



PHONICS AND SPELLING PROGRESSION (2014 CURRICULUM)

	Progression	Letters and Sounds	Jolly Phonics	Big Cat Phonics (Use sessions as interventions)	
R		Phase 1			
YR	s a t p	Phase 2 set 1	41, 43, 45, 49	Session 1 - 6	
YR	i n m d	Phase 2 set 2	47, 51, 61, 63	Session 1 - 7	is it in at
YR	g o c k ck	Phase 2 set 3	65, 67, 53	Session 7 - 26	and
YR	e u r	Phase 2 set 4	55, 69, 59	Session 7 - 26	to the
YR	h b f l	Phase 2 set 5	57, 75, 73, 71	Session 7 - 26	no go l
YR	j v w x	Phase 3 set 6	79, 93, 89, 99	Session 7 - 26	
YR	y z qu	Phase 3 set 7	97, 87, 107	Session 27 - 46	
YR	ch sh th th ng	Phase 3	101, 103, 105, 91	Session 27 - 46	

		Letters and Sounds	TES Phonics	
Y1	The sounds f, l, s, z and k spelt ff, ll, ss, zz, ck (revised)	Phase 2 (ff, ll, ck)Phase 3 (zz)	Module 2	
	Division of words into syllables		Module 4	pocket rabbit carrot thunder sunset
Y1	wh, nk		Module 12	
Y1	ai (rain) a-e (make) ay (day)	Phase 3,4,5	Module 6, Module 9	
Y1	ee (seen) ea (bead) e-e ie (thief)	Phase 3,4,5	Module 6, Module 9	
Y1	i-e (like) igh (high) ie (tie)	Phase 3,4,5	Module 6, Module 10	
Y1	ow (bow) oa (boat) oe (toe) o-e (tone)	Phase 3,4,5	Module 6, Module 10	
Y1	oo (soon) ue (glue) ew (new) u-e (tune)	Phase 3,4,5	Module 10	
Y1	ea (head)	Phase 5	Module 11, 15	
Y1	oi oy	Phase 3,4,5	Module 11	

Y1	ow (cow) ou (south)	Phase 3,4,5	Module 11	
Y1	oo (look)	Phase 3,4,5	Module 6	
Y1	er (stressed) er (unstressed) ir ur	Phase 3	Module 7, 11	her, term, verb, person (stressed) better, under, summer (unstressed)
Y1	ar (car)	Phase 3	Module 7	
Y1	ear (dear)	Phase 3	Module 10	
Y1	air (fair) are (care) ear (pear)	Phase 3	Module 11	
Y1	ph tch	Phase 5	Module 12	
Y1	aw (paw) or (for) ore (tore) au (August)	Phase 3,4,5	Module 11	
Y1	Using k for the /k/ sound	The /k/ sound is spelt with a k before e, l and y	Module 12	Ken, sketch, kit, skin, frisky
Y1	The /v/ sound at the ends of words	Phase 6		have love sieve live give
Y1	Words ending -y (/ee/ or /i/ depending on accent)	Phase 5 The /k/ sound is spelt as k rather than as c before e, i and y .	Module 9	Happy very funny party family
Y1	Adding s and es to words (plural of nouns and the third person singular of verbs)	Phase 6 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 .	Module 14	cats, dogs, spends, rocks, thanks catches, bushes
Y1	Adding un-	Phase 6 The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	Module 12	unhappy, undo, unload, unfair, unlock

Y1	Adding the endings –ing, -ed and –er where no change is needed to the root word	Phase 6	Module 5, 6, 14	hunting, hunted, hunter buzzing, buzzed, buzzer jumping, jumped, jumper
Y1	Adding –er and –est to adjectives where no change is needed to the root word	Phase 6 As with verbs, if the adjective ends in two consonants (the same of different) the ending is simply added	Module 7, 8,16	grander, grandest, fresher, freshest, quicker, quickest
Y1	Compound words	Phase 6 Compound words are two words joined together	Module 8	football, playground, farmyard, bedroom, blackberry
Y1	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			

YEAR 2

			Support for Spelling	TES Phonics	
Y2	The /ɪŋ/ sound spelt y at the ends of words		Year 2 Term 1	Module 10	cry fly, dry, reply, July
Y2	The /ɒ/ sound spelt a after w & qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w	a is the most common spelling for this There are not many of these words.			want, watch, wander, squash word, work, worm, world war, warm, towards
Y2	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	At the end of a word, the /dʒ/ sound is spelt -dge straight after 'short' vowels sounds; 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 .	Year 4 Term 2	Module 13	badge, edge, bridge, dodge, fudge age, huge, change, charge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
Y2	The /s/ sound spelt c before e, l and y The /ʒ/ sound spelt s		Year 5 Term 2	Module 13	race, ice, cell, city, fancy television, treasure
Y2	The /ɔ:/ sound spelt a before l and ll	This sound is usually spelt as a before l		Module 15	all, ball, call, walk, talk, always

	The /ʌ/ sound spelt o	and ll .		Module 15	other, mother, nothing, Monday
Y2	The /n/ sound spelt kn/gn at the start of words The /r/ sound spelt wr at the start of words			Module 8, (kn w) 13	knock, know, knee, gnat, gnaw write, written, wrote, wrong, wrap
Y2	Whole words ending in -tion (not adding -tion as a suffix)		Year 4 Term 2	Module 16	station fiction motion national section
Y2	Adding -es to nouns/verbs ending in -y The /i:/ sound spelt -ey	The y is changed to i before -es is added The plural of these words is formed by the addition of -s	Year 3 Term 2	Module 14	flies, tries, replies, copies, babies, carries key, donkey, monkey, chimney, valley
Y2	adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel	The last consonant letter of the root word is doubled to keep the vowel sound short. Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes	Year 2 Term 2	Module 14	patting, patted, humming, hummed, dropping, dropped, sadder, saddest
Y2	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	Year 2 Term 3	Module 14	hiking, hiked, hiker, nicer, nicest, shiny
Y2	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant	The y is changed to i before -ed, -er and -est are added, but	Year 3 Term 1	Module 14	copied, copier, happier, happiest, cried, replied

	before it	not before -ing as this would result in ii . Exceptions to rules learnt			skiing
Y2	Adding -ly Adding -ment, -ness, -ful, -less	If a suffix starts with a consonant, it is added straight on to most root words without any change to the last letter of those words.	Year 2 Term 2	Module 16	badly enjoyment, sadness, careful, playful, hopeless, plainness
Y2	Adding ment, -ness, -ful, -less	Exceptions: root words ending in -y with a consonant before it but only if the root word has more than one syllable.	Year 2 Term 2, Year 3 Term 2	Module 16	enjoyment, sadness, careful, playful, hopeless, merriment, happiness, plentiful, penniless, argument
Y2	The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words The /l/ or /əl/ sound spelt -al at the end of words	The -le spelling is the most common spelling for this sound 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 Not many nouns end in -al , but many adjectives do	Year 3 Term 1	Module 13	table, apple, bottle, little, middle, possible , camel, tunnel, squirrel, travel, towel, tinsel metal, pedal, capital, hospital, animal

Y2	Words ending –il	There are not many of these words.		Module 13	pencil, fossil, nostril
Y2	Apostrophes to mark where letters are missing in spelling (contractions)	Apostrophes are used when two words have been joined and some letters are missed out.	Year 4 Term 3	Module 14	can't, didn't, hasn't, couldn't, it's, I'll, don't, we've, you're, you've, we're, wouldn't, shouldn't
Y2	The possessive apostrophe for singular nouns	Apostrophe before the s for single possession ((the boy's kite = 1 boy) It's is never used for the possessive		Module 14	Tom's, daddy's, the girl's, the children's Tom's football. They boy's car.
Common exception words Y2	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas				
Homophones	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 (See module 13 to 16) (See Support for Spelling Year 4 term 1)				