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| Year One Spelling Curriculum | | | |
| Statutory Requirements | Phonic Knowledge included in FCP | Spelling Rules introduced in FCP (Reading/Spelling PowerPoints) | Spellings to be taught in Spelling Lessons |
| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck | Phase 2 and Phase 3 Part 1 |  |  |
| The /ŋ/ sound spelt n before k | Phase 3 Part 1 (revisited in Phase 4 Part 1) |  |  |
| Division of words into syllables | Phase 2 onwards |  |  |
| -tch | Phase 5 Part 4 |  |  |
| The /v/ sound at the end of words e.g. love | Phase 5 Part 6 (TWs until then) |  |  |
| Adding s and es to words (plural of nouns and the third person singular of verbs) | Adding s (covered from Phase 2 onwards) | Adding –es to words ending in –ss  Adding –es to words ending in -zz  Adding –es to words ending in –sh  Adding –es to words ending in –ch  Adding –es to words ending in –tch |  |
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word | Adding –ing Phase 3 Part 1 | Adding –ed  Adding -er |  |
| Adding –er and –est to adjectives where no change is needed to the root word |  | Adding –er  Adding -est |  |
| ai oi | oi Phase 3 Part 2  ai Phase 3 Part 3 |  |  |
| ay oy | ay Phase 5 Part 1  oy Phase 5 Part 2 |  |  |
| a-e e-e i-e o-e u-e | Phase 5 Part 1 |  |  |
| ar ee | ar Phase 3 Part 1  ee Phase 3 Part 2 |  |  |
| ea | ea (sea) Phase 5 Part 1  ea (head) Phase 5 Part 3 |  |  |
| er | Phase 3 Part 3 |  |  |
| ir | Phase 5 Part 1 |  |  |
| ur | Phase 3 Part 3 |  |  |
| oo | Phase 3 Part 2 |  |  |
| oa | Phase 3 Part 3 |  |  |
| oe | Phase 5 Part 1 |  |  |
| ou | ou (out) Phase 5 Part 2  ou (soup) Phase 5 Part 3 |  |  |
| ow | ow (cow) Phase 3 Part 3  ow (snow) Phase 5 Part 3 |  |  |
| ue | Phase 5 Part 1 |  |  |
| ew | Phase 5 Part 2 |  |  |
| ie | Phase 5 Part 1 |  |  |
| igh | Phase 3 Part 3 |  |  |
| or | Phase 3 Part 2 |  |  |
| ore | Phase 5 Part 6 (TW until then) |  |  |
| aw | Phase 5 Part 1 |  |  |
| au | Phase 5 Part 1 |  |  |
| air | Phase 3 Part 3 |  |  |
| ear | ear (hear) Phase 3 Part 3  ear (bear) Phase 5 Part 7 (TW until then) |  |  |
| are | Phase 5 Part 4 |  |  |
| y e.g. happy, party | Phase 5 Part 4 |  |  |
| ph wh | Phase 5 Part 2 |  |  |
| k | Phase 2 |  |  |
| Prefix un- |  | Prefix un- |  |
| Compound words |  |  |  |
| Year One Common Exception Words as listed in Appendix One of the National Curriculum (non-statutory) are included in First Class Phonics Tricky Words/High Frequency Words | | | |
| Tricky Words | | Busy Bee Words High Frequency (decodable depending on regional dialects) | |
| I the is go no his has to of pull full do one here love so was you my she he me we be are they your there said again some were come who our where today by friend house once | | fast push last ask pull full push fast last ask | |
| Year Two Spelling Curriculum | | |  |
| Statutory Requirements | Phonic Knowledge included in FCP | Spelling Rules introduced in FCP (Reading/Spelling PowerPoints) | Spellings to be taught in Spelling Lessons |
| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | g (gym) Phase 5 Part 2  ge (fringe) Phase 5 Part 4  dge (bridge) Phase 5 Part 4 |  |  |
| The /s/ sound spelt c before e, i and y e.g. ice | Phase 5 Part 2 |  |  |
| The /n/ sound spelt kn and (less often) gn at the beginning of words | Phase 5 Part 5 |  |  |
| The /r/ sound spelt wr at the beginning of words | Phase 5 Part 5 |  |  |
| The /l/ or /əl/ sound spelt –le at the end of words | Phase 5 Part 4 |  |  |
| The /l/ or /əl/ sound spelt –el at the end of words | Phase 5 Part 6 |  |  |
| The /l/ or /əl/ sound spelt –al at the end of words | Phase 5 Part 6 |  |  |
| Words ending –il | Phase 5 Part 6 |  |  |
| The /aɪ/ sound spelt –y at the end of words e.g. fly | Phase 5 Part 6 |  |  |
| Adding –es to nouns and verbs ending in –y e.g. try to tries |  | Adding –es to nouns ending in -y  Adding –es to verbs ending in -y |  |
| Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it e.g. copied, copier, happier, happiest |  | Adding -ed to words ending in -y  Adding –ing to words ending in -y  Adding –er to words ending in -y  Adding -est to words ending in -y |  |
| Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it e.g. hiking, hiked, hiker, nicer, nicest, shiny |  | Adding -ed to words ending in -e  Adding –ing to words ending in -e  Adding –er to words ending in -e  Adding -est to words ending in -e |  |
| Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, hummed, sadder, saddest, runny |  | Adding -ed – double consonant  Adding –ing – double consonant  Adding –er – double consonant  Adding -est – double consonant |  |
| The /ɔ:/ sound spelt a before l and ll e.g. walk ball | Phase 5 Part 4 |  |  |
| The /ʌ/ sound spelt o e.g. mother | Phase 5 Part 5 |  |  |
| The /i:/ sound spelt –ey e.g. monkey | Phase 5 Part 5 |  |  |
| The /ɒ/ sound spelt a after w and qu e.g. swan squat | Phase 5 Part 5 |  |  |
| The /ɜ:/ sound spelt or after w e.g. work | Phase 5 Part 6 |  |  |
| The /ɔ:/ sound spelt ar after w e.g. warn | TWs |  | The /ɔ:/ sound spelt ar after w e.g. war warn |
| The /ʒ/ sound spelt s e.g. television | Phase 5 Part 9 (TW until then) |  |  |
| The suffixes –ment, –ness, –ful , –less and –ly |  | Adding -ly to words  Adding –ment to words  Adding –ness to words  Adding –ful to words  Adding –less to words |  |
| Contractions | HFW/Tricky Words |  |  |
| The possessive apostrophe (singular nouns) |  | Adding apostrophe for singular possession |  |
| Words ending in –tion e.g. action | Phase 5 Part 9 |  |  |
| Homophones and near-homophones |  |  |  |
| Year Two Common Exception Words as listed in Appendix 1 (non-statutory) are included in First Class Phonics Tricky Words/High Frequency Words. In addition, Year One and Year Two CEWs that had previously been Tricky have been included when they become decodable due to increased phonic knowledge. These are indicated below and in the planning with an underline. | | | |
| Tricky Words | | High Frequency Words | |
| find again great even old because any hour whole could would should children people Mr Mrs only half parents eye break steak father busy many pretty clothes water every everybody move beautiful prove improve door floor poor thought parents sure sugar | | after our kind find so no go old cold most don’t he she me we be house only mind behind child wild both gold hold told climb Christmas money is has his was love even children half | |
| Year Three/Four Spelling Curriculum | | |  |
| Statutory Requirements | Phonic Knowledge included in FCP | Spelling Rules introduced in FCP (Reading/Spelling PowerPoints) | Spellings to be taught in Spelling Lessons |
| Adding suffixes beginning with vowel letters to words of more than one syllable |  | Adding suffixes beginning with vowel letters to words of more than one syllable – see two and three syllable words in Year 2 PowerPoints |  |
| The / ɪ /sound spelt y elsewhere than at the end of words e.g. gym | Phase 5 Part 6 |  |  |
| The /ʌ/ sound spelt ou e.g. young | Phase 5 Part 9 |  |  |
| Prefixes in- dis- mis- il- im- ir- re- sub- inter- super- anti- auto- |  |  | Prefixes in- dis- mis- il- im- ir- re- sub- inter- super- anti- auto- |
| Suffix –ation e.g. information, adoration, admiration |  |  | Suffix –ation e.g. information, adoration, admiration |
| Suffix –ly e.g. sadly, completely, happily, gently, frantically |  | See –ly PowerPoints in Year 2 | Suffix –ly e.g. sadly, completely, happily, gently, frantically |
| Words with endings sounding like /ʒə/ or /tʃə/ e.g. treasure picture | ture Phase 5 Part 6  sure Phase 5 Part 9 |  |  |
| Endings which sound like /ʒən/ e.g. invasion | Phase 5 Part 9 |  |  |
| The suffix –ous e.g. famous jealous serious | Phase 5 Part 9 |  |  |
| Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | -tion Phase 5 Part 9  -sion Phase 5 Part 9 |  | -ssion e.g. mission  -cian e.g. musician |
| Words with the /k/ sound spelt ch e.g. school | Phase 5 Part 3 |  |  |
| Words with the /ʃ/ sound spelt ch e.g. chef | Phase 5 Part 3 |  |  |
| Words ending with the /g/ sound spelt – gue e.g. tongue |  |  | -gue e.g. tongue |
| Words ending with the /k/ sound spelt –que e.g. antique |  |  | -que e.g. antique |
| Words with the /s/ sound spelt sc e.g. scientist | Phase 5 Part 8 |  |  |
| Words with the /eɪ/ sound spelt ei, eigh, or ey | ei and eigh Phase 5 Part 8  ey Phase 5 Part 7 |  |  |
| Possessive apostrophe with plural words e.g. girls’ children’s |  |  | Possessive apostrophe with plural words e.g. girls’ children’s |
| Homophones and near-homophones |  |  | Homophones and near-homophones |
| Statutory Word List  This list is a combined Year 3/4 List. However, First Class Phonics has identified 50 words out of the 100 statutory words and has included them in as either Tricky Words or High Frequency Decodable Words. | | | |
| Tricky Words | | Busy Bee Words (decodable) | |
| surprise height arrive decide island knowledge special build guide naughty caught different certain heart straight woman quarter question centre peculiar enough various favourite | | circle possible strange change exercise early learn earth heard natural bicycle fruit recent sentence consider continue complete weight eight occasion occasionally regular popular calendar position particular famous | |