

Progression in Phonics and Spelling - Appendix 1 including links with *Letters and Sounds and Support for Spelling*

Document to help transition to accelerated expectations.

Y1	Y2	Lower KS2	Upper KS2
<p><b>Revision</b> of Reception which will vary according to programme used but should include:- All letters of the alphabet and the sounds they most commonly represent. Consonant digraphs and the sounds they represent. Vowel digraphs which have been taught and the sounds they represent. The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds Words with adjacent consonants <i>Ph4 L&amp;S so, previously, may not been covered until early autumn Y1</i> Guidance and rules which have been taught.</p>	<p><b>Revision</b> of work from Y1 - as words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.</p>	<p><b>Revision</b> of work from Y1 and 2 paying particular attention to the rules for adding suffixes</p>	<p><b>Revise</b> work done in previous years.</p>
<p><b>Phonics Ph3 phonemes/graphemes should still be covered in YR, remainder are Ph5</b> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k (bank) -tch (catch) The /v/ sound at the end of words (have) ai, oi ay,oy a-e, e-e, i-e, o-e, u-e ar ee ea (dream), ea (head) er (stressed as in her) er (unstressed as in under) ir, ur oo (food), oo (book) oa, oe ou ow (how), ow (blow) ue, ew ie (tie), ie (chief) igh or, ore</p>	<p><b>Phonics/Spelling Patterns</b> ge, dge, <b>Ph5</b> s sound spelt with c <b>Ph5</b> gn, kn, wr <b>Ph5, Y4T2i</b> le (apple) <b>Y3T1i</b> il (pencil), el (camel), al, (metal) y (cry) <b>Ph5</b> all <b>Ph5</b> o saying u (other) <b>Ph5</b> ey (key) <b>Ph5</b> a saying o (was, squash) <b>Ph5</b> or (word) <b>Ph5</b> ar (warm) s (zh treasure) <b>Ph5</b> tion (station) <b>Ph5</b></p>	<p><b>Phonics/Spelling Patterns</b> The /i/ sound spelt y elsewhere than at the end of words (gym, pyramid) <b>Ph5</b> The /u/ sound spelt ou (young, double) Words with endings sounding like zh or ch (treasure, picture) <b>Ph5</b> Endings which sound like zhun (division) <b>Ph5</b> Word endings spelt -tion, -sion, -ssion, -cian <b>Ph5, Y5T1ii</b> Words with the /k/ sound spelt ch (chemist, Greek in origin) <b>Ph5</b> Words with the /ʃ/ sound spelt ch (chef - mostly French in origin) <b>Ph5</b> Words ending with the /g/ sound spelt -gue (rogue) and Words ending in the /k/ sound spelt -que (plaque) <b>Y5T2i</b> Words with the /s/ sound spelt sc (science) Words with the /ei/ sound spelt ei, eigh, or ey <b>Ph5</b></p>	<p><b>Phonics/Spelling Patterns</b> Endings which sound like jəs/ spelt -cious or -tious (suspicious, infectious) <b>Y5T3i</b> cial and tial endings - (special. partial) <b>Ph5</b> Words ending in -ant, -ance/ -ancy, -ent, -ence/-ency <b>Y5T3i</b> Words ending in -able and -ible <b>Y4T2ii</b> Words ending in -ably and -ibly Words with the /i:/ sound spelt ei after c <b>Y5T2i</b> Words containing the letter-string ough <b>Y4T2ii</b> Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word e.g. doubt, island) <b>Y4T2i</b></p>

aw,au, air, are ear (dear), ear (bear) y (happy) ph, wh k before e, i and y <b>not specifically taught in L&amp;S</b>			
<b>Affixes</b> Adding s and es to words (plural of nouns and the third person singular of verbs) <b>Y2T2ii, Y3T2i</b>  Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word <b>Y2T1ii</b>  Adding –er and –est to adjectives where no change is needed to the root word <b>Y3T2ii</b>  Adding un- to beginning of a word <b>Y2T3i</b>	<b>Affixes</b> Adding –es to nouns and verbs ending in –y <b>Y2T2ii, Y3T1ii</b>  Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it <b>Y3T1ii</b>  Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it <b>Y3T1ii, Y5,T3i</b>  Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter <b>Y2T1ii, Y3T1ii</b>  The suffixes –ment, –ness, –ful , –less and –ly <b>Y2T2ii, Y3T2ii</b>	<b>Affixes</b> Adding suffixes beginning with vowel letters to words of more than one syllable  The suffix –ation <b>Y4T2ii</b> The suffix –ly <b>Y3T2ii</b> The suffix –ous <b>Y5T3i</b>  More prefixes – none specified as statutory but suggestions are:- un, dis, mis, in, im, il, ir, re, sub, inter, super, anti, auto <b>Y2T3i, Y3T3ii, Y4T3ii, Y5T2ii</b>	Adding suffixes beginning with vowel letters to words ending in –fer Use of the hyphen when adding a prefix (co-ordinate)
	Homophones and near homophones (see list p58) <b>Y4T1i</b>	Homophones and near-homophones (see list p63) <b>Y4T1i</b>	Homophones and other words that are often confused (see list p69, 70) <b>Y4T1i</b>
Division of words into syllables <b>(Y2T3ii)</b> Compound words <b>(Y2T2i)</b>	Contractions <b>Y4T3i</b> Possessive apostrophe (singular nouns)	Possessive apostrophe with plural words	
Common exception words (p54)	Common exception words (p58)	List of words to learn for spelling (p64)	List of words to learn for spelling (p71)