



Phoneme/graphemes to be taught in that year group  
 Example words (non-statutory)  
 Link to Letters and Sounds Phase (non-statutory)

**Washacre Primary School Phonics Curriculum and Coverage**

Reception	Year One	Year Two
<ul style="list-style-type: none"> <li>To develop children's listening skills and awareness of sounds in the environment <b>P1</b></li> <li>To experience and develop awareness of sounds made with instruments and noise makers. <b>P1</b></li> <li>To develop awareness of sounds and rhythms. <b>P1</b></li> <li>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. <b>P1</b></li> <li>To develop understanding of alliteration. <b>P1</b></li> <li>To distinguish between the differences in vocal sounds, including oral blending and segmenting. <b>P1</b></li> <li>To develop oral blending and segmenting of sounds in words. <b>P1</b></li> <li>The alphabet- Letter names and sounds <b>P2</b></li> <li><b>ff, ll, ss, ck P2 zz P3</b></li> <li>Division of words into syllables <b>P4</b></li> <li><b>ai</b> – rain, wait, train, paid, afraid <b>P3</b></li> <li><b>oi</b> – oil, coin, join, point, soil <b>P3</b></li> <li><b>ay</b> – day, play, say, way, stay <b>P3</b></li> <li><b>oy</b> – boy, toy, enjoy, annoy <b>P3</b></li> <li><b>ar</b> – car, start, park, arm, garden <b>P3</b></li> <li><b>ee</b> – see, tree, green, meet, week <b>P3</b></li> <li><b>er</b> – her, term, verb, person <b>P3</b></li> <li><b>ur</b> – turn, hurt, church, burst, Thursday <b>P3</b></li> <li><b>oo</b> – food, pool, moon, zoo, soon <b>P3</b></li> <li><b>oo</b> – book, took, foot, wood, good <b>P3&amp;5</b></li> <li><b>oa</b> – boat, coat, road, coach, goal <b>P3&amp;5</b></li> <li><b>ou</b> – out, about, mouth, around, sound <b>P3&amp;5</b></li> <li><b>ow</b> – now, how, brown, down, town <b>P3&amp;5</b></li> <li><b>ow</b> – own, blow, snow, grow, show <b>P3&amp;5</b></li> <li><b>ie</b> – lie, tie, pie, cried, tried, dried <b>P5</b></li> <li><b>igh</b> – high, night, light, bright, right <b>P3</b></li> <li><b>or</b> – for, short, born, horse, morning <b>P3</b></li> <li><b>Adjacent consonants</b> - <b>P4</b> – ch, sh, th, th, ng, st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, pr, sc, sk, sn, nch, scr, shr, thr, str</li> </ul>	<ul style="list-style-type: none"> <li>The sound spelt 'n' before k – bank, think, honk, sunk <b>P5</b></li> <li>-tch – catch, fetch, kitchen, notch, hutch <b>P5</b></li> <li>The /v/ sound at the end of words (within split diagraphs) – have, live, give <b>P5</b></li> <li><b>a-e</b> – made, came, same, take, safe <b>P5</b></li> <li><b>e-e</b> – these, theme, complete <b>P5</b></li> <li><b>i-e</b> – five, ride, like, time, side <b>P5</b></li> <li><b>o-e</b> – home, those, woke, hope, hole <b>P5</b></li> <li><b>u-e</b> – June, rule, rude, use, tube, tune <b>P5</b></li> <li><b>ea</b> – sea, dream, meat, each, read (present tense) <b>P3</b></li> <li><b>ea</b> – head, bread, meant, instead, read (past tense) <b>P3</b></li> <li><b>er</b> – better, under, summer, winter, sister <b>P3</b></li> <li><b>ir</b> – girl, bird, shirt, first, third <b>P3</b></li> <li><b>oe</b> – toe, goes <b>P3&amp;5</b></li> <li><b>air</b> – air, fair, pair, hair, chair <b>P3</b></li> <li><b>ear</b> – dear, hear, beard, near, year <b>P3</b></li> <li><b>ue</b> – blue, clue, true, rescue, Tuesday <b>P5</b></li> <li><b>ew</b> – new, few, grew, flew, drew, threw <b>P5</b></li> <li><b>ie</b> – chief, field, thief <b>P5</b></li> <li><b>ore</b> – more, score, before, wore, shore</li> <li><b>aw</b> – saw, draw, yawn, crawl <b>P5</b></li> <li><b>au</b> – author, August, dinosaur, astronaut <b>P5</b></li> <li><b>ear</b> – bear, pear, wear <b>P3</b></li> <li><b>are</b> – bare, dare, care, share, scared</li> <li>Words ending in 'y' – very, happy, funny, party, family</li> <li>The terms 'consonant' and 'vowel'</li> <li>New consonant spellings <b>ph</b> and <b>wh</b> – dolphin, alphabet, phonics, elephant, when, where, which, wheel, while <b>P5</b></li> <li>Using 'k' in words such as – kent, sketch, kit, frisky</li> <li>Adding the prefix 'un' – unhappy, undo, unload, unfair, unlock</li> <li>Compound words- football, playground, farmyard, bedroom, blackberry</li> </ul> <p><b>Spelling Objectives</b></p> <ul style="list-style-type: none"> <li>Adding 's' and 'es' to words – cats, dogs, spends, rocks, thanks, catches <b>P6</b></li> <li>Adding the endings <b>-ing, -ed</b> and <b>-er</b> to verbs where no change is needed to the root word – hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper <b>P6</b></li> <li>Adding <b>-er</b> and <b>-est</b> to adjectives where no change is needed to the root word – grander, grandest, fresher, freshest, quicker, quickest <b>P6</b></li> </ul>	<ul style="list-style-type: none"> <li>The suffixes <b>-ment, -ness, -ful, -less</b> and <b>ly</b></li> <li>Using <b>'ge'</b> and <b>'dge'</b> at the ends of words and sometimes spelt as <b>'g'</b> elsewhere in words before e, i and y – badge, edge, bridge, dodge, fudge, age, huge, change, bulge, village, gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust <b>P5</b></li> <li>The s sound spelt <b>'c'</b> before e, l and y – race, ice, cell, city, fancy <b>P5</b></li> <li>The n sound spelt <b>'kn'</b> and (less often) <b>'gn'</b> at the beginning of words – knock, know, knee, gnat, gnaw</li> <li>The r sound spelt <b>'wr'</b> at the beginning of words – write, written, wrote, wrong, wrap</li> <li>The sound spelt <b>'le'</b> at the ends of words – table, apple, bottle, little, middle</li> <li>The sound spelt <b>-el</b> at the end of words – camel, tunnel, squirrel, travel, towel, tinsel</li> <li>The sound spelt <b>'al'</b> at the end of words – metal, pedal, capital, hospital, animal</li> <li>Words ending in <b>'il'</b> – pencil, fossil, nostril</li> <li>The sound spelt <b>'y'</b> at the end of words – cry, fly, dry, try, reply, July</li> <li>Adding <b>-es</b> to nouns and verbs ending in <b>-y</b> – flies, tries, replies, copies, babies, carries</li> <li>The sound spelt <b>'a'</b> before l and ll – all, ball, call, walk, talk, always</li> <li>The sound spelt <b>o</b> – other, mother brother, nothing, Monday</li> <li>The sound spelt <b>-ey</b> - key, donkey, monkey, chimney, valley</li> <li>The sound spelt <b>'a'</b> after w and qu – want, watch, wander, quantity, squash</li> <li>The sound spelt <b>'or'</b> after w – word, work, worm, world, worth</li> <li>The sound spelt <b>'ar'</b> after w – warm, towards</li> <li>The sound spelt <b>'s'</b> – television, treasure, usual</li> <li>Contractions – cant, didn't hasn't, couldn't, its, I'll</li> <li>The possessive apostrophe (singular nouns) – Megan's, Ravi's, the girl's, the child's, the man's</li> <li>Words ending in <b>-tion</b> – station, fiction, motion, national, section</li> <li>Homophones and near homophones – there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/two/too, be/bee, blue/blew, night/knight</li> </ul> <p><b>Spelling Objectives</b></p> <ul style="list-style-type: none"> <li>Adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in y with a consonant before it – copied, copier, happier, happiest, cried, replied <b>P6</b></li> <li>Adding the endings <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words ending in <b>-e</b> with a constant before it- hiking, hiked, hiker, nicer, nicest, shiny <b>P6</b></li> <li>Adding <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words of one syllable ending in a single consonant letter after a single vowel letter – patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny <b>P6</b></li> </ul>

**Common Exception Words (non-statutory)**

**Reception:** Taken from Letters and Sounds Phases 1-4

the, to, l, no, go, he, she, we, me, be, was, my, you, her, they, all, are, some, one, said, come, do, so, were, when, have, there, out, like, little, what

**Year One:** National Curriculum examples

the, a, do, to, today, of, said, says, are, were, was, is, his, has, l, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

**Year Two:** National Curriculum examples:

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas



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