

Phonics Progression:

EYFS (30 - 50mths to ELGs)	KS1		KS2			
30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Phonics and Spelling Rules

To continue a rhyming string.

To hear and say the initial sound in words.

To segment the sounds in simple words and blend them together.

To link sounds to letters, naming and sounding the letters of the alphabet.

To use their phonic knowledge to write words in ways which match their spoken sounds.

To know all letters of the alphabet and the sounds which they most commonly represent.

To recognise consonant digraphs which have been taught and the sounds which they represent.

To recognise vowel digraphs which have been taught and the sounds which they represent.

To recognise words with adjacent consonants.

To accurately spell most words containing the 40+ previously taught phonemes and GPCs.

To spell some words in a phonically plausible way, even if sometimes incorrect.

To apply Y1 spelling rules and guidance*, which includes:

- the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and

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.

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).

To apply further Y2 spelling rules and guidance*, which includes:

- the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);
- the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);

To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).

To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).

To spell words with a /k/ sound spelt 'ch' (e.g. scheme, chorus, chemist, echo, character).

To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).

To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).

To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).

To spell words ending with the /zher/ sound

To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).

To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).

To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).

To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).

To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'

To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).

To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).

To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).

To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).

To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).

To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).

To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).

To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).

To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).

	<p>‘ck’ and exceptions;</p> <ul style="list-style-type: none"> the /ŋ/ sound spelt ‘n’ before ‘k’ (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as ‘ch’ and exceptions; the /v/ sound at the end of words where the letter ‘e’ usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); 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); 	<ul style="list-style-type: none"> the /r/ sound spelt ‘wr’ (e.g. write, written); 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); the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the ‘y’ is changed to ‘i’ before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including 	<p>spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure).</p>	<p>(e.g. science, scene, discipline, fascinate, crescent).</p>		
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- '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);

exceptions);

- 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"> - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin). 		
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