



**"Bringing out the best  
in everyone"**



**"Everyone matters;  
everyone is important"**

<b>Writing Progression</b>					
<b>Dimension</b>	<b>Sub-dimension</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Writing Transcription</b>	<b>Phonic and whole word spelling</b>	<ul style="list-style-type: none"> <li>• Use their phonic knowledge to write words which match their spoken sounds</li> <li>• Some words are spelt correctly &amp; others are phonetically plausible</li> <li>• Write some irregular common words</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write words containing each of the 40+ phonemes taught</li> <li>• Common exception words</li> <li>• The days of the week</li> <li>• Name the letters of the alphabet in order</li> <li>• Using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Learning to spell common exception words</li> <li>• Distinguish between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> </ul>



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	<p><b>Other word building spelling</b></p>		<ul style="list-style-type: none"> <li>• Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Add prefixes and suffixes using the prefix un</li> <li>• Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest</li> </ul>	<ul style="list-style-type: none"> <li>• Spell by: learning the possessive apostrophe (singular): e.g. the girl’s book</li> <li>• Spell by: learning to spell more words with contracted forms</li> <li>• Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>
	<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>• Write own name and other and other things such as labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include</li> </ul>



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		<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<p>using the GPCs and common exception words taught so far</p>	<p>exception words and punctuation taught so far</p>	<p>words and punctuation taught so far</p>
	<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly &amp; in sequence.</li> <li>• Write recognisable letters, most of which are correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Begin to form lowercase letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0–9</li> <li>• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting</li> </ul>



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<b>Writing Composition</b>	<b>Contexts for Writing</b>	<ul style="list-style-type: none"> <li>Attempt to write short sentences &amp; meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>Writing about real events</li> <li>Writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing</li> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>Write about real events</li> <li>Writing poetry</li> <li>Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>
	<b>Planning and Drafting Writing</b>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly &amp; in sequence.</li> <li>Write simple sentences which can be read by themselves and other</li> </ul>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning</li> <li>planning or saying out loud what they are going to write about</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>writing down ideas and/or key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Organise paragraphs around a theme</li> </ul>



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					<ul style="list-style-type: none"> <li>• In narratives, create settings, characters and plot</li> <li>• In non-narrative material, use simple organisation devices (headings &amp; subheadings)</li> </ul>
	<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>• Tell the teacher or their peers what they have written</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form e.g. sitting to sat, eaten to ate</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>



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	<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Introduces a storyline or narrative into their play</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
<b>Writing – Vocabulary, grammar and punctuation</b>	<b>Vocabulary</b>		<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using "and"</li> </ul>	<ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>



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	<b>Grammar</b>		<ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using and</li> <li>• Sequencing sentences to form short narratives</li> <li>• separation of words with spaces</li> <li>• sentence demarcation (. ! ?)</li> <li>• capital letters for names and pronoun 'I')</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence with different forms: statement, exclamation, command and question</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• some features of written Standard English</li> <li>• suffixes to form new words (-ful, -er, -ness)</li> <li>• sentence demarcation</li> <li>• commas in lists</li> <li>• apostrophes for omission &amp; singular possession</li> </ul>	<ul style="list-style-type: none"> <li>• Use the present perfect form of verbs in contrast to the past tense</li> <li>• Form nouns using prefixes</li> <li>• Use the correct form of 'a' or 'an'</li> <li>• Use word families based on common words (solve, solution, dissolve, insoluble)</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>
	<b>Grammatical Terminology</b>	<b>Introduce:</b> Finger spaces, Letter, Word, Sentence, Full	letter, capital letter, word, singular, plural , sentence punctuation, full stop,	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb	adverb, preposition conjunction, word family, prefix, clause, subordinate clause



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		stops, Capital letter and Simile – ‘like’	question mark, exclamation mark, conjunction	tense (past, present) , apostrophe, comma, connective	direct speech, consonant, consonant letter vowel, vowel letter, inverted commas
	<b>Punctuation</b>	<b>Introduce:</b> Finger spaces , Full stops and Capital letters	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> </ul>	<ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<p>Use commas after fronted adverbials</p> <p>Indicate and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>

\*Each Year group needs to revisit and consolidate previous Year groups learning alongside new learning.

\* GPC (Grapheme-Phoneme Correspondence)





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### Common exception words for Year 1

This is a word list taken from the National Curriculum of recommended words a Year 1 child should be confident spelling as they complete Year 1.

<b>The</b>	<b>You</b>	<b>Love</b>
<b>A</b>	<b>Your</b>	<b>Come</b>
<b>Do</b>	<b>They</b>	<b>Some</b>
<b>To</b>	<b>Be</b>	<b>One</b>
<b>Today</b>	<b>He</b>	<b>Once</b>
<b>Of</b>	<b>Me</b>	<b>Ask</b>
<b>Said</b>	<b>She</b>	<b>Friend</b>
<b>Says</b>	<b>We</b>	<b>School</b>
<b>Are</b>	<b>No</b>	<b>Put</b>
<b>Were</b>	<b>Go</b>	<b>Push</b>
<b>Was</b>	<b>So</b>	<b>Pull</b>
<b>Is</b>	<b>By</b>	<b>Full</b>
<b>His</b>	<b>My</b>	<b>House</b>
<b>Has</b>	<b>Here</b>	<b>Our</b>
<b>I</b>	<b>There</b>	
	<b>Where</b>	

### Common exception words for Year 2

This is a word list taken from the National Curriculum of recommended words a Year 2 child should be confident spelling as they complete Year 2.

<b>door</b>	<b>everybody</b>	<b>improve</b>
<b>floor</b>	<b>even</b>	<b>sure</b>
<b>poor</b>	<b>great</b>	<b>sugar</b>
<b>because</b>	<b>break</b>	<b>eye</b>
<b>find</b>	<b>steak</b>	<b>could</b>
<b>kind</b>	<b>pretty</b>	<b>should</b>
<b>mind</b>	<b>beautiful</b>	<b>would</b>
<b>behind</b>	<b>after</b>	<b>who</b>
<b>child</b>	<b>fast</b>	<b>whole</b>
<b>children</b>	<b>last</b>	<b>any</b>
<b>wild</b>	<b>past</b>	<b>many</b>
<b>climb</b>	<b>father</b>	<b>clothes</b>
<b>most</b>	<b>class</b>	<b>busy</b>
<b>only</b>	<b>grass</b>	<b>people</b>
<b>both</b>	<b>pass</b>	<b>water</b>
<b>old</b>	<b>plant</b>	<b>again</b>
<b>cold</b>	<b>path</b>	<b>half</b>
<b>gold</b>	<b>bath</b>	<b>money</b>
<b>hold</b>	<b>hour</b>	<b>Mr</b>
<b>told</b>	<b>move</b>	<b>Mrs</b>
<b>every</b>	<b>prove</b>	<b>parents</b>
		<b>Christmas</b>



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## Spelling – work for year 1

### Revision of reception work

#### Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
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. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is	grander, grandest, fresher, freshest, quicker, quickest



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English – Appendix 1: Spelling

### Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a–e		made, came, same, take, safe
e–e		these, theme, complete
i–e		five, ride, like, time, side
o–e		home, those, woke, hope, hole
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u–e</b> .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter

English – Appendix 1: Spelling

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u–e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut



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English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	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.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

English - Appendix 2: Vocabulary, grammar and punctuation

**Vocabulary, grammar and punctuation – Years 1 to 6**

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark



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## Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw

### English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt -el at the end of words	The <b>-el</b> spelling is much less common than <b>-le</b> . The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>-ed</b> , <b>-er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The <b>-e</b> at the end of the root word is dropped before <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> , <b>-y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the	patting, patted, humming, hummed, dropping, dropped,



**“Bringing out the best  
in everyone”**

English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the	can't, didn't, hasn't, couldn't, it's, I'll



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everyone is important”**

English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, lost, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <i>ea</i> .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.





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in everyone"**



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Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command

English - Appendix 2: Vocabulary, grammar and punctuation

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive form of verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]