



Spelling Progression Map

Year 1

	Advent	Lent	Pentecost
	<ul style="list-style-type: none"> Revise work done in previous years 	<ul style="list-style-type: none"> Revise work done in previous years 	<ul style="list-style-type: none"> Revise work done in previous years
Words	<ul style="list-style-type: none"> To be able to spell common exception words. it, in, at, and, to, the, no, go, I (phase 2) he, she, we, me, be, was, my, you, they, her, all (phase 3) <i>additional words - a, is, his, has, of, one, ask, by, here, put, push, pull, full, ask</i> To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> To be able to spell common exception words. said, so, have, like, some, come, were, there, little, once, do, when, out, what (phase 4) treasure, oh, their, people, Mr, Mrs, looked, called, asked, (phase 5) <i>additional words- there, where, today, says, are, your, love, friend, school, house, our</i> To be able to spell words ending in 'y'. To be able to know that usually the letter 'e' needs adding at the end of a word following a 'v'. <i>have, live, give</i> To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> To be able to spell common exception words. water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please (phase 5) To be able to use the letter names to distinguish between alternative spellings of the same sound. To be able to spell the days of the week. To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Phonics, Rules and Conventions	<ul style="list-style-type: none"> To be able to spell words containing each of the 40+ phonemes already taught. To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 3) To be able to know adjacent consonants which have been taught and the sounds which they represent. To be able to know trigraphs which have been taught and the sounds which they represents. To know that sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words <i>e.g. off, well, miss, buzz, back</i> To know that sounds are spelt n before k <i>e.g. bank, think, honk, sunk</i> 	<ul style="list-style-type: none"> To be able to spell words containing each of the 40+ phonemes already taught. To be able to name the letters of the alphabet in order. To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 5) To be able to know split digraphs which have been taught and the sounds which they represent. 	<ul style="list-style-type: none"> To be able to divide words into syllables. <i>pocket, rabbit, carrot, thunder, sunset</i> To be able to spell compound words. To be able to know that usually the 'tch' sound comes straight after a single vowel letter. <i>catch, fetch, kitchen, notch, butch</i> To be able to know that a 'k' not a 'c' follows an e, i and y when spelling words. To be able to use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. <i>cats, dogs, spends, rocks, thanks, catches</i>

Affixes and Roots	<ul style="list-style-type: none"> • To be able to use the prefix un- • To be able to spell words beginning with the prefix 'un' where a change of spelling is not needed. 	<p>To be able to use –ing, -ed, -er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.</p> <p><i>hunting, hunted, hunter</i> <i>buzzing, buzzed, buzzer</i> <i>jumping, jumped, jumper</i> <i>grander, grandest,</i> <i>fresher, freshest</i> <i>quicker, quickest</i></p>	
Word Origins			