

Mrs Richardson and Mrs Smith's phonics group - Spring 1

Your child will be with Mrs Richardson and Mrs Smith for daily phonics sessions. Below is a summary of the different spelling patterns that your child will be learning in phonics sessions at school.

W/C 8.1.2024	Read Write Inc Spelling 2A The igh sound spelt y : shy, sky, sly, dry, try, fly, cry rely, reply, nearby, terrify, horrify petrify, multiply, butterfly If the end of a word sounds like igh. It is almost always spelt with a y .
W/C 15.1.2024	Read Write Inc Spelling Adding the suffix ing If a word ends in a short vowel sound (a, e, i, o, u) and a consonant, we double the consonant before adding the suffix - ing . putting, knotting, drumming, tripping, nodding, clapping
W/C 22.1.2024	Read Write Inc Spelling Adding the suffix ing 2 If a word ends in e , we drop the e before adding the suffix ing . Baking, riding, making, shining, racing, phoning
W/C 29.1.2024	Read Write Inc Spelling The j sound j jacket, jar, jog, join, adjust g gentle, gem, giant, magic, energy ge charge, large, fringe, barge dge badge, ledge, bridge, splodge, fudge
W/C 5.2.2024	Read Write Inc Spelling The o sound spelt a after w and qu In some words the o sound is spelt a when it follows w or qu . Was, want, wash, watch, wand, wasp, wallet, wander Squat, squash, quarrel, quantity, quality.
W/C 12.1.2024	Read Write Inc Spelling 2A Adding the suffix -ed (1) hunt hunted jump jumped lick licked buzz buzzed chant chanted pull pulled

Please note the children move on to each new group of sounds as they are able read, blend and segment sounds. The children repeat and consolidate sounds and so this plan is an overview.

Please do not hesitate to speak to us if there is anything that you would like to discuss.

Many thanks

Mrs Richardson

Mrs Smith