

Progression in spelling in the national curriculum

Focus area	Year 1	Year 2
Phonics	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k (<i>bank, think</i>) Division of words into syllables The /v/ sound at the end of words (<i>have, live, give</i>) ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (<i>sea</i>), ea (<i>bread</i>), er (<i>her</i>), ir, ur, oo (<i>food</i>), oo (<i>book</i>), oa, oe, ou (<i>out</i>), ow (<i>now</i>), ow (<i>snow</i>), ue (<i>blue</i>), ew (<i>few</i>), ie (<i>lie</i>), ie (<i>chief</i>), igh, or, ore, aw, au, air, ear, are, tch Words ending –y (<i>happy</i>) New consonant spellings ph and wh Using k for the /k/ sound (<i>Kent, skin</i>)	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y (<i>race, cell, city</i>) The /n/ sound spelt kn and (less often) gn at the beginning of words (<i>knock, gnaw</i>) The /r/ sound spelt wr at the beginning of words (<i>write, wrong</i>) The /l/ or /əl/ sound spelt: –le at the end of words, (<i>table, apple</i>) –el at the end of words (<i>tunnel, squirrel</i>) –al at the end of words (<i>metal, pedal</i>) Words ending –il (<i>pencil, fossil</i>) The /aɪ/ sound spelt –y at the end of words (<i>cry, fly, dry</i>) The /ɔ:/ sound spelt a before l and ll (<i>all</i>) The /ʌ/ sound spelt o (<i>other, mother</i>) The /i:/ sound spelt –ey (<i>key, donkey</i>) The /ɒ/ sound spelt a after w and qu (<i>want, watch</i>) The /ɜ:/ sound spelt or after w (<i>word, work</i>) The /ɔ:/ sound spelt ar after w (<i>war, warm</i>) The /z/ sound spelt s (<i>television, usual</i>)

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Homo-phones		Homophones and near-homophones Example words (non-statutory): <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>
Prefixes	Adding the prefix un-	
Suffixes /endings	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 Adding -er and -est to adjectives where no change is needed to the root word	Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The suffixes -ment, -ness, -ful, -less and -ly Words ending in -tion
Other	Compound words	Contractions The possessive apostrophe (singular nouns)

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Wordlist	Common exception words. Example words (non-statutory): <i>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>	Common exception words. Example words (non-statutory): <i>Door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas our – and/or others, according to the programme used</i>
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