



Year 1&2 Spelling Mapping

New Spelling Curriculum Reception & Year1

<u>Year Group</u>	<u>Statutory</u>		
<u>Reception</u>	s,a,t,p,i,n,m,d, g,o,c,k,e,u,r,h,b ,f,l,j,v,w,x,y, z,qu,ch, sh, th, ng adjacent consonants for example: fr,st,sp,bl,tr,gr,fl,sn -st,-sp,-nd,-pt,-st,-mp,nk		work covered in Reception should include: <ul style="list-style-type: none"> ▪ all letters of the alphabet and the sounds which they most commonly represent ▪ letter names ▪ consonant digraphs which have been taught and the sounds which they represent ▪ vowel digraphs which have been taught and the sounds which they represent ▪ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds ▪ words with adjacent consonants ▪ guidance and rules which have been taught
	<u>Statutory</u>	<u>Non-statutory</u>	<u>Example words (non-statutory)</u>
<u>Year 1</u> <u>Term 1</u> (Phase 2 Letters and Sounds)	the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	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.	<i>off, well, miss, buzz, back</i>
(Phase 3 Vowel digraphs Letters and Sounds)	oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	<i>food, pool, moon, zoo, soon</i>
	oo (/ʊ/)		<i>book, took, foot, wood, good</i>
	ee		<i>see, tree, green, meet, week</i>
	ai	The digraphs ai and oi are virtually never used at the end of English words.	<i>rain, wait, train, paid, afraid</i>

	oi	The digraphs ai and oi are virtually never used at the end of English words.	<i>oil, join, coin, point, soil</i>
	ow		
	ar		<i>car, start, park, arm, garden</i>
	or		<i>for, short, born, horse, morning</i>
	igh		<i>high, night, light, bright, right</i>
	er (/ə/)		<i>(unstressed schwa sound): better, under, summer, winter, sister</i>
	ur		<i>ur</i>
	oa	The digraph oa is very rare at the end of an English word.	<i>boat, coat, road, coach, goal</i>
	air		<i>air, fair, pair, hair, chair</i>
	ear		<i>dear, hear, beard, near, year</i>
	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.	<i>pocket, rabbit, carrot, thunder, sunset</i>
Additional sounds from Phase 3 (not included in New Curriculum Statutory Guidelines)			
	ure		<i>sure, assure, cure, manure</i>
<u>Year 1</u> <u>Term 2</u> <i>(New Graphemes for Reading Phase 5 letters and Sounds)</i>	<u>Statutory</u>	<u>Non-statutory</u>	<u>Example words (non-statutory)</u>
	ay	ay and oy are used for those sounds at the end of words and at the end of syllables.	<i>day, play, say, way, stay</i>
	oy		<i>boy, toy, enjoy, annoy</i>
	ea (/i:/)		<i>sea, dream, meat, each, read (present tense)</i>
	ir		<i>girl, bird, shirt, first, third</i>
	oe		<i>toe, goes</i>
	ue	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be	<i>blue, clue, true, rescue, Tuesday</i>

		spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	
	ew		<i>new, few, grew, flew, drew, threw</i>
	ie (/aɪ/)		<i>lie, tie, pie, cried, tried, dried</i>
	aw		<i>saw, draw, yawn, crawl</i>
	au		<i>author, August, dinosaur, astronaut</i>
	new consonant spellings ph and wh		<i>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</i>
	ou	The only common English word ending in ou is <i>you</i> .	<i>out, about, mouth, around, sound</i>
	a-e		<i>made, came, same, take, safe</i>
	e-e		<i>these, theme, complete</i>
	i-e		<i>five, ride, like, time, side</i>
	o-e		<i>home, those, woke, hope, hole</i>
	u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	<i>June, rule, rude, use, tube, tune</i>
<i>(Alternative Pronunciations-Phase 5 letters and Sounds)</i>	ea (/ɛ/)		<i>head, bread, meant, instead, read (past tense)</i>
	er (/ɜ:/)		<i>(stressed sound): her, term, verb, person</i>
	ie (/i:/)		<i>chief, field, thief</i>
	ear (/ɛə/)		<i>bear, pear, wear</i>
	ow (/əʊ/)		<i>own, blow, snow, grow, show</i>
<i>(Alternative Spellings-Phase 5 letters and Sounds)</i>	are (/ɛə/)		<i>bare, dare, care, share, scared</i>
	ore		<i>more, score, before, wore, shore</i>
	-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	<i>catch, fetch, kitchen, notch, hutch</i>

	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.	<i>pocket, rabbit, carrot, thunder, sunset</i>
<u>Year 1</u> <u>Term 3</u> <i>(Phase 6 Letters and Sounds & Support for Spelling)</i>	<u>Statutory</u>	<u>Non-statutory</u>	<u>Example words (non-statutory)</u>
	Words ending –y (/i:/ or /ɪ/)		<i>very, happy, funny, party, family</i>
	Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	<i>Kent, sketch, kit, skin, frisky</i>
	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.	<i>unhappy, undo, unload, unfair, unlock</i>
	Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	<i>football, playground, farmyard, bedroom, blackberry</i>
	The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	<i>have, live, give</i>
	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as –s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es .	<i>cats, dogs, spends, rocks, thanks, catches</i>
	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<p>–ing and –er always add an extra syllable to the word and –ed sometimes does.</p> <p>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.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	<i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>
	Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	<i>grander, grandest, fresher, freshest, quicker, quickest</i>

	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.	<i>pocket, rabbit, carrot, thunder, sunset</i>
<u>New Spelling Curriculum Year 2</u>			
	<u>Statutory</u>	<u>Non-statutory</u>	<u>Example words (non-statutory)</u>
<u>Year 2</u> <u>Term 1 a</u>	Revisit Year 1 sounds. Use end of year assessments to inform planning.		
<u>Year 2</u> <u>Term1 b</u> <u>Phase 5</u>	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	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ 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 /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	<i>badge, edge, bridge, dodge, fudge</i> <i>age, huge, change, charge, bulge, village</i> <i>gem, giant, magic, giraffe, energy</i> <i>jacket, jar, jog, join, adjust</i>
<u>Phase 5</u>	The /s/ sound spelt c before e, i and y		<i>race, ice, cell, city, fancy</i>
<u>Phase 5</u>	The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	<i>Knock, know, knee, gnat, gnaw</i>
<u>Phase 5</u>	The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	<i>Write, written, wrote, wrong, wrap</i>
<u>Phase 5</u>	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	<i>All, ball, call, walk, talk, always</i>
<u>Phase 5</u>	The /ʌ/ sound spelt o		<i>other, mother, brother, nothing, Monday</i>

	<u>Statutory</u>	<u>Non-statutory</u>	<u>Example words (non-statutory)</u>
<u>Term 2 a</u>			
<u>Phase 5</u>	The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	<i>key, donkey, monkey, chimney, valley</i>
<u>Phase 5</u>	The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	<i>Want, watch, wander, quantity, squash</i>
<u>Phase 5</u>	The /ɜ:/ sound spelt or after w	There are not many of these words.	<i>Word, work, worm, world, worth</i>
<u>Phase 5</u>	The /ɔ:/ sound spelt ar after w	There are not many of these words.	<i>War, warm, towards</i>
<u>Phase 5</u>	The /ʒ/ sound spelt s		<i>television, treasure, usual</i>
<u>Phase 5</u>	Words ending in -tion		<i>station, fiction, motion, national, section</i>
	<u>Statutory</u>	<u>Non-statutory</u>	<u>Example words (non-statutory)</u>
<u>Year 2</u> <u>Term 2 b</u>			
<u>Phase 6</u>	The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	<i>Cry, fly, dry, try, reply, July</i>
<u>Phase 6</u>	Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	<i>Flies, tries, replies, copies, babies, carries</i>
<u>Phase 6</u>	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed , -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	<i>Copied, copier, happier, happiest, cried, replied</i> <i>...but copying, crying, replying</i>
<u>Phase 6</u>	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing , -ed , -er , -est , -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	<i>Hiking, hiked, hiker, nicer, nicest, shiny</i>

<u>Phase 6</u>	Adding –ing, –ed, –er, –est and –y 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 /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	<i>Patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>
<u>Phase 6</u> <u>Support for Spelling</u> <u>Yr 3 term 2</u>	The suffixes –ment, –ness, –ful, –less and –ly	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: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable	<i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</i> <i>merriment, happiness, plentiful, penniless, happily</i>
<u>Year 2</u> <u>Term 3a</u>			
<u>Support for Spelling</u> <u>Year 3 Term 1</u>	The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	<i>Table, apple, bottle, little, middle</i>
<u>Support for Spelling</u> <u>Year 3 Term 1</u>	The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s .	<i>camel, tunnel, squirrel, travel, towel, tinsel</i>
<u>Support for Spelling</u> <u>Year 3 Term 1</u>	The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	<i>Metal, pedal, capital, hospital, animal</i>
<u>Support for Spelling</u> <u>Year 3 Term 1</u>	Words ending –il	There are not many of these words.	<i>Pencil, fossil, nostril</i>
<u>Support for Spelling</u> <u>year 4 term 3</u>	Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i>). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the	<i>Can’t, didn’t, hasn’t, couldn’t, it’s, I’ll</i>

		possessive.	
<u>Support for Spelling</u> <u>Year 4 Term 1</u>	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	<i>There/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>
	The possessive apostrophe (singular nouns)		<i>Megan's, Ravi's, the girl's, the child's, the man's</i>

_Common exception words should be taught across the year.