

Phonics and Spelling Progression

Reviewed: August 2023

Spelling Assessment Guide

Formative Assessment Activities to place pupils on Progression in Phonics and Spelling and assess progress

These activities are not designed to be formal summative assessment. They do not need to be done formally using pencil and paper – teacher observation is more important than marking. Ideally pupils should carry out activities in groups rather than as individuals. Where a new pupil has joined the class, the teacher can take a few other pupils to work with them and use this opportunity to assess their progress as well as to place the new pupil. This is formative assessment, mistakes should be used to inform next steps and all feedback to pupils should be positive. Pupils should not be told this is a test, it is a class activity.

Teachers should use judgement as to which phase to begin assessing new pupils on. The assessment for new pupils can be done over a period of a few days – the length of the activity will be dictated by child's age and stage.

Phase 1

Using magnetic letters or sound cards, teacher should ask children to show sounds:

e.g. 'Show me s' or 'Show me the sound at the start of bed' or 'Show me the sound at the end of box'.

Assess sounds in the blocks shown in the progression to assess which block of phase 1 the child is working on. If the child knows all sounds, they are ready for assessment at phase 2.

Phase 2

Using magnetic letters or sound cards, teacher should ask children to show CVC words (or write them on a whiteboard depending on pencil grip and control). Teacher should select some words from phase two lists – one from each list may be sufficient.

If child can confidently blend CVC words they are ready for assessment at Phase 3. If they can do some but not others, they are ready to start working at Phase 2.

Phase 2 common words should be assessed through observation of child's written work or through a magnetic letters/sound card activity. It may be that the child can move onto Phase 3 while still revisiting phase 2 common words.

Phases 3-14

Testing a list of words out of context will not assess if words have been retained. To assess progress through these phases, teachers should use dictation and observation of day to day work (rather than spelling tests). Dictation sentences should include words just studied and words from earlier in the progression to assess retention. It is good practice not to give pupils a score but to use errors to inform next steps. Traditionally, spelling tests were held once per week but dictation is more time consuming and so it is not practical to carry out dictation as often as once a week. It should be carried out at least once a month. It is more effective to assess using monthly dictation than weekly testing as this is a quality assessment of the children's retention.

To assess placement on the progression for new pupils, it may be more practical to assess individual words rather than to use dictation. This can be done using mini-white boards. Teachers should ask for a range of words from the phase (one per list may be sufficient). Children should write and show their word – teacher observation will show if the child is working within that phase or ready to be assessed at the next phase. This same technique can be used for the teacher to 'touch base' with progress between dictation sessions but it should not be used to the exclusion of dictation.

Not all pupils working in phases 3-14 will need to cover all word lists in detail and teachers should use judgement to ensure good pace and progress. Teachers should avoid pupils working on a list of words they can already spell. Equally, some pupils will need to work on specific patterns and rules for longer to gain confidence and understanding and teachers should provide a range of activities for these pupils to consolidate before moving on.

Independent Spelling Stage

Progression in Phonics and Spelling

Pupils secure at all phase will be ready to work at the independent spelling stage.

Groupings

In order to ensure pupils have quality spelling inputs and experiences, they should be grouped rather than working as individuals. As children will benefit from revisiting spelling patterns and words, teachers should use their judgement to form a maximum of 3 broad groups within the class. More than 3 broad groups will not be workable and teachers should discuss individuals who don't fit into these groups with HT/DHT. Groupings should be fluid and pupils should move between them according to ongoing assessment findings.

Summative Assessment

Summative Assessment are carried out regularly but infrequently to help track progress.

BASE assessment is carried out at start and end of P1, this includes assessment of phonics. SNSA assessments are carried out in P4 and P7. These include an assessment of spelling.

Summative Assessment results are one of the tools we use to track progress. They do not stand alone to give a picture of the child's learning. They are not routinely shared with parents and should only be done so through consultation with HT. A child should never be told a spelling age.

Progression in Phonics and Spelling

Phase One

Child's Name: _____

PRELIMINARY SPELLING STAGE: mark making and awareness that print carries a message.

Highlight sounds once assessment shows child is secure

s a t i p n	Children who are not secure with the first six letters should not continue to be introduced to more letters – consolidate using a variety of activities.
c k e h r m	Consolidate 12 letters before moving on.
d g o u l f b	Consolidate 19 but move on if only 1 or 2 are not secure.
j z w v y x qu	Consolidate but move on even if 2 or 3 are not secure.
a e i o u	Consolidate vowels

Phase Two

Pupils' Names:

In Phase Two, pupils are learning to blend. Some children will quickly develop this skill and be able to move onto Phase Three without 'working through' all the lists. Others will need to spend time to be secure at Phase Two. No pupil should move onto Phase Three until they can blend with confidence to read and write CVC words.

Introduce syllables in this phase.

1. ad	2. ag	3. am	4. an	5. ap	6. at	7. ut	8. c
bad dad had lad mad pad sad	bag gag nag rag sag tag wag	am dam ham jam ram yam Sam Pam	an can fan man pan ran van Dan	cap lap map nap rap tap zap sap yap	at bat cat fat hat mat pat rat sat	but cut gut hut nut rut	can cap cat cod cot cup cut car
9. as, ax	10. ed, eg	11. en, es	12. et	13. id, i	14. ig, im	15. k	16. P
as gas has fax tax wax Max	bed fed led red wed beg leg peg	den hen men pen ten Ben Ken Len yes Les	bet get jet let met net pet set vet wet yet	bid did hid kid lid rid if in it is	big dig fig pig rig dim him rim	kid kit Kim	cats hats nets nuts pets pots rats cups mops pips

Progression in Phonics and Spelling

17. in	18. ip	19. is, ix	20. it	21. od, on, ox	22. og	23. P	24. op
bin din fin in pin sin tin win	dip hip lip nip pip rip sip tip zip	is his fix six	bit fit hit kit lit pit sit	cod nod pod rod on won son box fox	bog cog dog fog hog jog log	beds lids pads rods vans bins hens bags legs pigs	cop hop mop pop top bop
25. ot	26. ub, ud	27. ug	28. um, up	29. un, us	First 25 common words	First 25 common words	First 25 common words
cot dot got hot jot lot not pot rot	cub pub rub tub bud mud	bug dug hug jug lug mug rug tug	gum hum mum rum sum cup pup	bun fun gun nun run sun bus us	the of and a to in is you that	it he *was* for on are as with his	they I at be this have from
					*was – look at words with the same spelling pattern, highlighting that the ‘o’ sound after ‘w’ is usually written as ‘a’ e.g. water, wash.		

Phase Three

Pupils' Names:

sh	ch	th	wh	ee	oo	ng
These phonemes should be introduced in this phase.						

- *Common words can be taught throughout this phase in any order.*
- *Only words already covered should be corrected in longer pieces of writing.*

Final 'k' sound after a short vowel in a one-syllable word is spelled 'ck.'		Final 'f' sound after a short vowel is spelled 'ff.' Final 'l' sound after a short vowel is spelled 'll.' Final 's' sound after a short vowel is spelled 'ss.' Final 'z' sound after a short vowel is spelt 'zz.' Common exceptions to this rule are – yes, this, bus, plus, gas. Refer to Hornet for further information.					
1. ck	2. ck	3. all, ell	4. ill	5. ff, ft	6. ss	7. bl, fl	8. cl, pl
back pack rack sack kick lick pick sick tick deck neck peck	lock rock sock duck luck muck suck tuck	ball call fall hall tall wall bell fell hell sell tell well yell	bill fill hill kill mill pill sill till will	cliff sniff stiff huff puff stuff off drift gift lift swift left soft	mass hiss kiss miss bless dress less mess press cross moss fuss	black bless blob block blot flag flap flat flick flip flock	clap cliff click cling clip clock clot club plan plot plum plug pluck
9. gl, sl, cl	10. br, cr, dr	11. fr, gr, pr	12. tr, tw, sw	13. st	14. st	15. sk	16. scr str spl spr
glad glum slap slim slip slot slum clap click clip club	brick bring crab crack crisp drag dress drill drip drop drum	frill frog from frost grab grill grin grip pram prick prod	track trap trick trip trot truck twig twin twist swam swim swell swop	stack stall stamp stand stick stiff still sting stink step stop stuck	list mist best nest test vest west cost lost dust just must rust	skid skill skin skip sky	scram scrap scrub strap strum struck split splosh splash sprint
17. mp	18. sm, sn, sp	19. lp lk,lt	20. ast, ass, ask	21. nd	22. nd, pt	23. ng	24. ing
camp damp	small smell	help yelp	blast cast	and band	second spend	bang fang	bring fling

Progression in Phonics and Spelling

lap stamp tramp limp dump jump lump plump trumpet	snag snap snip snug span spat spill spin spit spell spot spun	pulp talk walk stalk belt felt melt smelt halt salt	last past mast fast brass class glass grass pass ask	grand hand handbag land sand wind windmill bend end lend mend	send pond fund crept kept slept swept wept	gang hang rang sang long song hung lung sung king cling	cling king ring sing sling sting swing wing
Common words 25-50 or one had by words but not what all were	Common words 25-50 we when yours can said there use an each which	Common words 25-50 she do how their if truly	Common words 50-100 will up other about out many then them these so some her would	Common words 50 – 100 make like him into time has look two more write go see	Common words 50 – 100 number no way could people my than first water been called who	Common words 50 – 100 oil sit now find long down day did get come made may part	<i>*Common words may be taught in any order. Order may depend on topic. Highlight once assessed.*</i>

Mnemonics/Memory Joggers

****Use mnemonics throughout the phases****

Word	Mnemonic
they	They is the word I can spell.
separate	There is always a ' rat ' in separate.
piece	A piece of pie.
quite/quiet	Silent and quiet both end with t
hear	You hear with your ear
they're their	Both begin with the and the word here is in there
two/too/to	Two is related to twin and twice and twenty
practice/practise	Ice is a noun so practice is a noun and practise is a verb.
because	Big elephants can always understand small elephants
friend	A friend is there 'til the end
where here there everywhere	Place names all have here in them
who when why what where	Question words all begin with wh
meat/meet	I like to eat meat
accommodation	There are 2 caravans and 2 motels
would could should	- oh u little devil
stationary stationery	A car is station ary at the station e for envelopes
ible/able	ible words start with non word e.g. edible , able words tend to start with a word e.g. comfortable

Phase Four

Remember - common words can be taught throughout this phase in any order.

Pupils' Names:

Ideas for teaching tricky spelling patterns –

1. Group words with the same memorable similarity e.g. ‘two’ can be taught alongside twin, twenty and twice as they have a common meaning. Their and heir can be taught together as they both refer to possession. Here, where and there can be taught together as they refer to a place.

2. Draw attention to the odd part of the word and learn that word by heart e.g. ‘friend’ and ‘does.’

1. nk	2. nt	3. y	4. ch	5. sh	6. sh	7. th	8. ee
bank	ant	by	chop	shaft	ash	than	see
blank	pant	cry	chat	shed	cash	that	deed
plank	plant	dry	chess	shell	crash	the	feed
sank	bent	fly	chest	shift	flash	them	need
stank	dent	fry	chicken	shin	slash	then	seed
tank	lent	my	chill	ship	mash	there	weed
blink	rent	sky	chin	shop	rash	thin	feel
drink	sent	sly	chip	shock	smash	thing	heel
ink	spent	sty	chuck	shop	dish	think	seem
pink	tent	try	arch	shun	fish	this	been
sink	went		bench	shut	wish	bath	seen
stink	blunt		drench	shy	brush	path	deep
wink	grunt		rich		crush	with	keep
	hunt				hush	both	peep
	invent				rush	cloth	feet
					selfish	clothes	meet

Progression in Phonics and Spelling

9. ee	10. oo	11. oo	12. qu	13. ai <i>Initial or medial 'ai' is usually spelled 'ai.'</i> <i>Final 'ai' sound is usually spelled 'ay.'</i>	Second hundred common words	Second hundred common words	Second hundred common words
free three tree bleed speed cheek steel between green queen sheep sleep sweep sheet sleet sweet	too food mood root cool fool pool room broom spoon moon soon boot shoot	good stood wood book brook cook hook look shook took wool foot soot	quit quiz quins quell quilt quick quack squat squid squint liquid Quentin	wait gail hail nail pail sail again brain drain pain grain paint plain rain saint train faith	over new sound take care little work know place years live me back give most very after things our just	name good sentence man think say great where help through much before line right too means	old any same tell boy follow came want show also around form three small
			<p>Remember -</p> <p>Common words may be taught in any order in phase. Order may depend on topic. Highlight once assessed.</p> <p>Re-assess spelling pattern/common words from this phase and previous phases to make sure that they are in long term memory.</p> <p>Register a concern if a pupil is having difficulties retaining spelling patterns/common words.</p> <p>Mnemonics (refer to examples in phase 3)</p> <p><i>*Only words already covered should be corrected in longer pieces of writing.*</i></p>				

Phase Five

Pupils' Names:

1. -a -e	2. -a -e	3. -i -e	4. -i -e	5. -o -e	6. -o e
made cage page cake lake make take care came game name same date gate late mate gave save wave	shade brake flake shake flame shame plane grape shape plate grave shave slave care fare share square stare	tide wide bike hike like time fine line mine pine wine pipe wise bite kite size wise inside	smile stile while chime crime slime shine spine fire hire shire spire tire wire alive drive live prize	coke joke poke woke hole dome home cope hope pope rope hose nose roe vote	broke broken choke smoke spoke spoken woken stone throne close those chose chosen froze frozen
7. -u -e	8. a/ a-e	9. i/ i-e	10. o/o-e u/u-e	11. or	12. igh
cube tube rude duke tune cute chute use abuse fuse	mad, made can, cane man, mane pan, pane cap, cape scrap, scrape tap, tape at, ate fat, fate hat, hate mat, mate	rid, ride slid, slide slim, slime tin, tine spin, spine pin, pine win, wine pip, pipe rip, ripe bit, bite spit, spite	rob, robe cod, code rod, rode cop, cope hop, hope pop, pope not, note cub, cube tub, tube us, use cut, cute	for cord fork form worn fort deform storm born corn morning torn horse north port short sort sport cornet	high sigh might night right sight slight tight bright brighten flight fright frighten lighten tonight
Second hundred common words	Second hundred common words	Second hundred common words			

Progression in Phonics and Spelling

<p>does another well large must big even such because turn here why ask went men read need end</p>	<p>land different home us move try kind hand picture again change off play spell air away animal put</p>	<p>house point page letter mother answer found study still learn should America only set</p>	<p>Remember -</p> <p>Common words may be taught in any order in phase. Order may depend on topic. Highlight once assessed.</p> <p>Re-assess spelling pattern/common words from this phase and previous phases to make sure that they are in long term memory.</p> <p>Register a concern if a pupil is having difficulties retaining spelling patterns/common words.</p> <p>Mnemonics (refer to examples in phase 3)</p> <p><i>*Only words already covered should be corrected in longer pieces of writing.*</i></p>
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Phase Six

Pupils' Names:

1. ck	2. ke	3. old, ild, ind, nt	4. ay <i>Initial or medial 'ai' is usually spelled 'ai.'</i> Final 'ai' sound is usually spelled 'ay.'	5. air	6. ea
back crack lack rack stack track flick kick lick pick sick block clock rock shock smock duck stuck truck	take cake flake lake make rake stake bike like pike spike strike joke bloke broke choke smoke spoke coke smoke duke	bold cold fold gold golden hold old sold scold told mild wild behind blind find kind mind wind pint	always away clay day display gay hay holiday may pay play say stay today tray way	air chair fair hair lair pair stair cairn	beach each peach reach teach lead read speak weak deal real clean cheap beat eat cheat heat meat neat seat treat

Progression in Phonics and Spelling

7. ow	8. aw	9. ew	10. er	11. ar	12. ir
bow allow brow cow how now brown clown crown down drown town crowd powder towel owl growl flower power shower tower	claw draw flaw in-law jaw law outlaw paw raw saw straw lawn yawn awkward awful	blew chew crew dew drew few flew grew Jew new renew screw stew threw	her after paper water herb verb term stern verse under over never silver river nerve serve sister another brother mother father together	car far star hard card barge large dark mark market park shark spark arm farm harm part start target	fir stir bird third girl swirl twirl firm chirrup first thirsty birth birthday dirt dirty shirt skirt thirteen thirty
Third hundred common words	Third hundred common words	Third hundred common words			
high every near add food between own below country plant last school father keep tree never start	city earth eyes light thought head under story saw left don't few while along might close something	seem next hard open example begin life always those both paper together got group often run important	<p>Remember -</p> <p>Common words may be taught in any order in phase. Order may depend on topic. Highlight once assessed.</p> <p>Re-assess spelling pattern/common words from this phase and previous phases to make sure that they are in long term memory.</p> <p>Register a concern if a pupil is having difficulties retaining spelling patterns/common words.</p> <p>Mnemonics (refer to examples in phase 3)</p> <p><i>*Only words already covered should be corrected in longer pieces of writing.*</i></p>		

Phase Seven

Pupils' Names:

***Teaching point for words ending with the 'le' syllable –**

When an open syllable is combined with –le syllable e.g. ca/ble, ti/tle there is no double consonant.

When a closed syllable is combined with the 'le' syllable e.g. little and topple, there is a double consonant except where there are two different consonants after the closed vowel e.g. in can/dle, mus/cle, jun/gle.

1. ea	2. oa	3. oa	4. ow	5. oi/ oy	6. er/est
ease	load	approach	below	coil	colder
speak	road	poach	blow	coil	longer
steal	toad	coach	flow	coin	older
steam	loaf	goal	follow	foil	richer
cream	cloak	groan	glow	join	smaller
dream	oak	loan	grow	join	smoother
scream	soak	moan	low	oil	sweeter
team	soap	boast	own	point	taller
mean	boat	coast	show	soil	braver
please	coat	roast	slow	toil	closer
east	float	toast	snow	boy	riper
beast	gloat		throw	coy	safer
feast	goat		yellow	joy	wider
dear	oat			toy	wiser
ear	throat				coldest
fear					longest
hear					oldest
near					richest
spear					smallest
year					sweetest
easy					bravest
					safest

****Initial and medial 'oi' sound is usually spelled 'oi' e.g. oil, foil. Final 'oi' sound is usually spelled 'oy' e.g. boy, toy.***

Progression in Phonics and Spelling

7. ed	8. s-r/ thr	9. double	10. * le* -see rule above	11. * le* - see rule above	12.ou *Initial and medial 'ou' sound is usually spelled 'ou' e.g. house, cloud. Final 'ou' sound is usually spelled 'ow' e.g. how, cow.
dented dusted ended funded grunted handed hunted landed lifted listed melted mended planted rusted tested	scrap scrape shrimp shrink shrug shred splash splice spring straight stream string strip stripe stroke thrash three throat throne throttle thrush	address better butter button collect common daddy dinner hammer happy ladder letter lolly lorry mummy puppet puppy rabbit rubber sudden summer supper tennis	bubble scribble cuddle daddy middle muddle puddle paddle riddle saddle juggle smuggle apple battle bottle kettle little dazzle drizzle puzzle	bible bundle candle dawdle handle needle noodle poodle chuckle prickle tickle uncle angle ankle grumble able cable fable sable table sample simple	cloud proud around found ground pound round sound surround wound count flour hour our sour house mouse out outside about shout mouth south
Third hundred common words	Third hundred common words	Third hundred common words	Remember -		
until children side feet car mile night walk white sea began grow took river four carry state once	book hear stop without second late miss idea enough eat face watch far Indian real almost let	above girl sometimes mountains cut young talk soon list song being leave family it's	Common words may be taught in any order in phase. Order may depend on topic. Highlight once assessed. Re-assess spelling pattern/common words from this phase and previous phases to make sure that they are in long term memory. Register a concern if a pupil is having difficulties retaining spelling patterns/common words. Mnemonics (refer to examples in phase 3) <i>*Only words already covered should be corrected in longer pieces of writing.*</i>		

Phase Eight

Pupils' Names:

1. P-s	26. P-es	3. s/ es	4. ing	5. d	6. ed
boats books chairs coins goals rooms seeds shops teams bikes games homes shapes tubes cages noises pages prizes roses sizes	benches lunches beaches peaches gases buses brushes bushes crashes fishes wishes classes dresses glasses kisses boxes foxes sixes taxes buzzes	boasts cooks thinks sweets screams speaks waves hopes hates slides likes coaches teaches preaches reaches fishes rushes wishes crushes hisses fizzes <u>Words ending in 'o'</u> When a word ends in 'o' and comes after a consonant, add 'es' to make them plural e.g. potato-potatoes	beating boiling coaching fishing floating joining looking painting preaching reading sailing shooting sleeping teaching thinking	amazed closed lined named saved smiled tuned used waved baked hoped joked liked shaped smoked fated hated mated stated	enjoyed joined moaned nailed opened played sailed looked cooked soaked booted floated heated invented noted painted pointed shifted waited

Progression in Phonics and Spelling

7. ck, ke	14. ur	9. y	10. ed	11. compounds	12. al, de
back lock chick click crack flick lick pick shock smack stuck track trick take bake brake flake coke choke broke smoke spoke like pike	disturb church murder murmur burn burnt return Saturn turn surprise purpose curse nurse purse burst Thursday Saturday hurt further urgent	apply deny rely reply supply carry hurry marry scurry tidy vary * Final 'i/l' sound is usually spelled with 'y.'	asked blocked called camped crossed killed packed passed pecked picked pressed puffed rocked sacked sniffed tricked walked	bedroom blackbird bonfire cloakroom clockwise cupboard database football goalkeeper goodnight grandfather handbag household joystick outside paintbrush playground popcorn sandwich tablecloth upstairs waterproof weekend windmill	almighty almost alone along already also altogether always demist deflate de-ice defrost decode debug
Fourth hundred common words	Fourth hundred common words	Fourth hundred common words			
body music colour stand sun questions fish area mark dog horse birds problem complete room knew	since ever piece told usually didn't friends easy heard order red door sure become top ship	across today during short better best however low hours black products happened whole measure remember early waves reached	Remember - Common words may be taught in any order in phase. Order may depend on topic. Highlight once assessed. Re-assess spelling pattern/common words from this phase and previous phases to make sure that they are in long term memory. Register a concern if a pupil is having difficulties retaining spelling patterns/common words. Mnemonics (refer to examples in phase 3) <i>*Only words already covered should be corrected in longer pieces of writing.*</i>		

Phase Nine

Pupils' Names:

1. re, non	2. dis	3. un	4. mis, anti	5. y	6. ly
refill reform refresh refuse repay replace replay return reuse revisit non-drip non-smoker non-starter non-stick non-stop nonsense	disable disagree disarm disclose discover disease disgrace dislike disobey disorder disown displease disrepair distrust disuse	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind	misbehave misdeal misfire mishear mislead misplace misread misspell mistake misunderstand misuse antifreeze antibody anticlockwise anti-virus	bony flaky greasy lazy nosy prickly rosy scary shiny slimy smoky sparkly spiky stony tasty wavy	blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly weekly wisely
7. ful	8. less	9. ness	10. er	11. er	12. est
boastful careful faithful forgetful handful grateful harmful hateful helpful hopeful mouthful painful playful powerful spiteful thankful useful	ageless careless endless fearless helpless homeless hopeless lifeless painless powerless seedless shameless smokeless speechless thankless timeless useless	braveness childishness darkness fairness foolishness kindness lateness suddenness wickedness willingness	brighter farmer faster fighter lighter neater prouder reader slower starter stronger teacher tighter weaker worker	baker braver closer dancer driver larger later liner maker nicer rider riper ruder shaver timer wider	brightest fastest kindest neatest slowest strongest weakest wildest bravest closest largest latest nicest ripest rudest
Fourth hundred common words	Fourth hundred common words	Fourth hundred common words	Spelling rule: Double the last letter of words ending in a short vowel followed by a single consonant before adding 'y' e.g. rag-raggy wit-witty Just add 'y' to words ending in 2 consonants to form describing words e.g. dirt-dirty, trick-tricky		
listen wind rock	hundred against pattern	plan notice south	Remember - Common words may be taught in any order in phase.		

Progression in Phonics and Spelling

space covered fast several hold himself toward five step morning passed vowel true	numeral table north slowly money map farm pulled draw voice seen cold cried	sing war ground fall king town I'll unit figure certain field travel wood fire upon	Order may depend on topic. Highlight once assessed. Re-assess spelling pattern/common words from this phase and previous phases to make sure that they are in long term memory. Register a concern if a pupil is having difficulties retaining spelling patterns/common words. Mnemonics (refer to examples in phase 3) <i>*Only words already covered should be corrected in longer pieces of writing.*</i>
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Phase Ten

Pupils' Names:

1. plural	2. ing	3. ing	4. ing	5. d	6. ed
addresses	burning	crying	closing	disused	assorted
angles	counting	drying	driving	grumbled	battled
bubbles	discovering	frying	hoping	surprised	crowded
churches	disturbing	prying	joking	included	disobeyed
diseases	drawing	trying	liking	juggled	displeased
farmers	filtering	applying	lining	displeased	disturbed
flowers	frightening	carrying	making	replaced	flawed
horses	gleaming	denying	naming	disabled	frightened
houses	hurting	hurrying	poking	misbehaved	marked
markets	murmuring	marrying	saving	refused	murdered
murderers	parking	replying	scraping	decoded	powered
nights	renewing	relying	shaking	stroked	sorted
nurses	returning	scurrying	sliding	dawdled	turned
parks	starting	supplying	smiling	served	surrounded
puppets	streaming	tidying	smoking		discovered
shirts	throwing	varying	stroking		started
streams	watering		taking		revisited
surprises	working		timing		
			tuning		
			using		
			waving		

Progression in Phonics and Spelling

Fifth hundred common words	Fifth hundred common words	Fifth hundred common words	<p>When a suffix beginning with a vowel is added to a word ending in 'e' the final 'e' is dropped.</p> <p>When a suffix is added to a word ending with 2 consonants the final consonant is not doubled</p> <p>For action words that end in 'ie' change the 'ie' to a 'y' before adding 'ing' e.g. tie-tying lie-lying</p> <p>*Give children opportunities to break down words with suffixes by taking off the ending and finding the root/base word e.g. playing=play+ing hoping=hope+ing</p> <p>*Look at irregular plural words e.g. person-people goose, geese, child-children, sheep – sheep</p>
<p>done English road half ten fly gave box finally wait correct oh quickly personal became shown minutes strong</p>	<p>verb stars front feel fact inches street decided contain course surface produce building ocean class note nothing rest carefully</p>	<p>scientists inside wheels stay green known island week less machine base ago stood</p>	<p>Remember -</p> <p>Common words may be taught in any order in phase. Order may depend on topic. Highlight once assessed.</p> <p>Re-assess spelling pattern/common words from this phase and previous phases to make sure that they are in long term memory.</p> <p>Register a concern if a pupil is having difficulties retaining spelling patterns/common words.</p> <p>Mnemonics (refer to examples in phase 3)</p> <p><i>*Only words already covered should be corrected in longer pieces of writing.*</i></p>

Phase Eleven

Pupils' Names:

1. tch	2. wh	3. wa	4. * silent	*silent	6. qu	7. *c	8. *c	9. g
catch	whale	wad	knee	wrap	quality	cinema	face	giant
hatch	what	wallet	kneel	wrapper	quantity	circle	palace	ginger
latch	wheat	wand	knew	wreck	quarter	circuit	place	giraffe
match	when	wand	knickers	wrestle	queen	circular	race	general
patch	where	wander	knight	wriggle	queer	circus	space	genius
thatch	whether	want	knit	wrinkle	quench	citizen	surface	gentle
watch	which	was	knives	wrist	query	city	trace	geometry
sketch	while	wash	knob	write	question	cease	dice	gym
fetch	whine	wasp	knock	wrong	quick	cell	ice	damage
stretch	whisker	watch	knot	answer	quiet	cellar	nice	danger
itch	whisper	swab	know	sword	quirk	cement	price	angel
bitch	whistle	swallow	knuckle	whole	quit	cent	rice	digest
pitch	white	swamp	bomb	gnarled	quiver	centipede	slice	emergency
stitch	who	swan	dumb	gnash	quiz	centre	spice	energy
switch	whole	swap	lamb	gnat	quote	centurion	twice	engineer
witch	whose	swat	numb	gnaw	squabble	century	chance	energy
kitchen	why		thumb	gnomes	square	certain	dance	engineer
clutch	anywhere		debt	sign	squash	cycle	pencil	imagine
hutch	everywhere somewhere		doubt	calf	squeak	cyclist	decide	intelligent
			rhubarb	half	squeal	cyclone	recite	legend
			rhyme	calm	squeeze	cygnet		magic
			castle	salmon		cymbals		register
				folk				stranger
				yolk				tragic

* When 'c' meets 'a' 'o' or 'u' it's sound is **hard** e.g. candle, cuddle, cave.

When a 'c' meets 'e' 'i' or 'y' its sound is **soft** e.g. citizen, circle, city.

A **soft** 'g' sound is usually followed by an 'i' or 'e.'

A **hard** 'g' is usually followed by a consonant or an 'a' 'o' or 'u.'

Silent letters : kn wr lf st mb

Anglo – Saxon based words – historically the silent letter would have been pronounced, however, pronunciation has changed but spelling has not.

Progression in Phonics and Spelling

10. au	11. ea	112. ea	13. ear	14. oi,oy	15. ai
sauce saucer fault haul autumn trauma haunt launch laundry taunt applause august because cause clause pause author	eager appear disappear disease decrease increase reason season treason breathe creature feature defeat repeat retreat treatment	bread dead head instead read ready spread thread meadow deaf health weapon measure pleasure treasure breath death feather weather leather threaten heaven heavy	early earn earth earthquake earthworm heard learn pearl rehearse research search unheard yearn	choice voice rejoice avoid spoil spoilt toilet ointment joint point appointment disappoint anoint noise poison annoy convoy destroy employ enjoy voyage	affair afraid against bargain Britain certain curtain complain curtain despair entertain fountain mountain obtain praise raise refrain remain repair straight traipse
16. plural	17. plural	18. plural	19. plural	20. ly	21. ily
bluffs cliffs cuffs puffs sniffs stuffs calves elves halves knives leaves lives loaves ourselves scarves selves sheaves shelves thieves wives wolves <u>Words ending in 'f' or 'fe'</u> Change the 'f' /'fe' to a 'v' before adding 'es' e.g. knife-knives	cuckoos igloos kangaroos tattoos zoos banjos duos pianos piccolos solos studios trios buffaloes cargoes dominoes echoes heroes mangoes potatoes tomatoes volcanoes	abbeys birthdays boys chimneys cowboys days donkeys jerseys jockeys journeys keys monkeys plays quays toys trays trolleys turkeys valleys	armies berried babies centuries cities countries diaries dictionaries enemies fairies factories families hobbies injuries jellies ladies libraries lollies lorries memories parties photocopies ponies puppies	comfortably cuddly gently horribly miserably possibly probably simply sparkly suitably terribly visibly wriggly wrinkly	angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily
22. er	23. ier	24. iest	25. ing	26. ing	27. ies
fatter planner shredder winner spinner	angrier busier clumsier chillier cosier	angriest busiest clumsiest chilliest cosiest	bouncing calculating celebrating competing composing	beginning clapping cutting digging dragging	applies bullies cries denies fries

Progression in Phonics and Spelling

skipper swimmer beginner thinner fitter robber shopper chopper hopper runner drummer rubber cutter bigger hotter biggest thinnest fattest fittest hottest	crazier dirtier dustier funnier happier healthier heavier hungrier lazier lonelier lovelier luckier merrier nastier noisier prettier rustier sillier tidier	craziest dirtiest dustiest funniest happiest healthiest heaviest hungriest laziest loneliest loveliest luckiest merriest nastiest noisiest prettiest rustiest silliest tidiest When the letter before the 'y' is a consonant, change the 'y' to 'i' before adding 'es' e.g. city-cities	damaging dancing deciding decreasing exploring imagining including increasing measuring pausing preserving puncturing traipsing whistling wrestling wriggling writing	dropping flapping getting grabbing hopping hugging humming letting planning running shopping skipping spinning stepping wetting winning slipping stopping	lies relies replies qualities satisfies spies supplies tries carries hurries marries scurries tidies varies worries
28. ied	29. d	30. ed			
applied bullied cried denied fried lied relied replied qualified satisfied spied supplied tried carried hurried married scurried tidied varied worried	exploited obtained remained repaired bounced cemented complained damaged danced decided decreased entertained imagined increased measured practised refused treasured whistled wriggled wrinkled	chatted chopped clapped dragged dripped dropped fitted grabbed hopped hugged patted permitted pinned planned popped rubbed skipped slapped slipped stepped stopped trapped wrapped	When a suffix, beginning with a vowel, is added to a word ending in a short vowel and a consonant, the final consonant is doubled e.g. hop-hopping, run-running, stop-stopped. When a suffix beginning with a vowel is added to a word ending in 'e' the final 'e' is dropped. When a suffix is added to a word ending with 2 consonants. The final consonant is not doubled For action words that end in 'ie' change the 'ie' to a 'y' before adding 'ing' e.g. tie-tying lie-lying *Give children opportunities to break down words with suffixes by taking off the ending and finding the root/base word e.g. playing=play+ing hoping=hope+ing *Look at irregular plural words e.g. person-people goose, geese, child-children, sheep – sheep		
Fifth hundred common words	Fifth hundred common words	Fifth hundred common words			
plane system behind ran round boat game force brought	language shape deep thousands yes clear equation yet government	rule among noun power cannot able six size dark	Remember - Common words may be taught in any order in phase. Order may depend on topic. Highlight once assessed. Re-assess spelling pattern/common words from this phase and previous		

Progression in Phonics and Spelling

understand warm common bring explain dry though	filled heat full hot check object am	ball material special heavy fine pair circle include built	phases to make sure that they are in long term memory. Register a concern if a pupil is having difficulties retaining spelling patterns/common words. Mnemonics (refer to examples in phase 3) <i>*Only words already covered should be corrected in longer pieces of writing.*</i>
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Phase Twelve

Pupils' Names:

Consolidate words from previous phases. Learn words from different subject areas					
1. ph	2. ci	3. cc, xc, cqu	4. ious	5. mixed, ti	6. unstressed
agoraphobia	ancient	accelerate	anxious	foreign	alcohol
arachnophobia	artificial	accent	conscientious	champagne	assistance
cacophony	commercial	accept	conscious	sovereign	business
claustrophobia	conscious	access	delicious	spaghetti	camera
hydrophobia	delicious	accident	furious	describe	chocolate
paragraph	efficient	eccentric	glorious	description	consonant
pharaoh	especially	success	gracious	remembered	definite
pharmacist	financial	exceed	infections	antique	diamond
pharynx	musician	excel	luscious	cheque	different
phenomenon	official	excellent	luxurious	grotesque	interesting
phlegm	optician	except	mysterious	stationary	jewellery
phobia	politician	exceptional	obvious	confidential	journalist
photosensitive	precious	excite	previous	essential	listening
photosynthesis	racial	exclaim	rebellious	influential	margarine
physical	social	exclude	scrumptious	initial	mathematics
physicist	special	excursion	serious	partial	miniature
physiotherapy	sufficient	acquaintance	surreptitious	patient	mystery
symphony	suspicious	acquire	suspicious	torrential	parliament
xenophobia		acquisition	tedious		prisoner
		acquit	victorious		secretary
					separate
					signature
					temperature
					valuable
					vegetable

Progression in Phonics and Spelling

7. dis	8. im	9. in	10. mixed prefixes	11. un	12. foreign prefix
disadvantage	imbalance	inaccessible	illegal	unaccompanied	circumference
disallow	immature	inaccurate	illegible	unachievable	circumnavigate
disappear	immeasurable	inactive	illiterate	unannounced	circumspect
disappoint	immobile	inadequate	illogical	unappealing	circumstances
disapprove	immoral	inarticulate	irrational	unarmed	circumstantial
disassemble	immortal	inattentive	irregular	unashamedly	hypocaust
disbelief	immovable	inaudible	irresistible	unattached	hypochondriac
disbelieve	impartial	incapable	irresponsive	unattainable	hypocrite
discharge	impassable	incomplete	irreversible	unattractive	hypodermic
discolour	impatient	inconsiderate	antibiotic	unaware	hypothermia
discomfort	imperceptible	inconvenient	antiseptic	unbeaten	hypothesis
disconnect	imperfect	incorrect	anticlockwise	unbelievable	hydraulic
disease	impermanent	incredible	misadventure	unbreakable	hydroelectric
disembark	impermeable	indecent	miscalculate	uncertain	hydrofoil
disembowel	imperturbable	indefinite	misfortune	uncomfortable	hydrogen
disfigure	impervious	independent	misinform	unconscious	hydroplane
dishearten	implausible	indigestion	misinterpret	undisturbed	dehydrated
dishonest	impolite	inedible	misjudge	ungrateful	audible
disinfect	important	inefficient	mismanage	uninterested	audience
disinterested	impossible	inexcusable	misunderstand	unmistakable	audition
disjointed	impractical	inexpensive	co-education	unofficial	auditorium
disobedient	imprecise	insignificant	coincidence	unpleasant	auditory
disqualify	improbable	insincere	co-operate	unpopular	
dissatisfy	improper	insoluble	co-ordinator	unqualified	
		invisible	co-starring	unsociable	
		involuntary	co-writer	unusual	

Progression in Phonics and Spelling

13. ary	14. able	15. ible	16. ly	17. al	18. ally
anniversary centenary dictionary estuary February January library military missionary necessary ordinary primary revolutionary salary secondary secretary stationary summary voluntary	adorable advisable agreeable avoidable capable breakable changeable comfortable disposable employable enjoyable fashionable identifiable inexcusable manageable miserable noticeable portable probable reliable remarkable replaceable respectable sociable valuable vegetable	accessible audible credible destructible edible flexible horrible impossible indestructible invincible legible possible responsible reversible sensible susceptible terrible visible	accurately anxiously arguably conscientiously definitely entirely immediately inaccurately inconsiderately indecently insensitively insignificant insincerely necessarily patiently secretively separately strangely sufficiently surreptitiously suspiciously	accidental comical critical electrical eventual exceptional fatal final individual logical magical medical musical national natural normal occasional original ornamental personal practical regional sensational several traditional	accidentally actually annually automatically brutally coincidentally critically equally eventually exceptionally fatally finally logically magically mechanically medically mentally musically naturally normally occasionally originally personally physically practically traditionally
19. fully	20. ment	21. plurals	22. ing	23. d/ed	24. lling/led
beautifully carefully cheerfully forgetfully gratefully hopefully painfully powerfully respectfully skilfully spitefully successfully thankfully thoughtfully truthfully usefully wonderfully	achievement advertisement amusement arrangement document employment encouragement enjoyment environment excitement government management movement ornament replacement statement	accidents amusements anniversaries antibiotics apprenticeships businesses championships consequences exclusions excursions government management movement ornament replacement statement	accelerating arranging concentrating damaging disembarking dissolving escaping evaporating excelling exciting exclaiming exercising including manufacturing noticing orienteering persuading rehearsing requiring separating surprising unearthing volunteering	accepted acquired acquitted answered calculated disadvantaged disappeared disappointed discontinued disqualified dissatisfied dissolved escaped excelled exclaimed exploded inquired invaded invented manufactured misinformed misinterpreted mismanaged organised shrieked	appalling cancelling controlling excelling labelling levelling patrolling quarrelling rebellling shovelling signalling totalling travelling tunnelling cancelled labelled marvelled patrolled quarrelled rebelled signalled totalled travelled

Phase Thirteen

Pupils' Names:

Consolidate all spelling from previous phases.
Learn words from different subject areas.
Teaching point -
Final 'j' sound after a short vowel in a one-syllable word is spelled 'dge' e.g. judge, badge.
Final 'j' sound after a long vowel, two vowels or a consonant is spelled 'ge' e.g. age, hinge, scrooge.

1. ch	2. ex	3. dge	4. ph	5. gh	6. c
chaos	exams	badge	alphabet	bought	celebrate
character	examine	badger	autograph	brought	cemetery
chemist	example	edge	autobiography	caught	centigrade
choir	exchange	hedge	biography	daughter	centimetres
Christmas	exclaim	ledge	cellophane	fought	certificate
chemistry	exercise	sledge	elephant	naughty	cigarette
chemical	exhale	bridge	geography	slaughter	coincidence
chord	exhume	ridge	graph	plough	concert
chorus	exile	lodger	nephew	through	cylinder
chemotherapy	exit	budget	orphan	though	cynical
chrysalis	expel	fudge	paragraph	although	absence
chronic	expire	judge	phantom	thought	advance
ache	explain	nudge	phase	thoughtless	apprentice
anchor	explode	trudge	pheasant	through	capacity
architect	exploit	sludge	phrase	laugh	deceased
echo	explore	smudge	photocopy	cough	difference
mechanic	export		photograph	enough	electricity
orchestra	extend		physical	rough	innocent
scheme	exterior		sphere	tough	magnificent
stomach	external		telephone	trough	specimen
technology					vacancy

Progression in Phonics and Spelling

7. or	8. our	9. ure	10. tion	11. tion	12. sion
author calculator collector conductor dictator director doctor horror inspector inventor mirror navigator operator professor radiator razor reflector sailor solicitor tractor visitor	armour colour endeavour favour favourite flavour glamour harbour honour humour journal journey labour neighbour odour rumour vapour behaviour saviour	adventure capture creature figure furniture future manufacture mixture nature picture premature puncture signature temperature vulture	action addition addiction ambition attention competition condition devotion education fiction fraction information investigation multiplication prediction question reaction reflection relation station	affection caution celebration circulation composition conversation conservation description direction examination exhibition indigestion precaution prescription promotion protection quotation sensation separation subtraction ventilation vibration refraction	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion
13. ssion	14. ie	15. cei, sc	16. ous	17. trans, bi	18. foreign
admission aggression depression discussion expression impression mission oppression passion percussion permission possession procession profession progression session succession suppression	achieve belief believe brief chief field fiend fiery friend grief lie mischief niece piece pier relief review shield shriek siege sieve thief	ceiling conceit deceive perceive receive receipt conceited scenario scene scenery science scientist scissors conscience	adventurous carnivorous dangerous enormous fabulous generous herbivorous humorous jealous luminous marvellous miraculous mischievous nervous ominous omnivorous perilous poisonous ridiculous scrupulous tempestuous vigorous	transaction transatlantic transfer translate transmit transparent transport bicentenary biceps bicycle bifocal bigamist bilingual bimonthly binoculars biopsy biplane bisect	aerobatics aerobics aerodrome aerodynamic aeronaut aeroplane aerosol aerospace octagon octahedron October octogenarian octopus aquaplane aquarium aquatic aqueduct

Progression in Phonics and Spelling

19. gk prefixes	20. ic	21. ly	22. suffixes	23. suffixes	24. plurals
telegraph telepathy telephoto teleport television autograph autobiography automatic autopilot autopsy	angelic athletic atomic electric energetic epidemic gigantic heroic historic horrific metallic organic poetic specific supersonic volcanic	accurately conceitedly consequently correctly dangerously friendly incorrectly negatively positively prematurely quickly quietly sincerely strangely comfortably probably suitably terribly hungrily necessarily guiltily noisily	biology geology physiology zoology genocide insecticide suicide brotherhood childhood fatherhood kighthood motherhood neighbourhood partnership membership ownership friendship fellowship dictatorship craftsmanship championship apprenticeship	beautiful delightful doubtful fanciful pitiful plentiful resentful respectful sorrowful successful thoughtful truthful wonderful colourless thoughtless emptiness happiness heaviness hungriness laziness loneliness tidiness	calculators characters competitions directions exhibitions ghosts investigations mechanics musicians professors reflections adventures earthquakes pictures knives celebrities emergencies photocopies vacancies echoes predictions neighbours
25. ing	directing, explaining, knowing, laughing, photocopying achieving believing, celebrating, cycling, deceiving, decomposing, describing, deserving, exercising, exploding, investigating, pausing, practising, receiving				
26. d/ed	applauded, calculated, coloured, conceited, digested, endeavoured, exclaimed, exhibited, flavoured, knocked, laboured, numbed, pictured, received, researched, signed, telephoned, whistled, wrapped				

Independent Spelling Stage	
Pupils' Names:	
Children should: Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen	

MORPHOLOGICAL KNOWLEDGE		
Morphemes: Can appropriately add to words and discuss the impact on meaning. Prefixes	Definition	Example
un	not; opposite of	unusual
dis	not; opposite of	discover
mis	wrongly	misspell
pre	before	preview
re	again	rewrite
sub	Under	subway
anti-	against	anticlimax
de-	opposite	devalue
en-, em-	cause to	enact, empower
fore-	before; front of	foreshadow, forearm
in-, im-	in	income, impulse
in-, im-, il-, ir-	not	indirect, immoral, illiterate, irreverent
inter-	between; among	interrupt
mid	middle	midfield
non-	not	nonviolent
ped	foot	pedal
over-	over; too much	overeat
semi-	half; partly; not fully	semifinal
super-	above; beyond	superhuman
trans-	across	transmit
under-	under; too little	Underestimate

INDEPENDENT SPELLING STAGE continued

Etymology- Word studies and word origins

Latin root words

Common Latin Roots	Definition	Example
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
aud	to hear	audience, audition
bene	good	benefactor, benevolent
cent	one hundred	century, percent
circum	around	circumference, circumstance
contra/counter	against	contradict, encounter
dict	to say	dictation, dictator
duc/duct	to lead	conduct, induce
fac	to do; to make	factory, manufacture
form	shape	conform, reform
fort	strength	fortitude, fortress
fract	break	fracture, fraction
ject	throw	projection, rejection
jud	judge	judicial, prejudice
mal	bad	malevolent, malefactor
mater	mother	maternal, maternity
min	little/small	minimum, mini, miniature
mit/mis	to send	transmit, admit, mission
mort	death	mortal, mortician
multi	many	multimedia, multiple
pater	father	paternal, paternity
ped	foot	Pedal, pedicure
port	to carry	portable, transportation
rupt	to break	bankrupt, disruption
scrib/script	to write	inscription, prescribe
sect/sec	to cut	bisect, section
sent	to feel; to send	consent, resent
spect	to look	inspection, spectator
struct	to build	destruction, restructure
vid/vis	to see	televise, video
voc	voice; to call	vocalize, advocate

Greek Root Words

Common Greek Roots	Definition	Example
anthropo	man; human; humanity	anthropologist, philanthropy
astro	star	Astrology
auto	self	autobiography, automobile
bio	life	biology, biography
chron	time	chronological, chronic
dyna	power	dynamic, dynamite
dys	bad; hard; unlucky	dysfunctional, dyslexic
geo	earth	geography geology
gram	thing written	epigram, telegram
graph	writing	graphic, phonograph
hetero	different	heteronym, heterogeneous
homo	same	homonym, homogenous
hydr	water	hydration, dehydrate
hyper	over; above; beyond	hyperactive, hyperbole
hypo	below; beneath	hypothermia, hypothetical
logy	study of	biology, psychology
meter/metr	measure	thermometer, perimeter
micro	small	microbe, microscope
mis/miso	hate	misanthrope, misogyny
mono	one	monologue, monotonous
morph	form; shape	morphology, morphing
nym	name	antonym, synonym
phil	love	philanthropist, philosophy
phobia	fear	claustrophobia, phobic
phon	sound	Telephone
photo/phos	light	photograph, phosphorous
pseudo	false	pseudonym, pseudoscience
psycho	soul; spirit	psychology, psychic
scope	viewing instrument	microscope, telescope
techno	art; science; skill	technique, technological
tele	far off	television, telephone
therm	heat	thermal, thermometer