

Spelling Overview
Caring Learning Growing Ready Respectful Safe

OFSTED research and analysis: English Spelling Extract (Updated 15 July 2022)

When young children are taught phonics, they learn the alphabetic code for spelling (encoding) as well as for reading (decoding). This is why spelling and decoding have been referred to as ‘reversible processes’. Reading involves blending the individual sounds of a word to say the whole word, while spelling requires the writer to segment a whole word into its individual sounds (phonemes) and to identify what they are. As well as the skill of segmenting, children need to know which graphemes can represent the separate phonemes they have identified in the word they want to spell. They also need to know how to spell what the national curriculum refers to as ‘common exception words’, so called because their GPCs are unusual or have not yet been taught. Knowing how to spell a word ‘makes the representation of it sturdy and accessible for fluent reading’. This is because spelling and reading call on the same representation – that is, the order of the letters that make up the word. The Department for Education’s non-statutory curriculum guidance for the early years, ‘Development matters’, suggests that teachers of Reception-age children should dictate sentences for children to write that contain only the taught letter-to-sound correspondences. Similarly, the Year 1 national curriculum programme of study requires pupils to write down dictated sentences using ‘the GPCs and common exception words taught so far’. Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly. They also have to understand what they are hearing to distinguish between homophones (for example, ‘to’/‘two’ and ‘meat’/‘meet’).

National Curriculum Knowledge

KS1

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

Many of the words listed as ‘example words’ for years 1 and 2, including almost all those listed as ‘exception words’, are used frequently in pupils’ writing, and therefore it is worth pupils learning the correct spelling. The ‘exception words’ contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age appropriate words rather than because they are rare in English words in general.

Intent

The core intent for spelling at IVIA is to ensure all children develop the foundational transcriptional skills necessary for fluent, confident, and successful writing, in line with the principles of the National Curriculum and Writing Framework. We aim for our pupils to achieve early automaticity in spelling, reducing the cognitive load so their minds are free to focus on oral composition and communicating their ideas effectively.

Key Areas of Intent:

1. Develop Foundational Phonic and Linguistic Knowledge

- **Systematic Phonics Application:** To ensure children apply their phonic knowledge from a validated phonics program to accurately **segment and encode** words for spelling, embedding the phonics progression directly into all written work.
- **High-Frequency and Common Exception Words:** To explicitly teach and secure the spelling of all required **Common Exception Words** (tricky words) and high-frequency words for Year 1 and Year 2 through targeted, memorable, and cumulative practice.

2. Promote Automaticity and Fluency (Transcription)

- **Reduce Cognitive Load:** To provide substantial, regular, and explicit practice (including dictation) so that spelling becomes increasingly automatic, allowing children to focus on generating and structuring their ideas (composition).
- **Link with Handwriting:** To integrate spelling practice with focused, discrete handwriting instruction, ensuring that legible letter formation and secure spelling knowledge work together to increase writing speed and fluency.

3. Encourage and Nurture the Young Writer

- **Phonetically Plausible Attempts:** To foster a 'have a go' attitude, encouraging children to make **phonetically plausible attempts** at words they have not yet been taught, using their current phonic knowledge as a secure strategy.
- **Vocabulary-First Approach:** To teach new vocabulary orally and conceptually *before* expecting pupils to spell them, ensuring new words are part of their spoken repertoire before transitioning to accurate transcription.
-

4. Establish Habits for Editing and Proofreading

- **Segregation of Skills (Composition vs. Editing):** To avoid pressuring children about spelling during the initial composition/drafting phase, promoting a flow of ideas.
- **Editing as a Skill:** To explicitly teach and model the skills of **proofreading and editing**—starting with checking capital letters and full stops—and progressing to checking and correcting their own spellings using knowledge posters, word mats, and taught strategies.

In Summary, by the end of Key Stage 1, we intend for our pupils to be:

- **Proficient Encoders:** Able to accurately apply their phonic knowledge to spell words, and use a range of taught strategies (e.g., morphology, common exception word rules).
- **Fluent Transcribers:** Able to write their ideas with sufficient speed and legibility so that spelling does not hinder the flow of their composition.
- **Confident Communicators:** Ready to enter Key Stage 2 with the foundational spelling skills required to access the full curriculum and focus on developing more complex composition.

Year 1	Autumn 1 Plus 2 X CEW weekly	Autumn 2 Plus 2 X CEW weekly	Spring 1 Plus 3 X CEW weekly	Spring 2 Plus 3 X CEW weekly	Summer 1 Plus 3 X CEW weekly	Summer 2 Plus 3 X CEW weekly
Objective	Step 1: Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'	Step 7: Compound words and words with unstressed vowels	Step 13: Words with the split digraph 'o_e'	Step 19: Words where the digraph 'er' is stressed	Step 25: Words where the digraph 'ou' makes an /ow/ sound	Step 31: Words with the trigraph 'igh'
Words	puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back	pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish	home, those, woke, hope, hole, mole, spoke, joke, bone, phone	herb, verb, her, term, person, germ, stern, perch, fern, mermaid	out, mouth, sound, proud, shout, about, around, found, mound, count	high, night, light, bright, right, sight, tight, mighty, fright, midnight
Objective	Step 2: Words with the /k/ sound spelled 'k' and 'nk' spelling pattern	Step 8: Words with the digraphs 'ai' and 'oi'	Step 14: Words with the split digraph 'u_e'	Step 20: Words where the digraph 'er' is unstressed	Step 26: Words where the digraph 'ow' makes an /ow/ or /oa/ sound	Step 32: Words with the digraph 'or' and the trigraph 'ore'
Words	bank, honk, tank, pink, think, kit, skin, mask, sketch, basket	rain, point, oil, wait, train, coin, join, paid, afraid, soil	June, rude, tube, flume, huge, rule, use, tune, flute, plume	better, summer, sister, after, never, under, winter, brother, ever, river	down, town, frown, how, brown, own, grow, show, blow, snow	forty, morning, north, torn, horse, more, score, before, wore, shore
Objective	Step 3: Words with the 'tch' trigraph	Step 9: Words with the digraphs 'ay' and 'oy'	Step 15: Words with the digraph 'ar'	Step 21: Words with the digraphs 'ir' and 'ur'	Step 27: Words ending in 'y' /ee/ and 've' /v/	Step 33: Words where the digraphs 'aw' and 'au' make an /or/ sound
Words	catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch	day, play, cowboy, enjoy, stay, toy, joy, clay, say, way	car, jar, park, arm, garden, hard, dark, stars, art, shark	girl, shirt, third, bird, first, turn, hurt, burst, church, Thursday	very, happy, funny, party, family, give, have, love, shove, dove	saw, yawn, draw, crawl, lawn, drawn, author, autograph, August, astronaut
Objective	Step 4: Adding '-s' and '-es' to make plurals	Step 10: Words with the split digraph 'a_e'	Step 16: Words with the digraph 'ee'	Step 22: Words where the digraph 'oo' makes an /oo/ sound	Step 28: Words with the digraphs 'ue' and 'ew'	Step 34: Words with the trigraphs 'air' and 'ear'
Words	flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches	made, take, came, mistake, same, safe, awake, snowflake, rake, plate	feel, tree, green, meet, week, see, free, sheet, feet, seek	food, pool, moon, zoo, soon, tool, boots, spoon, afternoon, boom	Tuesday, blue, clue, true, rescue, threw, few, drew, grew, new	air, pair, chair, fairy, hairy, ear, hear, year, near, clear
Objective	Step 5: Adding the suffixes '-ing' and '-ed'	Step 11: Words with the split digraph 'e_e'	Step 17: Words where the digraph 'ea' makes an /ee/ sound	Step 23: Words where the digraph 'oo' makes an /u/ sound	Step 29: Words where the digraph 'ie' makes an /igh/ sound	Step 35: Words where the trigraphs 'ear' and 'are' make an /air/ sound
Words	looking, looked, buzzing, buzzed, jumping, jumped, helping, helped, fizzing, fizzed	even, complete, delete, Chinese, these, evening, eve, athlete, extreme	each, peach, reach, teach, lead, leaf, leap, beak, squeak, real	book, cook, foot, wood, good, shook, brook, stood, took, wool	lie, tie, pie, cried, tried, died, spied, fried, dried, tied	bear, wear, pear, bare, care, scare, share, hare, mare, dare
Objective	Step 6: Adding the prefix 'un-' and the suffixes '-er' and '-est'	Step 12: Words with the split digraph 'i_e'	Step 18: Words where the digraph 'ea' makes an /e/ sound	Step 24: Words where the digraphs 'oa' and 'oe' make an /oa/ sound	Step 30: Words where 'ie' makes an /ee/ sound	Step 36: Words with the digraphs 'ph' and 'wh'
Words	fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock	five, ride, like, time, side, slide, spike, trike, fire, mine	head, bread, meant, instead, wealth, sweat, threat, spread, dead, deaf	goes, goat, boat, dominoes, woe, toe, doe, road, soap, coat	chief, thief, piece, brief, handkerchief, field, belief, priest, shield, grief	dolphin, phonics, alphabet, elephant, wheel, white, when, which, while, why

Year 2	Autumn 1 Plus 2 X CEW weekly	Autumn 2 Plus 2 X CEW weekly	Spring 1 Plus 3 X CEW weekly	Spring 2 Plus 3 X CEW weekly	Summer 1 Plus 3 X CEW weekly	Summer 2 Plus 3 X CEW weekly
Objective	Step 1: Words where 'dge' makes a /j/ sound	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words	Step 13: Words where 'y' makes an /igh/ sound	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Step 25: Words where the digraph 'ey' makes an /ee/ sound	Step 31: Words that are homophones
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blew
Objective	Step 2: Words where 'ge' makes a /j/ sound	Step 8: Words ending in 'le'	Step 14: Words where '-es' is added to words ending in 'y'	Step 20: Words where '-ing' is added to single syllable words	Step 26: Words where 'a' makes an /o/ sound	Step 32: Words that are homophones or near homophones
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries	patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash	quiet, quite, bare, bear, sun, son, be, bee, night, knight
Objective	Step 3: Words where 'g' makes a /j/ sound	Step 9: Words ending in 'el'	Step 15: Words where '-ed' is added to words ending in 'y'	Step 21: Words where '-ed' is added to single syllable words	Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound	Step 33: Words ending in '-tion'
Words	gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel	copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	word, work, worm, world, worth, warm, war, towards, warn, warned	station, fiction, motion, nation, education, action, injection, caption, fraction, competition
Objective	Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Step 10: Words ending in 'al'	Step 16: Words where '-er' and '-est' are added to words ending in 'y'	Step 22: Words where 'a' makes an /or/ sound	Step 28: Words where 'si' and 's' makes an /zh/ sound	Step 34: Words with an apostrophe for contraction
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	all, ball, walk, call, talk, always, fall, small, also, bald	television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual	can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Objective	Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Step 11: Words ending in 'il'	Step 17: Words where '-ing' is added to words ending in 'e'	Step 23: Words where 'o' makes an /u/ sound	Step 29: Words ending in '-ment' and '-ness'	Step 35: Words with an apostrophe for possession
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil	hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness	Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words ending in '-ful' and '-less'	Step 36: Challenge Words
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, old, cold, hold, gold, told	every, everybody, even, great, break, steak, pretty, beautiful, after, fast	last, past, father, class, grass, pass, plant, path, bath, rather	careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless	whole, any, many, clothes, busy, people, water, again, half, hour