

This document can be used to: track back learning to identify where any misconceptions or gaps in learning may be present, differentiate for pupils who need to accelerate to age-related expectations and support teachers in securing their subject knowledge. Some statements track back to both the alternative representations of a sound (graphemes) and the alternative pronunciations (phoneme) as misconceptions could be found in either of these areas. Reading has also been referred to where appropriate. To bridge the skills of reading and spelling use scaffolds such as word banks, lists, charts, displays.





Contents

	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (off, well, miss, buzz, back)
3.	The /ŋ/ sound spelt n before k (bank)
	Division of words into syllables
	/tʃ/ sound spelt -tch (catch)
4 . 5 .	The /v/ sound at the end of words (give)
	Adding -s and -es to words (cats, catches)
	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (hunting, hunted, hunter)
	Adding –er and –est to adjectives where no change is needed to the root word (quicker, quickest)
	/aɪ/ sound spelt i-e/-ie/-igh/ (five/tie/high)
	/ɔɪ/ sound spelt oi/oy (coin/boy)
	/i:/ sound spelt e-e/-ee-/ea/ie (these/tree/sea/chief)
	/ε/ sound spelt ea (head)
	/ɜː/ sound spelt –er/-ur/-ir (germ/burn/girl)
6.	/ə/ sound spelt er (unstressed schwa sound- better, under)
	/u:/ sound spelt oo/u-e/ue/ew (zoo/June/blue/new)
	/ʊ/ sound spelt oo (book)
	/อช/ sound spelt oe/o-e /ow/oa (toe/home/snow/coat)
7.	/aʊ/ sound spelt ou/ow (mouth/now)
7.	/ɔ:/ sound spelt au/aw/or/ore (August/draw/for/more)
	/ɑː/ sound spelt ar (car)
8.	/εə/ sound spelt air/ear/are (pair/bear/care)
	/ɪə/sound spelt ear (hear)
	Words ending –y (/i:/ or /ɪ/ - happy)
	New consonant spellings ph and wh (dolphin, when)
	Using k for the /k/ sound (skin)
9.	Adding the prefix un- (unhappy)
	Compound words (playground)
10.	International Phonetic Alphabet
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Year group statutory requirements and content to be introduced

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (off, well, miss, buzz, back)

Letters and Sounds Phases (2-4)

Ph 2

/f/ sound spelt f-/-ff (fan/puff)

/l/ sound spelt l-/-ll (leg/doll)

/s/ sound spelt s-/ss (sat/miss)

/k/ sound spelt -c/k-/-ck (cap/kit/pack)

/z/ sound spelt z- (zip)

Year 1

The $/\eta$ / sound spelt n before k (bank)

Letters and Sounds Phases (2-4)

/ŋ/ sound spelt -ng (ring)

Reading and spelling words with adjacent consonants: sink, bunk

Year 1

Division of words into syllables

Letters and Sounds Phases (2-4)

Introduced in phases 3 and 4

KEY

Phases 2-4

Year 1

Tip

Non-statutory Guidance

Links to reading

Tricky words for spelling

Year 1

/t[/ sound spelt -tch (catch)

Letters and Sounds Phases (2-4)

/tʃ/ sound spelt ch-/-ch (chop/rich)

Year group statutory requirements and content to be introduced

Year 1

The /v/ sound at the end of words (give)

Letters and Sounds Phases (2-4)

Ph 3

/v/ sound spelt v- (van)

Ph 4

Tricky word for spelling: have

Tip

These are word where there both is and is not a change to the root word, eg hopped, hoped.

Year 1

Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (hunting, hunted, hunter)

Letters and Sounds Phases (2-4)

Ph 3 /ŋ/ sound spelt -ng (ring)

/ɪ/ŋ/ sounds clustered and spelt -ing (quacking)

/3:/ sound spelt -ur (burn)

Ph 3 Reading and spelling two syllable words (each syllable is cvc) e.g. sadness

Ph 4 Reading e.g. softest, hardest, floated

KEY

Phases 2-4

Year 1

Tip

Non-statutory Guidance

Links to reading

Tricky words for spelling

Year 1

Adding -s and -es to words (cats, catches)

Letters and Sounds Phases (2-4)

Add –s to pluralise words

Read and spell words containing adjacent consonants e.g. cats, dogs

Year 1

Adding –er and –est to adjectives where no change is needed to the root word (quicker, quickest)

Letters and Sounds Phases (2-4)

Ph 3 /ə/ sound spelt er (unstressed schwa sound: farmer, better, under)

/3:/ sound spelt -ur (burn)

Ph 3 Reading and spelling two syllable words (each syllable is cvc) e.g. sadness

Ph 4 Reading e.g. softest, hardest, floated

Year group statutory requirements and content to be introduced

Year 1

/aɪ/ sound spelt i-e/-ie/-igh/ (five/tie/high)

Letters and Sounds Phases (2-4)

/aɪ/ sound spelt igh (high)

Tricky word for reading: like

Year 1

/ɔɪ/ sound spelt oi/oy (coin/boy)

Letters and Sounds Phases (2-4)

Ph 3 /ɔɪ/ sound spelt oi (coin)

Year 1

/i:/ sound spelt e-e/-ee-/ea/ ie (these/tree/sea/chief)

Letters and Sounds Phases (2-4)

Ph 3

/i:/ sound spelt -ee-

Tricky words for reading: he, me, she, we, be

Ph 4

Tricky words for spelling: he, me, she, we, be

KEY

Phases 2-4

Year 1

Tip

Non-statutory Guidance

Links to reading

Tricky words for spelling

Year 1

/ε/ sound spelt ea (head)

Letters and Sounds Phases (2-4)

Ph 2

/ε/ sound spelt -e- (pen)

Year group statutory requirements and content to be introduced

Year 1

/3:/ sound spelt -er/-ur/-ir (germ/burn/girl)

Letters and Sounds Phases (2-4)

Ph 3

/3:/ sound spelt -ur (burn)

Tricky word for reading: her

Ph 4

Tricky word for spelling: her

Year 1

/ə/ sound spelt er (unstressed schwa soundbetter, under)

Letters and Sounds Phases (2-4)

No related statement

Year 1

/u:/ sound spelt oo/u-e/ue/ ew (zoo/June/blue/new)

Letters and Sounds Phases (2-4)

Ph 2

Tricky words for reading: to, into

Ph 3

/u:/ sound spelt oo (zoo)

Tricky word for reading: you

Ph 4

Tricky word for spelling: do

KEY

Phases 2-4

Year 1

Tip

Non-statutory Guidance

Links to reading

Tricky words for spelling

Letters and Sounds Phases (2-4)

Year 1

/ʊ/ sound spelt oo (book)

Ph 3

/ʊ/ sound spelt oo (book)

Year group statutory requirements and content to be introduced

Year 1 /əʊ/ sound spelt oe/o-e / ow/oa (toe/home/snow/ coat) Letters and Sounds Phases (2-4) Ph 2

Tricky words for reading: no, go

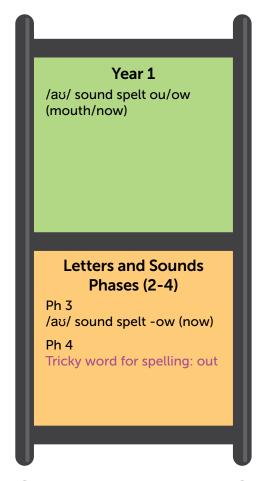
Ph 3 /əʊ/ sound spelt -oa- (coat) Ph 4

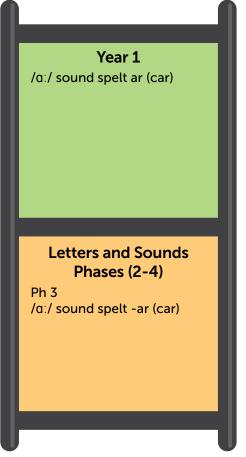
Tricky word for spelling: so

Year 1 /ɔ:/ sound spelt au/aw/or/ ore (August/draw/for/more) Letters and Sounds Phases (2-4) Ph 3 /ɔ:/ sound spelt or (for) Tricky word for reading: all

Tricky word for spelling: all







Year group statutory requirements and content to be introduced

Year 1

/εə/ sound spelt air/ear/are (pair/bear/care)

Letters and Sounds Phases (2-4)

Ph 3 /ɛə/ sound spelt -air (pair) Tricky word for reading: are

Year 1

Words ending -y (/i:/ or /ɪ/ - happy)

Letters and Sounds Phases (2-4)

Ph 3

/j/ sound spelt y- (yes)

/i:/ sound spelt -ee- (feel)

Tricky words for reading: he, me, she, we, be

Ph 4

Tricky words for spelling: he, me, she, we, be

KEY

Phases 2-4

Year 1

Tip

Non-statutory Guidance

Links to reading

Tricky words for spelling

Year 1

/19/sound spelt ear (hear)

Letters and Sounds Phases (2-4)

Ph 3 /1ə/ sound spelt -ear (hear)

Year 1

New consonant spellings ph and wh (dolphin, when)

Letters and Sounds Phases (2-4)

Ph 2

/f/ sound spelt f-/-ff (fan/puff)

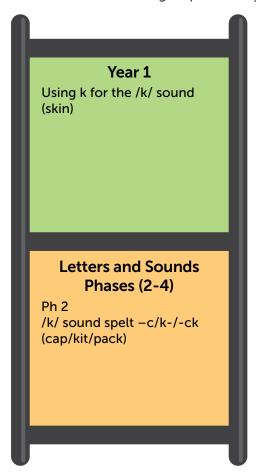
Ph 3

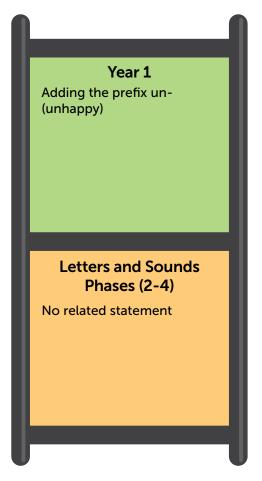
/w/ sound spelt w- (win)

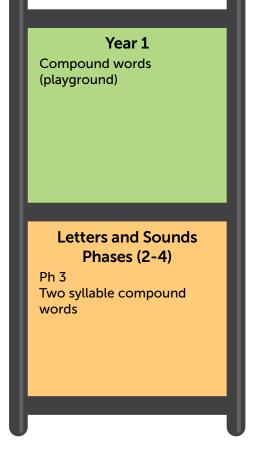
Ph 4

Tricky words for spelling: what, when, one

Year group statutory requirements and content to be introduced









International Phonetic Alphabet (Non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). It is intended simply as guidance for teachers in understanding the IPA symbols used above.

Consonants

/b/	b ad
/d/	d og
/ð/	this
/dʒ/	g em, j ug
/f/	i f , pu ff , ph oto
/g/	g um
/h/	how
/j/	y es
/k/	cat, check, key, school
/l/	leg, hill
/m/	m an
/n/	ma n
/ŋ/	si ng
/ŋ/ /θ/	si ng bo th
/θ/	bo th
/θ/ /p/	both pet
/θ/ /p/ /r/	both pet red
/θ/ /p/ /r/ /s/	pet red sit, miss, cell
/θ/ /p/ /r/ /s/ /ʃ/	both pet red sit, miss, cell she, chef
/θ/ /p/ /r/ /s/ /ʃ/ /t/	both pet red sit, miss, cell she, chef tea
/θ/ /p/ /r/ /s/ /ʃ/ /t/	both pet red sit, miss, cell she, chef tea check
/θ/ /p/ /r/ /s/ /ʃ/ /t/ /tf/	both pet red sit, miss, cell she, chef tea check vet
/θ/ /p/ /r/ /s/ /ʃ/ /t/ /tʃ/ /v/ /w/	both pet red sit, miss, cell she, chef tea check vet wet, when

Vowels

/a:/	f a ther, a rm
/a/	h o t
/æ/	c a t
/aɪ/	mind, fin e , pie, hi gh
/aʊ/	out, cow
/٤/	h e n, h ea d
/eɪ/	s ay , c a m e , b ai t
/ea/	air
/əʊ/	c o ld, b oa t, c o n e , bl ow
/1/	hit
\ie_	b ee r
/i:/	she, bead, see, scheme, chief
/ɔ:/	l au nch, r aw , b or n
/IC/	c oi n, b oy
/ʊ/	b oo k
/ʊə/	t ou r
/u:/	r oo m, y ou , bl ue , br ute
/^/	c u p
/3:/	f er n, t ur n, g ir l
/ə/	farm er