

WOOD END PARK ACADEMY PHONICS OVERVIEW PLANNING 2016-17 [EYFS and KS1]

Teaching of Phonics and Spelling at Wood End Park Academy is based on the 'Letters and Sounds' Phonics Scheme (Phases 1-5b), amended from Phase 5c onwards to incorporate the Spelling Rules of the National Curriculum 2014 for Years 1 and 2.

RESOURCES used are as follows:

- ***Smart Kids* friezes – all EYFS and KS1 classrooms**
- ***Smart Kids* picture mnemonic flashcards for Phases 2, 3 and 5 GCPs.**
- ***Smart Kids* word boxes for Phases 2, 3, 4, 5a (New Graphemes) and 5b (Alternative Pronunciations)**
- ***Twinkl* captions for Phase 2**
- ***Twinkl* picture cards for 'Alternative Pronunciations' (Phase 5b)**
- **Alien words (Shared Curriculum) for Year 1**
- ***Primary Teaching Tools* Spelling CD following the National Curriculum 2014 Spelling Appendix for KS1 (Phase 5c and YR 2 Spelling)**
- ***Twinkl* 'Sound Families' cards (Phase 5c)**
- ***Smart Kids* First 300 High Frequency words (YR 2)**
- ***Smart Kids* 'Suffixes and Spelling Rules' word box (YR 2)**
- ***Smart Kids* Spelling card (tables all KS1 classrooms)**

PHASE 1 Overview–Letters & Sounds: Nursery

[Page references are to Letters & Sounds Manual]

Strands Aspects	Tuning into sounds (Auditory discrimination)	Listening and remembering sounds (auditory memory and sequencing)	Talking about sounds (developing vocabulary and language comprehension)
1 environmental sounds	P. 9 To develop children's listening skills and awareness of sounds in the environment <ul style="list-style-type: none"> • Listening walks • A listening moment • Drum outdoors • Teddy is lost in the jungle • Sound lotto 	P. 10 Further development of vocabulary and children's identification and recollection of the difference between sounds <ul style="list-style-type: none"> • Sound stories • Mrs Browning has a box • Describe it and find it 	P. 11 To make up simple sentences and talk in greater detail about sounds <ul style="list-style-type: none"> • Socks and shakers • Favourite sounds • Enlivening stories
2 instrumental sounds	P. 15 To experience and develop awareness of sounds made with instruments and noise makers <ul style="list-style-type: none"> • New words to old songs • Which instrument? • Adjust the volume • Grandmother's footsteps 	p. 16 To listen and appreciate the difference between sounds made with instruments <ul style="list-style-type: none"> • Matching sound makers • Matching sounds 	p. 17 To use a wide vocabulary to talk about the sounds instruments make <ul style="list-style-type: none"> • Story sounds • Hidden instruments • Musical show and tell • Animal sounds
3 body percussion	p. 20 To develop awareness of sounds and rhythms <ul style="list-style-type: none"> • Action songs • Listen to the music • Roly poly 	p. 21 To distinguish between sounds and to remember patterns of sound <ul style="list-style-type: none"> • Follow the sound • Noisy neighbour 1 	p.22 To talk about sounds we make with our bodies and what the sounds mean <ul style="list-style-type: none"> • Noisy neighbour 2 • Words about sounds • The Pied Piper
4 rhythm and rhyme	p. 25 To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech <ul style="list-style-type: none"> • Rhyming books • Learning songs and rhymes • Listen to the beat • Our favourite rhymes • Rhyming soup • Rhyming bingo • Playing with words 	p. 27 To increase awareness of words that rhyme and to develop knowledge about rhyme <ul style="list-style-type: none"> • Rhyming pairs • Songs and rhymes • Finish the rhyme 	p.28 To talk about words that rhyme and to produce rhyming words <ul style="list-style-type: none"> • Rhyming puppets • Odd one out • I know a word
5 alliteration	p. 31 To develop understanding of alliteration <ul style="list-style-type: none"> • I spy names • Sounds around • Making aliens • Digging for treasure • Bertha goes to the zoo 	p. 32 To listen to sounds at the beginning of words and hear the differences between them <ul style="list-style-type: none"> • Tony the train's busy day • Musical corners • Our sound bag/box 	p.34 To explore how different sounds are articulated, and to extend understanding of alliteration <ul style="list-style-type: none"> • Name play • Mirror play • Silly soup
6 voice sounds	p.37 To distinguish between the difference in vocal sounds, including oral blending and segmenting <ul style="list-style-type: none"> • Mouth movements • Voice sounds • Making trumpets • Metal Mike 	p.38 To explore speech sounds <ul style="list-style-type: none"> • Chain games • Target sounds • Whose Voice? • Sound Lotto 2 	p.39 To talk about the different sounds that we can make with our voices <ul style="list-style-type: none"> • Give me a sound • Sound story time • Watch my sounds • Animal noises • Singing songs
7 oral blending and segmenting	p.42 To develop oral blending and segmenting sounds in words <ul style="list-style-type: none"> • Oral blending • Toy talk • Clapping sounds • Which one? • Cross the river • I spy 	p. 43 To listen to phonemes within words and to remember them in the order in which they occur <ul style="list-style-type: none"> • Segmenting • Say the sounds 	To talk about the different phonemes

PHASE 2 OVERVIEW: Reception (7 weeks)

2	Focus	Weekly Timetable	CE (Tricky) Words Reading & spelling	Example Decodable words for reading and spelling <i>HF word in italics</i>
Wk 1 Set 1	s snake a apple t tiger p pig	Recap GPCs taught so far Teach Set 1 letter-sounds Briefly practise oral blending and segmentation Teach blending with letters (blending for reading) and segmentation for spelling Practise blending and reading decodable high frequency words (shown in italics)		a as at sat pat tap sap
Wk 2 Set 2	i ink n nest m monkey d dog	Recap GPCs taught so far Teach Set 2 letter-sounds Model/practise blending for reading and segmentation for spelling Practise blending and reading decodable high frequency words (shown in italics)		<i>it is</i> sit pit tip pip sip <i>in an</i> nip pan pin tin tan nap am man mat map and dad did sad dim dip din
Wk 3 Set 3	g goat o orange c cat k key	Recap GPCs taught so far Teach Set 3 letter-sounds Model/practise blending for reading and segmentation for spelling Practise blending and reading the high-frequency words (shown in italics) Teach reading captions using decodable words		tag gag gig gap nag sag gas pig dig got on not pot top dog pop can cot cop cap cat cod kid kit Kim Ken
Wk 4 Set 4	ck clock e egg u umbrella r rabbit	Recap GPCs taught so far Teach the digraph ck explain the use at the end of words Teach the three other Set 4 letter-sounds Practise blending for reading and segmentation for spelling Teach reading and spelling the tricky words to and the Practise reading captions using decodable words and tricky words taught so far	to the	kick sock sack dock pick sick pack get pet ten net pen peg met men neck up mum put (Northern pronun.) run mug cup sun tuck mud rim rip ram rat rag rug rot
Wk 5 Set 5	h horse b ball f fish ff puff	Recap GPCs taught so far Teach Set 5 letters-sounds (Explain digraph ff) Practise blending for reading and segmentation for spelling Teach reading and spelling the tricky words no go Teach writing captions Practise reading captions containing decodable words and tricky words taught so far	no go	had has him his hot hop hum hit hat hack hug but big back bet bad bag bud beg bun bus bat bit if fit fin fun fig fog fan fat off puff huff cuff
Wk 6	l lion ll bell ss kiss	Recap GPCs taught so far Teach remaining Set 5 letter-sounds (Explain digraphs ll and ss) Practise blending for reading and segmentation for spelling Teach reading and spelling the tricky word l Practise reading and writing captions	l	let lap leg lot lit laptop bell fill doll tell sell dull less hiss mass mess boss fuss, kiss pass (Northern pronun.)
Wk 7+	ASSESS	Revise all GPCs; continue to practise blending for reading and segmentation for spelling; practise reading/spelling tricky words (to, the, no, go, l) and decodable high frequency words taught so far. Continue to support children in reading words and captions. Assess children for progress.		

PHASE 3 OVERVIEW: Reception (10- 12 weeks)

3	Focus	Weekly timetable	CEW Reading and spelling	Words <i>Reading and spelling</i> <i>HF word in italics HF word in italics</i>
Wk 1 Set 6	j jam v van w web x box	Recap GPCs taught so far Teach Set 6 letters- sounds Learn an alphabet song Practise blending for reading and segmenting for spelling Practise reading high-frequency words Read sentences using sets 1-6 letters and the tricky words no, go, I, the, to Practise alien words containing j, v, w and x		jam jab jug jog job Jack Jen jacket van vat vet visit velvet will win wag web wig wax cobweb wicked mix fix box tax six vixen exit
Wk 2 Set 7	y yoyo z zebra zz buzz qu queen	Recap GPCs taught so far Teach Set 7 letter- sounds Point to the letters in the alphabet while singing the alphabet song Practise blending for reading and segmenting for spelling Teach reading and spelling the tricky words we, me Practise reading and writing captions and sentences with Sets 1-7 letters and he, she, no, go, I, the, to Practise alien words containing y, z, zz and qu	we me	yes yap yet yell yum zip zap zebra zigzag buzz jazz quiz quit quick quack liquid
Wk 3	ch cheese sh shell th thumb & feather ng ring	Recap GPCs taught so far Teach the four consonant digraphs Point to the letters in the alphabet while singing the alphabet song Practise blending for reading and segmenting for spelling include two-syllable words Teach reading and spelling the tricky words he, she Practise reading and writing captions and sentences Practise alien words containing ch, sh, th and ng	he she	chop chin chug check such chip chill much rich chicken ship shop shed shell fish shock cash bash hush rush them then that this with moth thin thick path (Northern) bath (Northern) ring rang hang song wing rung king long sing ping-pong
Wk 4	ai snail ee bee igh light oa goat	Recap GPCs taught so far Teach the four vowel digraphs/ trigraph Point to the letters in the alphabet while singing the alphabet song Practise blending for reading and segmenting for spelling including two-syllable words Teach reading and spelling the tricky words be, was Practise reading and spelling high-frequency words Practise reading and writing captions and sentences Practise alien words containing ai, ee, igh and oa	be was	wait hail pain aim sail main tail rain bait see feel weep feet jeep seem meet week deep keep high sigh light might night right sight fight tight tonight coat load goat loaf road soap oak toad foal boatman
Wk 5	oo moon oo book ar car or fork	Recap GPCs taught so far Teach four more vowel digraphs Point to the letters in the alphabet while singing the alphabet song Practise blending for reading and segmenting for spelling including two-syllable words Teach reading and spelling the tricky words my and are Practise reading and spelling high-frequency words Practise alien words containing oo, ar and or Practise reading and writing captions and sentences Practise alien words containing oo, ar and or	my are	too zoo boot hoof zoom cool food root moon rooftop look foot cook good book took wood wool hook hood bar car bark card cart hard jar park market farmyard for fork cord cork sort born worn fort torn cornet

3		Weekly timetable – contd.	CEW Reading and spelling	Words <i>Reading and spelling</i> HF word in italics
Wk 6	ur surf ow cow oi coin ear ear	Recap GPCs taught so far Teach four more vowel digraphs Practise letter names Practise blending for reading and segmenting for spelling including two-syllable words Teach reading and spelling the tricky words you and all Practise reading and spelling high-frequency words Practise reading and writing captions and sentences Practise alien words containing ur, ow, oi and ear	you all	fur burn urn burp curl hurt surf turn turnip curds <i>now down</i> owl cow how bow row town towel oil boil coin join soil toil quoit poison tinfoil ear dear fear hear gear near tear year rear beard
Wk 7	air chair ure manure er hammer	Recap GPCs taught so far Teach four more vowel digraphs Practise letter names Practise blending for reading and segmenting for spelling including two-syllable words Teach reading and spelling the tricky words they and her Practise reading and spelling high-frequency words Practise reading and writing captions and sentences Practise alien words containing air, ure and er	they her	air fair hair lair pair chair stairs pure cure secure manure mature sure hammer letter rocker ladder supper dinner boxer better summer banner
Wk 8	All GPCs	Recap GPCs taught so far Practise letter names Practise blending for reading and segmenting for spelling including two-syllable words Revise all previously learnt high frequency words and tricky words no, go, I, the, to, he, she, we, me, be, was, no, go, my, you, they, her, all are Practise reading and spelling high-frequency words Practise reading and writing captions and sentences Practise aliens containing GPCs taught to date		
Wk 9	All GPCs	Recap GPCs taught so far Practise letter names Practise blending for reading and segmenting for spelling including two-syllable words Revise all previously learnt high frequency words and tricky words no, go, I, the, to, he, she, we, me, be, was, no, go, my, you, they, her, all are Practise reading and spelling high-frequency words Practise reading and writing captions and sentences Practise aliens containing GPCs taught to date		
Wks 10- 12	All GPCs	Assess. More consolidation if necessary or move on to Phase 4		

PHASE 4 OVERVIEW: RECEPTION (6 WEEKS)

4	Focus	Weekly timetable	CEW words reading and spelling	Words Reading and spelling <i>HF word in italics</i>
		NB. There are no new GCPs at Phase 4		
Wk 1	CVCC consonant clusters at end: -st, -lf, -nd, -lk, -mp, -pt, -nt, -xt, -nk, -ft, -sk, -lt, -lp	Practise recognition and recall of Phase 2 and Phase 3 GPCs Teach reading and spelling CVCC words (including polysyllabic) containing Phase 2 and 3 letters and Phase 3 digraphs/trigraphs Teach reading and spelling the tricky words said, so, have Practise reading and spelling high-frequency words Practise reading and writing sentences Practise Phase 4 alien words	said so have	Phase 2-3 letters: <i>just went help</i> band gift text must silk gulp jump kept lamp nest felt best Phase 3 GCPs: thank shift toast beast burnt chimp joint point paint think chunk chest Polysyllabic: <i>children</i> pondweed shelter hamster sandwich shampoo shelving shortest windmill under sister
Wk 2	CCVC consonant clusters at beginning: tr-, dr-, cr-, br-, fr-, bl-, fl-, sm-, pl-, cl-, sl-, tw-, etc.	Practise recognition and recall of Phase 2 and Phase 3 GPCs Teach reading and spelling CCVC words (including polysyllabic) containing Phase 2 and 3 letters and Phase 3 digraphs/trigraphs Teach reading and spelling the tricky words, some, come Practise reading and spelling high-frequency words Practise reading and writing sentences Practise Phase 4 alien words	some come	Phase 2-3 letters: <i>from</i> plan step spot twin plum flag frog stop trip glad Phase 3 GCPs: green clown spoon train sport bright brown creep croak droop flight sleep smart swing train smear spoil Polysyllabic: treetop starlight floating creeping starving
Wk 3	As above & CCVCC e.g -nch shr- thr-	Practise recognition and recall of Phase 2 and 3 GPCs Teach reading and spelling CCVCC words (including polysyllabic) containing Phase 2 and 3 letters and Phase 3 digraphs/trigraphs Teach reading and spelling the tricky words were, there, Practise reading and spelling high-frequency words Practise reading and writing sentences Practise Phase 4 alien words	were there	Phase 2-3 letters: stand blend crept blink clank crust drink frost slept smelt spelt spend dwelt flinch drench Phase 3 GCPs: crunch spring street branch spoilt thrust Polysyllabic: driftwood twisting printer blanket, lunchbox, thunderstorm, grandad
Wk 4	As above & CCCVC CCCVC scr- str- spl-	Practise recognition and recall of Phase 2 and 3 GPCs Teach reading and spelling CCCVC/CCCVC words (including polysyllabic) containing Phase 2 and 3 letters and Phase 3 digraphs/trigraphs Teach reading and spelling the tricky words when, what Practise reading and spelling high-frequency words Practise reading and writing sentences Practise Phase 4 alien words	when what	Phase 2-3 letters: scam scrap scrub splat strap strict script sprint Phase 3 GCPs: screech screen strain street strong splash Polysyllabic: splashing stronger splendid sprinting
Week 5	All clusters as above	Practise recognition and recall of Phase 2 and 3 GPCs. Revise reading and spelling of words containing consonant clusters Revise reading and spelling the tricky words, said, so, have, some, come, were, there, when, what Teach reading and spelling the remaining Phase 4 tricky words little, do, one, Practise reading and spelling decodable high-frequency words (<i>just went help children, from</i>) Practise reading and writing sentences Practise Phase 4 alien words	little do one	Practise reading and writing words containing consonant clusters at beginning/ end and GPCs taught so far as well as CEW/HF words.
Week 6		Assess. More consolidation if necessary or move on to Phase 5a		

PHASE 5 OVERVIEW: Year 1

Phase 5a (6 weeks)

5a	Focus New GCPs	Weekly timetable for Phase 5a: New Graphemes	CEW words reading and spelling	Words Reading and spelling <i>HF word in italics</i>
Wk 1	ay tray ou house ie pie ea seal	Practise recognition and recall of Phase Two ,Three and Five GPCs as they are learned Teach new GPCs for reading and writing Practise reading and spelling words including words with newly learned GPCs, adjacent consonants and polysyllabic words Teach reading and spelling the Common Exception words Practise reading and spelling high-frequency words Practise reading and writing sentences Practise alien words containing new Phase 5a digraphs	oh their	day may say play clay tray stray spray crayon Sunday out about cloud scout found sound proud sprout loudest pie lie die ties cried tried spied fried denied sea seat read cream treat heap beads least speaking
Wk 2	oy boy ir bird ue glue ue queue		people Mr Mrs	boy joy toys oyster enjoy royal employ sir girl bird shirt skirt birth third first thirst thirteen glue blue true clues glued due hue venue value pursue rescue argue Tuesday
Wk 3	wh wheel ph phone ew screw ew stew		looked called asked	when which wheel whisk whisper whiskers whenever phonics graph dolphin prophet elephant alphabet blew chew grew drew screw crew brew flew threw stew few new dew pew mildew nephew renew
Wk 4	aw saw oe toes au saucer ey key		water where	saw paw raw law claw jaw lawn yawn straw shawl toe hoe doe foe woe Joe goes tomatoes potatoes haul daub launch haunt August jaunty automatic key kidney donkey turkey jockey
Wk 5	o-e bone e-e centipede i-e dice a-e cake		who whose (whom)	bone those home woke note stone explode envelope these eve theme complete extreme like time five nine pine shine slide prize invite inside came made make take game same amaze escape
Wk 6	u-e flute u-e cube		See above Consolidate previously learnt sounds if necessary or proceed to 5b	whole work

OVERVIEW PHASE 5 CONTD. – PHASE 5b: Year 1 (5 weeks)

5b	Alternative(s) followed by phoneme already taught	Weekly timetable for Phase 5b: Alternative Pronunciations	HF words reading and spelling	Words Reading and spelling
Wk 7	1. y happy, yoyo 2. y sky, yoyo 3. y gym, yoyo 4. ow grow, cow	Practise recognition and recall of Phase 2, Phase 3, Phase 5a GPCs and alternative pronunciations of graphemes as they are learned Teach alternative pronunciations of graphemes for reading Teach readin g and spelling 'Common Exception' words Practise reading and spelling words including HF words and words with newly learned graphemes, adjacent consonants and polysyllabic words Practise reading and writing sentences Practise alien words containing Phase 5a digraphs ensuring sufficient practice of split digraphs (a_e, e_e, i_e, o_e, u_e) and Phase 5b aliens ending in '-ce' and '-ge'	thought through	very happy funny carry hairy smelly twenty by my try why dry fly sky spy fry reply shy gym crystal mystery pyramid cygnet crypt low grow snow glow tow show slow window elbow
Wk 8	1. c city, cat 2. g giant, got 3. ch chord, cheese 4. ch chef, cheese		because laughed	cell acid city cycle circus face space race, nice place gem magic danger page huge large gel fringe plunge school, Christmas, chemist, chord, chorus headache chef machine parachute brochure
Wk 9	1. i mind, ink 2. o open, orange 3. u unit, umbrella 4. e me, egg		any many eyes	mind find wild blind child kind grind behind remind no so go old don't gold cold told both hold unit union unicorn uniform music human duty computer me he she we be secret decent
Wk 10	1. a father, apple 2. a wasp, apple 3. a acorn, apple 4. ea bread, seal		friends once	father rather lather path (Southern) bath (Southern) was what wash wasp squash want wallet wander acorn angel alien lady baby head dead ready bread weather instead breakfast
Wk 11	1. ie chief, pie 2. ou soup, house 3. ou shoulder, house 4. ey key, grey		would could should	chief brief field shield priest shriek thief relief belief you soup group mould mouldy shoulder boulder smoulder they grey obey convey survey

NB.

Completion of Phase 5b i.e. knowledge of all GPCs taught to date including the alternative pronunciations is the level required to securely meet the standard required for the Year 1 Phonics Screening Check.

Proceed to Phase 5C.

OVERVIEW PHASE 5 CONTD. – PHASE 5c/NC Spelling Rules: Year 1 (25 weeks)

5c	READING: Twinkl Sound Family including rarer GPCs for Reading SPELLING: Spelling rules/practice – references to <i>Primary Tools Spelling CD</i>	Weekly timetable for Phase 5c: Correct spelling phase	HF words reading – instant recognition	Words Reading Words containing new GPCs in bold	Words for Spelling Test <i>CEW in italics</i>
Wk 12	Reading: Sound Family: ai Spelling: I-1 ai/ay Spelling Rule O CEWs - they; the C Syllables I- 3 a_e	REVISION <ul style="list-style-type: none"> Practise recognition and recall of Phase 2, 3 and 5 GPCs <i>including alternative pronunciations.</i> READING <ul style="list-style-type: none"> Introduce <i>rarer GPCs</i> Revise previously learnt GPCs Practise reading words containing new and previously learnt GPCs using <i>Twinkl Sound Families.</i> Revise the First 100 High Frequency Words (Smart Kids Word box) with the aim of increasing speed of recognition until it becomes instant. Learn the Next 200 High Frequency Words (Smart Kids word box) Practise the Next 200 High Frequency Words with the ultimate aim of instant recognition. Practise reading alien words SPELLING <ul style="list-style-type: none"> Teach spelling of given words (including 'Common Exception Words') in line with NC 2014 using <i>Spelling Resources CD</i> Practise spelling words in isolation and within context of a sentence Learn words for the spelling test 	Revision HF 1-50 the and a to said in he I of it was you they on she is for at his but that with all we can are up had my her what there out his have went be like some so not then were go little as no mum one them	eight, neighbour, weight; rein; people; rain, brain, chain; tray crayon, play; same, snake, cake; grey, prey, survey	rain again; came, made, cake; play, away; <i>they</i> <i>a</i> <i>the</i>
Wk 13	Reading: Sound Family: ee Spelling: I-9 ee I-10 ea I-25 ie	(Continued from Wk 12)	Revision HF 51-100 do me down dad big when it's see looked very look don't come will into back from children him Mr get just now came oh about got their people your put could house old too by day made time I'm if help Mrs called here off asked saw make	people; leek, seed, need; bead, beach, peach; these, even, complete; piece, chief, field; lonely, happy, funny; money, honey, chimney	queen, green, tree; sea, tea beach, meat, cream; chief, field

Wk 14	<p>Reading: Sound Family: ee</p> <p>Spelling: I-4 e-e J -y O CEW - he/she/me/be</p>	<p>Weekly timetable for Phase 5c: Correct spelling phase – see p. 9 above</p>	<p>HF 101-110 water, away, good, want, over, how, did, man, going, where</p>	<p>leek, seed, need; bead, beach, peach; these, even, complete; piece, chief, field; lonely, happy, funny; money, honey, chimney; people</p>	<p>these; <i>he, she, me, be, we</i> very, happy, family, baby</p>
Wk 15	<p>Reading: Sound Family: igh</p> <p>Spelling: I-26 ie I-27 igh O-CEW4 - my, by, etc.</p>		<p>HF 111-120 would, or, took, school, think, home, who, didn't, ran, know</p>	<p>night, right, light; fly, sky, dry; pie, tie, lie; slide, wide, ride</p>	<p><i>I;</i> <i>my, by, cry;</i> night, light, fight cried, tried, replied</p>
Wk 16	<p>Reading: Sound Family: igh</p> <p>Spelling: I-5 i_e G Adding 'ing' to a verb</p>		<p>HF 121-130 bear, can't, again, cat, long, things, new, after, wanted</p>	<p>night, right, light; fly, sky, dry; pie, tie, lie; slide, wide, ride</p>	<p>like, shine, five, nine, time, side; fighting, lighting; trying, crying</p>
Wk 17	<p>Reading: Sound Family: oa</p> <p>Spelling: I -/oa/ sound at end of word I-18 oa I-19 ow</p>		<p>HF 131-140 everyone, our, two, has, yes, play, take thought, dog, well</p>	<p>boat, goat, float; flow, grow, throw; toe, hoe, woe; stone, bone, phone; go, so, no</p>	<p>boat, coat, road, coach, goal; own, snow, grow, show, window</p>

Wk 18	<p>Reading: Sound Family: oa</p> <p>Spelling: I -20 oe I-6 o_e O-CEW3 (no, go, so, oh, going)</p>	<p>Weekly timetable for Phase 5c: Correct spelling phase – see p. 9 above</p>	<p>HF 141-150 find, more, I'll, round, tree, magic, shouted, us, other, food</p>	<p>boat, goat, float; flow, grow, throw; toe, hoe, woe; stone, bone, phone; go, so, no</p>	<p><i>no, go, so;</i> toe; nose, those, home, hope, woke, broke</p>
Wk 19	<p>Reading: Sound Family: oo</p> <p>Spelling: I - 'oo, ew, u_e, ue Spelling Rules' I-23 ue I-24 ew</p>		<p>HF 151-160 fox, through, way, been, stop, must, red, door, right, sea</p>	<p>fruit, suit, bruise; soup, mousse, group; true, blue, glue; moon, spoon, noon; chew, knew, flew</p>	<p>blue, true, Tuesday, argue; new, flew, drew, grew, threw, jewel</p>
Wk 20	<p>Reading: Sound Family: oo</p> <p>Spelling: I -17 u_e I-16 ue O-CEW (do, to, into, today, you)</p>		<p>HF 161-170 these, began, boy, animals, never, next, first, work, lots, need</p>	<p>fruit, suit, bruise; soup, mousse, group; true, blue, glue; moon, spoon, noon; chew, knew, flew</p>	<p>June, tune, cute; food, soon, <i>school;</i> <i>do, to, today;</i> <i>you</i></p>

Wk 21	<p>Reading: Sound Family: ur</p> <p>Spelling: I -13 er I-14 ir I-15 ur O-CEW were</p>	<p>Weekly timetable for Phase 5c: Correct spelling phase – see p. 9 above</p>	<p>HF 171-180 that's, baby, fish, gave, mouse, something, bed, may, still, found</p>	<p>search, pearl, learn burger, fur, blur; herb, servant, stern; stir, first, sir;</p>	<p><i>were, summer, winter:</i> girl, bird, first, third; Thursday, hurt, burnt</p>
Wk 22	<p>Reading: Sound Family: ow</p> <p>Spelling: I -21 ow I-20 ou O-CEW were</p>		<p>HF 181-190 live, say, soon, night, narrator, small, car, couldn't, three, head</p>	<p>cow, allow, now; mouse, loud, without</p>	<p><i>here, where, there:</i> brown, down, town, owl; proud, house, our</p>
Wk 23	<p>Reading: Sound Family: or</p> <p>Spelling: I -28 or I-29 ore O-CEW four, your</p>		<p>HF 191-200 king, town, I've, around, every, garden, fast, only, many, laughed</p>	<p>more, bore, core; your, four; door, floor, poor; pork, cork; saw, paw, claw; dinosaur, haunted, author</p>	<p>for, born, morning, sport; more, wore, before, explore; <i>your, four</i></p>
Wk 24	<p>Reading: Sound Family: or</p> <p>Spelling: I -30 aw I-31 ore G Adding -er to verbs</p>		<p>HF 201-210 let's much, suddenly, told, another, great, why, cried, keep, room</p>	<p>taught, aught, daughter pork, cork; saw, paw, claw; dinosaur, haunted, author; more, bore, core; door, floor, poor; your, four</p>	<p>saw, paw, draw, yawn, crawl, crawler straw; author, August, haunted</p>

Wk 25	<p>Reading: Sound Family: air</p> <p>Spelling: I -32 air I-34 ear I-35 are Revise: CEW O where, there</p>	<p>Weekly timetable for Phase 5c: Correct spelling phase – see p. 9 above</p>	<p>HF 211-220 last, jumped, because, even, am, before, gran, clothes, tell, k ey</p>	<p>pear, wear, bear; hare, care, glare; fair, chair, air</p>	<p>air, hair, chair; bear, wear; dare, care, scared; <i>where, there</i></p>
Wk 26	<p>Reading: Sound Family: oy</p> <p>Spelling: I -2 Use of oy/ oi G Adding -ed (past tense)</p>		<p>HF 221-230 fun, place mother, sat, boat, window, sleep, feet, morning, queen</p>	<p>coin, boil, choice; toy, joy, boy</p>	<p>boy, toy, enjoy, enjoyed, destroy, destroyed; join, joined, point, pointed</p>
Wk 27	<p>Reading: Sound Families: ar and ear</p> <p>Spelling: I -8 ar I-33 ear O -CEW 'are'</p>		<p>HF 231-240 each, book, its, green different, let, girl, which, inside, run</p>	<p>half, calf; father hard, card, harp</p> <p>deer, steer, cheer; severe, here, sphere beard, gear, clear;</p>	<p>ask; are; star, park, dark, garden; clear, year, near, dear</p>
Wk 28	<p>Reading: Sound Families: Short oo and ea</p> <p>Spelling: I -17 short oo I-11 short ea O -CEW 'friend', 'said'</p>		<p>HF 241-250 any, under, hat, snow, air, trees, bad, tea, top, eyes</p>	<p>put, but, cut; book, cook, look; could, would, should</p> <p>egg, hen, bed; head, bread, lead</p>	<p>friend, said; head, bread; put, push; book, took, good, woods,</p>

Wk 29	<p>Reading: Sound Families: f and w</p> <p>Spelling: K-1 ph K-2 wh</p>	<p>Weekly timetable for Phase 5c: Correct spelling phase – see p. 9 above</p>	<p>HF 251-260 fell, friends, box, dark, granddad, there's, looking, end, than, best</p>	<p>fish, fridge, football; photo, elephant, graph</p> <p>windmill, water, well; wheat, whistle, when</p>	<p>elephant, graph, phone, photograph; what, why, which, when, while, white,</p>
Wk 30	<p>Reading: Sound Family: f</p> <p>Spelling: A-1 ff spelling rule A-2 ll spelling rule</p>		<p>HF 261-270 better, hot, sun, across, gone, hard, floppy, really, wind, wish</p>	<p>fish, fridge, football; photo, elephant, graph</p>	<p>if, off, stuff, cliff; fell, well, tell, spell, <i>full</i>, <i>pull</i></p>
Wk 31	<p>Reading: Sound Family: C</p> <p>Spelling: A-3 ss spelling rule A-4 zz spelling rule A-F ck spelling rule</p>		<p>HF 271-280 eggs, once, please, thing, stopped, ever, miss, most, cold, park</p>	<p>croquet, antique; cat, cob, car; king, kite kitchen; sock, lock, knock; fix, box, sixth; chord, ache, anchor;</p>	<p>bus; dress; <i>is, his, was, has;</i> buzz; duck, quick, black</p>
Wk 32	<p>Reading: Sound Family: C</p> <p>Spelling: B nk spelling rule L k spelling rule H adding 'er' and 'est' to adjectives</p>		<p>HF 281-290 lived, birds, duck, horse, rabbit, white, coming, he's, river, liked</p>	<p>cat, cob, car; king, kite, kitchen; sock, lock, knock; fix, box, sixth; chord, ache, anchor; croquet, antique</p>	<p>drank, thank, pink, think, kiss, skin, skip; quick, quicker, quickest</p>

Wk 33	<p>Reading: Sound Families: ch and v</p> <p>Spelling: D- spelling rule 'tch' E - spelling rule 'words ending 've'</p>	<p>Weekly timetable for Phase 5c: Correct spelling phase – see p. 9 above</p>	<p>HF 291-300 giant, looks, use, along, plants, dragon, pulled, we're, fly, grow</p>	<p>catch, fetch, hatch chicken, archery, broach;</p> <p>have, gave, live violin, volcano, vase;</p>	<p>witch, witches, fetch, fetches; rich; have, live, give, <i>love</i>; <i>of</i></p>
Wk 34	<p>Reading: Sound Families: revision</p> <p>Spelling: O-CEW 7 (once, once) O-CEW 8 (some, come, coming, love) M - the prefix 'un'</p>		<p>Revise 'First 300 HF Words'</p>	<p>Revise Sound- blending/reading from <i>Twinkl</i> Sound Family Cards</p>	<p><i>one, once, some, come, coming, someone, love, unfair, unkind, unhappy</i></p>
Wk 35	<p>Reading: Sound Families: Revision</p> <p>Spelling: O-CEW 'Days of the Week'</p>		<p>Revise 'First 300 HF Words'</p>	<p>Revise Sound- blending/reading from <i>Twinkl</i> Sound Family Cards</p>	<p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday <i>one, once, love (revision)</i></p>
Wk 36	<p>Reading: Sound Families: Revision</p> <p>Spelling: N - Intro to Compound Words</p>		<p>Revise 'First 300 HF Words'</p>	<p>Revise Sound- blending/reading from <i>Twinkl</i> Sound Family Cards</p>	<p>bathroom, bedroom, inside, outside, seaside, riverbank, sunrise, sunset, Sunday, bluebell</p>

Wk 37	<p>Reading: Sound Families: Revision</p> <p>Spelling: N – Compound Words containing 'box', 'every', 'play', 'up'</p>	<p>Weekly timetable for Phase 5c: Correct spelling phase – see p. 9 above</p>	<p>Revise 'First 300 HF Words'</p>	<p>Revise Sound-blending/reading from <i>Twinkl</i> Sound Family Cards</p>	<p>postbox, matchbox, everybody, everyone, everything, playground, playtime, upset, uphill, upon</p>
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OVERVIEW YEAR 2 SPELLING 2016-17

Year 2 - Spelling Patterns, Rules and Common Exception Words [following NC 2014]

Y2		Focus	Example words
1	<ul style="list-style-type: none"> Refer to Spelling Card – look at the different spelling choices for the focus sound Find the correct spelling pattern 	<p>New spelling patterns /igh/ Rule: the most common spelling for the /igh/ sound at the end of words is '-y' (F) CEW (U2) CEW (U11)</p> <p>Revise common spellings of /igh/ Example words:</p>	<p>fly, cry, dry, try, reply, July</p> <p><i>kind, mind, find, child, wild, behind</i> <i>eye</i></p> <p>igh; ie; i_e light, night; pie, lie; like, nine, five, time, shine</p>
2	<ul style="list-style-type: none"> Categorise spellings under headings e.g. -y; i; igh CEW= 'Common Exception Word' in italics 	<p>New spelling patterns /ai/ CEW (U6) CEW (U12 – Spelling Strategies)</p> <p>Revise common spellings of /ai/ Example words: Revise Y1 CEW</p>	<p><i>great, steak, break</i> <i>again</i></p> <p>ai; ay; a_e snail, wait, train; tray, stay, play; cake, made; came <i>they</i></p>

3		<p>New spelling patterns /oa/ CEW (U3) CEW (U9) CEW (U12 – Spelling Strategies)</p> <p>Revise common spellings of /oa/</p> <p>Revise Y1 CEWs</p>	<p><i>most, only, both, old, cold, gold, hold, told</i> <i>whole (o_e)</i> <i>clothes (o_e)</i></p> <p>oa; ow; o; oe; o_e goat, coat, road; snow, grow, show; toe, goes; cone, home no, go, so</p>
4		<p>New spelling patterns /ue/ and /oo/ CEW (U7) CEW (U12 – Spelling Strategies) CEW (U9)</p> <p>Revise common spellings of /ue/ & /oo/ Example words:</p> <p>Revise Y1 CEWs</p>	<p><i>move, prove, improve, lose</i> <i>beautiful</i> <i>who</i></p> <p>ue, u_e, ew, oo ue: Tuesday, due; cube, tune; stew, new oo: glue, blue; flute, rule; flew, blew to, into, do, you</p>
5		<p>New spelling patterns /or/ CEW (U1) CEW (U12 – Spelling Strategies)</p> <p>Rule: The /or/ sound spelt as ‘a’ before ‘l’ and ‘ll’ Rule: The /or/ sound spelt ‘ar’ after w (N3)</p> <p>Revise common spellings of /or/</p>	<p><i>door, floor, poor</i> <i>water, because (au)</i></p> <p>all, ball, call, walk, talk, always</p> <p>war, warm, towards</p> <p>or; aw; au; ore fork, form; draw, paw; saucer, August; more, core</p>
6		<p>New spelling patterns /ar/ CEW (U4) CEW (U12 – Spelling Strategies)</p> <p>Revise common spellings of /ar/</p> <p>Revise Y1 CEW</p>	<p><i>after, fast, last, past, father, class, grass, pass, plant, path, bath</i> <i>half (same pattern: calf, palm)</i></p> <p>ar shark, car, start are</p>

7	<p>New spelling patterns /ee/ Rule: The –ey spelling at the end of words. The plural of these words is formed by the addition of ‘-s’ (M)</p> <p>CEW (U12 – Spelling Strategies)</p> <p>Revise common spellings of /ee/</p> <p>Revise Y1 CEWs</p>	<p>Example words for the rule key (keys), donkey (donkeys), jockey (jockeys), trolley (trolleys), jersey (jerseys), turkey (turkeys)</p> <p><i>people</i></p> <p>ee; ea; ie; -y; e-e bee, tree, green; seal, beach, sea; field, chief, thief; baby, lady; happy centipede, these; complete <i>me, he, she, we, be</i></p>
8	<p>The /er/ sound spelt ‘or’ after ‘w’ Rule: the /er/ sound is often spelt ‘or’ after ‘w’. There are not many of these words and the word ‘were’ does not follow this rule. (N2)</p> <p>Revise Y1 CEW Revise common spellings of /er/</p>	<p>word, work, world, worm, worth, worship, worse</p> <p><i>were</i> ur; er; ir surf, turn, curl; fern, hammer, her; bird, shirt, skirt</p>
9	<p>Words ending in ‘tion’ The ‘ti’ represents the /sh/ sound; the ending sounds like /shun/. (S)</p> <p>CEW (U8) [‘s’ representing the /sh/ sound]</p> <p>Revise common spellings for the /sh/ sound</p>	<p>station, nation, fiction, friction, motion, potion, lotion, action, fraction, caption, section, portion, mention, question, ignition</p> <p><i>sure, sugar</i></p> <p>sh shell, shop, wish</p>
10	<p>New spelling patterns /u/ (short) Guidance: The short /u/ sound spelt ‘o’. The spelling is due to Norman scribes who thought the ‘u’ looked too similar to the letters ‘v’, ‘th’, ‘n’ and ‘m’ and so changed it to letter ‘o’. (L)</p> <p>CEW (U11)</p>	<p>money, other, another, mother, brother, son, nothing, Monday, month, front, cover, onion, come, some, above, love, done</p> <p><i>could, would, should</i></p>

11		<p>New spelling patterns /j/ Rule: the letter 'j' is never used for the /j/ sound at the end of English words. At the end of a word, the /j/ sound is spelt '-dge' straight after a short vowel letter. (A1)</p> <p>After all other sounds, whether vowels or consonants, the /j/ sound is spelt as '-ge' at the end of a word. (A2)</p>	<p>hedge, sledge, edge, badge, bridge, dodge, fudge, budge</p> <p>cage, age, page, stage, village, cottage, large, barge, charge, lounge, change, huge, orange, fringe</p>
12		<p>New spelling patterns /j/ Rule: in other positions in words, the /j/ sound is often spelt as 'g' before the letters 'e', 'i' and 'y' (A3)</p> <p>but not always (e.g. jelly) (A3)</p> <p>The /j/ sound is always spelt as 'j' before the letters 'a', 'o' and 'u'.</p>	<p>giraffe, giant, gel, gem, angel, magic, danger</p> <p>jelly, jeep, jewel, jeans, majesty, subject, project, inject, reject</p> <p>jug, jam, jacket, jar, jog, join, adjust</p>
13		<p>The /s/ sound spelt 'c' Rule: The /s/ sound is spelt 'c' before the letters 'e', 'i' and 'y'</p> <p>'c' before 'e' (B1)</p> <p>'c' before 'i' (B2)</p> <p>'c' before 'y' (B3)</p>	<p>rice, nice, race, space, bracelet, prince, princess, December, excellent, except, cancel, parcel, cell, cellar, cement, centre, centimetre</p> <p>city, circus, cinema, pencil, stencil, circle, circuit, acid, decide, exercise</p> <p>cycle, cymbal, cygnet, cylinder, bouncy, fancy, juicy, icy, spicy</p>

14		<p>The /n/ sound spelt ‘kn’ and ‘gn’ (C) Guidance: Hundreds of years ago, the ‘k’ and ‘g’ at the beginning of these words was sounded. The Online Etymology dictionary states: ‘kn’ – Germanic consonant cluster; the sound is still evident in most sister languages but in English it has been reduced to ‘n’ since before 1750, and for about a century before that it had been pronounced /hn/, /dn/, /tn/. It was fully voiced n Old and Middle English.</p> <p>CEW (U12 – Spelling Strategies)</p>	<p>know, knew, knobbly, knee, kneel, knock, knife, knit, knot, knuckle, knead</p> <p>gnat, gnaw, gnash, gnome</p> <p><i>hour</i> (silent ‘h’)</p>
15		<p>The /r/ sound spelt ‘wr’ at the beginning of words (D) Guidance: This spelling probably also reflects an old pronunciation. Online Etymology dictionary states: ‘wr’ – common Germanic consonantal combination, especially to start words implying twisting or distortion. Retained in Dutch and Flemish; reduced to ‘r’ in Old High German and Old Norse; represented by ‘vr’ in Danish and Swedish; still spelled ‘wr’ in English but except in dialects, the ‘w’ ceased to be pronounced c. 1450-1700</p> <p>CEW (U5)</p>	<p>write, wrote, wrist, wrong, wrap, wrapper, wreck, wren, wrench, wrestler, wriggle, wrinkle</p> <p><i>every, everybody, even</i></p>
16		<p>The // or /e/ sound spelt ‘le’ or ‘el’ at the end of words. Guidance: the ‘le’ spelling is the most common spelling for this sound at the end of words. (E1)</p> <p>Guidance: The ‘el’ spelling is much less common than ‘le’. The ‘el’ spelling is used after ‘m’, ‘n’, ‘r’, ‘s’, ‘v’ and ‘w’, and more often than not, after ‘s’. (E2)</p>	<p>apple, little, middle, bottle, puddle, wobble, tickle, handle, candle, beetle, table, <i>people</i> (CEW)</p> <p>angel, camel, easel, tinsel, cancel, parcel, flannel, funnel, kennel, tunnel, barrel, squirrel, travel, towel</p>

17		<p>The // or /e/ sound spelt ‘al’ or ‘il’ at the end of words. Guidance: Not many nouns end in ‘-al’ but many adjectives do. (E3)</p> <p>Guidance: There are not many words ending ‘-il’. (E4)</p>	<p>Nouns: animal, mammal, pedal, hospital, numeral, sandal, capital, arrival, oval, General, metal (Adjectives: digital, final, general, magical, metal, local, special, musical, critical, tropical, accidental, exceptional, national)</p> <p>evil, devil, pencil, stencil, pupil, nostril, tonsil, fossil, lentil</p>
18		<p>The /o/ sound spelt ‘a’ after ‘w’ and ‘qu’ Rule: ‘a’ is the most common spelling for the /o/ sound after ‘w’ and ‘qu’ (N1)</p>	<p>wash, was, wasp, want, wand, wander, wallet, watch, waffle swan, swat, swap, swamp quantity, quality, squash</p>
19		<p>The /zh/ sound spelt ‘s’</p>	<p>treasure, measure, pleasure, usual, unusual, vision, television, visual, casual, casualty</p>
20		<p>Common Exception Words not yet covered above</p> <p>CEW U10</p> <p>CEW U12 – Spelling Strategies</p>	<p>any, many (the letter ‘a’ is representing the short /e/ sound – an unusual GPC)</p> <p>busy, pretty (the letters ‘u’ and ‘e’ are representing the short /i/ sound – an unusual GPC)</p> <p>parents</p> <p>Mr, Mrs (abbreviations for the words Mister and Mistress)</p> <p>Christmas</p>
21		<p>Guidance: It is important to know the difference in meaning between homophones.</p> <p>T1 Introduction to homophones T2 Homophones they’re their there T3 Homophones hear and here T4 Homophones son and sun T5 Homophones to too two T6 Homophones be and bee T7 Writing sentences with homophones</p>	<p>there/their/they’re; here/hear; quite/quiet; see/sea; bare/bear; one/won; sun/son; to/too/two; be/bee; blue/blew; night/knight</p>

Year 2 Spelling – Suffixing Rules, Contractions and Apostrophes

PowerPoint / Worksheet	Statutory requirements	RULES AND GUIDANCE	EXAMPLE WORDS
<p>G 1a Adding –es to nouns ending in y 1b Plurals recap adding –es 1 Adding –es to nouns ending in –y worksheet 1 Singular and plural cards 2 Adding –es to verbs ending in –y 2 Adding –es to verbs ending in –y worksheet</p>	<p>Adding –es to nouns and verbs ending in –y</p>	<p>The y is changed to i before –es is added.</p>	<p>flies, tries, replies, copies, babies, carries</p>
<p>H Adding suffixes to words ending in y Quick write – adding –ed Quick write – adding –er Quick write – adding –est Quick write – adding –ing Words ending in a consonant then –y matrix worksheet</p>	<p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p>	<p>The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i>.</p>	<p>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</p>
<p>I Adding suffixes to words ending in e Quick write – adding –ed Quick write – adding –er Quick write – adding –est Quick write – adding –ing Quick write – adding –y Words ending in a consonant then –e matrix worksheet</p>	<p>Adding 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 letter is added. Exception: <i>being</i>.</p>	<p>hiking, hiked, hiker, nicer, nicest, shiny</p>
<p>J Adding suffixes to one syllable CVC words Quick write – adding –ed Quick write – adding –ing Doubling rule matrix worksheet</p>	<p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	<p>The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing</i>, <i>mixed</i>, <i>boxer</i>, <i>sixes</i>.</p>	<p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</p>
<p>P 1 Consonant suffix spelling rules 2 Consonant suffixes Consonant suffixes worksheet</p>	<p>The suffixes –ment, –ness, –ful, –less and –ly</p>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness</p>

<p>Adding –less game</p>		<p>the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p> <p>Also see VG&P Appendix:</p> <p>Formation of nouns using suffixes such as –ness,</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>The use of –ly in Standard English to turn adjectives into adverbs</p>	<p>(plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
<p>Q</p> <p>1 Introduction to contractions</p> <p>2 Writing contractions</p> <p>3 Changing contractions to the full form</p> <p>4 Its or it's</p> <p>Show me cards it's and its</p> <p>5 Your or you're</p> <p>Show me cards your and you're</p> <p>Cards – sentences with contractions</p> <p>Change the words into contractions</p> <p>Complete the contraction matrix</p> <p>Contraction snap</p> <p>Find the contractions worksheet</p> <p>Newspaper report</p> <p>Write the long form of contractions worksheet</p>	<p>Contractions</p>	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	<p>can't, didn't, hasn't, couldn't, it's, I'll</p>
<p>R</p> <p>Apostrophes for possession</p> <p>Possessive apostrophes worksheet</p>	<p>The possessive apostrophe (singular nouns)</p>		<p>Megan's, Ravi's, the girl's, the child's, the man's</p>