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| **Early Years and Key Stage 1 Spelling Progression Map** | | | |
| **Phonics and Spelling Rules** | **Reception** | **Year 1** | **Year 2** |
| To continue a rhyming string.  To hear and say the initial sound in words.  To segment the sounds in simple words and blend them together.  To link sounds to letters, naming and sounding the letters of the alphabet.  To use their phonic knowledge to write words in ways which match their spoken sounds.  **To meet Early Learning Goal - 10 Writing:**  Use their phonic knowledge to write words in ways which match their spoken sounds  They also write some irregular common words  Some words are spelt correctly, and others are phonetically plausible | To know all letters of the alphabet and the sounds which they most commonly represent.  To recognise consonant digraphs which have been taught and the sounds which they represent.  To recognise vowel digraphs which have been taught and the sounds which they represent.  To recognise words with adjacent consonants.  To accurately spell most words containing the 40+ previously taught phonemes and GPCs.  To spell some words in a phonically plausible way, even if sometimes incorrect. | To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.  To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). |
| **Prefixes and Suffixes** |  | To use -s and -es to form regular plurals correctly.  To use the prefix ‘un-’ accurately.  To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). | To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly |
| **Spelling Conventions** |  | To spell simple compound words (e.g. dustbin, football).  To spell the days of the week. | To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.  To learn the possessive singular apostrophe (e.g. the girl’s book). |