



West Jesmond Primary Roadmap



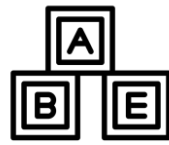
Phonics



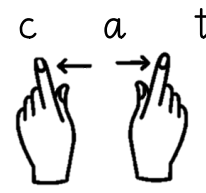
Listening and identifying



Blending to read



Grapheme recognition



Segmenting to write



Application in spelling

Upper KS2

Year 5: (Spelling Shed)
Phonics into spelling
 Knowledge: Word endings, irregular word endings, use of the hyphen, statutory spelling lists.
 Skills: Use the alphabetic code to support spelling.

Year 6: (Spelling Shed)
Phonics into spelling
 Knowledge: Word endings, adding suffixes, homophones and near homophones, statutory spelling lists and key vocabulary.
 Skills: Use the alphabetic code to support spelling.

Year 4: (Spelling Shed)
Phonics into spelling
 Knowledge: Additional prefixes and suffixes, statutory spelling lists and homophones.
 Skills: Adding suffixes to words with more than one syllable and with no obvious root word. Use the alphabetic code to support spelling.

Year 3: (Spelling Shed)
Phonics into spelling
 Knowledge: Alternative pronunciation of graphemes. Prefixes, suffixes, statutory spelling lists.
 Skills: Use the alphabetic code to support spelling. Adding suffixes to words with more than one syllable.

KS2: Target Groups
Gap analysis and application
 Knowledge: Vowel digraphs/trigraphs; adjacent consonants; common alternative spellings for familiar sounds; helpful words.
 Skills: Applying knowledge to blend and read with increasing fluency and segment to spell with increasing accuracy.
 Floppy's Phonics Intervention Group
 Project X Code Intervention Group

Lower KS2

Autumn:
Oxford 1-5 Consolidation and application
 Knowledge: Vowel digraphs/trigraphs. Adjacent consonants. Common alternative spellings for familiar sounds.
 Skills: Applying knowledge to blend and read with increasing fluency and segment to spell with increasing accuracy.

Spring:
Application using Spelling Shed
 Knowledge: using phonics for spelling. Adding suffixes (such as -es -est -ed and -ing) to words.
 Skills: Applying knowledge to blend and read with increasing fluency. Segment to spell with increasing accuracy.

Summer:
Application using Spelling Shed
 Knowledge: using phonics for spelling. Alternative vowel sounds, adding suffixes (e.g. -ment, -ness, -full, -less, -tion) and homophones/near homophones.
 Skills: Applying knowledge to blend and read with increasing fluency. Segment to spell with increasing accuracy.

Year 2

Summer:
Oxford Level 5
 Knowledge: Common alternative spellings for familiar sounds.
 Skills: Recognise and use further vowel sounds for reading and writing. Identify alternative pronunciations of graphemes when reading. Write alternative spellings of phonemes.

Spring:
Oxford Level 5
 Knowledge: Common alternative spellings for familiar sounds.
 Skills: Recognise and use further vowel sounds for reading and writing. Identify alternative pronunciations of graphemes when reading. Write alternative spellings of phonemes.

Autumn:
Oxford Level 4
 Knowledge: Blending adjacent consonants.
 Skills: Blend to read words of increasing length. Segment to write words with adjacent consonants.

YEAR 1

Autumn:
Oxford Level 1
 oral segmenting and blending; rhyme and alliteration; sound discrimination
Oxford Level 1+
 Knowledge: Simple grapheme to phoneme correspondence.
 Skills: Identify initial and end sounds. Recognise sounds within a word. Begin to blend and segment.

Spring:
Oxford Level 2
 Knowledge: Simple grapheme to phoneme correspondence and consonant digraphs.
 Skills: Capital and lowercase of phonemes/graphemes taught. Know letter names. Develop blending and segmenting skills.

Summer:
Oxford Level 3
 Knowledge: Vowel digraphs and trigraphs.
 Skills: Recognise digraphs and trigraphs and blend to read words. Continue to develop blending skills using recent digraphs taught. Segment words into their phonemes/graphemes for writing.

Reception