



Subject Overview 2025/26

Last updated: Sheereen Usman October 2025

EYFS	Autumn		Spring		Summer	
YN	No sounds – focus on Rhyme time and settling children into your setting's routines.	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h	ck x sh th ng nk
YR	s a t p i n m d g o c k ck e u r h b f l T.W Is I the	ff ll ss j v w x y z zz qu words with –s /s/ added at the end (hats sits) ch sh th ng nk words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) T.W put* pull* full* as and has his her	ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp longer words T.W was you they my by all are sure pure	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words words with two or more digraphs longer words words ending in –ing compound words longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est T.W said so have like some come love do were here little says	long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root words ending in: –er, –est longer words



	go no to into she push* he of we me be		T.W Review all taught so far Secure spelling	when what one out today	T.W Review all taught so far Secure spelling
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KS1	Autumn	Spring	Summer			
Y1	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each T.W Phases 2-4: the put* pull* full* push* to into l no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today T.W their people oh your Mr Mrs Ms ask* could would should our house mouse water want	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw T.W any many again who whole where two school call different thought through friend work	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup T.W once laugh because eye	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor T.W	Phonics Screening Check review – no new GPCs or tricky words T.W busy beautiful pretty hour move improve parents shoe	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more T.W



Y2	Phase 5 Review	Bridge to Spelling	Spelling unit	Spelling unit	Spelling unit	Spelling unit
	<p>/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</p> <p>/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow</p> <p>/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</p> <p>/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</p> <p>ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/</p> <p>T.W</p> <p>people eye whole through improve move prove shoe two</p>	<p>What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?</p> <p>Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?</p> <p>Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?</p> <p>When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?</p> <p>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?</p>	<p>Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?</p> <p>once two knight/night</p> <p>Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?</p> <p>any many one/won</p> <p>Why do some words end 'ge' or 'dge'?</p> <p>Why can /j/ be spelled 'j' or 'g' in different words?</p> <p>Review where/wear</p>	<p>The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?</p> <p>who whole our/hour</p> <p>Why do I swap the 'y' for an 'i' when I add the suffix -es?</p> <p>people friend quite/quiet</p> <p>Why do some words have the spelling 'ey' for the sound /ee/?</p> <p>move improve see/sea</p> <p>Why do some words end -le, -al, -il or -el?</p> <p>Review to/too/two</p>	<p>Why does 'c' make the sound /s/ in some words?</p> <p>beautiful laugh here/hear</p> <p>How can I spell the sound /zh/?</p> <p>busy pretty be/bee</p> <p>What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</p> <p>parents because bare/bear</p> <p>How can I show missing letters in a word?</p> <p>Review there/their/ they're</p>	<p>Why do some longer words have the spelling 'ti' for /sh/?</p> <p>eye shoe sun/son</p> <p>How do I use the possessive apostrophe (singular possession)?</p> <p>thought through whole/hole</p> <p>When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</p> <p>Review blue/blew</p>

