

Belleville Wix Academy

# Phonics Programme of Study

## Year 2 2016 +

In year 2, the children need to continue to practice and build on what they already know by reading the phonics they have already been introduced to in year 1. A higher emphasis should be on spelling choices. Children should be encouraged to read back their work and ask; 'Does it look right?'

**You need to KNOW who did not meet the expected standard in their phonic screening and make additional provision for them, which needs to be annotated onto plans.**

Please refer to letters & sounds Phases 5 and 6 for additional guidance. Term 1 will be a revision of phase 5 with a focus on the spelling of alternative phonemes.

### Phase 6

By the beginning of Phase Six, children should know most of the common grapheme–phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. During this phase, children become fluent readers and increasingly accurate spellers.

**Due to changes in the new curriculum**, adaptations have been made to the programme of study. **Red text** indicates changes to the year 1 pos which needs to be consolidated in year 2.

**The teaching of syllables is important to the teaching of prefixes and suffixes and should be taught explicitly.**

*Term 1 will secure the reading and spelling of words containing different spellings for phonemes taught in year 1 with an emphasis on choosing the correct spelling pattern.*

*The following is the New Curriculum Statutory Guidelines for Year 1 which will be revised in year 2 alongside introducing new spelling rules during Spring term and Summer term:*

*Add prefixes and suffixes (phase 6): Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.*

*Using the prefix un-*

*Using –ing, -ed –er, -est where no change is needed in the spelling of the root words.*

*Tricky words are now called 'Common exception words'*

**The following is the new curriculum statutory guidelines for Year 2:**

**Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.**

**Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternate sounds for graphemes.**

**Read accurately words of 2 or more syllables using the same graphemes as above**

**Read words containing common suffixes:**

**Formation of nouns using suffixes such as –ness, -er and by compounding, e.g. whiteboard, superman**

**Formation of adjectives using suffixes such as –ful, -less**

**Use of the suffixes –er, -est in adjectives and the use of –ly to turn adjectives into adverbs.**

**Re-read books to build up their fluency and confidence in reading.**

Blue text shows the statutory requirements of the new curriculum for Year 2.

Red text indicates work from the new curriculum for year 1 which has been taught and will be consolidated in year 2.

There is an appendix at the end of the document to support the planning of teaching of phases 5 and 6, including definitions of technical vocabulary. Please refer to letters and sounds for additional activities and ideas.

Belleville Primary School

# Structure of a phonics session

## Suggested daily teaching in Phase Five

### Sequence of teaching in a discrete phonics session

Introduction  
*Objectives and criteria for success*



Revisit and review



Teach



Practise



### Revisit and review

- Practise previously learned graphemes
- Practise blending and segmentation

### Teach

- Teach new graphemes
- Teach tricky words

### Practise

- Practise blending and reading words with the new GPC
- Practise segmenting and spelling words with the new GPC

### Apply

- Read or write a sentence using one or more high-frequency words and words containing the new graphemes

WEEK	PHONICS FOR SPELLING	WORDS TO LEARN (read and spell)
1	<p>Introduce year 2 Fred Revise dot dash notation to represent sounds Thorough reintroduction of the speed sound chart for spelling. <b>Phonic assessments of children who did not make the phonic screening test.</b> <b>Phoneme spotters – can you find the different phoneme?</b> <b>Dictation of sentences. How many syllables does that word contain?</b> Teaching of syllables. A syllable sounds like a beat in a word. Syllables consist of at least one vowel and possibly one or more consonants. Cat – 1 syllable Fairy – 2 syllables Hippopotamus – 5 syllables</p> <p>Continue to revise phonics using sound buttons. e.g. count the syllable(s). Record the sounds in each syllable, e.g. f – air y 2 syllables – 3 sounds.</p> <p>Revision of compound words Words which are 2 words joined. Each part of the longer word is spelt as it would be if were on its own.</p> <p>Revise counting in syllables and model how to segment longer words for spelling,</p> <p>Football Playground Farmyard Bedroom Blackberry</p>	<p><b>Year 1 revision</b></p> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p>
2	<p>Spelling choices <b>Long Vowel A</b> Orally sort and revise words for each of the long vowel groups <b>Ai, a_e, ay</b> <a href="http://www.phonicsplay.co.uk/member-only/aiAltSpellings.html">http://www.phonicsplay.co.uk/member-only/aiAltSpellings.html</a> Discuss spelling rules from word sort A and eigh Dictation We went on holiday to Spain by train and plane.</p>	<p>Year 1 revision</p> <p>One Two Four Five Eight</p>
3	<p>Spelling Choices <b>Long Vowel E</b> Orally sort and revise words for each of the long vowel groups Ee, ea, y, e, e_e <a href="http://www.phonicsplay.co.uk/member-only/eeAltSpellings.html">http://www.phonicsplay.co.uk/member-only/eeAltSpellings.html</a> <b>Discuss spelling rules from word sort</b> Most common spelling is 'ee' followed by 'ea' Encourage 'which looks right' approach Revise y making 'ee' at the end of words Ey – key, donkey, monkey, chimney, valley (new curriculum yr</p>	<p><b>New Year 2 words to learn</b></p> <p>Again Any Beautiful Because Both</p>

	2) ie – thief chief belief Which letters are making the long e sound in key	
4	Choices Long Vowel I Orally sort and revise words for each of the long vowel groups lgh, ie, y, i_e, i <a href="http://www.phonicsplay.co.uk/member-only/ighAltSpellings.html">http://www.phonicsplay.co.uk/member-only/ighAltSpellings.html</a> Discuss spelling rules from word sort.	Busy Child Children Christmas Clothes
5	Spelling Choices Long Vowel O Orally sort and revise words for each of the long vowel groups Oa, oe, o, o_e <a href="http://www.phonicsplay.co.uk/member-only/oaAltSpellings.html">http://www.phonicsplay.co.uk/member-only/oaAltSpellings.html</a> rare - ough - doughnut Discuss spelling rules from word sort	Dear Even Every Hour Laugh
6	u-e (cute) ue (glue) oo (moon) <a href="http://www.phonicsplay.co.uk/member-only/ooAltSpellings.html">http://www.phonicsplay.co.uk/member-only/ooAltSpellings.html</a> Discuss spelling rules from word sort.	Many Money Most Only Parents
7	Revise different spelling patterns for or. <a href="http://www.phonicsplay.co.uk/member-only/orAltSpellings.html">http://www.phonicsplay.co.uk/member-only/orAltSpellings.html</a> Revise or, aw au Our oor ore	Please Pretty Sugar Sure Teacher
8	Revise different spelling patterns for er/ir/ur <a href="http://www.phonicsplay.co.uk/member-only/urAltSpellings.html">http://www.phonicsplay.co.uk/member-only/urAltSpellings.html</a>	Towards Warm Water Were Whole
9	Revise different spelling patterns for air <a href="http://www.phonicsplay.co.uk/member-only/airAltSpellings.html">http://www.phonicsplay.co.uk/member-only/airAltSpellings.html</a> ear are	Which Witch Word Work World Write
10	Revise different spellings for ear Dear deer <a href="http://www.phonicsplay.co.uk/member-only/earAltSpellings.html">http://www.phonicsplay.co.uk/member-only/earAltSpellings.html</a>	January February March April May June
11	Alternate spellings of ar <a href="http://www.phonicsplay.co.uk/member-only/oyAltSpellings.html">http://www.phonicsplay.co.uk/member-only/oyAltSpellings.html</a> Palm star heart Look at a and the way that many words people with the Southern accent pronounce a as ar. Dancing.	July August September October November December

	12	<p>Revise ea as ee or e Bread bean</p> <p>Alternate spelling of r Wr – write, wrong, written, wrote, wrap at the beginning of words</p>	<p>Twenty Thirty Forty Fifty</p>
	13	<p>Alternative for ch Rich adventure catch tch is usually at the end of a word where you can hear ch followed by a single vowel eg witch, fetch, catch, pitch, match... exceptions rich, which, much, such</p> <p>v at the end of a word. English words hardly ever end with the letter v, so if it does use ve.</p> <p>Or as er Word, work, worm, world, worth</p>	<p>Sixty Seventy Eighty Ninety Hundred</p>
	14	<p>Alternate spelling of j The letter j is never used for the sound at the end of English words. -dge is used at the end of a word straight after short vowels. Badge, edge, bridge, dodge, fudge After all other vowels or consonants –ge I used. Age, huge, change, charge, bulge, village Use g before e, l and y gem, giant, giraffe, magic, giraffe, energy Use j before a, o and u jacket, jog, adjust</p>	<p>Should Would Could</p>
	15	<p><b>Soft c</b> Soft c before e, i and y Race ice city circle</p> <p>Alternate spellings for n Night knife gnome sign Kn and gn at the beginning of words.</p>	<p>Old Cold Gold Hold Told</p>

WEEK	PHONICS FOR SPELLING/Grammar	Words to learn (read and spell)
16	<p>Alternate spelling of l Le table, apple, bottle. Mostly used at the end of a word. El – used after m,n,r,s,v,w and often after s Al – most adjectives end of a word. Challenge can you find the wacky words that end in 'il'?</p> <p><a href="http://www.slideshare.net/jomango/spelling-">http://www.slideshare.net/jomango/spelling-</a></p>	<p>Other Brother Mother Another Nothing</p>

	<p><a href="#">words-ending-with-le-el-and-al</a></p> <p>camel, tunnel, squirrel, towel, tinsel</p> <p>table, apple, bottle, little, middle</p> <p>pencil, nostril, fossil</p>	
17	<p><b>Al as or</b> Ball call fall all walk talk</p> <p><b>O as u</b> Other mother brother Monday</p>	<p>Find Mind Kind Behind Wild Climb</p>
18	<p><b>O is spelt as a after w and qu.</b> Want, watch, wander, quantity, squash. There are not many of these words.</p> <p><b>Ar as or.</b> War, warm, towards There are not many of these words</p>	<p>Door Poor Floor More Caught Thought</p>
19	<p><b>Zh sound</b> Television, treasure, usual</p> <p><b>Words ending in Tion</b> Station, attention, explanation, question fiction, motion, section, national</p>	<p>Grass After Past Class Pass Plant</p>
20	<p><b>Revision - suffix s/es</b> <b>Singular and plural.</b> <b>Turning nouns into plurals</b> <b>If the ending sounds like s or z. It is spelt as –s. If the ending forms an extra syllable or beat it is spelt –es.</b></p> <p><b>(rule most words ‘s’ words ending in ch/sh/x</b></p>	<p>Bath Path Fast Last Father</p>

		<p>require 'es' but you can hear the difference – try saying church or box with just an 's')</p> <p>the plural of words ending in ey are formed by adding –s., key, donkey, chimney, monkey</p> <p><b>Cats, dogs, spends, rocks, thanks, catches</b></p>	
	21	<p>Add-es to nouns and verbs ending in –y. The y is changed to I before –es is added</p> <p><b>Flies, tries, replies, copies, babies, carries</b></p>	<p>Improve</p> <p>Move</p> <p>Through</p> <p>prove</p>
	22	<p><b>Revision - Suffixes</b></p> <p>ing ed (where no change is needed to the root word)</p> <p>Past and present tense (ing always add an extra syllable to the word)</p> <p>If verb ends in 2 consonant letters (the same or different), the ending is simply added on.</p> <p>extension add er</p> <p>jumping, jumped, jumper</p> <p><b>Hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</b></p>	<p>Steak</p> <p>Break</p> <p>Great</p>
	23	<p><b>Revision - Suffix est er</b></p> <p>Adding to adjectives where no change is needed to the root word.</p> <p>If verb ends in 2 consonant letters (the same or different), the ending is simply added on.</p> <p><b>Grander, grandest, fresher, freshest, quicker, quickest</b></p>	<p>I'm</p> <p>It's</p> <p>He's</p> <p>She's</p> <p>You're</p>
	24	<p>Add –ed, -ing, -er and –est to a root word ending in y with a consonant before it.</p>	<p>They're</p> <p>Isn't</p>

	<p>The y is changed to i before –ed, –er, and –est are added but not before –ing or this would result in ii, e.g. skiing.</p> <p><b>Copied, copier, happier, happiest, cried, replied</b></p> <p><b>But copying, crying, replying</b></p>	<p>Can't Didn't Don't</p>
25	<p>Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</p> <p>The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel is added. Exception: being</p> <p><b>Hiking, hiked, hiker, nicer, nicest, shiny</b></p>	<p><b>Doesn't</b> <b>I'll</b> <b>He'll</b> <b>She'll</b> <b>We'll</b></p>
26	<p>Add –ing, –ed, –er, –est, –y to words of one syllable ending in a single consonant letter after a single vowel letter. The last consonant letter of the root word is doubled to keep the short vowel sound.</p> <p>Exception: The letter x is never doubled Mixing, mixed boxer sixes</p> <p><b>Patting, patted, humming, hummed, dropping, dropped, sadder. Saddest, fatter, fattest, runner, runny</b></p>	<p>You'll They'll It'll Won't</p>



27	Suffixes -ment, -ness, -ful, -less, -ly	Most suffixes can be added straight onto root words if a suffix starts with a consonant letter. If the root words ends in a y 'change the y to an i and add the suffix. Happy happiness, happily Plenty plentiful, Enjoyment Sadness Careful Hopeless Playful Plainness badly  EXCEPTION WORD argument	Bare Bear Be Bee Blue Blew
28	Revision Prefix un – new dis- Change the meaning of verbs and adjectives Unkind, undoing  Dislike	Unhappy Undo Unload Unfair Unlock  Disappoint Disagree	Cheep Cheap Deer Dear Few Phew
29	Revision Reading words with contractions knowing that the apostrophe represents the omitted letter.	Can't It's Couldn't Didn't Hasn't I'll I'm Doesn't	Wouldn't Couldn't Shouldn't
30	Possessive apostrophe - singular	The boy's The girl's The child's Megan's The man's	For Four Some Sun Ate Eight
31	Apostrophe's right or wrong?	<a href="http://www.curriculumbits.com/prodimages/de-tails/english/amazing-apostrophes.html">http://www.curriculumbits.com/prodimages/de-tails/english/amazing-apostrophes.html</a>	Aren't Hasn't Haven't Wasn't Weren't
32	Class specific based on teacher assessment relating to suffixes, prefixes already taught		Made Maid Night Knight One      won

33	Homophones 2 different words are homophones if they both sound exactly the same when pronounced.	There their they're Here hear Bare/bear Be/bee Night/knight Blue/blew See/sea/ To/too/two	Right Write Sail Sale See Sea
34	Near homophones	One/won Sun/son Quite/quiet	Sun Son To Too two
35	Revision of spelling rules		There Their They're Witch Which
36	Revision of spelling rules		Whole Hole Wood Would Your You're

# Appendix

## Terminology

### Morphological knowledge

This is the spelling of grammatical units within words (e.g. *horse* = 1 *morpheme*, *horses* = 2 *morphemes*). It includes knowledge about:

- **root words** – contain one morpheme and cannot be broken down into smaller grammatical units (e.g. *elephant*, *table*, *girl*, *day*) and are sometimes referred to as the *stem* or *base* form;
- **compound words** – two root words combined to make a word (e.g. *playground*, *football*);
- **suffixes** – added after root words, changing the meaning and often the spelling of a word (e.g. *beauty* – *beautiful*, *happy* – *happiness*). Some suffixes, called inflectional suffixes (or inflections), modify words to indicate, for example, plurals (e.g. *boy* – *boys*, *fox* – *foxes*) or verb tenses (e.g. *walk* – *walks* – *walking* – *walked*);
- **prefixes** – added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace*, *mistake*)

Spell words for year 2 advised by the new curriculum:

*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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Appendix  
Phase 5 alternative spellings

## Teaching alternative spellings for phonemes

### Alternative spellings for each phoneme

(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
				eo					

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

### New phoneme

<b>/zh/</b>
vision

# Appendix

## Long vowel word bank

### Practice examples: words containing long vowel phonemes

<b>/ai/</b>	<i>made</i>	<i>sale</i>	<i>late</i>
	<i>train</i>	<i>sail</i>	<i>day</i>
	<i>rain</i>	<i>paper</i>	<i>break</i>
	<i>baby</i>	<i>make</i>	<i>pale</i>
<b>/ee/</b>	<i>see</i>	<i>weak</i>	<i>bead</i>
	<i>sea</i>	<i>seed</i>	<i>seat</i>
	<i>meat</i>	<i>meet</i>	<i>read</i>
	<i>chief</i>	<i>bee</i>	<i>field</i>
<b>/igh/</b>	<i>cry</i>	<i>night</i>	<i>time</i>
	<i>sigh</i>	<i>shine</i>	<i>polite</i>
	<i>slide</i>	<i>nice</i>	<i>nine</i>
	<i>try</i>	<i>lie</i>	<i>pie</i>
<b>/oa/</b>	<i>toe</i>	<i>alone</i>	<i>grow</i>
	<i>soap</i>	<i>slow</i>	<i>home</i>
	<i>low</i>	<i>show</i>	<i>note</i>
	<i>phone</i>	<i>window</i>	<i>those</i>
<b>/(y)oo/ /oo/</b>	<i>use</i>	<i>tune</i>	<i>blue</i>
	<i>new</i>	<i>cube</i>	<i>glue</i>
	<i>blew</i>	<i>huge</i>	<i>to</i>

# Appendix

## Phase 5 word lists

Words in *italics> are high-frequency words.*

ay	ou	ie	ea	oy	ir	ue	ue
clay	<i>out</i>	pie	sea	boy	girl	clue	cue
play	<i>about</i>	lie	seat	toy	sir	blue	due
may	cloud	tie	bead	joy	bird	glue	hue
say	scout	die	read	<i>oyster</i>	shirt	true	venue
stray	found	cried	meat	Roy	skirt	Sue	value
clay	proud	tried	treat	destroy	birth	Prue	pursue
spray	sprout	spied	heap	Floyd	third	rue	queue
tray	sound	fried	least	enjoy	first	flue	statue
crayon	loudest	replied	steamy	royal	thirteen	issue	rescue
delay	mountain	denied	repeat	annoying	thirsty	tissue	argue

aw	wh	ph	ew	ew	oe	au	ey
saw	<i>when</i>	Philip	blew	stew	toe	Paul	money
paw	<i>what</i>	Philippa	chew	few	hoe	haul	honey
raw	<i>which</i>	phonics	grew	new	doe	daub	donkey
claw	<i>where</i>	sphinx	drew	dew	foe	launch	cockney
jaw	<i>why</i>	Christopher	screw	pew	woe	haunted	jockey
lawn	<i>whistle</i>	dolphin	crew	knew	Joe	Saul	turkey
yawn	<i>whenever</i>	prophet	brew	mildew	goes	August	chimney
law	<i>wheel</i>	phantom	flew	nephew	tomatoes	jaunty	valley
shawl	<i>whisper</i>	elephant	threw	renew	potatoes	author	trolley
drawer	<i>white</i>	alphabet	Andrew	Matthew	heroes	automatic	monkey

a-e	e-e	i-e	o-e	u-e
came	these	like	bone	June
made	Pete	time	pole	flute
make	Eve	pine	home	prune
take	Steve	ripe	alone	rude
game	even	shine	those	rule
race	theme	slide	stone	computer
same	gene	prize	woke	
snake	scene	nice	note	
amaze	complete	invite	explode	
escape	extreme	inside	envelope	

## Known graphemes for reading: alternative pronunciations

a				e				i				o				u			
hat	acorn	fast**		was	bed	he		tin	mind	hot	no	but	unit	put**					
	bacon	path**		what		me			find		so		union	pull**					
	apron	pass**		wash		she			wild		go		unicorn	push**					
	angel	father**		wasp		we			pint		old		music	full**					
	apricot	bath**		squad		be			blind		don't		tuba	bush**					
	bagel	last**		squash		the*			child		gold		future	bull**					
	station	grass**		want		recent			kind		cold		human	cushion**					
	nation	after**		watch		frequent			grind		told		stupid	awful**					
	Amy	branch**		wallet		region			behind		both		duty	playful**					
	lady	afternoon**		wander		decent			remind		hold		humour	pudding**					

ow		ie		ea		er		ou			
down	low	pie	chief	sea	head	farmer	her	out	you	could	mould
	grow		brief		dead		fern		soup	would	shoulder
	snow		field		deaf		stern		group	should	boulder
	glow		shield		ready		Gerda				
	bowl		priest		bread		herbs				
	tow		yield		heaven		jerky				
	show		shriek		feather		perky				
	slow		thief		pleasant		Bernard				
	window		relief		instead		servant				
	rowing-boat		belief		breakfast		permanent				

y		ch			c		g			
yes	by	gym	very	chin	school	chef	cat	got	cell	gent
	my	crystal	happy		Christmas	Charlene			central	gym
	try	mystery	funny		chemist	Chandry			acid	gem
	why	crystal	carry		chord	Charlotte			cycle	Gill
	dry	pyramid	hairy		chorus	machine			icy	gentle
	fry	Egypt	smelly		Chris	brochure			cent	ginger
	sky	bicycle	penny		chronic	chalet			Cynthia	Egypt
	spy	Lynne	crunchy		chemical				success	magic
	fry	cygnet	lolly		headache				December	danger
	reply	rhythm	merrily		technical				accent	energy

ey	
money	they
	grey
	obey
	prey
	survey



<i>/sh/</i>			
special	station	sure	chef
official	patience	sugar	Charlotte
social	caption	passion	Charlene
artificial	mention	session	Michelle
facial	position	mission	Chandry

### New phoneme

treasure
television
vision
pleasure
leisure
beige
visual
measure
usual
casual

<i>/ar/</i>		<i>/air/</i>			<i>/or/</i>		
father	half	there	pear	bare	all	four	caught
lather	calf	where	bear	care	always	pour	taught
rather	almond	nowhere	wear	dare	talk	your	naughty
pass*	calm	somewhere	tear	fare	walk	court	haughty
path*	quailm	everywhere	swear	hare	wall	fourth	daughter
bath*	lip balm			mare	fall	Seymour	Vaughan
last*	palm tree			square	ball	tour*	
grass*				scare	hall	mourn*	
afternoon*				stare	calling	fourteen	
branching*				share	beanstalk	tournament	

\* The classification of these words is very dependent on accent.

<i>/ur/</i>		<i>/oo/</i>		
learn	word	could	put	
earn	work	would	pull	
earth	world	should	push	
pearl	worm		full	
early	worth		bush	
search	worse		bull	
heard	worship		cushion	
earnest	worthy		pudding	
rehearsal	worst		playful	

## Alternative spellings for each pronunciation

	/ch/	/f/	/m/	/n/	/r/
picture	catch	fudge	lamb	gnat	knit
adventure	fetch	hedge	limb	gnaw	knob
creature	pitch	bridge	comb	gnash	knot
future	notch	ledge	climb	gnome	knee
nature	crutch	nudge	crumb	sign	knock
capture	stitch	badge	dumb	design	knife
feature	match	lodge	thumb	resign	know
puncture	ditch	podgy	numb		knew
signature	kitchen	badger	plumbing		knight
mixture	scratchy	dodging	bomber		knuckle

	/s/	/z/	/u*/	/i/	/ear/
listen	house	please	some	donkey	here
whistle	mouse	tease	come	valley	mere
bristle	grease	ease	done	monkey	severe
glisten	cease	rouse	none	chimney	interfere
Christmas	crease	browse	son	trolley	Windermere
rustle	horse	cheese	nothing	pulley	adhere
jostle	gorse	noise	month	Lesley	sheer
bustle	purse	pause	mother	mystery	veer
castle	grouse	blouse	worry	sympathy	career
wrestling	loose	because	brother	pyramid	steering

/ai/		/ee/						/igh/		
day	came	sea	these	happy	chief	key	pie	by	like	
play	made	seat	Pete	sunny	brief	donkey	lie	my	time	
may	make	bead	Eve	mummy	field	valley	tie	try	pine	
say	take	read	Steve	daddy	shield	monkey	cried	why	ripe	
stray	game	meat	even	only	priest	chimney	tried	dry	shine	
clay	race	treat	theme	funny	yield	trolley	spied	fry	slide	
spray	same	heap	complete	sadly	shriek	pulley	fried	sky	prize	
tray	snake	least	Marlene	penny	thief	Lesley	replied	spy	nice	
crayon	amaze	steamy	gene	heavy	relief	money	applied	deny	decide	
delay	escape	repeat	extreme	quickly	belief	honey	denied	reply	polite	

/oa/		/(y) oo/					/oo/		
low	toe	bone	cue	tune	stew	clue	June	blew	
grow	hoe	pole	due	cube	few	blue	flute	chew	
snow	doe	home	hue	tube	new	glue	prune	grew	
glow	foe	woke	venue	use	dew	true	rude	drew	
bowl	woe	those	value	cute	pew	Sue	fluke	screw	
tow	Joe	stone	pursue	duke	knew	Prue	brute	crew	
show	goes	woke	queue	huge	mildew	rue	spruce	brew	
slow	Glencoe	note	statue	mule	nephew	flue	plume	flew	
window	heroes	phone	rescue	amuse	renew	issue	rule	threw	
rowing boat	echoes	alone	argue	computer	Matthew	tissue	conclude	Andrew	

# Appendix

## Phase 6 support

### Examples for practising adding the suffixes **-s** or **-es**

stop	fizz	hurry
park	circus	fly
bunch	room	bunny
mend	fuss	marry
dish	goal	dry
thank	cross	curry
crash	boat	cry
match	buzz	puppy
bark	melt	try
night	stitch	fry

### Examples for practising adding the suffixes **-ing**, **-ed**, **-s**, **-er**, **-est**, **-y**, **-en**

All the base words need changes made before the suffixes are added.

Words ending in <b>-e</b>	Words ending in <b>-y</b>	Words ending in a single consonant
like (ing)	marry (ed)	stop (ing)
ride (er)	funny (er)	mad (er)
tame (est)	worry (ed)	skip (ed)
bone (y)	copy (er)	run (ing)
bake (ed)	hurry (ed)	hop (er)
hike (ing)	messy (est)	nod (ed)
fine (est)	lucky (er)	pad (ing)
wave (ed)	ferry (s)	hid (en)
rule (er)	carry (ed)	hot (est)
rude (est)	pony (s)	rip (ed)

### Examples for practising adding the suffixes **-ing**, **-ed**, **-ful**, **-ly**, **-est**, **-er**, **-ment**, **-ness**, **-en**

Some of the base words need to be changed before the suffixes are added but some do not.

Remember: a final <b>e</b> in the base word may or may not need to be dropped	Remember: a final <b>y</b> in the base word may or may not need to be changed to <b>i</b>	Remember: a final consonant in the base word may or may not need to be double.
spite (ful)	merry (ly)	bad (ly)
rude (ly)	employ (ment)	flap (ed)
white (er)	play (ed)	send (ing)
bite (ing)	enjoy (ment)	slim (est)
lame (ness)	silly (ness)	fan (ed)
safe (ly)	funny (est)	sad (ness)
amuse (ment)	obey (ing)	put (ing)
rise (ing)	sunny (er)	flat (en)
time (ed)	happy (ly)	bat (ing)
use (ful)	stay (ed)	dark (est)