

Spelling (Appendix 1)

End of FS (Reception)	Area of attainment	End of Year 1	End of Year 2	End of LKS2 (Year 3 and 4)	End of UKS2 (Year 5 and 6)
<p>Literacy</p> <p><u>Writing</u></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Consonant rules</p>	<p>The sounds: /f/ , /l/ , /s/ , /z/ and /k/ spelt: /ff/ , /ll/ , /ss/ , /zz/ and /ck/</p> <p>The sound /ŋ/ sound spelt n before k</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Words ending -y (/i:/ or /l/)</p> <p>New consonant spelling ph and wh</p> <p>Using k for the /k/ sound</p>	<p>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.</p> <p>The /s/ sound spelt c before e, i and y.</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words.</p> <p>The /r/ sound spelt wr at the beginning of words.</p> <p>The /l/ or /əl/ sound spelt -le at the end of words (e.g. table).</p> <p>The /l/ or /əl/ sound spelt -el at the end of words (e.g. camel).</p> <p>The /l/ or /əl/ sound spelt -al at the end of words (e.g. metal).</p> <p>Words ending -il</p> <p>The /al/ sound spelt -y at the end of words. (e.g. cry)</p> <p>The /ʒ/ sound spelt s (e.g. television)</p>	<p>The /l/ sound spelt y elsewhere than at the end of words (e.g. gym).</p> <p>Words with the /k/ sound spelt ch (Greek in origin e.g. chorus)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin e.g. chef)</p> <p>Words with the /s/ sound spelt sc (Latin in origin e.g. scene)</p>	<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word e.g. doubt, island, lamb, solemn, thistle, knight).</p>
	<p>Vowel rules</p> <p><u>(continued next page)</u></p>	<p>ai, oi</p> <p>ay, oy</p> <p>a-e</p> <p>e-e</p> <p>i-e</p> <p>o-e</p> <p>u-e</p> <p>ar</p> <p>ee</p> <p>ea (/i:/) (e.g. sea)</p> <p>ea (/ɛ/) (e.g. head)</p>	<p>The /ɔ:/ sound spelt a before l and ll (e.g. ball)</p> <p>The /ʌ/ sound spelt o (e.g. mother)</p> <p>The /i:/ sound spelt -ey (e.g. donkey)</p> <p>The /ɒ/ sound spelt a after w and qu (e.g. want)</p> <p>The /ɜ:/ sound spelt or after w (e.g. work)</p> <p>The /ɔ:/ sound spelt ar after w (e.g. warm)</p>	<p>The /ʌ/ sound spelt ou (e.g. young)</p> <p>Words with endings sound like /ʒə/ or /tʃə/ (e.g. measure or creature)</p> <p>Ending which sound like /ʒən/ (e.g. division)</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (e.g. league, antique)</p> <p>Words with the /el/ sound spelt ei, eigh or ey (e.g. vein, eight, obey).</p>	

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	<p>Prefix and suffix</p> <p><i>(continued next page)</i></p>	<p>Adding s and es to words (plural of nouns and third person singular verbs).</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word.</p>	<p>Adding -es to nouns and verbs ending in -y.</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting, gardening)</p> <p>The negative meanings of: dis- (e.g. disagree), mis- (e.g. misbehave)</p>	<p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (e.g. observant, observance, innocent, innocence).</p> <p>Words ending in -able and -ible (e.g. adorable, possible).</p>

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	<p>General spelling rules and techniques</p>	<p>Division of words into syllables</p> <p>Compound words</p> <p>Common exception word list</p>	<p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in -tion.</p> <p>Homophones and near-homophones</p> <p>Common except words</p>	<p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p>	<p>Use of the hyphen (e.g. re-enter)</p> <p>Homophones and other words that are often confused.</p>