



Phonics and Spelling Progression of Skills



	Nursery	Reception		Year 1		Year 2
	Phonics	Phonics	Tricky Words	Phonics	Tricky Words	Spelling
Autumn 1	To explore environmental sounds Enjoy songs and rhymes	s a t p i n m d g o c c e u r h b f l	is I the	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Revise Phase 5 and Phase 5 Spellings Children can spell words with all taught sounds. Children can segment words and spell many correctly.
Autumn 2	s a t p i n m To explore environmental sounds Enjoy songs and rhymes	ff ll ss j v w x y z zz qu ch sh th ng nk	Put pull full as and has his her go no to into she push he of we me be words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with – s /z/ added at the	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	their people oh your Mr Mrs Ms ask could would should our house mouse water want	Children can add suffixes to spell longer words. (-ment, -ness, -ful, -less, -ly). They are taught to add the suffixes where the root word changes. Children are taught to add

			end (bags sings)	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw		suffixes to words (-er, -est, -ed, - ing, -y) where the root word changes.
Spring 1	d g o c k e To spot and suggest rhymes Count and clap syllables in words To recognise words with the same initial sound To explore environmental sounds	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey don_ey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work	Children are taught the // sound spelt –le at the end of words (eg. apple) Children are taught the // sound spelt –el at the end of words (eg. travel) Children are taught the // sound spelt –al at the end of words (eg. metal) Children are taught to spell words ending –il (eg. fossil) Children can spell common homophones. They can distinguish between homophones and near- homophones.
Spring 2	u r h b f l	Review Phase 3 words with double letters, longer	Review all taught so far	/ur/ or word /oo/ u oul awful could /air/ are share	once laugh because eye	Children are taught to spell words

	To spot and suggest rhymes Count and clap syllables in words To recognise words with the same initial sound To explore environmental sounds	words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end		/or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor		with –y at the end (eg. dry) Children are taught to change verbs or nouns ending in –y or –ey to plurals (eg. try to tries) Children learn words with –dge and –ge sound at the end. (eg. hedge and huge) Children are taught the /s/ sound spelt c before e, i and y (eg. race and ice) Children are taught the /n/ sound spelt kn and (less often) gn at the beginning of words (eg. knock and gnat) Children are taught the /r/ sound spelt wr at the beginning of words (eg. wrong)
Summer 1	j v w y z qu ch To explore	Short vowels with adjacent consonants	said so have like some come love do were here little	Phonics Screening check- no new GPC's or tricky words		Children can spell words with contractions.

	environmental sounds spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother	CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	says there when what one out today			Children can use the possessive apostrophe when spelling.
Summer 2	ck x sh th ng nk spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words	Review all taught so far	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe	Children are taught to spell words ending with –tion (eg. caption) Children practise their spellings by writing dictated sentences using sounds, common exception words and grammar taught. Children can spell Year 2 Common Exception Words.

