




Phonics and Spelling Progression

Year 1

	Spelling	Phonics	Reading	Grammar	Expectations in Spelling	Expectations in Reading	Handwriting letters																				
Autumn 1 Year 1	<p>Revise the spelling of I, the, he, she, we, be, me, go, no, to, so, was, saw, my, you, they, all, are</p> <p>Continue hold a sentence work.</p>	<p>Revise Phase 2-4 sounds.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>ng</td><td>ar</td></tr> <tr><td>sh</td><td>or</td></tr> <tr><td>ch</td><td>er</td></tr> <tr><td>th</td><td>oy</td></tr> <tr><td>ai</td><td>ou</td></tr> <tr><td>ee</td><td>oa</td></tr> <tr><td>igh</td><td>air</td></tr> <tr><td>ow</td><td>ure</td></tr> <tr><td>oo</td><td>ear</td></tr> <tr><td>oo</td><td>qu</td></tr> </table>	ng	ar	sh	or	ch	er	th	oy	ai	ou	ee	oa	igh	air	ow	ure	oo	ear	oo	qu	<p>Revise the reading of common exception words I, the, he, she, we, be, me, go, no, to, so, was, saw, my, you, they, all, are.</p> <p>Teach children to read compound words</p> <p>Reading yellow 5, 6, 7 & 8 banded books</p>	<p>Some high frequency words are irregular or 'tricky' and will demand methods other than sounding to memorise both for reading and for writing.</p>	<ul style="list-style-type: none"> • Able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Some words containing previously taught phonemes are spelt accurately. • Some common exception words are spelt accurately. 	<ul style="list-style-type: none"> • Accurately reads aloud yellow 5, 6, 7 & 8 band texts consistent with phonic knowledge, in which additional strategies are not required. • Demonstrates recognition of taught digraphs by speedily and correctly sounding out 12 corresponding phonemes, • Recognises and reads some common exception words 	 <p><i>c, o, a, d, g, q, e, f</i> differentiate for those that can lead in and those that can't</p>
ng	ar																										
sh	or																										
ch	er																										
th	oy																										
ai	ou																										
ee	oa																										
igh	air																										
ow	ure																										
oo	ear																										
oo	qu																										
Autumn 2 Year 1	<p>Revise the spelling of I, the, he, she, we, be, me, go, no, to, so, was, saw, my, you, they, all, are</p> <p>Spell the common exception words: a, do, today, of, said, says, come, some, has, your</p> <p>Hold a sentence work and spell words with taught digraphs:</p>	<p>Learn new digraphs</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>ay</td><td>i-e</td></tr> <tr><td>ea</td><td>o-e</td></tr> <tr><td>ie</td><td>u-e</td></tr> <tr><td>oe</td><td>u-e</td></tr> <tr><td>ew/ew</td><td>ow</td></tr> <tr><td>a-e</td><td>ue</td></tr> <tr><td>e-e</td><td></td></tr> </table>	ay	i-e	ea	o-e	ie	u-e	oe	u-e	ew/ew	ow	a-e	ue	e-e		<p>Read the common exception words: a, do, today, of, said, says, come, some, has, your</p> <p>Reading blue 1-6 banded books</p>		<ul style="list-style-type: none"> • Able to write from memory simple sentences dictated by the teacher that include words using the new taught digraphs, common exception words and punctuation taught so far. • Some words containing previously taught phonemes are spelt accurately. • Some common exception words are spelt accurately see spelling column • Some accurate use of suffixes when adding -s or -es. 	<ul style="list-style-type: none"> • Accurately reads aloud blue 1-6 band consistent with phonic knowledge, in which additional strategies are not required. • Demonstrates recognition of taught digraphs by speedily and correctly sounding out corresponding phonemes, • Recognises and reads common exception words taught. 	 <p><i>r, n, m, h, p, b, k</i> differentiate for those that can lead in and those that can't</p>						
ay	i-e																										
ea	o-e																										
ie	u-e																										
oe	u-e																										
ew/ew	ow																										
a-e	ue																										
e-e																											

Phonics and Spelling Progression

	Spelling	Phonics	Reading	Grammar	Expectations in Spelling	Expectations in Reading	Handwriting letters																
Spring 1 Year 1	<p>Revise the spelling of a, do, today, of, said, says, come, some</p> <p>Spell the common exception words: one, once, ask, friend, school, put were, Sunday, Monday, Friday</p>	<p>Learn new digraphs</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">ir</td> <td style="width: 50%;">ey</td> </tr> <tr> <td>aw</td> <td></td> </tr> <tr> <td>oi</td> <td></td> </tr> <tr> <td>wh</td> <td></td> </tr> <tr> <td>ph</td> <td></td> </tr> <tr> <td>ur</td> <td></td> </tr> <tr> <td>au</td> <td></td> </tr> <tr> <td>are</td> <td></td> </tr> </table>	ir	ey	aw		oi		wh		ph		ur		au		are		<p>Read the common exception words: one, once, ask, friend, school, put were</p> <p>Reading green 1-6 banded books</p>	<p>Division of words into <i>syllables</i> i.e Mon-day, litt-le, Is-a-belle clap syllables</p>	<ul style="list-style-type: none"> • Most words containing previously taught phonemes are spelt accurately. • Common exception words are spelt accurately in spelling column see list . • Days of the week Sunday, Monday, Friday are spelt accurately. 	<p>Accurately reads aloud green 1-6 band texts consistent with phonic knowledge.</p> <ul style="list-style-type: none"> • Demonstrates recognition of taught digraphs by speedily and correctly sounding out 34 corresponding phonemes, • Recognises and reads common exception words (red words see reading column) • Exhibits fluency and confidence when re-reading known texts. 	<p></p> <p><i>i, u, y, l, t</i> - differentiate for those that can lead in and those that can't</p>
ir	ey																						
aw																							
oi																							
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Phonics and Spelling Progression

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Spring 2 Year 1	<p>Revise the common exception words: there, little, one, when, come, once, out, Sunday, Monday, Friday</p> <p>Spell the common exception words: by, here, there, where, love, push, pull, Tuesday, Wednesday, Thursday, Saturday</p>	<p>Revise all phonemes taught so far.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>ay</td><td>o-e</td></tr> <tr><td>a-e</td><td>oe</td></tr> <tr><td>ea</td><td>ew/ew</td></tr> <tr><td>e-e</td><td>u-e</td></tr> <tr><td>ie</td><td>u-e</td></tr> <tr><td>i-e</td><td>ue</td></tr> <tr><td>ir</td><td>ow</td></tr> <tr><td>ur</td><td>oi</td></tr> <tr><td>aw</td><td>are</td></tr> <tr><td>au</td><td>wh</td></tr> <tr><td></td><td>ph</td></tr> <tr><td></td><td>ey</td></tr> </table>	ay	o-e	a-e	oe	ea	ew/ew	e-e	u-e	ie	u-e	i-e	ue	ir	ow	ur	oi	aw	are	au	wh		ph		ey	<p>Read the common exception words: by, my, here, there, where, love, push, pull</p> <p>Reading orange 1 & 2 banded books</p>	<p>Teach the prefix -un</p> <p>Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p>	<ul style="list-style-type: none"> • Words containing previously taught phonemes are spelt accurately. • Common exception words are spelt accurately in spelling column see list . • All days of the week are spelt accurately. 	<ul style="list-style-type: none"> • Accurately reads aloud orange 1 & 2 texts consistent with phonic knowledge. • Demonstrates recognition of taught digraphs by speedily and correctly sounding out all corresponding phonemes, • Recognises and reads common exception words (red words see reading column) • Exhibits fluency and confidence when re-reading known texts. 	<p>~~~~~</p> <p>v, w, x</p> <p>j, s, z</p> <p>differentiate for those that can lead in and those that can't</p>
ay	o-e																														
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Summer 1 Year 1	<p>Revise the common exception words: by, my, here, there, where, love, push, pull, Tuesday, Wednesday, Thursday, Saturday</p> <p>Spell the common exception words: full, house, our, any, many, little, oh, again, their, when, what</p>	<p>Learn alternative pronunciations.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><i>i (find)</i></td> <td><i>ea (bread)</i></td> </tr> <tr> <td><i>o (cold)</i></td> <td><i>a (what)</i></td> </tr> <tr> <td><i>c (cent)</i></td> <td><i>y (by, very)</i></td> </tr> <tr> <td><i>g (giant)</i></td> <td><i>ch (school, chalet)</i></td> </tr> <tr> <td><i>u (put)</i></td> <td><i>ou (could, you, shoulder)</i></td> </tr> <tr> <td><i>ie (field)</i></td> <td></td> </tr> </table> <p>Revise real and nonsense words with all phonemes taught so far.</p>	<i>i (find)</i>	<i>ea (bread)</i>	<i>o (cold)</i>	<i>a (what)</i>	<i>c (cent)</i>	<i>y (by, very)</i>	<i>g (giant)</i>	<i>ch (school, chalet)</i>	<i>u (put)</i>	<i>ou (could, you, shoulder)</i>	<i>ie (field)</i>		<p>Read the common exception words: full, house, our, any, many, little, oh, again, their, when, what, who, why, which, how</p> <p>Read words with contractions [for example, I'm, I'll, we'll, don't, won't, shouldn't, you're, they're], and understand that the apostrophe represents the omitted letter(s)</p> <p>Reading orange 3 & 4 banded books</p>	<p>The possessive apostrophe (singular nouns)</p>	<ul style="list-style-type: none"> • accurate use of the prefix un • Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Some words containing previously taught phonemes are spelt accurately. • Some common exception words are spelt accurately. • Days of the week are spelt accurately. • Some spelling rules are accurately applied i.e 'k' 	<p>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode orange 3 & 4 texts accurately.</p> <ul style="list-style-type: none"> • Recognises and reads words of more than one syllable containing taught GPCs for all the GPC's • Recognises and reads words with contractions, and demonstrates understanding of the apostrophe. • Reads aloud books consistent with phonic knowledge, accurately, confidently and fluently. 	<p>Consolidation -majority of children should be learning to join letters.</p> <p>Capital Letters; A B C D E F G H I J K L M N O</p>
<i>i (find)</i>	<i>ea (bread)</i>																		
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Summer 2 Year 1	<p>Revise the common exception words: full, house, our, any, many, little, oh, again, their, when, what</p> <p>Continue to read and spell the common exception words: off, because, looked, called, people, who, why, which, how</p> <p>Learn 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 e.g. football, playground, farmyard,</p> <p>Teach alternative spelling rules</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ore</td> <td>more, score, before, wore, shore</td> </tr> <tr> <td>ear</td> <td>bear, pear, wear</td> </tr> <tr> <td>The /k/ sound is spelt as k rather than as c before e, i and y.</td> <td>Kent, sketch, kit, skin, frisky</td> </tr> <tr> <td>ch</td> <td>Pitch, catch, fetch Creature, nature, feature</td> </tr> <tr> <td>j</td> <td>Fudge, badger, sledge</td> </tr> <tr> <td>n</td> <td>gnat, gnaw, sign, resign, gnome. knit, knob, knew, knife, knock.</td> </tr> <tr> <td>r</td> <td>wrap, wrong, wrote, wry, written.</td> </tr> <tr> <td>m</td> <td>lamb, bomb, thumb, comb, climb, numb.</td> </tr> <tr> <td>s</td> <td>listen, whistle, castle, rustle, Christmas. house, grease, purse, grouse, loose, mouse.</td> </tr> <tr> <td>z</td> <td>please, tease, cheese, because, browse.</td> </tr> <tr> <td>u</td> <td>son, come, some, done, none, ton.</td> </tr> </table>	ore	more, score, before, wore, shore	ear	bear, pear, wear	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky	ch	Pitch, catch, fetch Creature, nature, feature	j	Fudge, badger, sledge	n	gnat, gnaw, sign, resign, gnome. knit, knob, knew, knife, knock.	r	wrap, wrong, wrote, wry, written.	m	lamb, bomb, thumb, comb, climb, numb.	s	listen, whistle, castle, rustle, Christmas. house, grease, purse, grouse, loose, mouse.	z	please, tease, cheese, because, browse.	u	son, come, some, done, none, ton.	<p>Begin to read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Reading turquoise banded books</p>	<p>Begin to read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Reading turquoise banded books</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped</i>)</p> <p>Regular plural noun suffixes -s or -es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun</p>	<ul style="list-style-type: none"> • All suffixes when adding -ing, -ed, -er, and -est where no change is needed in the spelling of the root word. • Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Some words containing previously taught phonemes are spelt accurately. • Some common exception words are spelt accurately. • Days of the week are spelt accurately. • Some spelling rules are accurately applied. <p>Has met the Year 1 expectations</p>	<p>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode turquoise texts accurately.</p> <ul style="list-style-type: none"> • Recognises and reads common exception words; words with -s, -es, -ing, -ed, -er and -est endings; and words of more than one syllable containing taught GPCs. • Recognises and reads words with contractions, and demonstrates understanding of the apostrophe. • Reads aloud books consistent with phonic knowledge, accurately, confidently and fluently. <p>Has met the Year 1 expectations</p>	<p>Consolidation -majority of children should be learning to join letters.</p> <p>Capital Letters; P Q R S T U V W X Y Z</p>
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Letters and Sounds from the Primary National Strategy

English National Curriculum 2014

Songs of Sounds by Collins Big Cat

September 2018

Revised September 2021