

Greenfields Academy (Primary) - Long Term Planning – Spelling.

Academic Year Overview 2020/21 – Middle Ability mixed age.

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
Weekly Sequence	KEY: C – Coverage N – New Learning R – Recall of prior learning A – Assessment SC – Taught during COVID19 School Closure					
1	Staff Training	C- Phase 5 y and ie, R- learnt sounds so far. N- To learn the sound y N- To learn the sound ie R- tricky words learnt so far. (Oh, people, there, looked, called, asked, Mr, Mrs and could.).	C- Phase 5 sounds learnt so far. R- sounds learnt so far. R-tricky words learnt so far.	C- Phase 5 polysyllabic words and Homophones. N- To learn the homophones (sea/see and be/bee) N- To revisit phase 5 GPC's words and identify where they fit on the chart. R- To recall Phase 5 GPC's N- To learn strategies (look, say, cover, write and check, trace, cover and replicate, segmentation and quick write) to learn spellings. N- to use segmentation to spell words.	C- Spelling words ai sound spelt i in common exception words. N- To learn common exception words with the ai sound which is spelt i. R- To recall strategies for learning words. A-words learnt this week	C- Spellings words with the ge and dge ending sound. N- To look and words with the ge and dge endings. R-To learn the spelling of words ending with ge and dge. R- To practice strategies for learning words for common exception words.
2	Staffing Training	C- Phase 5 ey and e-e sounds R- learnt sounds so far. N- To learn the sound ey N- To learn the sound e-e R- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.).	C- Phase 5 ui and ew sounds R- learnt sounds so far. N- To learn the sound ui N- To learn the sound ew R- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.).	C- Phase 5 GPC's and Homophones. N- To learn the homophone Blue and blew. R- Phase 5 sounds learnt so far and homophones learnt so far.	C- Homophones, common exception and high frequency words. R- To recall homophones learnt so far. R- To recall common exceptions words learnt so far.	C- Spelling c sound before e,l and y words and spelling homophones. N- To spell words with the c sound before e,l and y words.

				<p>N- To learn strategies for writing.</p> <p>R- To use segmentation to learn words from the week.</p> <p>R- To recall spelling of words learnt and homophones learnt.</p>	<p>R- To recall high frequency words learnt so far.</p> <p>A- words learnt so far.</p>	<p>N- To homophones here/hear, one/won and sun/son.</p> <p>R- to recall homophones learnt so far.</p> <p>A- using sentences get the children to identify the correct spelling of homophones to complete the sentence.</p>
3	Children's first week back and assessment of spelling levels of children.	School Closure	<p>C- Phase 5 oi and oy sounds</p> <p>R- learnt sounds so far.</p> <p>N- To learn the sound oi</p> <p>N- To learn the sound oy</p> <p>A- sounds learnt so far</p>	<p>C- Phase 5 GPC's, Homophones and common exception words.</p> <p>R- To apply strategies for writing.</p> <p>R- To practice phase 5 GPC's.</p> <p>R- To practice homophones learnt so far.</p> <p>N- To highlight the tricky part of the common exception words.</p> <p>A- Words learnt this week.</p>	<p>C- Spelling strategies, proofreading and common exceptions.</p> <p>R- To apply strategies for learning words for common exception words.</p> <p>R- To apply how to proofread to common exception words.</p> <p>A- common exception words learnt this week.</p>	<p>C- N words spelt kn and gn at the beginning of words.</p> <p>N- To practice spelling words that beginning with the n sound spelt using kn and gn.</p> <p>R- To apply strategies for learning words for common exception words</p> <p>A- To assess spelling words that beginning with the n sound spelt using kn and gn.</p>
4	<p>C-Phase 5 ai and ay sounds.</p> <p>R- learnt sounds so far.</p> <p>N- To learn the sound ai</p> <p>N- To learn the sound ay</p> <p>N- To look at tricky words (Oh, there, people and Looked.)</p>	School Closure	<p>C- Phase 5 ph and wh sounds</p> <p>R- learnt sounds so far.</p> <p>N- To learn the sound ph</p> <p>N- To learn the sound wh</p> <p>R- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.)</p>	<p>C- Phase 5 polysyllabic words and common exception.</p> <p>N- To learn about syllables.</p> <p>R- To apply strategies for writing.</p> <p>N- To learn how to proof-read.</p> <p>R- To use syllables knowledge and apply to common exception words.</p>	<p>C- Homophones and strategies for writing and learning words.</p> <p>R- To recap phase 5 sounds children a struggling with.</p> <p>N- To learn the homophone 10/two/too.</p> <p>R- To apply strategies for writing.</p> <p>R- To apply strategies for learning words.</p>	<p>C- ai sounds spelt y n, strategies for writing and strategies for learning words.</p> <p>R- To apply strategies for writing.</p> <p>N- To teach words with the ai sound spelt y.</p> <p>R- To apply strategies for learning words for common exception words and high frequency words.</p>

5	<p>C- Phase 5 ey, ea and e-a sounds R- learnt sounds so far. N- To learn the sound ey N- To learn the sound ea N- To learn the sound e-a A- assess tricky words (Oh, there, people and Looked.)</p>	<p>C- Phase 5 igh, i-e and y. R- learnt sounds so far. N- To learn the sound igh N- To learn the sound i-e N- to learn the sound y R- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.). A- sounds learnt so far</p>	<p>C- Phase 5 al, augh and ough sounds R- learnt sounds so far. N- To learn the sound al N- To learn the sound augh N- To learn the sound ough A- phase 5 phonic sounds</p>	<p>C- Spelling Proofreading. R- To apply how to proofread to high-frequency words. R- To recall homophones learnt so far and include whole and hole. R- To recall strategies for learning words. R- To practice homophones learnt so far.</p>	<p>C- Phase 5 phonics, strategies for writing and learning words. R- To recall phase 5 phonics. R- To practice strategies for writing. R- To practice strategies for learning words.</p>	<p>C- Contractions, the l or el sound spelt le following a consonant and proofreading. N- To learn contractions. N- To learn l and el sounds spelt le following a consonant. R- To practice proofreading</p>
6	<p>C- Phase 5 aigh and eigh sounds R- learnt sounds so far. N- To learn the sound aigh N- To learn the sound eigh N- Tricky words (called, asked, Mr, Mrs and could.) A- sounds learnt so far</p>	<p>C- Phase 5 i and ie sounds R- learnt sounds so far. N- To learn the sound i N- To learn the sound ie A- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.).</p>	<p>C–Spelling Phase 5 Phonics review. R- To recall the phase 5 phonic sounds. N- To teach strategies (look, say, cover, write and check, trace, cover and replicate, segmentation and quick write) to learn spellings. R- How to segment words.</p>		<p>Enrichment</p>	<p>C- Adding word ending, strategies for learning words. N- To practice adding word endings (-ing, -ed, -er and est) to words. N- To practice adding word endings (-ing, -ed, -er, est and -y) to words. R- To practice strategies for learning words (focusing on words learnt so far this term). A-the words learnt so far this term.</p>
7	<p>C- Phase 5 ee, ea and e sounds R- learnt sounds so far. N- To learn the sound ee N- To learn the sound ea N- To learn the sound e R- tricky words learnt so far (Oh, people, there, looked, called, asked, Mr, Mrs and could.).</p>	<p>C- Phase 5 oa, o, and ow sounds R- learnt sounds so far. N- To learn the sound oa N- To learn the sound o N- To learn the sound ow</p>				<p>Transitions.</p>