



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and spelling rules St Alban's delivers its phonics curriculum through the Read, Write Inc programme	Coverage within the Birth to Five Matters framework, which includes: Sounds in the environment. Nursery rhymes. Set 1 sounds.	Coverage within the Birth to Five Matters framework, which includes: Write recognisable letters, most of which are correctly formed. Know 41 set 1 sounds (first 6 Set 2 sounds) Spell words by identifying sounds in them and representing the sounds with a letter or letters. Orally blend CVC and CVCC words containing Set 1 and 2 sounds.	Revise and consolidation Set 1 and 2 sounds. To know all 74 sounds (20 Set 3 sounds plus e, ie, ue, au, kn, wh, ph) Orally blend CVC and CVCC words containing Set 1, 2 and 3 sounds. 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 segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Orally blend CVC and CVCC words containing Set 1, 2 and 3 sounds with fluency. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with	To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd',	To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and		



			<p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> •the sounds /f/, /l/, 	<p>each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> •the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); •the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, 	<p>e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g.invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>To spell words ending with the /cher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture'</p>	<p>exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
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		<p>/s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</p> <ul style="list-style-type: none"> •the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); •dividing words into syllables (e.g. rabbit, carrot); •the /tʃ/ sound is usually spelt as 'tch' and exceptions; •the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); •adding -s and -es to words (plural of nouns and the third person singular of verbs); •adding the endings -ing, -ed and -er to verbs where no change is needed to the 	<p>hospital) or spelt -il (e.g. fossil, nostril);</p> <p>the /aɪ/ sound spelt -y (e.g. cry, fly, July);</p> <p>adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</p> <p>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</p> <p>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</p>	<p>(e.g. creature, furniture, picture, nature, adventure).</p>
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			<p>root wood (e.g. buzzer, jumping);</p> <ul style="list-style-type: none"> •adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest); •spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> - ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil); -‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy); -a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); -‘ar’ (e.g. car, park); -‘ee’ (e.g. green, week); -‘ea’ (e.g. sea, dream); -‘ea’ (e.g. meant, bread); 	<p>adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</p> <ul style="list-style-type: none"> •the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always); •the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother); •the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); •the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ 		
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			-'er' stressed sound (e.g. her, person); -'er' unstressed schwa sound (e.g. better, under); -'ir' (e.g. girl, first, third); -'ur' (e.g. turn, church); -'oo' (e.g. food, soon); -'oo' (e.g. book, good); -'oa' (e.g. road, coach); -'oe' (e.g. toe, goes); -'ou' (e.g. loud, sound); -'ow' (e.g. brown, down); -'ow' (e.g. own, show); -'ue' (e.g. true, rescue, Tuesday); -'ew' (e.g. new, threw);	(e.g. want, quantity, squash) •the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); •the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); •the /ɜ/ sound spelt 's' (e.g. television, usual).				
Common Exception Spelling		To spell Red, Green and Purple book red words I the my you said your are be of no what all	To spell Pink, Orange, Yellow and Blue book red words To spell all Y1 common	To spell Pink, Orange, Yellow and Blue and Grey book red words	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell most of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell most of the Y5 and Y6 statutory spelling words correctly.



		was we so to me call her there want go old some he	exception words correctly. To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.				
Prefixes & Suffixes			Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes] To use prefix un- to change the meaning of verbs and adjectives. To add suffixes - ing, -ed, -er and -est to root words where no change is needed, (e.g. helping, helped, helper)	To form nouns using suffixes such as -ness, - er and by compounding [for example, whiteboard, superman] To form adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of - ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix - ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). To use their knowledge of adjectives ending in -ant to spell nouns ending in - ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in - ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).		



					<p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	
Further Spelling Conventions			<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include GPCs common exception words and punctuation taught so far</p> <p>To segment spoken words into phonemes and to then represent all of</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>



				<p>the phonemes using graphemes in the right order for both for single- syllable and multi- syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>		
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