







**YEAR 3**

/ay/	a as in paper	/l/	eye as in eye	/you/	ew as in few
/ay/	eigh as in eight	/aw/	our as in four	/you/	ue as in cue
/ay/	ey as in they	/aw/	a as in all	/you/	eau as in beauty
/ar/	al as in half	/aw/	al as in walk	/th/	the as in soothe
/e/	a as in any	/air/	ere as in there	/sh/	si as in pension
/e/	ai as in said	/air/	ear is in bear	/sh/	ce as in ocean
/e/	ie as in friend	/o/	a as in want	/d/	ed as in wagged
/ee/	ie as in field	/oh/	ew as in sew	/d/	ld as in should
/ee/	ey as in turkey	/u/	o as in front	/h/	wh as in whole
/er/	ear as in learn	/ooh/	ou as in soup		
/er/	or as in word	/ooh/	oe as in shoe		
/er/	ar as in grammar	/ooh/	wo as in two		
/er/	ere as in were	/u/	o as in front		
/i/	y as in gym	/u/	oul as in could		
/l/	ye as in bye	/you/	u_e as in use		

**YEAR 4**

/ay/	ei as in vein	/aw/	ure as in sure	/k/	q as in queue
/ay/	ea as in break	/oh/	oe as in goes	/k/	que as in cheque
/ay/	aigh as in straight	/oh/	ough as in dough	/s/	sc as in scent
/e/	u as in bury	/u/	ou as in young	/s/	sw as in sword
/ee/	i as in taxi	/you/	eu as in feud	/g/	gu as in guess
/ee/	e_e as in these	/you/	ui as in nuisance	/g/	gue as in league
/ee/	i_e as in marine	/n/	gn as in sign	/g/	gh as in ghost
/i/	a_e as in village	/t/	te as in route	/g/	x as in example
/i/	u as in busy	/f/	ft as in often	/z/	ss as in scissors
/i/	o as in women	/ch/	ti as in question		
/i/	ui as in build	/sh/	ssi as in passion		
/l/	is as in island	/sh/	ss as in tissue		
/l/	eigh as in height	/sh/	shi as in fashion		
/aw/	ough as in bought	/d/	de as in aide		
/aw/	augh as in taught	/v/	vv as in skivvy		

**YEAR 5**

/ay/	et as in ballet	/ear/	eer as in beer	/sh/	ch as in chef
/ou/	ough as in drought	/ear/	ier as in tier	/sh/	t as in initiate
/ee/	ei as in protein	/ear/	ere as in here	/sh/	sci as in conscious
/er/	err as in preferred	/u/	ough as in thorough	/r/	rh as in rhubarb
/er/	our as in journal	/w/	u as in cuisine	/j/	gi as in region
/i/	e as in pretty	/n/	ne as in done	/j/	gg as in suggest
/i/	ai as in bargain	/n/	pn as in pneumonia	/l/ /ul/	ol as in symbol
/i/	a as in average	/zh/	si as in vision	/k/	cc as in soccer
/l/	y_e as in type	/zh/	ge as in beige	/k/	xi as in anxious
/l/	ai as in bonsai	/zh/	s as in pleasure	/s/	ps as in psychologist
/aw/	oa as in broad	/zh/	g as in regime	/s/	sse as in mousse
/aw/	oar as in board	/t/	tt as in attached		
/aw/	ar as in wart	/t/	bt as in doubt		
/o/	au as in fault	/f/	ffe as in giraffe		
/o/	ou as in cough	/f/	gh as in rough		

**YEAR 6**

/a/	ah as in Fahrenheit	/oh/	au as in mauve	/t/	cht as in yacht
/a/	al as in salmon	/oh/	eau as in plateau	/t/	th as in Thomas
/ay/	e as in café	/ear/	er as in bacteria	/ng/	ngue as in tongue
/ay/	ae as in sundae	/ear/	eir as in weird	/f/	pph as in sapphire
/e/	ei as in leisure	/ear/	ir as in souvenir	/sh/	c as in appreciate
/ee/	ae as in paediatric	/m/	gm as in diaphragm	/sh/	xi as in anxious
/ee/	oe as in amoeba	/w/	oir as in memoir	/r/	rrh as in diarrhoea
/ee/	ay as in quay	/qw/	cqu as in acquaint	/j/	gi as in region
/er/	yr as in martyr	/b/	pb as in cupboard	/j/	gg as in suggest
/er/	eur as in masseur	/n/	dne as in Wednesday		
/oy/	uoy as in buoyant	/n/	nd as in sandwich		
/l/	ei as in feisty	/n /	mn as in mnemonic		
/air/	a is in wary	/zh/	ti as in equation		
/air/	ayer as in prayer	/zh/	z as in seizure		
/oh/	au as in mauve	/t/	tte as in launderette		

## How to teach spelling – 3 sessions a week:

Session 1: Highlight sound and sort into grid

Session 2: Sound buttons

Session 3: Sound sort grid

Words for each grapheme can be found on the excel spreadsheet by clicking the relevant phoneme.

### Session 1:

Introduce sound (phoneme) of the week and the grapheme (spelling of sound) of the week. Ask children to recall other graphemes for the same phoneme. Using a range of words, highlight these graphemes and sort into grid. Extension – children find their own words which will fit into the grid.

ee	ea	e_e	ie	y
<i>proceed</i> <i>steel</i> <i>committee</i> <i>guarantee</i>	<i>steal</i> <i>peace</i> <i>breathe</i> <i>heal</i> <i>meat</i>	<i>precede</i> <i>complete</i> <i>extreme</i> <i>scene</i>	<i>piece</i> <i>achieve</i> <i>mischievous</i> <i>believe</i>	<i>forty</i> <i>identity</i> <i>variety</i> <i>opportunity</i> <i>community</i> <i>accompany</i>

### Session 2:

Using their knowledge of phonics, children identify the individual phonemes in each word. This can be done as a whole-class activity which children can then do independently with their chosen words. The more complex the words become, the more discussion is generated around it! This is also a good opportunity to link to etymology for specific words if relevant.

committee = 6

ceiling = 5

forty = 4

**Session 3:**

Children are given a blank version of the grid from session 1 showing the graphemes for that week's sound. The words are read aloud to the children who then must write them in the correct section of the grid. Children are encouraged to discuss these with a partner and test out different graphemes for the sound. It's important to celebrate the child selecting the correct grapheme for that week's sound, and not whether the rest of the word is spelt correctly (unless graphemes have been previously taught).