

# English Writing Curriculum Progression Map

The overarching aim for English Writing at SJF is to promote high standards of language and literacy by equipping pupils with a strong command of the written word, to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences and acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

#### Our curriculum enables our children to

Be independent and confident lifelong learners - Acquire the knowledge, skills and attitudes for them to thrive - Build resilience and become creative, critical thinkers - Make a positive contribution to both the school and the wider community - Experience enrichment opportunities that support learning where curiosity knows no boundaries

|                            | EYFS  | YEAR 1  | YEAR 2   | YEAR 3  | YEAR 4  | YEAR 5  | YEAR 6   |
|----------------------------|---|---|--|---|---|---|--|
| Writing                    |   |   |  |   |   |   |  |
| PHONICS AND SPELLING RULES | 30 - 50 months 40 - 60 months Early Learning Goals  To continue a rhyming string. To hear and say the initial sound inwords. To segment the sounds in simple words and blend them together. To link sounds to letters, naming and sounding the letters of the alphabet. To use their phonic knowledge to write words in ways which match their spoken sounds. | To know all letters of the alphabet and the sounds which theymost commonly represent.  To recognise consonant digraphs which have been taught and the sounds which they represent.  To recognise vowel digraphs which have been taught and the sounds which they represent.  To recognise words with adjacent consonants.  To accurately spell most words containing the 40+ previously taught phonemes and GPCs.  To spell some words in a phonically plausible way, even if sometimes incorrect.  To apply Y1 spelling rules and guidance*, which includes: the sounds /f/,/I/, /s/,/z/ and /k/ spelt 'ff', 'll', | 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. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: 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): | To spell words with the / e1/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).  To spell words with the /1/ 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 spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). | To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). 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). 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). 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). | 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, tough, enough, cough, though, although, dough, through, 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 exceptions (e.g. protein, caffeine, seize).  To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).  To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). |

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| "Vefore the sax (a.g., place)  the control (a.g., putzer) jumpings)  adding-reand-cest rodigictivities where non-throughermoded to the growth of the control (a.g., putzer)  possibly words with through  in lord of (a.g., putzer)  in lord  | ing, ed and er to verbs where no change is needed to the root wood (e.g. buzzer, jumping); adding-erond-est tradjectives where nochange-isneeded to the root woord(e.g. fresher, grandest); spelling words with the wowldigrophs and trigrophs:  -'airand'or(e.g. ran, wait, train, point, soil); or and yor (e.g. day, toy, enjoy, annoy);  -e., e., e., i.e., o.e. and u-e (e.g. made, theme, ride, woke, trune); or (e.g. aca, park); or ( |   |
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| adding-examel-set to be rowed ending in y depresent of the provided protein y and exist y where no-chargesineased to the rost word (leg. fresher y modes?); spelling words with thereused and (leg. you, word (leg. fresher y modes?); spelling words with the ensured and (leg. you, word (leg. fresher y modes?); you and you (leg. day, try, only, exercy); exercy); exercy; exercy | adding-end-est toadjectives where nochangesineeded to the rootword(e.g. fresher, grandest); spelling words with the word digraphs and trigraphs:  - 'a' rand o' (e.g. rani, wait, train, point, sail); o' and 'a' (e.g. day, troy, enjoy, annoy);  o-e, e-e, i-e, o-e and u-e (e.g. amade, theme, ride, woke, tune); or (e.g. ane, point); o' (e.g. g. ead, erem); or (e.g. g. |   |
| sading-area desir hadjachtes where nochangel modes for the real wording freshing randealty spalling wordsamt historical digraphs and ringraphs   | to a root word ending in -y (e.g. stime; principle) where no toward(e.g. fresher) grandes!); spelling words with the toward digraphs and trigraphs: - 'air and 'oi' (e.g. rain, wit, 'train, point; sail); oy and 'oy' (e.g. day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke; 'ar' (e.g. ar, punk); 'ar' (e.g. ar, punk); 'ar' (e.g. ar, enam); 'ar' (e.g. see, i-e, o-e and u-e (e.g. made, theme, ride, woke; 'ar' (e.g. are, punk); 'ar' (e.g. are, week); 'ar' (e.g. see, i-e, o-e and u-e (e.g. berter, under); 'ar' (e.g. see, i-e, o-e and u-e (e.g. better, under); 'ar' (e.g. grien, week); 'ar' (e.g. see, i-e, o-e and u-e (e.g. better, under); 'ar' (e.g. grien, first, third); 'ur' (e.g. grin, first, third); 'ur' (e.g. turn, church); 'or' (e.g. turn, church); 'or' (e.g. turn, church); 'or' (e.g. tood, sood); 'or' (e.g. road, coach); 'or' (e.g |   |
| where not-brangeliserabed to the root voir Gue, freider, grandest): spalling notestarth therowood disprophs and mirrographs: - viar and Eug aron, - worl, throm, point Suy, - equity, - or, e.e., e.e., e.e. and we (e.g., - meds, theme, risks, wole, ture); - or (e.g. sam, ord): - or (e.g. sam, ord): - or (e.g. sam, ord): - or stressediscular (e.g. ther., - persons): - or unretressediscular (e.g. ther., - persons): - or (e.g. sam, ord): - or  | where nochangeisneeded to the root word (e.g., fresher, grandest); spelling wordswith the vowed digraphs and trigraphs: - 'a' and o' (e.g. a rain, wair, train, point, soil); or 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); 'a'' (e.g. car, park); 'e'' (e.g. gener, week); 'e'' (e.g. gener, week); 'e'' (e.g. meant, bread); 'e'' stressed sound (e.g. ther, person); 'e'' unstressed sound (e.g. ther/person); 'e'' unstressed sound (e.g. ther/person); 'e'' (e.g. girl, first, third); 'u'' (e.g., purn, church); 'o'' (e.g., food, soon); 'o'' (e.g., road, coach); 'o''' (e.g., road, coach); 'o'''' (e.g., road, coach); 'o'''''''''''''''''''''''''''''''''''   |   |
| secupione and continue the covered digregates and trigregates.  "all and of (e.g., prine, work in the covered digregates and trigregates."  "all and of (e.g., prine, print, soil); of and of (e.g., print, print, soil); of and of (e.g., print, print, soil); of (e.g., print, print, soil); of (e.g., print, print, soil); of (e.g., print, print, print); of (e.g., print, pri | exceptions to the rules; spelling wordswith thevowel digraphs and trigraphs: - 'air and 'ai' (e.g. ran, wai' , train, point, soil); o' and 'ai' (e.g. day, try, enjoy, annoy); - e., e., e., e., e. and u-e (e.g., made, theme, ride, woke, tune); 'ai' (e.g., car, park); 'ai' (e.g., sea, dream); 'ai' (e.g., sea, dream); 'ai' (e.g., sea, fream); 'ai' |   |
| against participants the regress dispress and fraggress -in and of (e.g. rain, wait, from, point), and of and of (e.g. rain, wait, from, point), and of and of (e.g. rain, wait, from, point), and of and of (e.g. rain, wait, from, point), and of and of (e.g. rain, wait, from, point), and of and of (e.g. rain, wait, from, point), and of (e.g. rain, wait, from, point), and of (e.g. rain, wait, from, point), and of (e.g. rain, wait, wait, from, point), and of (e.g. rain, wait, wai | adding theendings -ing, ad-y-restand-y to word ending in -e with a consonant before (including y and of y (e.g. day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (e.g. mode, theme, ride, woke, tune); a'a' (e.g. car, park); be' (e.g. green, week); be' (e.g. green, week); be' (e.g. green, the part); b' e' (e.g. sent); b' e' r' stressedsound (e.g. her, person); b' e' unstressedschwa sound (e.g. better, under); i' (e.g. girl, first, third); u'' (e.g., turn, church); o'o (e.g. book, good); o'o (e.g. book, good); o'o (e.g. pook, good); o'o (e.g. pook, good); o'o (e.g. pood, good); o'o (e.g. pood, good); o'o (e.g. nod, cooch); o'e (e.g. nod |   |
| digraphs and rigraphs.  - 'o'mad' of (e.g. ran, wort, *rania) point, soil].  or and of (e.g. sof, try, carry),  - 'o'mad, e.g  | digraphs and trigraphs: - a' and a' (i.e.g. rain, wait, train, point, soil); of and a' (i.e.g. day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (e.g. made, theme, rick, wake, tune); 'a' (i.e.g. can, park); 'e' (i.e.g. green, week); 'e' (i.e.g. green, week); 'e' (i.e.g. green, week); 'e' (i.e.g. meant, bread); 'e' stressedsound (i.e.g. better, under); 'e' unstressedschwa sound (i.e.g. better, under); 'i' (i' (i.e.g. girl, first, third); 'u'' (i.e.g. pook, good); 'a' (i.e.g. girl, first, third); 'a' (i.e.g. pook, good); 'a | ı |
| words ending in -e with  word prival, point  word prival, point  word prival, point  of any (e.g. day, toy, anjuy, annuy)  ex-e, ex-l-e, -e and ex-e(e.g. mode, theme, rick, words, true)  or (e.g. or, port).  or (e.g. or, port).  ex or understanding (e.g. her, person).  ex or understanding (e.g. her, person).  or (e.g. post, frest, third);  or (e.g. post, proch),  or (e.g. post, post).  or (e.g. post).   | words ending in -e with a consonant before (including 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. mode, theme, ride, woke, tune); 'a'' (e.g. car, park); 'ea' (e.g. green, week); 'ea' (e.g. green, week); 'ea' (e.g. green, week); 'ea' (e.g. meant, bread); 'e'' stressedsound (e.g. her, person); 'e'' unstressedsound (e.g. heter, under); 'ir' (e.g. girl, first, third); 'u'' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. food, soon); 'oo' (e.g. noad, coach); 'oo' (e.g. noad, coach) |   |
| acomponent terror (including exceptions); or and by (e.g. day, try, argue); or e.g. e.g. i.e., e.e. and e.g. (e.g. mont, theme, ride, wake, time); or (e.g. or, proxit); iva (e.g. seg, arean); iva (e.g. seg, froat, seur); iva (e.g. seg, froat, seur); iva (e.g. seg, froat, seur); iva (e.g. road, coach); iva (e.g. road, seur); iva (e.g. seg, arean, dem); iva (e.g. seg, rideria); iva (e.g. | a consonant before (including exceptions): adding-ing-ed, -er,-est and-y to wordsof one syllable ending in a single consonant letter after asingle vowel letter (including exceptions): 'ea (e.g. sea, dream): 'ea (e.g. sea, dream): 'ea (e.g. sean, herad): 'ea (e.g. meant, bread): 'ea 'stressed sound (e.g. her, person): 'ea '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., food, soon): 'oo' (e.g., too, good): 'oo' (e.g. too, goos): 'the //s' sound spelt 'or (e.g. adding-ing-ed, -er,-est and-y to wordsof osingle vowel letter (including exceptions): he /-s' sound (or) spelt 'o' before'l' and 'll'(e.g. ball, always): he /-s' sound spelt 'or (e.g. ord, soon): 'or (e.g., food, soon): 'or (e.g., too, good): 'or (e.g., too,  |   |
| exceptions) and vay (e.g. day, ray, ray, ray, ray, ray, ray, ray, r  | war, intriporting, or of and "ay" (e.g. day, try, 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);  'e' (e.g. green, week);  'e' (e.g. sea, dream);  'e' (e.g. sea, dream);  'e' stressedsound (e.g. her, person);  'e'r unstressedschwa sound (e.g. better, under);  'i'r (e.g. girl, first, third);  'ur' (e.g. turn, church);  'o' (e.g. food, soon);  'o' (e.g. food, soon);  'o' (e.g. road, coach);  'o' (e.g. too, goes);  'exceptions);  exceptions);  anding-ing-ed,  -e-, e-st and -y to wordsof  one syllable ending in a single  consonant letter after  asingle vowel letter (including  exceptions);  the /s/s sound (or) spelt 'a'  before l'and ll'(e.g. ball,  always);  the /s/s sound spelt 'o' (e.g.  other, mother, brother);  the /i's sound spelt  'e.g. donkeys,  monkeys);  the /s/s sound spelt 'o' dafter w'  'exceptions);  addirion-ing-ed,  -e-, e-st and -y to wordsof  one syllable ending in a single  consonant letter after  asingle vowel letter (including  exceptions);  adding-ing,-ed,  -e-, est and -y to wordsof  one syllable ending in a single  consonant letter after  asingle vowel letter (including  exceptions);  the /s/s vound (or) spelt 'a'  before l'and ll'(e.g. ball,  always);  the /s/s vound spelt 'o' (e.g.  other, mother, brother);  the /i-i's sound spelt  'e-e, est and -y to wordsof  one syllable ending in a single  consonant letter after  asingle vowel letter (including  exceptions);  the /s/s vound (or) spelt 'a'  before l'and ll'(e.g. ball,  always);  the /s/s vound spelt  'e-e, est and -y to wordsof  one syllable ending in a single  consonant letter after  asingle vouel etter (including  exceptions);  the /s/s vound (or) spelt 'a'  before l'and ll'(e.g. ball,  always);  the /s/s vound spelt 'o' (e.g.  other, mother, brother);  the /i-i's sound spelt 'a'  before l'and ll'(e.g. ball,  always);  the /s/s ound spelt 'a'  before l'and l'exceptions);  the /s-s ound spelt 'a'  before l'and l'exceptions);  addien in single  exceptions);  the /s-s ound spelt ' |   |
| or de, the ce, or and use (e.g. modi, throme, ride, woke, hure); or (e.g. or, parel); or (e.g. or,   | adding -ing, -ed, -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); 'ee' (e.g. man, bread); 'er' stressedsound (e.g., her, person); 'er' unstressedschwa sound (e.g., better, under); 'ir' (e.g., jein, first, third); 'ur' (e.g., turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. food, soon); 'oo' (e.g. road, coach); 'oo' (e.g. poses);  adding -ing, -ed, -er, -est and ¬y to wordsof onesyllable ending in a single consonant letter after asingle vowel letter (including exceptions); the /si / sound (or) spelt 'a' before!' and 'll'(e.g. ball, always); the /si / sound spelt 'o' (e.g. otherwise the selection onesyllable ending in a single consonant letter after asingle vowel letter (including exceptions); the /si / sound (or) spelt 'a' before!' and 'll'(e.g. ball, always); the /si / sound spelt 'o' (e.g. otherwise the selection onesyllable ending in a single consonant letter after asingle vowel letter (including exceptions); the /si / sound (or) spelt 'a' before!' and 'll'(e.g. ball, always); the /si / sound spelt 'o' (e.g. otherwise the selection onesyllable ending in a single consonant letter after asingle vowel letter (including exceptions); the /si / sound (or) spelt 'a' before!' and 'll'(e.g. ball, always); the /si / sound spelt 'o' (e.g. otherwise the selection onesyllable ending in a single consonant letter after asingle vowel letter (including exceptions); the /si / sound (or) spelt 'a' before!' and 'll'(e.g. ball, always); the /si / sound spelt 'o' exceptions); the /si / so |   |
| and, them, ride, weller, time) in (e.g., car, park). in (e.g., car, park). in (e.g., car, park). in (e.g., car, park). in (e.g., card, bream). in (e.g., card, card, card). in (e.g., card, card, bream). in (e.g., card, card, bream). in (e.g., card, card, card). in (e.g., card, | a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, trune); 'ar' (e.g. car, park); 'ea' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. seant, bread); 'ea' (e.g. seant, bread); 'ea' stressedsound (e.g. her, person); 'ea' unstressedschwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); 'ur' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. food, soon); 'oo' (e.g. road, coach); 'oo' (e.g. road, coach); 'oo' (e.g. road, coach); 'oo' (e.g. road, good); 'oo' (e.g. road, go |   |
| make, theme, rickel wide (a.g. park) in (a.g. aperk) in (a.g.  | made, theme, ride, woke, tune): 'ar' (e.g. car, park): 'ee' (e.g. sea, dream): 'ea' (e.g. meant, bread): 'er' stressedsound (e.g. her, person); 'er' unstressedschwa sound (e.g. better, under): 'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. food, soon); 'oo' (e.g., roe, goes); 'oo' (e.g., roe, goes);  onesyllable ending in a single consonant letter after a single vowel letter (including exceptions); 'the /s/ sound (or) spelt o' before 'l' and 'll' (e.g. ball, always); 'the /s/ sound spelt o' (e.g. other, mother, brother); 'the /s/ sound spelt 'o' -ey: theplural forms of these words are madebythe addition of -s (e.g. donkeys, monkeys); 'or (e.g., roe, goes);  'the /s/ sound spelt 'a' after w'  |   |
| or (e.g. or, pork);  or (e.g. sea, dream);  or (e.g. ment pread);  or stressed-sumd (e.g. her, person);  or unstressed shows sound (e.g. better, under);  ir (e.g. girl, first, hird);  or (e.g. food, soon);  or (e.g. food, soon);  or (e.g. food, soon);  or (e.g. food, soon);  or (e.g. pook, good);  | 'ar' (e.g. car, park); 'ee' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 'er' stressedsound (e.g. her, person); 'er' unstressedschwa 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); 'oo' (e.g. noad, coach); 'oo' (e.g. road, coach); 'oo' (e.g. road, coach); 'oo' (e.g. road, coach); 'oo' (e.g. noad, coach);   |   |
| ser (e.g. green, week):   sor (e.g. meant, bread):   ser stressedsdumd (e.g. ber,   person):   ser unstressedsdumd (e.g. ber,   person):   ser unstressedsdumd (e.g. ber,   person):   ser (e.g. jurf, frist, hind):   sar (e.g. jurf, frist, hind):   sar (e.g. jurn, chunch):   sor (e.g. food, soon):   sor (e.g. pood, soon):   sor (e.g. pood, soon):   sor (e.g. jood, soon):   sor (e.g. joon, shoon):   sor (e.g. joo   | 'ee' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 'er' stressedsound (e.g. her, person); 'er' unstressedschwa 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); 'oo' (e.g. road, coach); 'oo' (e.g. toe, goes); 'a single vowel letter (including exceptions); 'the /s:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); 'the /s /s ound spelt 'o' (e.g. other, mother, brother); 'the /i./ sound spelt 'ey: the plural forms of these words are madebythe addition of -s (e.g. donkeys, monkeys); 'the /s /s ound spelt 'a' after 'w' ord (e.g. road, coach); 'oe' (e.g. toe, goes);   |   |
| exc (e.g., sea, dream)   exc (e.g., beart, bread);   exi fressedsound (e.g., berr, person);   exi wastressedstwo sound (e.g., better, under);   exi fressedstwo sound (e.g., better, exit, exi   | 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 'er' stressedsound (e.g. her, person); 'er' unstressedschwa 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); 'oo' (e.g. orad, coach); 'o'e' (e.g. toe, goes);  'exceptions); 'the /o/s ound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); 'the /o/s ound spelt 'o' (e.g. other, mother, brother); the /i/s ound spelt 'o' (e.g. other, mother, brother); the /i/s ound spelt 'ey: the plural forms of these words are madeby the addition of -s (e.g. donkeys, monkeys); the /o/sound spelt 'a' after 'w' 'the /or's ound spelt 'a' after 'w'   |   |
| we' (e.g., mount, bread);   we' interseedschem sound (e.g., ber, person);   we' interseedschem sound (e.g., bettre, under);   w'' (e.g., pin, first, third);   w'' (e.g., third   | 'ea' (e.g. meant, bread); 'er' stressedsound (e.g. her, person); 'er' unstressedschwa 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, sood); 'oo' (e.g. road, coach); 'oo' (e.g. road, coach); 'oo' (e.g. toe, goes);  'ea' (e.g. want, bread); 'the /s/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'o' (e.g. other, mother, brother); the /i/ sound spelt -ey: theplural forms of these words are madebythe addition of -s (e.g. donkeys, monkeys); the /s/ sound spelt 'a' after 'w' walth' (and the 's' sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' before 'l' and 'll' (e.g. ball, always); the /s sound spelt 'a' always 'll' (e.g. ball, always 'll' (e.g. ball, always 'll' (e. |   |
| before ' and '' ((e.g., bal), ways):  'e' ' unstressedschwa sound (e.g., better, under):  'ir' (e.g., girl, first, third):  'ur' (e.g., trond, soun), 'oo' (e.g., brook, soun), 'oo' (e.g., brook, sound): 'oo' (e.g., road, coach): 'oo' (e.g., road, coach): 'oo' (e.g., sound, sound): 'ie' (e.g., iner, frield): 'io' (e.g., sound, field): 'io' (e.g | 'er' stressedsound (e.g. her, person); 'er' unstressedschwa sound (e.g. better, under); 'ir' (e.g. g. girl, first, third); 'ur' (e.g. turn,church); 'oo' (e.g. food, soon); 'oo' (e.g. food, good); 'oo' (e.g. road,coach); 'oo' (e.g. toe, goes);   |   |
| person): er unstressedschwa sound (e.g. better, under): ii'r (e.g. girl, first, third): iu'r (e.g. girl, first, third): iu'r (e.g. trun, church): vor (e.g. food, soon): vor (e.g. pook, good): vor (e.g. roe, goes); vor (e.g. roe, goes); vor (e.g. roe, goes); vor (e.g. row, show): iu'r (e.g. nut, roe, interw); vor (e.g. row, show): vor (e.g. person, person): vor (e.g. person, person, veora): vor (e.g. person, pers | person); 'er' unstressedschwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. oook, good); 'oo' (e.g. road, coach); 'oo' (e.g. toe, goes);  always); the /is' (e.g. ood, e.g. oother, mother, brother); the /is' sound spelt 'o' (e.g. other, mother, brother); the /is' sound spelt '-ey: the plural forms of these words are madeby the addition of -s (e.g. donkeys, monkeys); the /io' sound spelt 'a' after 'w' the /io' sound spelt 'a' aft |   |
| the // sound spelt 'o' (e.g. ther, mother).  i'r (e.g. girl, first, third);  i'r (e.g. girl, first, third);  ior (e.g. tood, soon);  ior (e.g. tood, soon);  ior (e.g. tood, soon);  ior (e.g. tood, soon);  ior (e.g. tood, sound);  ior (e.g. toom, down);  iow (e.g. town, down);  iow (e.g. town);  iow (e.g. town);  iow (e.g. town);  iow (e.g.  | 'er' unstressedschwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. ook, good); 'oo' (e.g. road, coach); 'oo' (e.g. toe, goes);  'er' unstressedschwa sound (e.g. the //> sound spelt 'o' (e.g. other, mother, brother); the /is/ sound spelt 'o' (e.g. other, mother, brother);   |   |
| the first, shird);  'ur' (e.g. surn, church);  'oo' (e.g. book, good);  'oo' (e.g. book, good);  'oo' (e.g. road, coach);  'oo' (e.g. road, coach);  'oo' (e.g. road, nown);  'ow' (e.g. rown, down);  'ow' (e.g. rown, show);  'ur' (e.g. river, exceut, Tuesday);  'ew' (e.g. new, threw);  ie' (e.g., lie, dried);  'igh' (e.g. chief, field);  'igh' (e.g. bright, right);  'or' (e.g. short, Morning);  'ore' (e.g. bard, nount);  'ou' (e.g. admir, haunt);  'ou' (e.g. pore, year);  'ear' (e.g. bore, dore, scared);  spelling words ending with +y   | the /i:/ sound spelt 'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. book, good); 'oo' (e.g. road, coach); 'oo' (e.g. road, coach); 'oo' (e.g. toe, goes);  the /i:/ sound spelt -ey: the plural forms of these words are madebythe addition of -s (e.g. donkeys, monkeys);  the /p/ sound spelt 'a' after 'w' the /p/ sound spelt 'a' after 'w'  |   |
| "(e.g., turn, church). "(or (e.g., trun, church). "(or (e.g., tond, soon). "(or (e.g., tond, sood). "(or (e.g., road, coach). "(or (e.g., tond, sound). "(or (e.g., tond, sood). "(or (e.g., soord, sood). "(or (e.g., short, Marring). "(or (e.g., short, Marring). "(or (e.g., short, Marring). "(or (e.g., short, shore). "(or (e.g., bard, charr). "(or (e.g., bard, near, yearr). "(or (e.g., bard, near, yea | 'ur' (e.g. turn,church); 'oo' (e.g. food, soon); 'oo' (e.g. book, good); 'oo' (e.g. road,coach); 'oo' (e.g. toe, goes); 'oo' (e.g. toe, goes); 'oo' (e.g. toe, goes);  |   |
| or (e.g., foot, soon); or (e.g., book, good); or (e.g., road, coach); or (e.g., toe, goes); or (e.g., bowl, sound); ow (e.g., brown, down); ow (e.g., brown, show); ow (e.g., row, psow); 'ew (e.g., row, psow); 'ew (e.g., row, threw); 'ie' (e.g., heir, fried); 'ig' (e.g., short, Morning); 'ore' (e.g., before, shore); 'ow' (e.g., short, Morning); 'ore' (e.g., before, shore); 'ow' (e.g., brown, crown); 'ou' (e.g., brown, crown); 'ou' (e.g., park, chair); 'ear' (e.g., bear, par, year); 'ear' (e.g., bear, par, year); 'ear' (e.g., bear, par, year); 'ore' (e.g., bear, chair); 'ear' (e.g., bear, par, year); 'ore' (e.g., bear, chair); 'ear' (e.g., bear, chair); 'ear' (e.g., bear, par, year); 'ore' (e.g., bear, chair); 'ear' | vords are madebythe addition of -s (e.g. donkeys, vord (e.g. road,coach); vord (e.g. road,coach); vord (e.g. toe, goes); vord (e.g. toe, goes); vord (e.g. toe, goes);   |   |
| addition of -s (e.g. donkeys, goad); 'aa' (e.g. road, coach); 'ab' (e.g. road, coach); 'ab' (e.g. som, down); 'ab' (e.g. som, show); 'ab' (e.g. rive, rescue, Tuesday); 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); 'igh' (e.g. bright, right); 'or' (e.g. short, Morning); 'ore' (e.g. short, Morning); 'ore' (e.g. short, Morning); 'aa' (e.g. gharr, chair); 'aa' (e.g. shord, road); 'aa' (e.g. shor | oo' (e.g. tood, sood); oo' (e.g. road,coach); oo' (e.g. road,coach); oo' (e.g. toe, goes); addition of -s (e.g. donkeys, monkeys); the /n/ sound spelt 'a' after 'w'   |   |
| work (e.g. proad,coach); o'a (e.g., road,coach); o'a (e.g., bud, sound); o'w (e.g., brown, down); o'w (e.g., brown, show); vw (e.g., rtrue, rescue, Tuesday); ew (e.g., new, threw); ie' (e.g., lief, frield); 'igh (e.g., bright, right); o'r' (e.g., short, Morning); o're' (e.g., before, shore); 'aw (e.g., pawn, roaw); 'a' (e.g., pain, r, hair); 'a' (e.g., bard, hair); 'a' (e.g., bard, near, year); e'ar' (e.g., bard, near, scared); spelling words ending with—y   | od (e.g. road,coach);  'od' (e.g. roe, goes);  monkeys);  the /p/ sound spelt 'd'after 'w'   |   |
| o'c (e.g., toe, goes): o'u (e.g., loud, sound): o'w (e.g., brown, down): o'w (e.g., brown, show): u'c (e.g., true, rescue, Tuesday): 'e'w (e.g., new, threw): ie (e.g., lei, dried): 'ie' (e.g., chief, field): 'igh' (e.g., bright, right): o'n' (e.g., short, Morning): o'ne' (e.g., beard, near): 'a'w' (e.g., aurhor, haunt): 'ain' (e.g., hair, chair): 'e'an' (e.g., beard, near, year): 'a'm' (e.g., beard, near, year): 'a'm' (e.g., bare, dore, scared): spelling words ending with -y  the /n/ sound spelt 'a' after 'w an'diy, e.g., wart, quantity, and (e.g., wart, worns): 'a'm' (e.g., beard, near, year): 'a'm' (e.g., beard, near, year): 'a'm' (e.g., beard, near, year): 'a'm' (e.g., bare, dore, scared): spelling words ending with -y  | 'oe' (e.g. toe, goes);  the /p/ sound spelt 'a' after 'w'  |   |
| o'u' (e.g. loud, sound); o'w' (e.g. brown, down); o'w' (e.g. rune, rescue, Tuesday); 'ew' (e.g. rew, hrew); ie' (e.g., lie, dried); 'ig' (e.g., bright, right); 'or' (e.g., short, Morning); 'ore' (e.g., short, Morning); 'ore' (e.g., short, haunt); 'au' (e.g., author, haunt); 'au' (e.g., beard, near, year); 'ear' (e.g., beard, near, year); 'ear' (e.g., beard, near, year); 'spelling words endingwith—y 'spelling words endi | oe (e.g. 10e,gues),  |   |
| squash)  'ow' (e.g. own, show):  'ow' (e.g. new, threw);  'ow' (e.g. new, threw);  ie' (e.g. lie, dried);  'ie' (e.g. chief, field);  'igh' (e.g. shright, right);  'or' (e.g. short, Morning);  'ore' (e.g. short, Mornin);  'ou' (e.g. quantor, haunt);  'air' (e.g. hair, chair');  'ear' (e.g. bear pear, wear');  'are' (e.g. bear, p |  |   |
| 'ow' (e.g. own, show); 'ow' (e.g. new, show); 'ew' (e.g. new, show); 'ew' (e.g. new, show); 'ie' (e.g. hie, dried); 'ie' (e.g. chief, field); 'igh' (e.g. bright, right); 'or' (e.g. short, Morning); 'ore' (e.g. pefore, shore); 'aw' (e.g. quarhor, haunt); 'air' (e.g. hair, chair); 'ear' (e.g. beard, near, year); 'are' (e.g. beard, near, year); 'are' (e.g. beard, near, scared); spelling words ending with -y  | ou (e.g. loud, sound),   |   |
| \( \( \text{\c.g. true, rescue, Tuesday} \); \( \text{\c.g. new, threw} \); \( \text{\c.g. new, threw} \); \( \text{\c.g. new, threw} \); \( \text{\c.e.g. lie, dried} \); \( \text{\c.e.g. chief, field} \); \( \text{\c.e.g. chief, field} \); \( \text{\c.e.g. short, Morning} \); \( \text{\core (e.g. before, shore)}; \( \text{\core (e.g. yawn, crawl} \); \( \text{\core (e.g. yawn, crawl} \); \( \text{\core (e.g. before, shore)}; \( \text{\core (e.g. beard, near, year)}; \( \text{\core (e.g. beard, near, year)}; \( \text{\core (e.g. beard, and near, year)}; \( \text{\core (e.g. beard, and seard)}; \( \text{\spelling words ending with } -y \) \( \text{\core (e.g. beard, and seard)}; \) \( \text{\core (e.g. beard, and seard)}; \( \text{\core (e.g. beard, and seard)}; \( \text{\core (e.g. beard, and seard)}; \) \( \text{\core (e.g. beard, and seard)}; \( \text{\core (e.g. beard, and seard)}; \) \( \text{\core (e.g. beard, and seard)}; \( \text{\core (e.g. beard, and seard)}; \( \text{\core (e.g. beard, and seard)}; \) \( \text{\core (e.g. beard, and seard)}; \( \text{\core (e.g. beard, and seard)}; \) \( \text{\core (e.g. beard, and seard)}; \) \( \text{\core (e.g. beard, and seard)}; \) \( \core (e.g. beard       | ow (e.g. or own, down),  |   |
| 'ew' (e.g. new, threw); 'ew' (e.g. new, threw); 'ie' (e.g. hei, frield); 'ie' (e.g. chief, field); 'igh' (e.g. shorit, Morning); 'ore' (e.g. shore); 'aw' (e.g. yamthor, haunt); 'air' (e.g. hair, chair); 'ear' (e.g. bear, pear, year); 'ear' (e.g. bear, ear, seared); spelling words ending with ry  the /oi/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /oi/ seg. the /oi/ se | ow (e.g. own,510w),  |   |
| ie' (e.g. lie, dried); ie' (e.g. cheif, field); i'gh' (e.g. short, Morning); 'or' (e.g. short, Morning); 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'air' (e.g. hair, chair'); 'ear' (e.g. beard, near, year); 'ear' (e.g. beare, near, wear); 'are' (e.g. bare, dare, scared); spelling words ending with -y  | de (e.g. 11 de/rescue, 1 descue),  |   |
| ie' (e.g. lie, dried);  'ie'(e.g. chief, field);  'igh'(e.g. bright, right);  'or' (e.g. short, Morning);  'ore' (e.g. before, shore);  'aw' (e.g. yawn, crawl);  'au' (e.g. hair, chair);  'ear' (e.g. beard, near, year);  'ear' (e.g. bear, pear, wear);  'are' (e.g. bar, pear, ear, scared);  spelling words ending with -y  the /ʒ/s ound spelt 's' (e.g.  television, usual).  the /ʒ/sound spelt 's' (e.g.  television, usual).  |  |   |
| ie'(e.g. chief, field); igh'(e.g. bright, right); ior'(e.g. short, Morning); iore'(e.g. before, shore); iaw' (e.g. yawn, crawl); iau' (e.g. author, haunt); iair' (e.g. hair, chair); iear' (e.g. beard, near, year); iear' (e.g. bear, dare, scared); spelling words ending with -y   |  |   |
| 'igh'(e.g. short, Morning); 'or' (e.g. short, Morning); 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'au' (e.g. author, haunt); 'air' (e.g. shair, chair); 'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'are' (e.g. bore, dare, scared); spelling words ending with -y   | The 37 status per 3 (e.g.  |   |
| 'or' (e.g. short, Morning); 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'au' (e.g. author, haunt); 'air' (e.g. barir, chair'); 'ear' (e.g. beard, near, year); 'ear' (e.g. beard, near, year); 'are' (e.g. bare, dare, scared); spelling words ending with -y   | is (e.g. circle), reliably,  |   |
| 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'au' (e.g. author, haunt); 'air' (e.g. hair, chair); 'ear' (e.g. bearn, year); 'ear' (e.g. bearn, pear, year); 'are' (e.g. bare, dare, scared); spelling words ending with -y   |  |   |
| 'aw' (e.g. yawn, crawl);  'au' (e.g. author, haunt);  'air' (e.g. hair, chair);  'ear' (e.g. beard, near, year);  'ear' (e.g. bear, pear, wear);  'are' (e.g. bare, dare, scared);  spelling words ending with -y  |  |   |
| 'au' (e.g. author, haunt);  'air' (e.g. hair, chair);  'ear' (e.g. beard, near, year);  'ear' (e.g. bear, pear, wear);  'are' (e.g. bare, dare, scared);  spelling words ending with -y  |  |   |
| 'air' (e.g. hair,chair); 'ear'(e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'are' (e.g. bare, dare, scared); spelling words ending with -y  |  |   |
| 'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'are' (e.g. bare, dare, scared); spelling words ending with -y  |  |   |
| 'ear' (e.g. bear, pear, wear); 'are' (e.g. bare, dare, scared); spelling words ending with -y  |  |   |
| 'are' (e.g. bare, dare, scared); spelling words ending with -y   |  |   |
| spelling words ending with -y  |  |   |
|  |  |   |
| (e.g. Turny, party, tamily);   | (e.g. funny, party, family);   |   |
| spelling new consonants 'ph'and  |  |   |

| Common exception<br>words       | 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin).  Tospell all Y1 common exception words correctly.*  Tospell days of the week correctly.   | To spell most Y1 and<br>Y2 common exception<br>words correctly  | To spell many of the Y3 and Y4 statutory spelling words correctly.   | To spell all of the Y3 and Y4 statutory spelling words correctly.   | To spell many of the Y5 and Y6 statutory spelling words correctly.   | To spell all of the Y5 and<br>Y6 statutory spelling<br>words correctly.   |
|---------------------------------|--|---|--|---|--|---|
| Prefixes and<br>Suffixes        | To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). | Toaddsuffixes to spell most words correctly in their writing, e.gment, -ness, -ful, -less, -ly.   | 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 (unstressedlast 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 lastsyllable, 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 form nouns with the suffix-ation (e.g. information, adoration, sensation, preparation, admiration).  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). | 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, referred, preferred, transferring, transferred, reference, referee, preference, transference). |
| Further Spelling<br>Conventions | To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.                             | To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.  To learn the possessive singular apostrophe (e.g. the girl's book). | To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. To use the first two or three letters of aword to check its spelling in a dictionary.   | 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). To use their spelling knowledge to use a dictionary more efficiently.  | To spell complex homophones and near homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.  | 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). To spell words that contain hyphens (e.g. coordinate, re-enter, co-operate, co-own).  |

|                                 | anscription Ha   | ndwriting   | To write, from memory, simple sentences dictated by the teacher To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for singlesyllable and multisyllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). |  |  |  | To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To usedictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. |
|---------------------------------|--|---|---|--|--|--|--|
| Letter Formation, Placement and | 30 - 50 months<br>40 - 60 months   | Towrite lower case and capital letters in the   | To write capital letters and digits of  | To use a neat, joined handwriting style with | To increase the legibility, consistency  | Toincrease the speed of their  | Towrite legibly,<br>fluently and with  |
| Positioning                     | Early Learning Goals To sometimes give meaning to marks as they draw and paint. Torealise tools can be used for a purpose. To draw lines and circles using gross motor movements. Touse one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and uses it with good control. To copy some letters, e.g. letters from their name. | correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding apencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. | the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.   | increasing accuracy and speed.               | and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quicknotes or a final handwritten version. | increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.  |

| To give meaning to marks   |                                 |
|--|---------------------------------|
| they make as they  |                                 |
| draw, write and paint.   |                                 |
| To use some clearly  |                                 |
| identifiable letters to  |                                 |
| communicate meaning,   |                                 |
| representing some  |                                 |
| sounds correctly and in  |                                 |
| sequence.  |                                 |
| To show a preference   |                                 |
| for a dominant hand.   |                                 |
| To begin to use  |                                 |
| anticlockwise movement   |                                 |
| and retrace vertical   |                                 |
| lines.   |                                 |
| To begin to form   |                                 |
| recognisable letters.  |                                 |
| To use a pencil and hold   |                                 |
| it effectively to form   |                                 |
| recognisable letters,  |                                 |
| most of which are  |                                 |
| correctly formed.  |                                 |
| To show good control   |                                 |
| and co-ordination in   |                                 |
| large and small  |                                 |
| movements.   |                                 |
| To move confidently in a   |                                 |
| range of ways, safely  |                                 |
|  |                                 |
| negotiating space.   |                                 |
| To handle equipment and  |                                 |
| tools effectively,   |                                 |
| including pencils for  |                                 |
| writing.   |                                 |
| To write simple  |                                 |
| sentences which can be   |                                 |
| read by themselves and   |                                 |
| others.  |                                 |
| Joining Letters  |                                 |
| To begin to use the To continue to use the To confidently use To confidently   | ntly use To recognisewhen to    |
| diagonal and horizontal diagonal and horizontal diagonal and horizontal diagonal and horizontal  | . To recognise when to          |
| strokes needed to join   strokes that are needed to   joining strokes   horizontal   |                                 |
| letters. join letters and to throughout their strokes th   |                                 |
|  |                                 |
| understand which letters, independent writing to their independent writing to the properties of the propertie | endeni                          |
| when adjacent to one increase fluency. writing in  |                                 |
|  | legible, for filling in a form) |
| another, are best left fluent and  | legible, for filling in a form) |
| another, are best left fluent and unjoined. way.   | legible, for filling in a form) |

### Writing: Compostition

## Planning, Writing and Editing

30 - 50 months

40 - 60 months

Early Learning Goals
To speak to retell a
simple past event in

correct order (e.g. went down slide, hurt finger).

To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

To use talk in pretending that objects stand for something else in play,

e.g.'Thisboxismycastle.'
To engage in imaginative role play based on own first-hand experiences.
To build stories around toys, e.g. farm animals needing rescue froman armchair 'cliff'.

To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

To link statements and sticks to a main theme or intention.

To use talk to organise, sequence and clarify thinking, ideas, feelings and events.

To introduce a storyline or narrative into their play.

To write own name and other things such as labels, captions.

To say out loud what they are going to write about.

To compose a sentence orally before writing it.

To sequence sentences to form short narratives.

To discuss what they have written with the teacher or other pupils.

To reread their writing to check that it makes sense and to independently begin to make changes.

To read their writing aloud clearly enough to be heard by their peers and the teacher.

To use adjectives to describe.

To write narratives about personal experiences and those of others (real and fictional).

To write about real events.

To write simple poetry.

To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary

To encapsulate what they want to say, sentence by sentence.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that the correct tense is used throughout.

Toproofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To begin to use ideas from their own reading and modelled examples to plan theirwriting.

To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.

To begin to organise their writing into paragraphs around a theme.

To compose and rehearse sentences orally (including dialogue).

To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.

To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.

To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.

To proofread work
to précis longer
passages by removing
unnecessary
repetition or
irrelevant details.
To consistently link

lo consistently link ideas across paragraphs.
Toproofreadtheir workto assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.

To note down and develop initial ideas, drawing on reading and research where necessary.

To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

To use a wide range of devices to build cohesion within and across paragraphs.

To habitually proofread for spelling and punctuation errors.

To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

To attempt to write short sentences in meaningful contexts.
To play cooperatively as part of a group to develop and act out a narrative.

To develop their own narratives and explanations by connecting ideas or events.

To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

#### Awareness of audience, purpose and structure.

30 – 50 months 40 – 60 months Early Learning Goals

To use vocabulary focused on objects and people that are of particular importance to them.

To build up vocabulary that reflects the breadth of their experiences.

To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

To use language to imagine and recreate roles and experiences in play situations. To express themselves effectively, showing awareness of listeners' needs.

To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.

Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction Structures.

To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

To read aloud what they have written with appropriate intonation to make the meaning clear. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To begin to use the structure of a wider range of text types (including theuse of simple layout devices innonfiction).

To make deliberate ambitious word choices to add detail.

To begin to create settings, characters and plot in narratives.

To write a range of narratives and non-fiction pieces using a consistent and appropriatestructure (including genre-specific layout devices).

To write a range of narratives that are well-structured and well-paced.

To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

Clear structure, organisation and layout devices for a range of audiences and purposes.

To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.

To regularly use

dialogue to convey a

character and to advance the action.

To perform own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

Towriteeffectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammaticalstructures that reflect what the writing requires (e.g. using contracted forms indialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

| Writing: Vo                      | ocabulary, Gran  | nmar and Puncti  | uation  |   |   |  |   |
|----------------------------------|--|--|---|---|---|--|---|
| Sentence Construction and Tense  | 30 - 50 months 40 - 60 months Early Learning Goals To begin to understand 'why' and 'how' questions. To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. To use a range of tenses in speech (e.g. play, playing, will play, played). To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | To use simple sentence structures.   | Touse the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. Touse some features of written Standard English. | To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.  | To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.   | To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.  | To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.                        |
| Use of<br>Phrases and<br>Clauses | To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').  | To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences. | To using co-ordination (or/and/but).  To use some subordination (when/if/that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly).  | To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause. | To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.  To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. | To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number(e.g. secondly).  To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g.  Professor Scriffle, who was a famous inventor, had made a new discovery. | To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. Touse question tags in informal writing. |

|                    |  |   |  |  | To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.   |   |   |
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| Punctuation        |  | To use capital letters for names, places, the days of the week and the personal pronoun 'I'.  To use finger spaces.  To use full stops to end sentences.  To begin to use question marks and exclamation marks. | To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark singular possessionand contractions. | To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.   | To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession. | To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.   | To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. |
| Use of Terminology | To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. | To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.  | Torecognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.  | To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.  | To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. | To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.   |