

## Whitchurch Phonics and Spelling Milestones

Milestone	Key stage / Year group age appropriate	What is expected in each milestone?			Cohort Assessment
1	Reception (Autumn 1)	<b>Phase 2</b> <b>Set 1:</b> s a t p <b>Set 2:</b> i n m d <b>Set 3:</b> g o c k <b>Set 4:</b> c k e u r	<b>HFW Tricky Words (reading):</b> the, to, no, go, I  <b>HFW Decodable Words (reading specific focus):</b> and  <b>HFW Decodable Words (redaing):</b> a, an, as, at, in, is, it, on, can, dad, back, get, not, got, up, mum,	<b>Reading Skills:</b> <b>Phase 2</b> <ul style="list-style-type: none"> <li>- Recognise phase 2 graphemes</li> <li>- Find phase 2 graphemes</li> <li>- Hearing the first sound in a word</li> <li>- Orally bend VC words</li> <li>- Orally blend CVC words</li> <li>- Orally segment VC words</li> <li>- Orally segment CVC words</li> <li>- Blend and read VC words</li> <li>- Segment and spell VC words</li> <li>- Start to read and spell CVC words</li> </ul>	
2	Reception (Autumn 2)	<b>Phase 2</b> <b>Set 5:</b> h b f, ff l, ll ss  <b>Phase 3</b> <b>Set 6:</b> j, v, w, x <b>Set 7:</b> y, z, zz, qu	<b>HFW Decodable words (reading):</b> will, that, this, then, had, if them, with, big, but, of, off, him, his,  <b>HFW Tricky words (reading):</b> he, she, we, be, me	<b>Reading Skills:</b> <b>Phase 2</b> <ul style="list-style-type: none"> <li>- Recognise phase 2 graphemes</li> <li>- Find phase 2 graphemes</li> <li>- Hearing the first sound in a word</li> <li>- Orally bend VC words</li> <li>- Orally blend CVC words</li> <li>- Orally segment VC words</li> <li>- Orally segment CVC words</li> <li>- Blend and read VC words</li> <li>- Segment and spell VC words</li> <li>- Start to read and spell CVC words</li> </ul> <b>Phase 3</b> <ul style="list-style-type: none"> <li>- Recognise some phase 3 graphemes</li> <li>- Find some phase 3 graphemes</li> <li>- Name the capital letters</li> <li>- Name the letters of the alphabet</li> </ul>	

3	Reception (Spring 1)	<b>Phase 3</b> <b>Consonant digraphs</b> <b>Set 8:</b> ch, sh, th, ng  <b>Vowel Digraphs</b> <b>Set 9:</b> ai, ee, igh, oa,	<b>Spelling:</b> to the I no go into  <b>HFW Tricky Words (reading):</b> was, my,  <b>HFW Decodable words (reading)</b> see, for, look, too	<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>- Recognise most phase 3 graphemes</li> <li>- Find most phase 3 graphemes</li> <li>- Blend and read CVC words</li> <li>- Segment and spell CVC words</li> <li>- Read tricky words</li> <li>- Spell tricky words</li> <li>- Reading words we don't say as we sound</li> </ul>	
	Reception (Spring 2)	<b>Phase 3</b>  <b>Vowel digraphs:</b> <b>Set 10:</b> oo, oo, ar, or <b>Set 11:</b> ur, ow, oi, ear	<b>HFW Tricky Words (reading):</b> you, they, her, all, are  <b>HFW Decodable words (reading)</b> now, down,	<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>- Recognise most phase 3 graphemes</li> <li>- Find most phase 3 graphemes</li> <li>- Blend and read CVC words</li> <li>- Segment and spell CVC words</li> <li>- Read tricky words</li> <li>- Spell tricky words</li> <li>- Read and blend 2 syllable words</li> <li>- Reading words ending in 's' and 'es'</li> <li>- Reading words we don't say as we sound</li> <li>- Write the correct letter following a model.</li> </ul>	
	Reception (Summer 1)	<b>Phase 3</b> <b>Set 12:</b> air, er  <b>Phase 4</b> Revisit all phase 3 sounds plus consonant blends at the start and end of words.  <b>Phase 4:</b> ve	<b>HFW Tricky words (reading):</b> said, so have, like, some, come, were, there, little, one, when, out, what, do,  <b>HFW Spelling:</b> he, she, me, be, we, was, you, they, all, are, my, her  <b>Spelling:</b> spelling words ending in k/ck, s/ss, f/ff, l/ll,	<b>Reading skills:</b> <b>Phase 4</b> <ul style="list-style-type: none"> <li>- Recognise all phase 3 graphemes.</li> <li>- Find all phase 3 graphemes.</li> <li>- Blending and segmenting CCVC</li> <li>- Blending and segmenting CVCC</li> <li>- Blending and segmenting CCVCC</li> <li>- Reading words ending in n't, 've</li> <li>- Reading words ending 'est'</li> <li>- Words we don't say as we sound</li> <li>- Reading contractions 'll</li> <li>- Reading words ending 'ed'</li> </ul>	
5	Reception (Summer 2)	TEACH ASPECTS OF PHASES 2 – 4 THAT ASSESSMENTS HAVE SHOWN ARE INSECURE			

6	Year 1 (Autumn 1)	<b>Phase 5a New graphemes (and Spelling Rules)</b> <b>Set 1:</b> ie (tie) ue (blue, cue) oe (toe) <b>Set 2:</b> a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule) <b>Set 3:</b> ay (day) ou (out) ea (east) aw (saw) <b>Set 4:</b> ir (girl) ew (new) oy (boy) au (haunt) <b>Set 5:</b> donkey (ey) wh (when) ph (photo)	<b>HFW Tricky words (reading)</b> oh, their, people, Mr, Mrs, looked, called, asked <b>HFW Tricky words (spelling)</b> said, so, have, like, some, come, were, there, <b>Decodable words (reading and spelling)</b> went, it's, from children, just, help	<b>Reading skills (Phase 5a):</b> <ul style="list-style-type: none"> <li>- Recognise all phase 5a graphemes</li> <li>- Blend and read phase 5a words</li> <li>- Use some phase 5a graphemes when spelling words, including phonetically plausible attempts</li> <li>- Read phase 5a 2 syllable words</li> <li>- Make phonetically plausible attempts at spelling 2 syllable words</li> <li>- Read phase 5a tricky words</li> <li>- Spell some phase 4 tricky words</li> <li>- Words we don't say as we sound</li> </ul>	
7	Year 1 (Autumn 2)	<b>Phase 5b New pronunciations for known graphemes (and Spelling Rules)</b> <b>Set 1:</b> a (ai as in the word 'a', ar as in bath, o as in what), e (ee as in he), i (igh as in find) <b>Set 2:</b> o (oa as in cold), u (oo as in put, oo as in truth), ow (oa as in snow) <b>Set 3:</b> ie (ee as in field), ea (e as in bread), er (ur as in her) <b>Set 4:</b> y (igh as in fly, ee as in happy, i as in gym), ch (c as in school) <b>Set 5:</b> c (s as in cell), g (j as in giant), ey (ay as in they) <b>Set 6:</b> le, ou (shoulder, could, you) ch (s as in chef)	<b>HFW Tricky words (reading)</b> water, again, because, who, laughed, work, please, different, friends, where, many, any, house, eyes, once, through, thought <b>HFW Tricky words (spelling)</b> little, one, when, out, what, do,	<b>Reading skills (Phase 5b):</b> <ul style="list-style-type: none"> <li>- Recognise all phase 5b graphemes</li> <li>- Write many of the phase 5a and 5b graphemes for a given sound</li> <li>- Blend and read phase 5b words</li> <li>- Use some phase 5b graphemes when spelling words, including phonetically plausible attempts</li> <li>- Read phase 5b 2 syllable words</li> <li>- Make phonetically plausible attempts at spelling phase 5b 2 syllable words</li> <li>- Read phase 5b tricky words</li> <li>- Spell some phase 4 tricky words</li> </ul>	
8	Year 1 (Spring 1)	<b>Phase 5c Revision</b> <b>Set 1:</b> /ai/: revision: ai, a-e, ay, a, ey <b>Set 2:</b> /ee/: revision: ee, e-e, ea, ey, e, ie, y <b>Set 3:</b> /igh/: revision: igh, ie, i-e, i, y <b>Set 4:</b> /oa/: revision: oa, oe, o-e, o, ow, ou <b>Set 5:</b> /ool/ & y/ool/: revision: oo, ue, u-e, ew, u, ou /w/: revision: w, wh	<b>HFW Tricky words (spelling)</b> Mr, Mrs, People, oh <b>Decodable words (reading and spelling)</b> don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put <b>Best bets for spelling</b> /ai/ /ee/ /igh/ /oa/ /ool/ y/ool/ /w/	<b>Reading skills (Phase 5c):</b> <ul style="list-style-type: none"> <li>- Recognise phase 5c graphemes</li> <li>- Write many of the phase 5 graphemes for any given sound</li> <li>- Blend and read phase 5c words</li> <li>- Use some phase 5c graphemes when spelling words, including phonetically plausible attempts</li> <li>- Read phase 5c 2 and 3 syllable words</li> <li>- Make phonetically plausible attempts at spelling phase 5c 2 and 3 syllable words</li> <li>- Spell some phase 5a tricky words</li> </ul>	

9	Year 1 (Spring 2)	<p><b>Phase 5c Revision and alternative pronunciations for known graphemes</b></p> <p><b>Set 6:</b> /oo/ short: new: oul (as in could) revision: oo, u</p> <p><b>Set 7:</b> /oy/: revision: oi, oy &amp; /ou/: revision: ow, ou &amp; /f/: revision: f, ff, ph</p> <p><b>Set 8:</b> /or/: new: a (water), al (also), our (four), revision: or, aw, au</p> <p><b>Set 9:</b> /ur/: new: or (word), ear(learn) revision: ur, ir, er</p> <p><b>Set 10:</b> /ch/: new: tch (catch) revision: ch &amp; new ending: ture (picture)</p>	<p><b>HFW Tricky words (spelling)</b> looked, called</p> <p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• /ch/ spelt <b>tch</b> after a single vowel sound</li> <li>• /f/ spelt <b>ff</b> after a short vowel sound</li> </ul> <p><b>Best bets for spelling</b> /oo/ /oy/ /ou/ /f/ /or/ /ur/ /ch/</p>	<p><b>Reading skills (Phase 5c):</b></p> <ul style="list-style-type: none"> <li>- Recognise phase 5c graphemes</li> <li>- Write many of the phase 5 graphemes for any given sound</li> <li>- Blend and read phase 5c words</li> <li>- Use some phase 5c graphemes when spelling words, including phonetically plausible attempts</li> <li>- Read phase 5c 2 and 3 syllable words</li> <li>- Make phonetically plausible attempts at spelling phase 5c 2 and 3 syllable words</li> <li>- Spell some phase 5a tricky words</li> </ul>	
10	Year 1 (Summer 1)	<p><b>Phase 5c Revision and alternative pronunciations for known graphemes</b></p> <p><b>Set 11:</b> /j/: new: dge (fudge), ge (cage) revision: j, g</p> <p><b>Set 12:</b> /z/: new: se (please) &amp; ze (breeze) revision: z, zz</p> <p><b>Set 13:</b> /s/: new: ce (pence), se (purse), st (listen), revision: s, ss, c</p> <p><b>Set 14:</b> /n/: new: gn (sign), kn (know) revision: n</p> <p><b>REVISION WEEK FOR PHONICS SCREENING CHECK?</b></p>	<p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• /k/ spelt <b>k</b> instead of <b>c</b> before <b>e</b> (key) <b>i</b> (king) <b>y</b> (Kyle)</li> <li>• /l/ /s/ /z/ spelt <b>ll</b> (will), <b>ss</b> (kiss), <b>zz</b> (buzz) after a single vowel</li> <li>• <b>v</b> sound at the end of words (as in have, cave)</li> <li>• adding <b>s</b> and <b>es</b> to words</li> <li>• compound words</li> <li>• division of words into syllables</li> </ul>	<p><b>Recap Common Exception Already Covered (read and spell)</b> the a do to of said are were was, is his I you they be he me she we</p> <p><b>Common Exception words (read and spell)</b> today, says, has, your, where, love</p> <p><b>Best bets for spelling</b> /j/ /z/ s/s /n/</p>	

11	Year 1 (Summer 2)	<p><b>Phase 5 Alternative pronunciations for known graphemes</b>  <b>REVISION WEEK FOR PHONICS SCREENING CHECK?</b>  <b>Set 15:</b> /u/: new: o (as in money) revision: u, /k/: revision: c, k, ck, ch  <b>Set 16:</b> /ar/: new: al (calm) revision: ar (as in arm), a (as in bath)  <b>Set 17:</b> /air/: new: are (as in bare), ear (as in bear) revision: air  <b>Set 18:</b> /ear/: new: eer (cheer), ere (here), revision: ear  <b>Set 19:</b> /m/: new: mb (lamb) revision: m, &amp; /r/: new: wr (write) revision: r  <b>Set 20:</b> /sh/ endings: tion, ssion &amp; /zh/ endings sion, sure</p>	<p><b>HFW Tricky words (spelling)</b>  asked, their  <b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• /k/ spelt <b>ck</b> (back) after a single vowel</li> <li>• /k/ spelt <b>nk</b> (bank) when it follows the letter n</li> <li>• prefix <b>un</b> - no change to root word</li> <li>• adding <b>ing er ed</b> to words – no change to root word</li> <li>• adding <b>er est</b> to adjectives – no change to root word</li> </ul>	<p><b>Recap Common Exception Already Covered (read and spell)</b>  no, go, so, by, my, here, there, come, some, one ask, put, house,  <b>Common Exception words (read and spell)</b>  once, friend, school, push, pull, full, our  <b>Best bets for spelling</b>  /u/ and /k/  /ar/  /air/  /ear/  /m/ /r/  /sh/ endings</p>	
12	Year 2 (Autumn 1)	<p><b>Phase 6 Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• suffix <b>ed</b> no change</li> <li>• suffix <b>ed</b> flick away the <b>e</b></li> <li>• suffix <b>ed</b> double the letter</li> <li>• suffix <b>ing</b> no change</li> <li>• suffix <b>ing</b> flick away the <b>e</b></li> <li>• suffix <b>ing</b> double the letter</li> </ul>	<p><b>Common Exception words (reading and spelling)</b>  because find most last  people again old  children after every</p>	<p><b>Homophones</b>  too to two  be bee</p>	
13	Year 2 (Autumn 2)	<p><b>Phase 6 Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• suffix <b>er</b> no change</li> <li>• suffix <b>er</b> flick away the <b>e</b></li> <li>• suffix <b>er</b> double the letter</li> <li>• contractions</li> <li>• adding <b>est</b></li> <li>• change <b>y</b> to an <b>i</b> when adding <b>er ed est</b></li> <li>• words ending in <b>y</b> (makes a long sound) and add <b>ing</b> (no change to root word)</li> </ul>	<p><b>Common Exception words (reading and spelling)</b>  could pretty eye child  should would who  beautiful Christmas any</p>	<p><b>Homophones</b>  there their they're  night knight</p>	
14	Year 2 (Spring 1)	<p><b>Phase 6 Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• plural <b>ies</b></li> <li>• plural <b>es</b></li> <li>• plural <b>s</b> to words ending <b>y</b> no change</li> <li>• adding <b>ly</b> - no change rule</li> <li>• adding <b>ly</b> – change the <b>y</b> to <b>i</b></li> <li>• adding suffix <b>ful</b></li> </ul>	<p><b>Common Exception words (reading and spelling)</b>  half both sure whole  money everybody  clothes grass  pass class</p>	<p><b>Homophones</b>  here hear  see sea</p>	

15	Year 2 (Spring 2)	<b>Phase 6 Spelling Rules</b> <ul style="list-style-type: none"> <li>• adding suffix <b>ness</b></li> <li>• adding suffix <b>less</b></li> <li>• <b>j</b> sound - spelt <b>j g dge</b></li> <li>• silent letters – <b>kn wh wr gn mb</b></li> <li>• <b>al</b> sound (as in also, wall)</li> <li>• <b>wa</b> sound as in watch</li> </ul>	<b>Common Exception words (reading and spelling)</b> hour door floor poor kind mind behind climb many water	<b>Homophones</b> knew new know no which witch	
16	Year 2 (Summer 1)	<b>Phase 6 Spelling Rules</b> <ul style="list-style-type: none"> <li>• words ending <b>tion</b></li> <li>• <b>s</b> for /zh/ sound (e.g. treasure)</li> <li>• adding suffix <b>ment</b></li> <li>• words ending <b>ture</b> (e.g. creature)</li> <li>• <b>y</b> as a long <b>i</b> sound</li> <li>• <b>le</b> at the end of words</li> <li>• possessive apostrophe</li> </ul>	<b>Common Exception words (reading and spelling)</b> sugar move prove improve fast past father plant path bath busy parents	<b>Homophones</b> where wear quite quiet	
17	Year 2 (Summer 2)	<b>Phase 6 Spelling Rules</b> <ul style="list-style-type: none"> <li>• <b>al</b> at the end of words</li> <li>• <b>el</b> at the end of words</li> <li>• <b>il</b> at the end of words</li> <li>• <b>o</b> as in <b>uh</b> (e.g other)</li> <li>• silent letter <b>wr</b></li> <li>• adding the prefix <b>dis</b></li> <li>• <b>ey</b> at the end of words</li> </ul>	<b>Common Exception words (reading and spelling)</b> only even great break steak cold gold told hold wild	<b>Homophones</b> son sun one won blue blew bear bare	