

Whole School Spelling Progression Document

Sound Progression	Phase 2 (EYFS)	s a t p l n m d g o c k c k e u r h b f/ff l/l ss			
	Phase 3 (Y1)	j v w x y z zz qu ch sh th ng ai ee igh oa oi oo (long) oo (short) ow ar air ear er ur or ure			
	Phase 4 (Y1)	The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. CVCC words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words CCV- words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words CCVCC words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words CCCVC words/CCCVC words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words			
	Phase 5 (Y1)	ou ea ie ir oy ay ey aw ue wh ph ew oe au a-e e-e i-e o-e u-e (/3/ spelt as s -Y2)			
	Alternative pronunciations	Y1 y – happy ea - sea ie - chief er – herb ow - show ng/ (n)k ch/tch a – angel e – be i – blind o – old u – music	Y2 c - circus g – gem ou – group, boulder	Y3/4 ch – echo ey – obey could	
Decodable HFW	Phase 2: a an as at and back big but can dad had get got him his if in is it mum not on of off up Phase 3: down for look now see that them this then too will with Phase 4: went children it's just from help Phase 5: don't day old made I'm came by make time here saw house very about your				
Tricky HFW	Phase 2: the no to into go l Phase 3: all are be he her me my she they was we you Phase 4: come do have like little one out said so some there were what when Phase 5: oh their people Mr Mrs looked called asked could				
Alternative Vowel Spellings	Sound	Y1	Y2	Y3/4	Y5/6
	ai	ai – rain ay – day a-e – made	ea – break a – April	ey – survey eigh – eight ei – vein aigh – straight	
	oi	oi – boil oy – toy			
	ee	ee – bee ea – each -y – very ie – chief e-e – theme	-ey – key e – he (HFW) eo – people		ei – ceiling
	igh	igh – high -ie(d, s) – lie, cried i- e – like	-y – by i – kind	eigh – height ye - bye	
	oa	oa – boat oe – toe o-e – woke ow – own o – don't (HFW) oh – (HFW)		ough – though	ou – shoulder
ow	ow – now ou – ground				

		ough – plough			
	oo	oo – too ew – grew ue – clue u-e – rule o – do (HFW)		ui – fruit o-e – lose u – super ough – through	
	y-oo	y-oo ew – news ue – Tuesday u-e – amuse u – unit eu – feud			
	air	air- chair are – care ear – bear ere – where	eir – their		
	ar	ar – hard al – calm a – drama are ear – heart			
	ear	ear – rear eer – deer ere – here ier – pier			
	er	or – torch au – August aw – draw ore – before	a – ball oor – door ar – warm oar – board al – talk	augh – caught	ough – brought
	ur	ur – turn ir – girl er – her ear – search our – journey were	or – word		
	schwa er*	e – slept ea – head ie – friend ai – said	a – many		
	i			i – if y – gym ui – build u – busy	
	o		o – odd a – want		ou – cough au – fault
	u	oo – flood	u – ugly o – done		oe – does ou – tough
Alternative Consonant Spellings	Sound	Y1	Y2	Y3/4	Y5/6
	K	c – come ck – sock k – kick k (e, i, y) – keep		ch – chemist	
	f	f – funny ff – fluff	ph – dolphin	cough	
	J		j – jam dge – bridge ge – change g (i, e, y) – gem		
	h		h – have wh – whole		
	m	mn – column			

		mm – must, summer			
	n/nn	n/nn – nice, winning kn – knit gn – gnaw			
	r	r – race rr – squirrel wr – wrote			r-rhyme, rhythm
	s	s – so ss – class	c (e, i, y) race se – horse st – listen	sc – scene	
	v	v – vanish ve – have			
	w		w – swim wh – wheel		
	b	b – bus bb – bubble			
	d	d – do dd – ladder ed –played			
	g	g – go gg – giggle gh –gherkin gu – guitar gue – league			gu – guest
	l		l – loud ll – call le – table el – camel al – metal il – pencil		
	t	t – best tt – button ed – helped			
	z	z – zoo zz – buzz se – browse ze – breeze those		surprise, scissors	
	sh	sh – dish s – sugar			
	ch		t(i) – station	ch – chef ss – mission	c(i) – facial
	zh ge		vision	zh ge – beige s(i, u) – measure	
Spelling Rules	Y1	Division of words into syllables The /v/ sound at the end of words To spell simple compound words To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes			
	Y2	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words Words ending –il Words ending –tion			

		<p>The /ɔ:/ sound spelt a before l and ll The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ʒ/ sound spelt s Homophones and near-homophones To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>
	Y3/4	<p>Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.</p>
	Y5/6	<p>Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.</p>

		<p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
Common Exception Words	Y1	<p>To spell all Y1 common exception words correctly</p> <p>To spell days of the week correctly</p>
	Y2	To spell all Year 1 and Year 2 common exception words correctly.
	Y3/4	To spell many of the Year 3 and Year 4 statutory spelling words correctly.
	Y5/6	To spell many of the Year 5 and Year 6 statutory spelling words correctly.
Prefixes and Suffixes	Y1	<p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Adding the prefix un-</p>
	Y2	<p>The suffixes -ment, -ness, -ful, -less and -ly</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</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>
	Y3/4	<p>The suffix -ous -ation -ly</p> <p>Prefixes un- dis- mis- in- il- im- ir- re- sub- inter- super- anti- auto-</p>
	Y5/6	<p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able -ible -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p>