</u>	<u>Spelling Rules/ Key Teaching Points</u>
<u>Set 1</u>	su	sh	sugar	unusual spelling pattern	Sugar, sure and sucrose are among the few English words where su represents /sh/ at the beginning of a word. <i>These spellings are often learnt through repeated exposure and familiarity.</i>
	eau	/yoo/	beauty	trigraph	French in origin. <i>Encourage pupils to notice how word origin can affect pronunciation and spelling.</i>
	eau	/oe/	plateau	trigraph	French in origin. Reinforce that the same letter string can represent different sounds.
	psy	/s/	psychology	trigraph	In these words, the p is silent but the s is pronounced. <i>Draw attention to silent letter patterns in Greek-origin words.</i>
	i	/y/	onion	alternative vowel sound	i can sometimes represent the /y/ sound before another vowel. <i>Encourage flexible decoding strategies.</i>
	ui	/oo/	fruit	vowel digraph	ui can sometimes represent the /oo/ sound. <i>These spellings are often learnt through repeated exposure.</i>
<u>Set 2</u>	ui	/w/	penguin	long vowel sound	ui can sometimes contribute to a /w/ sound before another vowel. <i>Encourage pupils to listen carefully to blended sounds within words.</i>
	a	/a_e/	apron	long vowel sound	a commonly makes a long vowel sound at the end of an open syllable. <i>Reinforce syllable-based decoding strategies.</i>
	u	/u_e/	unicorn	vowel digraph	u commonly makes a long vowel sound at the beginning or end of an open syllable. <i>Encourage pupils to identify syllable boundaries when decoding.</i>
	eu	/yoo/	feud	vowel digraph	eu can represent the /yoo/ sound in some words. Compare with ew and u-e spellings.
	augh	/au/	taught	quadrigraph	augh commonly represents the /or/ sound in English words. <i>Reinforce that four letters can represent one sound.</i>
	ei	/i_e/	eiderdown	long vowel sound	ei can represent different vowel sounds in English. <i>Encourage flexible decoding strategies when reading unfamiliar words.</i>
<u>Set 3</u>	mb	/m/	lamb	silent letter pattern	The b is often silent after m at the end of words. <i>Pupils may attempt to pronounce both consonants.</i>
	mn	/m/	Autumn	silent letter pattern	The n is sometimes silent after m at the end of words. <i>Draw attention to historical spelling patterns.</i>
	p	/	receipt	silent letter pattern	The p is silent in some words linked to Latin origins. <i>Encourage visual memory of irregular spellings.</i>
	bt	/t/	doubt	silent letter pattern	The b is sometimes silent before t. <i>Compare with similar silent letter patterns in longer words.</i>
	lm	/m/	calm	silent letter pattern	The l is sometimes silent before m. <i>Encourage pupils to focus on pronunciation changes within familiar words.</i>
	s	/	island	silent letter pattern	The s is silent in some words of historical origin. <i>These spellings are often learnt through repeated exposure and familiarity.</i>

Common Exception Words

Common exception words can be introduced systematically throughout the Orrets phonics programme. Testing throughout the year is used in order to assess gaps within knowledge of common exception words, this allows for catered precision teaching of common exception words.

	Set 1	Set 2	Set 3	Set 4	Set 5
<u>Level 1</u>	I The my	no go to	was you all	they here are	he she we me be
<u>Level 2</u>	so do out	said like one	come some love	were there have	when what little
<u>Level 3</u>	could should would oh	Mr Mrs Their your	water want why where	asked called who any	thought through people looked
<u>Level 4</u>	work many because eye	once also live more	please coming different friend	house before brother laughed	Monday Tuesday Wednesday Saturday
<u>Level 5</u>	door floor colour talk	gone two does know	January February April July	scissors castle beautiful treasure	
<u>Level 6</u>	four eight world work	poor great break steak	busy clothes whole listen	delicious fruit learn search	
<u>Level 7</u>	famous shoe pretty neighbour	bought favourite autumn other	England tongue group country	heart dangerous special enough	aunt father improve prove

<u>Level 8</u>	hour move sure sugar	half quarter straight touch	caught daughter journey area		
<u>Level 9</u>	heard early although ordinary	peculiar minute calendar knowledge	various library enough bicycle	imagine increase guard experiment	
<u>Level 10</u>	definite marvellous excellent especially	twelfth guarantee sufficient language	parliament determined immediately communicate		

Glossary of Terms

<u>Term</u>	<u>Explanation</u>	<u>Example</u>
Alternative Pronunciation	A grapheme or spelling pattern that can represent more than one sound depending on the word.	ow in <i>snow</i> and <i>brown</i>
Alternative Spelling	A different grapheme that can represent the same phoneme.	/ee/ can be spelt as <i>ee</i> , <i>ea</i> , <i>ey</i> and <i>ie</i>
Apostrophe	A punctuation mark used to show missing letters in contractions or possession.	can't, Sam's, girls'
Blend	To push sounds together in order to read a word.	c-a-t → cat
Chunking	Breaking longer words into smaller sections or syllables to support reading and spelling.	fan-tas-tic
Consonant	A speech sound where airflow is restricted in some way by the lips, tongue or teeth.	b, t, s, m
Consonant Cluster	Two or more adjacent consonants where each sound is still heard individually.	st in <i>stop</i> , scr in <i>scrap</i>
Context Word	A model word used to demonstrate a spelling pattern or sound.	ship used to demonstrate <i>sh</i>
Continuous Sound	A sound that can be stretched or held without distortion.	mmmmm, sssss, fffff
Decode	To read a word by applying phonics knowledge and blending sounds together.	Reading c-a-t as cat
Digraph	Two letters representing one sound.	sh, ai, ph
Diphthong	A vowel sound that glides between two sounds within the same syllable.	oi in <i>coin</i> , ow in <i>cow</i>
Grapheme	A written letter or group of letters representing a sound.	s, sh, igh
Grapheme-Phoneme Correspondence (GPC)	The relationship between a written grapheme and a spoken phoneme.	sh representing /sh/
Hard C	The letter c representing the /k/ sound.	cat, clap
Hard G	The letter g representing the /g/ sound.	gate, grab
Hyphen	A punctuation mark used to join words or prefixes.	co-operate, re-enter
Morphology	The study of word structure and meaning, including prefixes, suffixes and root words.	unhappy = un + happy
Open Syllable	A syllable ending in a vowel sound where the vowel is usually long.	a-pron, u-ni-corn
Orthography	The spelling system of a language.	English spelling patterns
Phoneme	The smallest unit of sound in spoken language.	/s/, /sh/, /oi/
Phonological Awareness	Awareness of the sound structures within spoken language, including rhyme, syllables and phonemes.	Identifying rhyming words
Prefix	A group of letters added to the beginning of a word to change its meaning.	un-, re-, dis-
Pure Sound	Producing a phoneme clearly without adding an extra vowel sound.	Saying /m/ not "muh"

Quadrigraph	Four letters representing one sound.	ough, augh
Root Word	The main part of a word before prefixes or suffixes are added.	happy → unhappy
Schwa	An unstressed vowel sound often heard as /uh/.	under, pencil
Segment	To split a word into individual sounds for spelling.	cat → c-a-t
Silent Letter	A letter that appears in the spelling of a word but is not pronounced.	kn in <i>knee</i> , b in <i>lamb</i>
Soft C	The letter c representing the /s/ sound.	city, ice
Soft G	The letter g representing the /j/ sound.	giant, gym
Split Digraph	A digraph where the two letters are separated by another letter.	a-e in <i>cake</i> , i-e in <i>bike</i>
Stress / Stressed Syllable	The part of a word spoken with greater emphasis.	TA-ble, re-TURN
Suffix	A group of letters added to the end of a word to change meaning or grammar.	-ing, -ed, -tion
Syllable	A unit of spoken language containing a vowel sound.	basket = 2 syllables
Trigraph	Three letters representing one sound.	igh, tch, ear
Unstressed Vowel	A vowel sound that is spoken less clearly within a word.	second syllable in <i>pencil</i>
Voiced Sound	A sound made using vibration from the vocal cords.	/z/, /v/, /th/ in <i>this</i>
Unvoiced Sound	A sound produced without vocal cord vibration.	/s/, /f/, /th/ in <i>thin</i>
Vowel	A speech sound produced with an open vocal tract.	a, e, i, o, u
Vowel Digraph	A digraph representing a vowel sound.	ai, oy, ey
Word Family	A group of words linked through shared spelling patterns or root words.	act, action, active
Alternative Pronunciation	A grapheme or spelling pattern that can represent more than one sound depending on the word.	ow in <i>snow</i> and <i>brown</i>