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| **Week** | **spelling** | **Statutory requirements** | **Rules and guidance (non-statutory)** | **Examples** |
| **Revision of Reception Work** |
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|  |
| **1** | **ff**, **ll**, **ss**, **zz** and **ck** | **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.  | off, well, miss, buzz, back  |
| **2** | **k** | **The /ŋ/ sound spelt n before k**  |  | bank, think, honk, sunk  |
| **3** |  | **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.  | pocket, rabbit, carrot, thunder, sunset  |
| **4** |  | **-tch**  | The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions**: rich, which, much, such.  | catch, fetch, kitchen, notch, hutch  |
| **5** |  | **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’.  | have, live, give  |
| **6** |  | **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**.  | cats, dogs, spends, rocks, thanks, catches  |
| **7** |  | **Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word**  | **–ing** and **–er** always add an extra syllable to the word and **–ed** sometimes does. 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**. If the verb ends in two consonant letters (the same or different), the ending is simply added on.  | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper  |
| **8** |  | **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.  | grander, grandest, fresher, freshest, quicker, quickest  |
| **9** |  | **Vowel digraphs and trigraphs**  | Some may already be known, depending on the programmes used in reception, but some will be new.  | disturb church murder murmur burn burnt return Saturn turn surprise purpose curse nurse purse burst Thursday Saturday hurt further urgent  |
| **Vowel digraphs and digraphs.** **Some may already be known, revise sounds.**  |
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| **ai** **oi**  | The digraphs **ai** and **oi** are never used at the end of English words.  | rain, wait, train, paid, afraid oil, join, coin, point, soil  |

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|  |  | **ay** **oy**  | **ay** and **oy** are used for those sounds at the end of words and at the end of syllables.  | day, play, say, way, stay boy, toy, enjoy, annoy  |
|  |  | a-e  |  | made, came, same, take, safe  |
|  |  | e-e |  | these, theme, complete  |
|  |  | i-e  |  | five, ride, like, time, side  |
|  |  | o-e |  | home, those, woke, hope, hole  |
|  |  | u-e | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as u–e.  | June, rule, rude, use, tube, tune  |
|  |  | ar  |  | car, start, park, arm, garden  |
|  |  | ee |  | see, tree, green, meet, week  |
|  |  | **ea (/i:/)**  |  | sea, dream, meat, each, read (present tense)  |
|  |  | **ea (/ɛ/)**  |  | head, bread, meant, instead, read (past tense)  |
|  |  | **er (/ɜ:/)**  |  | (stressed sound): her, term, verb, person  |
|  |  | **er (/ə/)**  |  | (unstressed *schwa* sound): better, under, summer, winter, sister  |
|  |  | **ir**  |  | girl, bird, shirt, first, third  |
|  |  | **ur** |  | turn, hurt, church, burst, Thursday  |
|  |  | **oo (/u:/)**  | Very few words end with the letters oo.  | food, pool, moon, zoo, soon   |
|  |  | **oo (/ʊ/)**  |  | book, took, foot, wood, good  |
|  |  | oa | The digraph **oa** is very rare at the end of an English word.  | boat, coat, road, coach, goal  |
|  |  | oe |  | toe, goes  |
|  |  | ou | The only common English word ending in **ou** is *you*.  | out, about, mouth, around, sound  |
|  |  | **ow (/aʊ/)** **ow (/əʊ/)** **ue** **ew**  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**, **ue** and **ew***.* If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**.  | now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw  |
|  |  | **ie (/aɪ/)**  |  | lie, tie, pie, cried, tried, dried  |
|  |  | **ie (/i:/)**  |  | chief, field, thief  |
|  |  | igh |  | high, night, light, bright, right  |
|  |  | or |  | for, short, born, horse, morning  |
|  |  | ore |  | more, score, before, wore, shore  |
|  |  | aw |  | saw, draw, yawn, crawl  |
|  |  | au |  | author, August, dinosaur, astronaut  |
|  |  | air |  | air, fair, pair, hair, chair  |
|  |  | **ear** |  | dear, hear, beard, near, year  |
|  |  | **ear (/**ɛə**/)**  |  | bear, pear, wear  |
|  |  | **are (/**ɛə**/)**  |  | bare, dare, care, share, scared  |
|  |  | **Words ending –y (/i:/ or /ɪ/)**  |  | very, happy, funny, party, family  |
|  |  | **New consonant spellings ph and wh**  | The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. *fat*, *fill*, *fun*).  | dolphin, alphabet, phonics, elephant when, where, which, wheel, while  |
|  |  | **Using k for the /k/ sound**  | The /k/ sound is spelt as **k** rather than as **c** before **e**, **i** and **y**.  | Kent, sketch, kit, skin, frisky  |
|  |  | **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.  | unhappy, undo, unload, unfair, unlock  |
|  |  | **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.  | football, playground, farmyard, bedroom, blackberry  |
|  |  | **Common exception words**  | Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.  | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used  |