



## Spelling Progression

Spelling			
	EYFS	Year 1	Year 2
Spelling	<p>Spell CVC words using the GPCs taught so far</p> <p>Spell common exception words taught so far</p> <p>Use phonetically plausible choices when writing</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Spell their own forename</p>	<p>Spell words using the GPCs taught so far (ensure coverage of English Appendix 1 Year 1)</p> <p>Segment words into individual phonemes to aid spelling</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to discuss and choose graphemes</p> <p>Spell Year 1 common exception words (tricky words)</p> <p>Spell simple words with adjacent consonants</p> <p>Spell words ending in –nk</p> <p>Spell plural nouns by adding –s and –es</p> <p>Use –s and –es to spell third person singular verbs</p> <p>Add the suffix –ing to verbs where no change is needed to the root word</p> <p>Spell common words ending in –ve</p> <p>Add the suffix –ed to verbs where no change is needed to the root word</p> <p>Add the suffix –er to words where no change is needed to the root word</p> <p>Add the suffix –est to words where no change is needed to the root word</p> <p>Spell simple words with the prefix un–</p> <p>Spell common compound words</p> <p>Spell the days of the week</p> <p>Divide words into syllables to aid spelling</p>	<p>Segment words into individual phonemes to aid correct spelling</p> <p>Choose the correct grapheme where there are several options</p> <p>Use the frequency and usual position of graphemes to make a spelling choice</p> <p>Spell Year 2 common exception words correctly</p> <p>Investigate spelling patterns and conventions</p> <p>Spell words ending with the /i/ sound spelt y</p> <p>Spell words where –es is added to a word ending in y</p> <p>Spell words with the /s/ sound spelt c before e, i and y</p> <p>Spell words beginning with the /r/ sound spelt wr</p> <p>Spell words ending with the /i:/ sound spelt ey</p> <p>Spell words with the /ʌ/ or /u:/ sound spelt o (e.g., Monday)</p> <p>Spell words with the suffix –ly</p> <p>Spell contracted words using the apostrophe</p> <p>Spell frequently confused common homophones</p> <p>Spell words with the /dʒ/ sound spelt j, g, ge and dge</p> <p>Spell words with the /ɔ:/ sound spelt a before l or ll</p> <p>Spell words with the /ɔ:/ sound spelt ar after w</p> <p>Spell words with the /ɒ/ sound spelt a after w and qu</p> <p>Spell words with the /ɜ:/ sound spelt or after w</p> <p>Spell words with the suffixes –ful and –less</p> <p>Spell words where suffixes –ed, –ing, –er and –est are added to words ending in consonant + y</p> <p>Spell two-syllable words ending in –tion</p>



	<p>Write simple dictated sentences using spelling knowledge taught so far</p> <p>Apply spelling rules and conventions independently in writing</p> <p>Spell words containing the /f/, /l/, /s/, /z/ and /k/ sounds spelt ff, ll, ss, zz and ck</p> <p>Spell words with the /tʃ/ sound spelt -tch</p> <p>Spell words with the /v/ sound at the end using a terminal -e</p> <p>Spell words containing the /dʒ/ sound spelt j, ge or dge</p> <p>Spell words with the /r/ sound spelt wr at the beginning</p> <p>Spell words with the /n/ sound spelt kn or gn at the beginning</p> <p>Spell words ending in -le, -el, -al and -il for the /l/ sound</p> <p>Spell words containing taught vowel digraphs and trigraphs (ai, ee, oa, oo, ow, ie, ay, oy)</p>	<p>Use the possessive apostrophe with singular nouns</p> <p>Spell words ending in the /l/ sound and spelt -le</p> <p>Spell words ending in the /l/ sound and spelt -el</p> <p>Spell words ending in the /l/ sound and spelt -al</p> <p>Spell words ending in the /l/ sound and spelt -il</p> <p>Spell words with the /n/ sound spelt kn or gn</p> <p>Spell the /ʒ/ sound spelt s</p> <p>Spell words with the suffix -ment</p> <p>Spell words with the suffix -ness</p> <p>Spell words where suffixes -ed, -ing, -er, -y and -est are added to words ending in consonant + e</p> <p>Spell words where suffixes -ed, -ing, -er, -y and -est are added to one-syllable words ending in short vowel + single consonant</p> <p>Spell further common homophones</p> <p>Write simple dictated sentences using spelling and punctuation knowledge taught so far</p> <p>Apply spellings and spelling conventions taught in their own work</p>
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### Key Principles for the Teaching of Spelling Embedded Across All Years

- **Phonics-first approach:** spelling taught via GPCs and RWI structure
- **Cumulative and systematic:** skills build year on year
- **Multiple contexts:** spelling taught in Speed Sounds lessons, Storybook lessons, standalone spelling lessons (KS1), writing, and comprehension lessons
- **Oral rehearsal and segmenting:** supports transcription and fluency
- **Integration with writing:** spelling is applied in dictated sentences and independent writing



Our approach to spelling focuses on selective correction of previously taught words, encouraging children to actively write corrections in English books. We use low-stakes, short retrieval-based tests to support memory, avoid the use of dictionaries, and emphasise application of spellings in real writing tasks rather than correcting every error.

## Year 1 Bespoke Spelling Programme (6 words – 5 per week – plus 1 common exception word)

**Note:** Teachers plan their week's spelling focus to match the English curriculum. Parents will be given a list of words for the half-term to help children prepare for the spelling check each week.

### Autumn Term 1 – Phonics & Graphemes

**Focus:** Segmenting phonemes, letter names, simple CVC words

Wk	GPC Focus / Spelling Objective	Example Words (5 per week)	Rules and guidance (non-statutory)	Dictated sentence
1	CVC words with simple short vowels (a, e, i, o, u)	cat, dog, pin, hop, sun		<i>The cat can hop. The dog ran in the sun.</i>



2	CVC words with consonant blends	clap, frog, spin, jump, stop		<i>I can clap and jump. The frog can spin and stop.</i>
3	Words with consonant blends	blue, play, brown, pray, glue		<i>I play with blue glue. The brown dog can play.</i>
4	Simple words ending in -nk	tank, pink, bank, sank, wink		<i>The ship sank in the tank. I wink at the pink pig.</i>
5	Y1 tricky words (from NC Appendix 1)	the, to, I, no, go	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	<i>I go to the shop. No, I do not go.</i>
6	Vowel digraphs (ai, ee, oa, oo, ow)	rain, see, boat, moon, cow		<i>I can see the moon. The cow is in the rain.</i>



## Autumn Term 2 – Common Exception Words & Adjacent Consonants

**Focus:** Tricky words, adjacent consonants, simple plural forms

Week	Focus	Words	Rules and guidance (non-statutory)	Dictated sentence
7	Y1 tricky words	he, she, we, me, be		<i>He and she can be friends. We sit with me.</i>
8	Adding s and es to words (plural of nouns and the third person singular of verbs)	cats, dogs, eats, runs, jumps	If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es.	<i>The cats and dogs run. He eats and jumps.</i>
9	Adding s and es to words (plural of nouns and the third person singular of verbs)	buses, washes, catches, foxes, benches	If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es.	<i>The foxes run past the benches. She washes and catches the ball.</i>
10	Words ending –ing (no change)	jump, jumping, run, running, hop, hopping	–ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	<i>The dog is running and jumping. I am hopping and running.</i>



11	Words ending in -ve	give, live, have, love, five		<i>I love to give. I have five pets.</i>
12	Compound words	playground, bedroom, toothbrush, football, rainbow	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	<i>I play football in the playground. My toothbrush is in my bedroom.</i>

### Spring Term 1 and 2 – Suffixes & Prefixes and sounds not explicitly taught in phonics lessons

Focus: -ed, -er, -est, un- prefix, ee/e, soft c, wr, double consonants,

Week	Focus	Words	Rules and guidance (non-statutory)	Dictated sentence
13	Words ending -ed (no change)	jumped, looked, helped, played, talked	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	<i>I jumped and played. She looked and helped me.</i>
14	Words ending -er (no change)	bigger, faster, taller, cleaner, safer	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in	<i>The dog is faster than me. My room is cleaner now.</i>



			two consonant letters (the same or different), the ending is simply added on. As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	
15	Words ending -est (no change)	biggest, fastest, tallest, kindest, nicest	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	<i>She is the kindest girl.</i>  <i>That is the biggest box.</i>
16	Words with un- prefix	undo, unpack, unfair, unlock, untie		<i>Please undo the knot.</i>  <i>It is unfair to push.</i>
17	r sound spelt wr	wrap, write, wrong, wrote, wreath		<i>I can write my name.</i>  <i>He wrote the wrong word.</i>
18	Consonant digraphs - Words with double letters	bell, buzz, huff, shut, hiss	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.	<i>The bell will buzz.</i>  <i>I shut the door with a huff.</i>
19	Consonant digraphs	think, sack, ring, sing, chip	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.	<i>I think I can sing.</i>  <i>The ring is in the sack.</i>



20	soft c	ice, rice, face, mice, pencil		<i>I see mice on the ice.</i>  <i>My pencil is on my face.</i>
21	Long ee spelt e	me, he, she, sequin, fever, relay		<i>She ran in the relay.</i>  <i>He has a fever.</i>
22	ee phoneme	see, eel, feet, keep, meet		<i>can see your feet.</i>  <i>We meet to keep fit.</i>

**Summer Term 1 and 2 – sounds not taught directly through RWI and consonant digraphs and vowel digraphs which have been taught and the sounds which they represent, days of the week and consolidation**

**Focus:** syllables, -tch, v, k, wh, ph, y, g/j, ore, oe

Week	Focus	Words	Rules and guidance (non-statutory)	Dictated sentence
23	Division of words into syllables	pocket, rabbit, carrot, thunder, sunset	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	<i>The rabbit hid in my pocket.</i>  <i>I saw thunder at sunset.</i>



24	-tch	Catch, fetch, kitchen, notch, hutch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	<i>Catch the ball in the kitchen.</i> <i>The rabbit is in the hutch.</i>
25	V sound at the end of words	live, love, have, give, five	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	<i>I love to give.</i> <i>I have five toys.</i>
26	Using k for the k sound	Kent, sketch, kit, skin, frisky	The /k/ sound is spelt as k rather than as c before e, i and y.	<i>I sketch with my kit.</i> <i>The frisky cat ran.</i>
27	New consonant spellings wh	when, where, which, wheel, while	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	<i>When will we go?</i> <i>Which wheel is big?</i>
28	New consonant spellings ph	dolphin, alphabet, phonics, elephant		<i>We learn phonics.</i> <i>The dolphin can swim.</i>
30	Words ending in y (/i:/ or /ɪ/)	very, happy, funny, party, family	Words ending –y (/i:/ or /ɪ/)	<i>I feel very happy.</i> <i>My family had a party.</i>
31	ore	more, score, before, wore, shore	ore	<i>I want more food.</i>



				<i>We went to the shore.</i>
32	oe at the end of words	toe, oboe, Joe, doe, foe, woe		<i>Joe hurt his toe.</i> <i>The doe ran away.</i>
33	soft g (/j/)	gem, gym, large, giraffe, giant, energy		<i>The giraffe is very tall.</i> <i>I ran in the gym.</i>
34	Days of the week	Monday, Tuesday, Wednesday, Thursday, Friday		<i>We go to school on Monday.</i> <i>Friday comes after Thursday.</i>
35	Common compound words	rainbow, football, bedroom, playground, toothbrush, farmyard, blackberry	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	<i>I play football in the playground.</i> <i>My toothbrush is in my bedroom.</i>
36	Tricky words revision	you, your, they, are, all		<i>You are my friend.</i> <i>They are all here.</i>
37	Phonics revision (all taught GPCs)	rain, boat, frog, bank, spin	The digraphs ai and oi are virtually never used at the end of English words. ay, oy ay and oy are used for those sounds at the end of words and at the end of syllables.	<i>The frog can spin.</i> <i>We went to the bank in the rain.</i>



			a-e e-e i-e to-e u-e Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	
38	Plural & suffix consolidation	cats, dogs, runs, jumping, bigger		<i>The dogs are running. The bigger cat is jumping.</i>

## Year 2 Spelling Programme (8 words per week - 6 words plus 2 common exception)

(Using RWI Spelling Sequence/highlighted are additional statutory spellings)

**Note:** Teachers plan their week's spelling focus to match the English curriculum. Parents will be given a list of words for the half-term to help children prepare for the spelling check each week.

### Autumn Term – Phonics & Graphemes

**Focus:** Segmenting phonemes, grapheme choices, y2 tricky words, suffixes

Week	Focus	Example Words (5 per week)	Rules and guidance (non-statutory)	Dictated sentences
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1	The or sound spelt a before l and ll	call, ball, fall, small, all	The / :/ ɔ sound ('or') is usually spelt as a before l and ll.	<i>I will call the small cat. The ball will fall by the wall.</i>
2	Soft c	city, ice, face, race, pencil, circus		<i>We went to the city. I drew a face with a pencil.</i>
3	Adding the suffix -y	rainy, windy, sunny, messy, funny, dusty		<i>It was a rainy and windy day. My room was messy but funny.</i>
4	Adding the suffix -y	snowy, noisy, sleepy, sandy, muddy, shaky		<i>The dog was muddy and sleepy. The beach was sandy and noisy.</i>
5	Adding the suffix -ly	slowly, badly, kindly, safely, loudly, happily		<i>She walked slowly and safely. He sang loudly and happily.</i>
6	The n sound spelt kn and n	knock, know, knee, gnat, gnaw, gnash	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	<i>I know when to knock. The gnat will gnaw the leaf.</i>
7	The igh sound spelt y	cry, fly, dry, try, reply, July		<i>I will try not to cry. In July, birds fly high.</i>
8	Adding the suffix -ing	jumping, running, looking, playing, helping, walking		<i>I am running and jumping. She is playing and helping.</i>



9	Adding the suffix -ing	singing, reading, cooking, shouting, swimming, thinking		<i>He is reading and thinking. We were swimming and shouting.</i>
10	The j sound	jam, giant, page, bridge, badge	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /d / ʒ sound is always spelt as j before a, o and u.	<i>I read a page about a giant. She won a badge for magic.</i>
11	The o sound spelt a after w and qu	The o sound spelt a after w and qu		<i>I can watch the dog wash in the garden. We play squash with a ball.</i>
12	Adding the suffix -ed (no change to root word)	jumped, helped, looked, played, talked, washed		<i>I jumped and played in the park. She helped and talked to her friend.</i>



13	Adding the suffix -ed (double consonant after the short vowel)	hopped, dropped, stopped, clapped, planned, slipped		<i>The frog hopped and stopped on the log. I clapped when the bell dropped.</i>
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### Spring Term – Suffixes and sounds not explicitly taught in phonics lessons

**Focus:** Apostrophes, contractions, suffixes, homophones

Week	Focus	Example Words (5 per week)	Rules and guidance (non-statutory)	Dictated sentences
14	Adding the suffix -ed (mixed)	cleaned, baked, smiled, cried, copied, grabbed		She cleaned and smiled. He cried when he grabbed the toy.
15	The r sound spelt wr	write, wrong, wrap, wrote, wrist, wreck	This spelling probably also reflects an old pronunciation.	I will write the wrong word. She wrapped her wrist.
16	Contracted words with apostrophe	can't, don't, I'll, we're, it's	In contractions, the apostrophe shows where a letter or letters would be if the	I can't do it now. We're happy and it's fun.



			words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	
17	Common homophones	here/hear, be/bee, see/sea, to/too, no/know		I can hear the bee here. I want to see the sea.
18	Adding the suffixes -er or -est	faster/est, taller/est, kinder/est, louder/est, smaller/est, cleaner/est		<i>The dog is faster than me. She is kinder and taller.</i>
19	Adding the endings ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added.	<i>He hiked up the hill. She was wearing a shiny dress.</i>
20	Adding the suffixes -ed, -er or -est (to a root word ending in -y with a consonant before it	copied, copier, happier, happiest, cried, replied	The y is changed to i before -ed, -er and -est are added, but not before ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	<i>I am happier today. She replied to him.</i>
21	Words with 'or' sound spelt ar after w	warm, ward, warn, wart, war		<i>It is warm after the war. Dad will warn me.</i>
22	Words with 'o' sound spelt a after w or qu	watch, want, was, wash, squash		<i>I want to watch TV. We wash after squash.</i>



23	The ee sound spelt ey	key, monkey, donkey, chimney, valley, trolley	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	<i>The monkey has a key. Smoke rose from the chimney.</i>
24	Adding the suffix -ness	kindness, sadness, happiness, darkness, neatness, illness		<i>Kindness makes me happy. He felt sadness today.</i>
25	Adding the suffix -ness	fairness, softness, weakness, loudness, politeness, brightness		<i>She showed fairness to all. The brightness hurt my eyes.</i>

## Summer Term – word endings, suffixes, additional sounds

**Focus:** -le, -le, -al, suffixes, apostrophes, homophones

Week	Focus	Example Words (5 per week)	Rules and guidance (non-statutory)	Dictated sentences
26	Words with 'ur' sound spelt or after w	word, work, worm, world, worth		<i>I work hard at school. The worm lives in the world.</i>
27	Words ending in -le	table, apple, bottle, candle, little	The –le spelling is the most common spelling for this sound at the end of words.	<i>Put the apple on the table. The candle is little.</i>



28	Words ending in -el	camel, tunnel, squirrel, label, towel	The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s.	<i>The camel can travel far. I dried it with a towel.</i>
29	Words ending in -al	pedal, metal, hospital, capital, festival	Not many nouns end in -al, but many adjectives do.	<i>We went to the hospital. The animal ran at the festival.</i>
30	Possessive apostrophe with singular nouns	Sid's, Max's, dog's, girl's, cat's		<i>This is Sid's bag. The dog's bone is lost.</i>
31	Adding the suffix -ful	careful, playful, hopeless, useless, cheerful		<i>Be careful with glass. She was cheerful and helpful.</i>
32	Adding the suffix -less	careless, hopeless, useless, fearless, painless, harmless		<i>The job was hopeless. He felt fearless today.</i>
33	Adding the suffix -ment	enjoyment, movement, payment, argument, excitement, development	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	<i>I felt enjoyment at school. The movement was slow.</i>



34	Adding the suffix -tion	station, action, motion, nation, section		<i>We went to the station. The action was fast.</i>
35	Adding the suffix -es	flies, tries, replies, copies, babies, carries	The y is changed to i before -es is added.	<i>The bird flies away. She carries the babies.</i>
36	Red words	because, people, water, again, beautiful, busy		<i>People drink water every day. It was beautiful again.</i>
37	Words with 'zh' sound spelt s	treasure, measure, pleasure, usual, vision		<i>The treasure gave us pleasure. This is my usual choice.</i>
38	Words ending in 'l' sound: -il	fossil, stencil, nostril, pupil, devil		<i>We found a fossil. The pupil used a stencil.</i>
39	Further common homophones	there/their/they're, here/hear, be/bee, your/you're, which/witch		<i>They're going to their house. Which witch did you see?</i>
40	Words from other subjects	Topic words from Maths, science and RE		<i>Eg. We measure a number. The planet is round.</i>

