



Phonics Coverage Overview for EYFS Milestones



Week	Terms 1 & 2		Terms 3 & 4		Terms 5 & 6	
1		ff, ll, ss, j Tricky words: put, pull, full, as	ai, ee, igh, oa	Review phase 3 sounds	Short vowels CVCC Tricky words: said, so, have, like	Long vowel sounds CVCC / CCVC
2	s, a, t, p	v, w, x, y Tricky words: and, has, his, her	oo, oo , ar, or Tricky words: was, you, they	Review phase 3 words with double letters and longer words	Short vowels CVCC / CCVC Tricky words: some, come, love, do	Long vowel sounds CCVC / CCCVC / CCV / CCVCC
3	i, n, m, d	z, zz, qu, ch words with 's' added at the end Tricky words: go, no, to, into	ur, ow, oi, ear Tricky words: my, by, all	Words with 2 or more digraphs	Short vowels CCVCC / CCCVC / CCCVCC Longer words Tricky words: were, here, little, says	Phase 4 words
4	g, o, c, k Tricky word: is	sh, th, ng, nk Tricky words: she, push, he, of	air, er words with double letters Tricky words: are, sure, pure	Words ending in 'ing' Compound words	Longer words Compound words Tricky words: there, when, what, one	Root words ending in 'ing', 'ed', 'd'
5	ck, e, u, r Tricky word: I	Words with 's' added at the end / words end in 's' that sound like a 'z' e.g. bags Tricky words: we, me, be	Longer words	Words with 's' in the middle Words ending in 's' / 'es'	Root words ending in 'ing', 'ed', 'id', 'est' Tricky words: out, today	Phase 4 words ending in 's' / 'es' Longer words
6	h, b, f, l Tricky word: the	Review	Review	Review	Review	Review



Phonics Coverage Overview Milestone 1

Week	Terms 1 & 2		Terms 3 & 4		Terms 5 & 6	
1	Year 1 Review phase 3 GPCs /ai/ee/igh/oa/oo/ ar/or/ur/oo/ow/oi /ear	Year 2 Phase 5 review ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	Year 1 /y/ea/wh/oe/ou/ (phase 5)	Year 2 the /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	Year 1 Phase 5 review	Year 2 Contractions
2	/air/er/z/ s -es Words with 2 or more digraphs	oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	/y/ow/g/ph/ (phase 5)	the /s/ sound spelt c before e, i and y		
3	Phase 4	or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	/le/al/c/ve/ (phase 5)	the /n/ sound spelt kn and (less often) gn at the beginning of words		Homophones



4	Phase 5 /ay/ou/oy/ea	j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	/o_e/o/ou/se/ce/ey/ (phase 5)	the /r/ sound spelt wr at the beginning of words		Possessive apostrophe
5	Review longer words	i e /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	Revise phase 5	the /l/ or /əl/ sound spelt -le/-el/-al/-il/ at the end of words		
6	Assessments	Assessments	Assessments			Assessments
7	/ir/ie/ue/u (phase 5)	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	/or/u/oul/are/au/aur /oor/al/ (phase 5)	Adding /ed/ing/er/est to words ending in y	Alternative graphemes /ai/n/m/ear	Consolidation Revision of suffixes, CEW & possessive apostrophes.
8	/o/i/a/e/ (phase 5)	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	/tch/ture/al/a/ (phase 5)	The suffixes -ment, - ness, -ful, -less and -ly	Alternative graphemes /zh/j/i/j/	
9	/a_e/i_e/o_e/u_e/ (phase 5)	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	/a/schwa/ear/ere/ (phase 5)		Alternative graphemes /sh/	
10	/e_e/ew/ie/aw/ (phase 5)	When do I add the suffix -es/-s to words?	/ear/wr/st/se/schw a/ (phase 5)		Alternative graphemes /or/	



		Why do I double the final letter in some words when I add the suffix -ing?				
11	Grow the code revising phase 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	/ch/ch/ce/se/ze (phase 5)		Phase 5 review	
12	Assessments	Assessments	Assessments		Assessments	



SPaG Coverage Overview Milestone 2



Week	Terms 1 & 2		Terms 3 & 4		Terms 5 & 6	
1	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
	Revise Suffixes -ed,er,ing,,es,s	Strategies at the point of writing - Have a go, words form statutory spelling list	Revise: suffixes '-ness' and '-ful' following a consonant	The /g/ sound spelt 'gu'	Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Teach Words with the /s/ sound spelt 'sc' (Latin in origin)
2	Prefix un and dis	Teach Words ending /ʒə/ 'ure'	Prefixes 'sub-' and 'tele-'	Words with endings sounding like /tʃə/ spelt '-ture'	Suffix '-ly' with root words ending in 'le' and 'ic'	Teach Endings that sound like /ʒən/ spelt 'sion'
3	Apostrophes for contraction	Strategies for learning words – personal spelling lists	Revise apostrophe for contraction	Possessive apostrophe with plurals	Revise Apostrophes for contractions	Apostrophes for possession including singular and plural;as
4	Strategies at the point of writing - Have a go, words form statutory spelling list	Possessive apostrophes with singular proper nouns	Strategies for learning words: words from statutory and personal spelling lists	Teach Homophones (scene/seen, mail/male, bawl/ball)	Rare GPCs (/i/ sound)	Teach, apply and practice homophones
5	Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Homophones (peace/piece, main/mane, fair/fare)	Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Strategies for learning words – statutory and personal spelling lists	Strategies for learning words: words from statutory and personal spelling lists	Statutory words learnt during year



6	Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	Strategies for learning words – personal spelling lists	Revise suffixes ‘-ness’ and ‘ful’ and teach Suffixes ‘-less’, ‘-ness’	Assessment	Revise vowel digraphs	Strategies for learning words – statutory list that need further learning
7	Revise homophones, prefixes and suffixes from year 2	Strategies at the point of writing - Have a go, words form statutory spelling list	Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Proofreading	Revise Spellings learnt in the last half term	Suffixes – ‘ous’
8	Prefixes mis and re	Prefixes – in, il, im, ir	Prefixes ‘super-’ and ‘auto-’	Prefixes – ‘anti’ and ‘inter’	The /ʌ/ sound spelt ‘ou’	Proofreading
9	Words form statutory and personal spelling lists	Strategies for learning words: words from statutory and personal spelling lists	Strategies at the point of writing: homophones	Consolidation of spellings so far	Homophones (including heel/heal/he’ll, plain/plane, groan/grown and rain/rein/ reign)	Revise Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’
10	‘l’ sound spelt ‘y’	Revise Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’	Proofreading	Teach Endings that sound like /ʃən/ spelt ‘- cian’, ‘-sion’, ‘-tion’ and ‘-ssion’	Proofreading	Strategies for learning words – statutory and personal spelling lists
11	Proofreading	Words spelt ‘ch’ and sound spelt ‘ou’	Strategies at the point of writing: homophones	Strategies for learning words – statutory and personal spelling lists	Strategies for learning words: words from statutory and personal spelling lists	Teach and practice Suffix ‘- ly’ added to words ending in ‘y’, ‘le’ and ‘ic’



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Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)

Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')

Words with the /k/ sound spelt 'ch' (Greek in origin)

Revise/ Assess spelling taught so far

Revise aspects from this half term

Revision and Assessment of learning this term

