

	YEAR ONE	T1	T2	T3	T4	T5	T6
Test Ref: Code	Premise Year One: Most children can already write their name and some high frequency words as part of their written expressions. They usually know one grapheme for each phoneme. During Year 1, they revisit those grapheme-phoneme relationships learned so far, and learn to recognise many new graphemes which are used to represent phonemes in words. They now use increasing skill in attempting phonically-plausible spellings, together with spelling a growing range of common exception words.						
S1	the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	off, well, back	miss, buzz		exceptions: if, pal, us, bus, yes.		
S2	the ŋ sound spelt n before k		bank, think, honk, sunk				
S3	-tch	catch, fetch, hutch	exceptions: rich, which, much, such	kitchen, notch; revisit catch, fetch, hutch, ditch, latch,			
S4	the /v/ sound at the end of words	have		live, give, love			
S5	adding -s and -es to words (plural of nouns and the third-person singular of verbs)		if the ending sounds like /s/ or /z/, it is spelt as -s e.g. cats, dogs	if the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es e.g. witches	practise more plurals adding both -s and -es third person verbs adding -s e.g. she sings, he plays	the third person singular of verbs, adding syllable e.g. she washes	practise the third person singular of verbs e.g. catches, wishes
S6	adding the endings -ing, -ed and -er to verbs where no change is needed in the root word		add the endings -ing, -ed to verbs where no change is needed to the root word: jumping, jumped	further practice: -ing and -er : add an extra syllable to the word e.g. hunting, kinder	add -ed to words to make a past tense verb e.g. wished	add -ed to the word, sometimes makes an extra syllable e.g. wanted	
S7	adding -er and -est to adjectives where no change is needed in the root word		syllables in names (becoming familiar with the term)	talk about syllables; clap syllables; hear syllables		grander, grandest, fresher, freshest, quicker, quickest	
S8	vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)	During Terms 1 and 2, Year 1 pupils often begin by revising the phonics they learned in Reception, e.g. Letters and Sounds Phases 2 and 3. Vowel digraphs and trigraphs need to be taught in coordination with the school's structured phonics programme, so that learning is accumulative and builds on previous knowledge. Plenty of engaging, multi-sensory activities are required to promote the learning process and make it enjoyable. Pupils arrive in Y1 usually knowing one grapheme for each of the 40+ phonemes, but throughout the year they need to learn a wider range of graphemes which form words which are appropriate to the texts children of this age will read and write. See Spelling Appendix Y1 for full list of suggested words.					
S9	words ending in -y (/i:/ or /ɪ/)	names in class e.g. Danny, Sammy		very, happy, funny, silly, jolly,	party, family	continue to point out during reading and apply in writing	practise and revise earlier words
S10	new consonant spellings ph and wh		when, where, , what, why	where, what, which, wheel, while, why	continue to point out during reading	f, ff, ph	dolphin, alphabet, phonics, elephant

S11	using <i>k</i> for the /k/ sound	revisit as part of phase 2					Kent, sketch, kit, skin, frisky, kitten
S12	compound words		syllables in names (becoming familiar with the word syllable)	talk about syllables; clap syllables; two syllable words of known objects (hearing, not spelling)	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own e.g. laptop	football, playground, farmyard, bedroom, blackberry	
S13	the days of the week	Today is Monday...	days of the school week	practise spelling all the days of the week			practise and check independent spelling
S14-S36	not in Y1 Programme of Study; see Y2						
Also	adding the prefix un-					undo, unhappy, unfair, unlock, unload	
S37	common exception words	the, a, do, to, today, of, are, was, is, his, has, I, you, they, be, he, me, she, we, no, go, so, by, my, love,	said, says, here, there, where, come, some,	were, your, one, two, three ... ten,	once, ask, friend, school, put, push, pull, full, house, our		practise and check full Y1 set
Also	As part of the phonics activities in Y1, children will also learn to isolate phonics skills by reading pseudo words (alien)	CVC pseudo words using the phonemes they know	CVC pseudo words using the phonemes they know	CCVC and CVCC pseudo words using the phonemes they know	pseudo words using familiar vowel digraphs	pseudo words using familiar vowel digraphs and trigraphs	practise for screening check

	YEAR TWO	T1	T2	T3	T4	T5	T6
Test Ref: Code	Premise Year Two: Children are usually able to write words using phonically-plausible spellings, so that the reader can decipher almost all of their written expressions. Most children also know a wide range of high frequency words which are useful in their reading and writing, including those common exception words which are not phonically decodable. Note: revision of vowel digraphs and trigraphs learned in Year 1 is often the focus of learning during the first term or two in Year 2 (e.g. Letters and Sounds Phase 5).						
S1	the sounds /f/, /l/, /s/, /z/ and /k/ spelt <i>ff</i> , <i>ll</i> , <i>ss</i> , <i>zz</i> and <i>ck</i>	revisit naturally as part of phonics work					
S2	the <i>ŋ</i> sound spelt <i>n</i> before <i>k</i>		revisit bank, think, sink, sunk				
S3	<i>-tch</i>			revisit catch, fetch, kitchen, hutch			
S4	the /v/ sound at the end of words				revisit: love, have, give, dove, move, glove		
S5	adding <i>-s</i> and <i>-es</i> to words (plural of nouns and the third-person singular of verbs)			revisit cats, dogs, witches, riches	revisit gives, takes, washes, catches,		
S6	adding the endings <i>-ing</i> , <i>-ed</i> and <i>-er</i> to verbs where no change is needed in the root word	revisit wishing, wished, raining, jumper					
S7	adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed in the root word		revisit quicker, grander, darkest				
S8	vowel digraphs and trigraphs: <i>ai</i> , <i>oi</i> , <i>ay</i> , <i>oy</i> , <i>a-e</i> , <i>e-e</i> , <i>i-e</i> , <i>o-e</i> , <i>u-e</i> , <i>ar</i> , <i>ee</i> , <i>ea</i> (/i:/), <i>ea</i> (/ɛ/), <i>er</i> (/ɜ:/), <i>er</i> (/ə/), <i>ir</i> , <i>ur</i> , <i>oo</i> (/u:/), <i>oo</i> (/ʊ/), <i>oa</i> , <i>oe</i> , <i>ou</i> , <i>ow</i> (/aʊ/), <i>ow</i> (/əʊ/), <i>ue</i> , <i>ew</i> , <i>ie</i> (/aɪ/), <i>ie</i> (/i:/), <i>igh</i> , <i>or</i> , <i>ore</i> , <i>aw</i> , <i>au</i> , <i>air</i> , <i>ear</i> , <i>ear</i> (/ɛə/), <i>are</i> (/ɛə/)	revisit phase 5 GPCs vowel digraphs and trigraphs; (this forms focus in Term 1, with additional support for Y2 retakes of screening check)	revisit phase 5 GPCs vowel digraphs and trigraphs, including split digraphs and polysyllabic words	continue for Y2 phonic-check retake pupils, as required	as required		
S9	words ending in <i>-y</i> (/i:/ or /ɪ/)			revisit happy, very, funny, party, family, silly, sunny, merry			
S10	new consonant spellings <i>ph</i> and <i>wh</i>		revisit when, where, which, wheel, why		revisit dolphin, alphabet, phonics, elephant		
S11	using <i>k</i> for the /k/ sound	revisit sketch, skinny, kitten, Kent, Kate					
S12	compound words					revisit and apply e.g. hairbrush, fairground, football, waterfall	
S13	the days of the week	revisit			check		
S14	the /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in		jar, jog, join, age, huge, badge, edge, bridge	revisit and add e.g. gem, giant, magic, energy, charge,			

	words before e, i and y			village			
S15	the /s/ sound spelt c before e, i and y		race, ice, cell, city,	fancy, Nancy			
S16	the /n/ sound spelt kn– and (less often) gn– at the beginning of words		know, knock, knee, gnat, gnaw				
S17	the /r/ sound spelt wr at the beginning of words			write, written, wrote, wrong, wrap			
S18	the /l/ or /əl/ sound spelt –le at the end of words			table, apple, bottle, middle, little,			
S19	the /l/ or /əl/ sound spelt –el at the end of words					camel, tunnel, squirrel, travel, towel, tinsel	
S20	the /l/ or /əl/ sound spelt –al at the end of words					metal, pedal, petal, capital, hospital, animal	
S21	words ending in –il						pencil, fossil, nostril
S22	the /aɪ/ sound spelt –y at the end of words			cry, dry, fly, try, reply, why, by, July			
S23	adding –es to nouns and verbs ending in –y				flies, tries, replies, copies, babies, carries		
S24	adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it			happy, happier, happiest, copy, copied, cry, cried		revisit +exceptions copying, crying, replying	
S25	adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it			hike, hiked, hiker, nice, nicer, nicest,			
S26	adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter			patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest etc.			revisit through mini dictation and apply in writing
S27	the /ɔ:/ sound spelt a before l and ll					all, ball, call, always, walk, talk	
S28	the /ʌ/ sound spelt o						(revisit) other, mother, brother, nothing, Monday, another
S29	the /i:/ sound spelt –ey			key, donkey, monkey, chimney, valley			
S30	the /b/ sound spelt a after w and qu				want, watch, wander, squash		

S31	the /ɜ:/ sound spelt or after w					word, work, worm, world, worth	
S32	the /ɔ:/ sound spelt ar after w				war, warm, towards		
S33	the /ʒ/ sound spelt s				television , treasure, usual		
S34	the suffixes –ment, –ness, –ful, –less and –ly				badly, sadly, kindly	enjoyment, sadness, careful, playful, hopeless	merriment, happily, happiness, plentiful,
S35	words ending in –tion				station, fiction, section, nation, motion	fictional, national	
S36	homophones and near-homophones	see sea, bee, be, blue, blew,	to, too, two, hear, here, one, won, sun, son	quite, quiet	new, knew, there, their, they're	night, knight,	bear, bare, your, you're, revisit full set
S37	common exception words	find, kind, mind, behind, child, wild, climb, they because, every, everybody, after, fast, last, past, father, class, grass, pass, plant, path, bath, again,	who, whole, people, water, parents, money, Christmas, Mr, Mrs, mother, other, I, eye, my, come	could, would, should, couldn't, wouldn't, shouldn't, old, cold, gold, hold, told, clothes, most, both, only, move, prove, improve half, child, children,	door, floor, poor, sugar, even, any, many, busy, sure (link with phonics 'sure/pure'), practise previous ce words	great, break, steak, hour, pretty, beautiful practise previous ce words	revise and check independent learning of all CE word list

Important Note: *Spellings of contracted forms are not included in the Key Stage 1 spelling test. Contracted forms are a component of the Grammar and Punctuation paper.*

Refer to the [Year 2 Spelling Appendix](#) to locate relevant contracted forms and use of the possession apostrophe singular e.g. can't, didn't, hasn't, couldn't, it's, I'll; the girl's, the child's, the man's, Megan's, Ravi's etc.

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This document has been written to align with the English programmes of study 2014 and the Test Framework for GPS Key Stage 1. It also takes into account the schedule of No Nonsense Spelling (Raintree), so that planning can be more easily matched for those schools using the Raintree programme.

Termly suggestions usually build gradually in levels of challenge, but some may be used flexibly according to the school's chosen curriculum. For example, outings, texts or other curricular topics may occur at particular times of year. Also, the child's ability and stage of learning needs to be taken into account when planning for spelling. This document assists teachers in knowing age-related learning for most children, as described by the National Curriculum.

This planner focuses on phonics and spelling, rather than grammar. Please also refer to the Programmes of Study for years 1 and 2, particularly the Spelling Appendix, in order to ensure full coverage of the appropriate spelling expectations and word banks.