

Spelling - Progression Overview

See below the Progression overview for the Development matters statements for Spelling in EYFS and the National Curriculum statements for KS1.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F0	Notices an adults marks and tries to copy.	Notices an adults marks and tries to copy.	Scribbles but might start at any point on the page.	Scribbles but might start at any point on the page.	Enjoys drawing freely.	Enjoys drawing freely.
F1	Makes marks on their picture to stand for their name (or something specific).	Makes marks on their picture to stand for their name (or something specific).	Scribbles but makes marks moving from left to right on the page.	Emergent Stage. Beginning to represent letters.	Writes some letters correctly	Writes some of their name correctly.
F2	Identify Phase 2 graphemes Beginning to link graphemes and phonemes Links phonemes to every letter of the alphabet and begins to blend them in words.	Identify Phase 2 and Phase 3 graphemes Begin to segment simple CVC words	Consolidation of previously learned GPCs in Phase 2 and Phase 3 and Phase 4: Begin to segment words containing these graphemes. Read and begin to spell Common Exception Words: go, no, into, put, he, she, you, they, we, be, all	Consolidation of previously learned GPCs in Phase 2 and Phase 3 Phase 4: Blending CVCC words. Segmenting common consonant clusters: bl, br, cl, cr, fl, thr, fr, st, gl, nd, gr, mp, Reads and begins to spell Common Exception Words words: she, you, they, we, be, all	Phase 5A: Each two - week block focuses first on the revision of a vowel GPC, then introduces an alternative spelling for that vowel in the second week. Phase 5A: ai/ay, ee/ea, igh/ie Reads and begins to spell Common Exception words: their, are, her, his, said, like	ELG: Spell words by identifying sounds in them and representing the sounds with letters.

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Year 1	<p>Consolidation of previously learned GPCs in Phase 2 and Phase 3 Phase 4 and 5A.</p> <p>Phase 5B /ai/ spelt a_e /igh/ spelt i_e /oa/ spelt o_e /ee/ spelt e_e /ue/ and /oo/ Vowel Sounds (o, i) Reads and begins to spell Common exception words: what, where, why, when, who, people Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>Phase 5B /ur/ spelt ir /oi/ spelt oy /or/ spelt aw /or/ spelt au /ow/ spelt ou Reads and begins to spell Common exception words: Children, does, live, word, sentence Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>Phase 5C /ng/ spelt 'n' /f/ spelt ph /w/ spelt wh /v/ spelt -ve and /s/ spelt -se at the end of words /ch/ spelt -tch /or/ spelt ore Reads and begins to spell Common exception words: Your, today, says, were, there Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>5C /air/ spelt are /oa/ spelt oe /ee/ or /i/ spelt -y at the end of words /e/ spelt ea /ee/ spelt ie Reads and begins to spell Common exception words: By, here, has, love, come Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>6A /air/ spelt ear /ur/ spelt er Contractions - I'm, you're, she's, we'll. Using k for the /k/ sound Compound words Adding the prefix un Reads and begins to spell Common exception words: Because, once, ask, house, school, push Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Consolidation of previously learned GPCs in previous phases.</p> <p>6A Adding the suffix -ing where no change is needed to the root word Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the suffix -ed where no change is needed to the root word Adding the suffix -er where no change is needed to the root word Adding the suffixes -er and -est where no change is needed to the root word Reads and begins to spell Common exception words: pull, full, our, door, floor, poor, climb Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
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Year 2	<p>Consolidation of previously learned GPCs in previous phases and 6A spelling rules.</p> <p>6B /igh/ spelt -y spelt c before e, i and y spelt g before e, i and y /j/ spelt -ge and -dge at the end of words /r/ spelt wr- and /m/ spelt -mb spelt kn- and gn- at the beginning of words Reads and spells Common exception words: old, cold, fancy, every, everybody, even, great, break, steak, pretty</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A spelling rules.</p> <p>6B /ee/ spelt -ey /l/ or /ul/ spelt -le, -el, -al and -il at the end of words /l/ or /ul/ spelt -le, -el, -al and -il at the end of words Contractions 2 - she's, he'd, I've, doesn't The possessive apostrophe (singular nouns) Reads and begins to spell Common exception words: beautiful, after, fast, last, past, pass, grass, class</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A, 6B spelling rules.</p> <p>6C Adding -es to nouns and verbs ending in -y Adding -ed, -er, -est, -ing and -y to a root word ending in -e Adding -ed, -er, -est, -ing and -y to a root word ending in -y Adding -ed, -er, -est, -ing and -y to words of one syllable ending in a single consonant letter after a single vowel letter Reads and begins to spell Common exception words: plant, path, bath, hour, move, prove, improve, sure</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A, 6B spelling rules.</p> <p>6C Adding -ed, -er, -est, -ing and -y to words of one syllable ending in a single consonant letter after a single vowel letter Adding the suffixes -ment, -ness, -ful, -less, and -ly Adding the suffixes -ment, -ness, -ful, -less, and -ly /sh/ spelt ti, ci, si. /zh/ spelt as s Reads and begins to spell Common exception words: eye, could, would, should, whole, any, many, television, treasure</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A, 6B, 6C spelling rules.</p> <p>6D /or/ spelt a before l and ll /o/ spelt a after w and qu /u/ spelt o /ur/ spelt or after w /or/ spelt ar after w Homophones Reads and begins to spell Common exception words: earth, water, again, half, Mrs, Mr</p>	<p>Consolidation of previously learned GPCs in previous phases and 6A, 6B, 6C spelling rules.</p> <p>6D /oa/ spelt o /ee/ spelt e /igh/ spelt i /ai/ spelt a /ue/ spelt u Reads and begins to spell Common exception words: Christmas, parents, woman, women, thought, fruit</p>
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<u>Development Matters statements including ELG for EYFS and National Curriculum for KS1</u>
<u>Nursery</u>
Literacy <ul style="list-style-type: none">• recognise words with the same initial sound, such as money and mother.• count or clap syllables in a word.• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• Write some or all of their name.•
<u>Reception</u>
ELG <ul style="list-style-type: none">• Spell words by identifying the sounds and then writing the sound with letter/s.
<u>Year 1</u>
<ul style="list-style-type: none">• name the letters of the alphabet:• naming the letters of the alphabet in order• using letter names to distinguish between alternative spellings of the same sound• add prefixes and suffixes:<ul style="list-style-type: none">- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs- using the prefix un–- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]• apply simple spelling rules and guidance, as listed in the National Curriculum English Appendix 1 – Y1• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
<u>Year 2</u>
<ul style="list-style-type: none">• apply spelling rules and guidance, as listed in the National Curriculum 2014 - English Appendix 1 – Y2• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.