
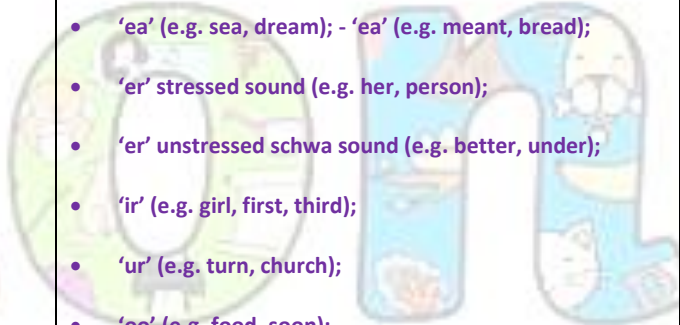





## Longfields Skills Progression Phonics and Spelling

	EYFS	KS1	
	<p style="text-align: center;"><b>40-60 mths</b> <b>Early Learning Goals</b></p>	Year 1	Year 2
<p><b>Phonics and Spelling Rules</b></p>	<ul style="list-style-type: none"> <li>• To continue a rhyming string.</li> <li>• To hear and say the initial sound in words.</li> <li>• To segment the sounds in simple words and blend them together.</li> <li>• To link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• To use their phonic knowledge to write words in ways which match their spoken sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To know all letters of the alphabet and the sounds which they most commonly represent.</li> <li>• To recognise consonant digraphs which have been taught and the sounds which they represent.</li> <li>• To recognise vowel digraphs which have been taught and the sounds which they represent.</li> <li>• To recognise words with adjacent consonants.</li> <li>• To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</li> <li>• To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes:               <ul style="list-style-type: none"> <li>• the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</li> <li>• the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);</li> <li>• dividing words into syllables (e.g. rabbit, carrot);</li> <li>• the /tʃ/ sound is usually spelt as 'tch' and exceptions;</li> <li>• the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</li> <li>• adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>• To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</li> <li>• To apply further Y2 spelling rules and guidance*, which includes:               <ul style="list-style-type: none"> <li>• the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in dge (e.g. magic, adjust);</li> <li>• the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> <li>• the /r/ sound spelt 'wr' (e.g. write, written);</li> <li>• the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</li> <li>• the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li> <li>• adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> <li>• adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</li> <li>• adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</li> <li>• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> </ul> </li> </ul>



- adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (e.g. buzzer, jumping);
- adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);
- spelling words with the vowel digraphs and trigraphs: - ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil);
- ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy);
- a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);
- ‘ar’ (e.g. car, park); - ‘ee’ (e.g. green, week);
- ‘ea’ (e.g. sea, dream); - ‘ea’ (e.g. meant, bread);
- ‘er’ stressed sound (e.g. her, person);
- ‘er’ unstressed schwa sound (e.g. better, under);
- ‘ir’ (e.g. girl, first, third);
- ‘ur’ (e.g. turn, church);
- ‘oo’ (e.g. food, soon);
- ‘oo’ (e.g. book, good);
- ‘oa’ (e.g. road, coach);
- ‘oe’ (e.g. toe, goes);
- ‘ou’ (e.g. loud, sound);
- ‘ow’ (e.g. brown, down);
- ‘ow’ (e.g. own, show);
- ‘ue’ (e.g. true, rescue, Tuesday);
- ‘ew’ (e.g. new, threw);

- the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always);
- the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);
- the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);
- the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)
- the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);
- the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);
- the /z/ sound spelt ‘s’ (e.g. television, usual).

		<ul style="list-style-type: none"> <li>• 'ie' (e.g. lie, dried);</li> <li>• 'ie' (e.g. chief, field);</li> <li>• 'igh' (e.g. bright, right);</li> <li>• 'or' (e.g. short, morning);</li> <li>• 'ore' (e.g. before, shore);</li> <li>• 'aw' (e.g. yawn, crawl);</li> <li>• 'au' (e.g. author, haunt);</li> <li>• 'air' (e.g. hair, chair);</li> <li>• 'ear' (e.g. beard, near, year);</li> <li>• 'ear' (e.g. bear, pear, wear);</li> <li>• 'are' (e.g. bare, dare, scared);</li> <li>• spelling words ending with -y (e.g. funny, party, family);</li> <li>• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</li> <li>• using 'k' for the /k/ sound (e.g. sketch, kit, skin).</li> </ul>	
<b>Common Exception Words</b>	<ul style="list-style-type: none"> <li>• To write some irregular common words</li> </ul>	<ul style="list-style-type: none"> <li>• To spell all Y1 common exception words correctly.</li> <li>• To spell days of the week correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell most Y1 and Y2 common exception words correctly.</li> </ul>
<b>Prefixes and Suffixes</b>		<ul style="list-style-type: none"> <li>• To use -s and -es to form regular plurals correctly.</li> <li>• To use the prefix 'un-' accurately.</li> <li>• To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</li> </ul>	<ul style="list-style-type: none"> <li>• To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</li> </ul>

**Further Spelling Conventions**

- To spell simple compound words (e.g. dustbin, football).
- To read words that they have spelt.
- To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.

- 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).

