

AFIS Progression in Spelling Framework – KS1

Spelling

The national curriculum determines that Spelling should build upon phonic knowledge started in Reception and continue to underpin spellings after Key Stage One. It states that pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

The programmes of study for writing at key stages 1 and 2 are:

- **transcription** (spelling and handwriting)

Transcription Skills: to be able to -

- spell quickly and accurately through phonics
- Write fluently, legibly and, eventually, speedily

Transcription Knowledge: to have an understanding of

- morphology (word structure) and orthography (spelling structure) of words

Statutory Requirements for work In Year One (See NC English Appendix 1: Spelling)

The boundary between revision of work covered in Reception and the introduction of new work may vary, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- 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

Statutory Requirements for work In Year Two

Pupils should be taught to: spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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	Interface with EYFS	Yr 1 Autumn Small Steps	Yr 1 Spring Small Steps	Yr 1 Summer Small Steps	Yr 2 Autumn Small Steps	Yr 2 Spring Small Steps	Yr 2 Summer Small Steps	Interface with KS2
Spelling	Spells words by identifying sounds in them and representing the sounds with a letter or letters	<p>Names the letters of the alphabet in order</p> <p>Can add -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Writes from memory simple sentences dictated by the teacher that contain words containing the GPCs and common exception words taught so far</p>	<p>Is developing the ability to use letter names to distinguish between alternative spellings of the same sound</p> <p>Can spell the days of the week</p> <p>Uses the prefix un- in writing</p> <p>Writes from memory simple sentences dictated by the teacher that contain words containing the GPCs and common exception words taught so far</p>	<p>Can use letter names to distinguish between alternative spelling of the same sound</p> <p>Can spell some of the months of the year</p> <p>Uses -ing, -ed, -er and -est where no change is needed in the spelling of the root word</p> <p>Writes from memory simple sentences dictated by the teacher that contain words containing the GPCs and common exception words taught so far</p>	Can spell most of the months of the year	Can spell all of the months of the year		Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.
Consonant Digraphs		The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	New consonant spellings ph and wh	Words ending -y (/i:/ or /ɪ/)	The /dʒ/ sound spelt as ge and dge at the end of words, and	The /l/ or /əl/ sound spelt -le at the end of	Words ending in -tion	

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		<p>The /ŋ/ sound spelt n before k</p> <p>-tch</p> <p>The /v/ sound at the end of words</p>	Using k for the /k/ sound		<p>sometimes spelt as g elsewhere in words before e, i and y as in badge, age</p> <p>The /s/ sound spelt c before e, i and y as in ice</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words as in knee and gnaw</p> <p>The /r/ sound spelt wr at the beginning of words as in write</p>	<p>words as in table</p> <p>The /l/ or /əl/ sound spelt –el at the end of words as in camel</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p>		
		Division of words into syllables	Compound words				Homophones and near-homophones	spell further homophones
Vowel Digraphs and Trigraphs		<p>ai, oi</p> <p>ai, oi</p> <p>α-e</p> <p>e-e</p> <p>i-e</p> <p>o-e</p> <p>u-e</p>	<p>ir</p> <p>Ur</p> <p>oo (/u:/) as in food</p> <p>oo (/ʊ/) as in book</p> <p>oa</p> <p>oe</p>	<p>ear as in dear</p> <p>ear (/ɛə/) as in bear</p> <p>are (/ɛə/) as in bare</p> <p>er (/ɜ:/) (stressed sound): her, term,</p> <p>er (/ə/) (unstressed schwa sound): better, under,</p>	<p>The /ɔ:/ sound spelt a before l and ll as in ball</p> <p>The /i:/ sound spelt –ey</p>	<p>The /ʌ/ sound spelt o as in mother</p> <p>The /ɒ/ sound spelt a after w and qu as in want</p> <p>The /ɜ:/ sound spelt or after w as in word</p>		

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		ar ee ea (/i:/) as in sea ea (/ɛ/) as in head ie (/aɪ/) as in tie ie (/i:/) as in field igh	ou ow (/aʊ/) as in now ow (/əʊ/) as in snow ue as in blue ew as in new or ore aw au air	summer, winter, sister		The /ɔ:/ sound spelt ar after w as in war		
Rules		Adding s and es to words (plural of nouns and the third person singular of verbs)	Adding the prefix -un	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and - est to adjectives where no change is needed to the root word	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding -es to nouns and verbs ending in -y	Adding the endings -ing, - ed, -er, -est and -y to words ending in -e with a consonant before it Contractions The possessive apostrophe (singular nouns)	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The suffixes -ment, -ness, -ful, -less and -ly	use further prefixes and suffixes and understand how to add them (English Appendix 1) place the possessive apostrophe accurately in words with regular

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								plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
Common Exception Words		Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you	Common exception words: your, they, be, he, me, she, we, no, go, so, by, my, here, there, where	Common exception words: love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	Common exception words: 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,	Common exception words: 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,	Common exception words: any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	spell words that are often misspelt (English Appendix 1)