



THURGOLAND
CHURCH OF ENGLAND PRIMARY SCHOOL



Thurgoland CE Primary

Phonics Curriculum

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Phonics Curriculum Intent

Our Intent

At Thurgoland C of E Primary School, we aim to promote the development of a literate and articulate child, one who is able to approach both spoken and written forms of communication confidently. We provide pupils with the appropriate knowledge, skills and attitudes to create a love of reading and inspire our children to read for enjoyment and foster a lifelong love for learning.

We view phonics as a crucial element in teaching and learning in reading and writing. We use a systematic, synthetic approach where children quickly develop knowledge of the relationship between letters and sounds, words and sentences. Children are taught to blend and segment sounds easily and use a range of approaches to learn and spell irregular words. In Reception Class (EYFS) we teach discrete phonics sessions daily using the Read Write Inc (RWI) programme.

Phonics Implementation

Reading is taught daily throughout the school.

The teaching of Read Write Inc is fun, fast paced and interactive, where children are taught listening skills and the skill of segmenting and blending orally. Children build on these skills and develop new phonic skills at a rigorous pace as they move through Reception. They are given opportunities to apply these in the context of reading and writing. In Key Stage One we continue to teach discrete phonics sessions using the RWI programme ensuring children have regular opportunities to apply their increasing phonic knowledge when reading a range of texts that are closely matched to a child's phonic knowledge. Children continue to apply their phonic knowledge to their writing.

We teach pupils to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read 'tricky' words on sight - understand what they read - read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. We group pupils homogeneously, according to their progress in reading. In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This learning is consolidated daily.

The teaching structure changes depending on the colour level of the reading book.



RWI Concepts

Five key principles underpin the teaching in all Read Write Inc. Sessions

Purpose	know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about
Participation	ensure every child participates throughout the lesson. Partnership work is fundamental to learning
Praise	ensure children are praised for effort and learning, not ability
Pace	teach at an effective pace and devote every moment to teaching and learning
Passion	be passionate about teaching so children can be engaged emotionally.



Phonics Teaching Sequences

1	2	3	4	5	6	7	8	9
Speed sounds Set 1 Blending books and ditty sheets	Red Ditty Books Set 1 sounds and set 1 special friends	Green Storybooks Speed sounds Set 2	Purple Storybooks	Pink Storybooks	Orange Storybooks Speed sounds Set 3	Yellow Storybooks	Blue Storybooks	Grey Storybooks

Speed Sounds Set 1 lessons – 1 day lesson plan	
Daily Lesson – new sound each day	Word Time Lesson
Read the sound	Blending orally without speed sound cards
Review the sounds	Blending with speed sound cards
Write the letter (with visual cues)	Blending with magnetic sound cards
Speed write the letter (just the letter)	Reading assessment
Fred Talk - oral	<u>Blending Independently</u> Read phonics green word cards
Final challenge	Review the words Reading assessment using nonsense (alien) word cards
NB	<u>Spelling</u> Fred fingers – orally
	If a sound is not known, teaching is repeated and the sound is embedded through using RWInc portal videos as well as Pinny Time.



Red Ditty – Set 1 sounds and Set 1 Special Friends Coverage	
Day 1	Speed sound session-Teach a sound in the same structure as above-hear it, see it, say it, use it. Story green words. Speedy green words-Word time 1.5-1.6 Red words Partner practice-speed sounds and story green words Ditty introduction Read aloud teacher First read
Day 2	Speed sound session-Teach a sound in the same structure as above-hear it, see it, say it, use it. Story green words. Speedy green words-Word time 1.5-1.6 Red words Second read
Day 3	Speed sound session-Teach a sound in the same structure as above-hear it, see it, say it, use it. Story green words. Speedy green words-Word time 1.5-1.6 Red words Review word time 1.1-1.4 Read a different ditty
Day 4	As above using a different ditty
Day 5	As above using a final ditty in the book



Green, Purple, Pink and Orange Storybook lessons – 3 day lesson plan

Day 1	Day 2	Day 3
Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sounds lesson
Speed sounds from the storybook	Speedy green words	Think about the story
Story green words	Red word cards	Third read children
Speedy green words	Partner practice-speedy green words and red words	Questions to talk about
Red word cards	Second read - children	Hold a sentence 3
Partner practice-speed sounds and story green words	Hold a sentence 2	
Story introduction		
First read – children		
Read aloud teacher		
Hold a sentence 1		



Yellow, Blue and Grey Storybook lessons – 3-day lesson plan

Day 1	Day 2	Day 3
Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sounds lesson
Speed sounds from the storybook	Speedy green words	Partner practice-speedy green words and red words
Story green words	Red word cards	Red word cards
Speedy green words	Partner practice-speedy green words and red words	Partner practice-speedy green words and red words
Red word cards	Second read - children	Third read - children
Partner practice-speed sounds and story green words	Hold a sentence 1 and 2	Questions to read and answer
Story introduction		Hold a sentence 3
First read – children		
Read aloud teacher		
Red rhythms-spelling red words		



Phonics Groupings Coverage

At the start of EYFS, our pupils will begin their phonics learning journey through the teaching of the Read Write Inc teaching programme. Children will progress through the RWI scheme in EYFS and Year 1, where by the end of Year 1 they should be confident in knowing all Set 1, Set 2 and Set 3 sounds.

Colour	Coverage in Group
Group A	The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use Fred Fingers to help them record simple words.
Group B	The children know most single letter sounds and now need to learn to blend orally. Lessons also focus on teaching gaps in single letter sounds. The children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'. Ditty Group The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu
Group C	The children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.
Ditty	The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu.
Red Group	The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books.
Green Group	The children are able to Fred Talk real and alien words and also read a range of real words speedily Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency.
Purple Group	The children are able to read most words speedily Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.
Pink Group	The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group.
Orange Group	The children are able to read ar or air ir ou oy speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage. (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group.
Yellow Group	The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk) The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds. The Story Book Lesson extends to five days.
Blue Group	The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds. They can read a text at 70+ words per minute The Speed Sound Lesson reviews Set 2 and 3 Sounds. The Story Book is read over five days.
Grey Group	The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds They can read a text at 90 words per minute The Story Book is read over five days.



Phonics Curriculum Overview

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read 16 single-letter Set 1 sounds	Read 47 sounds (all Set 1 and Set 2 sounds) Read Purple Storybooks	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all 25 Set 1 single- letter sounds Blend sounds into words orally	Read 52 sounds (first 5 Set 3 sounds) Read Pink Storybooks	Read Grey Storybooks
End of Spring 1	Read all 25 Set 1 single- letter sounds Blend sounds to read words Read short Ditty stories	Read 58 sounds (11 Set 3 sounds) Read Orange Storybooks	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read 31 sounds (Set 1 Special Friends) Read Red Storybooks	Read 64 sounds (17 Set 3 sounds) Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read 35 sounds (4 double consonants) Read Green Storybooks	Read 69 sounds (22 Set 3 sounds) Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer term	Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks	Read 75 sounds (all Set 3 sounds and additional graphemes) Read Blue Storybooks	Access RWI Comprehension and Spelling programmes



Phonics/Word Reading Curriculum Progression

EYFS				
Term	EYFS Development Matters – Literacy	RWI Teaching Order	Common Exception Words	Support to be sent home
RECEPETION Autumn 1	Develop their phonological awareness so they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound Understand the 5 key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing	Listening games and sound discrimination Initial sounds and letter recognition		Recommended reading books sent home and home engagement shared via seesaw. Read, Write Inc parents guidance films and phonics videos shared via Seesaw
RECEPTION Autumn 1	Read individual letters by saying the sounds for them.	Set 1 sounds and word time lessons 1.1 – 1.4 m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh		Homework – letter recognition and sounds sheets sent weekly. Home engagement on Seesaw sharing books, reading for enjoyment. Recommended reading texts sent weekly.
RECEPTION Autumn 2	Blend sounds into words, so they can read short words made up of known letter-sound correspondences.	Able to blend orally Word time lesson 1.5 – 1.7 r, j, v, y, w, z, x Special friends: ch, th, ng, nk, qu		Homework – letter recognition and sounds sheets sent weekly. Home engagement shown on Seesaw of sharing books and Homework – letter recognition and sounds sheets sent weekly. Home engagement shown on Seesaw of sharing books and
RECEPTION Spring 1	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Ditty group Red ditty books	I, of, my, to, the, no, put, for, he	Photocopiable ditty book sheets. Red ditty book bag books sent home. Recommended reading books being shared at home- evidence on seesaw. Creative spellings of bookmark words.



RECEPTION Spring 2	ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Set 2 sounds (3 weeks) ay, ee, igh, ow (blow), oo (boot), oo (book), ar, or, air, ir, ou, oy Green read, write inc books	The, your, said, you, my, I, he, are, of, no	Set 2 sounds practise / Read, write inc book bag books. Red words (nondecodable, high frequency words) sent home as a bookmark for the appropriate colour book. Recommended reading books. Creative spellings of bookmark words.
RECEPTION Summer 1	ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Green read, write inc books	The, your, said, you, my, I, he, are, of, no	Read, write inc book bag books. Red words (non decodable, high frequency words) sent home as a bookmark for the appropriate colour book. Recommended reading books. Creative spellings of bookmark words.
RECEPTION Summer 2	ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Purple read, write inc group	The, of, to, I, my, me, go, he, baby, said, are, you, your	Read, write inc book bag books. Red words (nondecodable, high frequency words) sent home as a bookmark for the appropriate colour book. Recommended reading books. Creative spellings of bookmark words.



Year 1				
Term	National Curriculum Guidance for Key Stage 1	RWI Teaching Order	Common Exception Words	Support to be sent home
Autumn 1	Knows when to use phonics knowledge to decode words.	Pink RWI books	All, my, the, like, I've, want, you, call, we, be, no, her, are, of, me, said,	Read, write inc book bag books Red words (nondecodable, high frequency words) sent home as a bookmark for the appropriate colour book. Recommended reading books. Creative spellings of Year 1 common exception words.
Autumn 2	Reads common words using phonics knowledge, where possible. Reads words of more than one syllable that contain taught GPCs.	Set 3 sounds and practise sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow (cow), ai, oa, ew, ire, ear, ure, tion, tious / cious Orange RWI books	he, she, washing some, there, be, so	Set 3 sounds practise. Pink and orange book bag books. Red words (nondecodable, high frequency words) sent home as a bookmark for the appropriate colour book. Recommended reading books. Creative spellings of Year 1 common exception words.
Spring 1	Knows which part of words can be decoded using phonics. Blends sounds in unfamiliar words based on known GPCs. Reads words with familiar endings –s, es, ing, ed, er, est. Reads words which have the prefix –un added.	Application of all sounds in words for reading 58 sounds, 11 set 3 sounds Yellow RWI books	What, they, do, said, you, the, me, be, want, my, go, he, no, old, are, we, so, was, be, of, all, she, her	Orange book bag books Red words (nondecodable, high frequency words) sent home as a bookmark for the appropriate colour book.
Spring 2	Reads phonically decodable texts, with confidence. Divides words into syllables.	Application of all sounds in words for reading 64 sounds, 17set 3 sounds Yellow RWI books		Recommended reading books. Creative spellings of Year 1 common exception words. Green book bag books.



				<p>Red words (nondecodable, high frequency words) sent home as a bookmark for the appropriate colour book.</p> <p>Recommended reading books.</p> <p>Creative spellings of Year 1 common exception words.</p>
Summer 1	<p>Hears and recognises all 40+ phonemes. Matches all 40+ graphemes to their phonemes. Identifies all 40+ graphemes in reading. Knows that words can have omitted letters and that an apostrophe represents the omitted letters. Finds contractions in reading. Reads words with contractions. Reads compound words.</p>	<p>Yellow RWI books 69 sounds, 22 set 3 sounds</p>	<p>One, saw, her, to, go, the, all, was, some, she, be, he, they, watch, watches, me, said, my, want, you, school, are, of, small, by, wall, there, what, no, so, you, who, tall, call, brother, I'm, I've, their, any, fall, were</p>	<p>Yellow book bag books.</p> <p>Red words (nondecodable, high frequency words) sent home as a bookmark for the appropriate colour book.</p> <p>Recommended reading books.</p> <p>Creative spellings of Year 1 common exception words.</p>
Summer 2		<p>Blue RWI books 75 sounds (all set 3 sounds and additional graphemes)</p>	<p>Any, other, two, one, all, her, there, said, could, they, would, want, their, watch, some, anyone over, who, does, school, through, once, here, son, you're, here, why, brother, were, humans, whole, what, was, small, tall</p>	<p>Blue book bag books</p> <p>Red words (non-decodable, high-frequency words) sent home as a bookmark for the appropriate colour book.</p> <p>Recommended reading books.</p> <p>Creative spellings of Year 1 common exception words.</p>



Year 2				
Term	National Curriculum Guidance for Key Stage 1	RWI Teaching Order	Common Exception Words	Support to be sent home
Autumn 1	Understands the importance of decoding words automatically. Understands that some words cannot be decoded with phonics strategies. Uses the graphemes taught to blend sounds. Knows that the phonemes may be represented by different graphemes. Knows that familiar words do not need to be sounded out and blended.	Grey read, write inc books	Should, were, there, call, want, come, one, through, many, could, are, other, was, two, who, you, said, your, what, school, mother, to, they, father, watch, anyone, whole, water, great, brother, about, where, here, what, another, walk, small, any, here, son, would	Grey book bag books. Red words (nondecodable, high frequency words) sent home as a bookmark for the appropriate colour book. Recommended reading books. Creative spellings of Year 2 common exception words.
Autumn 2	Reads familiar words automatically and accurately without sounding out or blending.		All Y2 common exception words for reading and spelling	Use Read write inc structure for spelling rules. Creative spellings of Year 2 common exception words.
Spring Term	Knows that the same grapheme may be read in different ways. Recognises alternatives and considers which will make more sense. Recognises syllables in words. Knows that breaking words into syllables helps fluent decoding. Knows that other strategies can be used to read unfamiliar words. Uses other strategies to support fluent decoding.			
Summer Term	Reads words of 2 or more syllables accurately. Reads aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reads books fluently and confidently			



Year 3			
Term	National curriculum guidance for Key Stage 2 Applying phonics in reading Year 3/4	Applying Phonics	Common Exception Words
Autumn	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Knowing that phonics is one strategy to help to read any unfamiliar word. Knowing when phonic strategies will help when reading a word and when they will not. Understand what a root word is. Understand how to use a root word to help read unfamiliar words. Use root words to help understand the meaning of unfamiliar words. Know what prefixes and suffixes are	accident, accidentally, actual, actually, address, although, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, extreme, famous, favourite, February, forward, forwards, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular
Spring	Knows that the same grapheme may be read in different ways. Recognises alternatives and considers which will make more sense. Recognises syllables in words. Knows that breaking words into syllables helps fluent decoding. Knows that other strategies can be used to read unfamiliar words. Uses other strategies to support fluent decoding.	Understand how prefixes and suffixes can change the meaning of a word. Use prefixes and suffixes to read unfamiliar words. Use prefixes and suffixes to understand the meaning of unfamiliar words. Can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Know that some words may have a similar pronunciation but may be written differently. Know that some of these are unusual. Use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. Know that unfamiliar words can be read by using knowledge of similar words (analogy)..	
Summer		Can use analogy, drawing on the pronunciation of similar known words to read others.	



Year 4			
Term	National curriculum guidance for Key Stage 2 Applying phonics in reading Year 3/4	Applying Phonics	Common Exception Words
Autumn	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Know that phonics is one strategy to read unfamiliar words. Know when phonic strategies will help to read a word and when they will not. Use knowledge of root words to help read unfamiliar words. Use root words to help understand the meaning of unfamiliar words. Use knowledge of learned prefixes and suffixes to help read unfamiliar words. Use prefixes and suffixes to help understand the meaning of unfamiliar words.	accident, accidentally, actual, actually, address, although, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, extreme, famous, favourite, February, forward, forwards, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular
Spring		Apply knowledge of root words, prefixes and suffixes to help read aloud and to understand the meaning of unfamiliar words. Know that many words may have a similar pronunciation but may be written differently. Know that some of these are unusual. Use knowledge of unusual phoneme/grapheme correspondences to help read unfamiliar words. Know unfamiliar words can be read by using knowledge of known similar words (analogy). Use analogy drawing on the pronunciation of similar known words to read others.	
Summer		Apply knowledge of root words, prefixes and suffixes to help read aloud and to understand the meaning of unfamiliar words. Know that many words may have a similar pronunciation but may be written differently. Know that some of these are unusual. Use knowledge of unusual phoneme/grapheme correspondences to help read unfamiliar words. Know unfamiliar words can be read by using knowledge of known similar words (analogy). Use analogy drawing on the pronunciation of similar known words to read others.	



Year 5			
Term	National curriculum guidance for Key Stage 2 Applying phonics in reading Year 3/4	Applying Phonics	Common Exception Words
Autumn	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	accommodate, accompany, according, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, develop, dictionary, disastrous, embarrass, environment, equipment, equipped, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely, soldier, stomach, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht



Year 6			
Term	National curriculum guidance for Key Stage 2 Applying phonics in reading Year 3/4	Applying Phonics	Common Exception Words
Autumn	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. words.	accommodate, accompany, according, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, develop, dictionary, disastrous, embarrass, environment, equipment, equipped, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely, soldier, stomach, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht