



**Phonics and Spelling Progression 2019 2020**

**At Ings Farm School we follow *The Letters and Sounds Programme* for the teaching of Phonics** - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf).

**Phase 1**

Phase 1 supports linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. The overarching aim for phase 1 is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

**Sounds/Spelling rules**

General sound discrimination – environmental sounds  
 General sound discrimination – instrumental sounds  
 General sound discrimination – body percussion  
 Rhythm and rhyme  
 Alliteration  
 Voice sounds  
 Oral blending and segmenting

**Phase 2**

The purpose of phase 2 is to teach 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. They will also be introduced to reading 2 syllable words and simple captions.

In phase 2 children should learn to:

- Say the sound (phoneme) for each letter.
- Say the name of each letter (grapheme).
- Form each letter.

Read and write the letters within vc and cvc words through blending for reading and segmenting for spelling.

Read and write captions using the letters and high frequency words taught within this phase.

It is important that the pronunciation of these phonemes is clear and correct.

**Phonemes/Graphemes/Spelling rules to be taught**

**High frequency words and tricky words**

**s a t p**  
**i n m d**  
**g o c k**  
**ck e u r**

**h b f,ff l,ll ss**

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. **Exceptions:** if, pal, us, bus, yes.

For reading  
 is it in at and to the no go l

For spelling  
 and to the

**Phase 3**

The purpose of phase 3 is to teach another 25 graphemes most of them comprising 2 letters, so the children can represent each of about 42 phonemes by a grapheme.

In phase 3 children should:

Learn an alphabet song.

Practise blending for reading.

Practise segmentation for spelling.

Practise reading high frequency words then move on to spelling.

Learn the 4 consonant digraphs.

Learn to vowel digraphs.

Read and then write captions and sentences using words containing the letters and phonemes learnt so far.

**Phonemes/Graphemes/Spelling rules to be taught****High frequency words and tricky words**

**j v w x**

**y z,zz qu**

**ch th sh ng ai ee igh oa oo ar or ur ow oi ear air ure er**

The digraphs ai and oi are virtually never used at the end of English words.

Very few words end with the letters **oo**, although the few that do are often words that primary children will encounter, for example, *zoo*

The digraph **oa** is very rare at the end of an English word.

For reading  
no go I the to he she we  
me be was my you they  
her all are

For spelling  
the to no go

**Phase 4**

The purpose of phase 4 is to consolidate children's knowledge of graphemes in reading and spelling words with adjacent consonants and polysyllabic words.

In phase 4 children should:

Practise recognition and recall of phase 2 and 3 graphemes and reading and spelling CVC words.

Learn to read and spell words with adjacent consonants – cvcc and ccvc words. Moving onto ccvcc and cccvcc words.

Read and write sentences containing words with the range of graphemes learned.

Read and spell high frequency words/tricky words.

**Phonemes/Graphemes/Spelling rules to be taught****High frequency words and tricky words**

End of word adjacent consonants (cvcc)

**lp mp nt st lt ft ct pt xt nd nk lk sk lf nth lsh nch xth**

Beginning of word adjacent consonants (ccv and ccvc)

**fr gr tr dr br cr st sp sn sw sm pl fl gl cl bl tw thr**

Words with adjacent consonants at the beginning and end (ccvcc)

Words with 3 adjacent consonants at the beginning (cccvc and cccvcc)

**spr str scr spl**

Polysyllabic words e.g. driftwood, twisting, printer

For reading

said so have like some  
come were there little  
one do when out what

For spelling

he she we be was you  
they all are my her

## Phase 5

The purpose of phase 5 is for children to broaden their knowledge of graphemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations of these and graphemes they already know.

In phase 5 children should:

Practise recognition and recall of phase 2, 3 and 5 graphemes as they are learned.

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.

Practise reading and spelling high frequency words.

Practise reading and spelling polysyllabic words.

Practise reading and writing sentences containing words with the range of graphemes learned.

Learn alternative pronunciations of graphemes for reading.

Learn alternative spellings of phonemes for spelling.

### Phonemes/Graphemes/Spelling rules to be taught

### High frequency words and tricky words

New graphemes for reading

**ay a\_e**

**oy**

ay and oy are used for those sounds at the end of words and at the end of syllables.

**ea e\_e**

**oe o\_e**

**ou**

**ir**

**ie i\_e**

**ue\* u\_e\* ew\*** Both the /oo/ and /yoo/ sounds can be spelt as u\_e, ue and ew. If words end in the /oo/ sound ue and ew are more common spellings than oo.

**aw au**

**wh ph** The /f/ sound is not usually spelt as ph in short everyday words e.g. fat, fill, fun

Division of words into syllables. 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.

E.g. pocket, rabbit, carrot, thunder, sunset

Known graphemes for reading: common alternative pronunciations

**i** fin, find

**o** hot cold

**c** cat cent

**g** got giant

**u** but put (south)

**ow** cow blow

**ie** tie field

**ea** eat bread

For reading

oh their people Mr Mrs  
looked called asked  
water where who again  
thought through work  
mouse many laughed  
because different any eyes  
friends once please

For spelling

said so have like some come  
were there little one do  
when what out oh their  
people Mr Mrs looked  
called asked

Additional for spelling from  
year 1 curriculum:

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

**er** farmer her

**a** hat what

a is the most common spelling for the /o/ sound after w and qu

**y** yes by very

**ch** chin school chef

**ou** shout shoulder could you

**Compound words**- two words joined together to make a longer word where both are spelt as it would be on its own. E.g. football, playground, farmyard, bedroom, blackberry

Alternative spellings for each phoneme

**/j/** g dge

The letter j is never used for the 'j' sound at the end of English words. At the end of a word, the 'j' 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 sound is spelt as **-ge** at the end of a word.

In other positions in words, the 'j' sound is often (but not always) spelt as g before e, i, and y. The 'j' is always spelt as j before a, o and u.

**/m/** mb

**/n/** kn gn

The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.

**/ng/** n(k)

**/r/** wr

This spelling probably also reflects an old pronunciation.

**/s/** c sc

**/sh/** ch t(ion) ss(ion, ure) s(ion, ure) c(ion, ious, ial)

**/v/** ve English words hardly ever end with the letter v so if a word ends with a /v/ sound, the letter e usually needs to come after it the letter v.

**/w/** wh

**/e/** ea

**/i/** y ey

'y' is by far the most common spelling for this sound at the end of words.

**/o/** w (a)

**/u/** o (south)

**/ai/** ay a\_e igh ey ei

**/ee/** ea e\_e ie y ey eo

**/igh/y** ie i\_e

**/oa/** ow oe o\_e o

**/oo/** ew ue ui ou

**/oo/** u oul o (north)

**/ar/** a (south)

**/or/** aw au al our

The or is usually spelt as **a** before **I** and **ll**.

**/ur/** ir er ear

**/ow/** ou

**/oi/** oy

**/ear/** ere eer

**/air/** are ear

**/ure/** our

**/er/** our e u

**/c/** k ck qu x ch

Spelt as k rather than c before e, i, y

**/ch/** tch usually spelt tch if it comes straight after a single vowel letter. Exceptions: rich which much such.

**/f/** ph

New phoneme **/zh/** e.g. vision

**Adding s and es to words** (plural of nouns and the third singular of verbs) If the ending sounds like /s/ or /z/ it is spelt –s. If the ending sounds like /iz/ and forms an extra syllable or beat in the word, it is spelt as –es.

**Adding –ing, –ed and –er to verbs** where no change is needed to the root word. **–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.

**Adding –er and –est to adjectives** where no change is needed to the root word. As with verbs, if the adjective ends in two consonant letters (the same or different), the ending is simply added on.

**Adding the prefix un.** The prefix un- is added to the beginning of a word without any change to the spelling of the root word.

Phase 6	
Phonemes/Graphemes/Spelling rules to be taught	High frequency words and tricky words
<p>During this phase children become more fluent readers and increasingly accurate spellers.</p> <p><b>Adding –es</b> to nouns and verbs ending in –y  <b>Adding –ed –ing –er and –est</b> to a root word ending in –y with a consonant before it.  The <b>y</b> is changed to <b>i</b> before <b>–ed</b>, <b>–er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b>. The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i>.</p> <p><b>Adding –ed, –er, –est and –y</b> to words ending in –e with a consonant before it.  The <b>–e</b> at the end of the root word is dropped before <b>–ing</b>, <b>–ed</b>, <b>–er</b>, <b>–est</b>, <b>–y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i>.</p> <p><b>Adding –ing, –ed, –er, –est and –y</b> to words of one syllable ending in a single consonant letter after a single vowel letter. The last consonant letter of the root word is doubled to keep the vowel ‘short’.  <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing</i>, <i>mixed</i>, <i>boxer</i>, <i>sixes</i>.</p> <p><b>The suffixes –ment, –ness, –ful, –less and –ly</b>  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 – argument, root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p> <p><b>le ending</b>  The <b>–le</b> spelling is the most common spelling for this sound at the end of words.</p> <p><b>el ending</b>  The <b>–el</b> spelling is much less common than <b>–le</b>.  The <b>–el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b>.</p> <p><b>al ending</b>  Not many nouns end in <b>–al</b>, but many adjectives do.</p> <p><b>il ending</b>  There are not many of these words.</p> <p><b>Homophones and near-homophones</b></p>	<p>Common exception words from the year 2 spelling curriculum:  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 – and/or others according to programme used.</p> <p><b>Note:</b> ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p> <p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced as in <i>cat</i>.  <i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the ‘ai’ sound is spelt <b>ea</b>.</p>

It is important to know the difference in meaning between homophones.

**Contractions**

In contractions, the apostrophe shows where a letter or letters would be if the 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.

**The possessive apostrophe** (singular nouns)