



# Spelling Overview – EYFS to KS1

	Reception*	Year 1*	Year 2
<b>Autumn 1</b>	<p>The initial focus for reception children is to learn to decode, not spell. As they learn to read, they are taught to apply their growing phonic knowledge to writing words with the sounds taught, or to apply the 'tricky word' knowledge to their writing – using prompts around the classroom.</p> <p>We do not expect children in reception to learn to spell all of the below 'by heart': these are the words that they will be exposed to – which will then be revisited in Year 1</p> <p><b>Phase 2 Tricky Words</b> is, I, the</p>	<p><b>Revision Unit – interleaving previous tricky word learning phases 2-4</b> put~, pull~, full~, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, out, today</p> <p><b>Spelling rules:</b> ff, ll, ss, zz, ck – after single vowel (exceptions: if, pal, us, bus, yes) nk (bank, honk)</p> <p><b>2-syllable words (unstressed syllable):</b> pocket, rabbit, carrot, thunder, sunset</p>	<p><b>Spelling rules:</b> Continuous past tense and adding suffix -ed.</p> <p>Adding suffixes to root words ending in y with a consonant before (copy): -ed, -ing, -er, -est</p> <p>Adding suffixes to root words ending in e (hike / shine) -ed, -er, -est, -y</p> <p>Adding suffixes to root words of one syllable ending in a single consonant letter after a single vowel letter (double the consonant to keep the vowel sound short (pat – patting) -ed, -er, -est, -y</p>
<b>Autumn 2</b>	<p><b>Phase 2 Tricky Words</b> put~, pull~, full~, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <ul style="list-style-type: none"> <li>Words with -s added</li> <li>Words ending -s /z/ (his)</li> <li>Words with -s added /z/ (bags)</li> </ul>	<p><b>Phase 5 Tricky Words</b> their, people, oh, your, Mr, Mrs, Ms, ask~, could, would, should, our, house, mouse, water, want</p> <p><b>Spelling rules:</b> tch – after a single vowel – catch, fetch ve /v/ – at the end of words – have, give Words ending in y – very, happy ... short e – e, ea – head, bread</p>	<p><b>Spelling rules:</b> dge, ge, g – makes /j/</p> <p>Adding suffixes to nouns and verbs: -s, -es (change y to an i and add es)</p> <p>Homophones (see/sea, their/there, here, hear)</p> <p>c – makes /s/ before e, i and y kn, gn – makes /n/ sound at beginning of words wr – makes /r/ sound at beginning of words</p>
<b>Spring 1</b>	<p><b>Phase 3 Tricky Words</b> was, you, they, my, by, all, are, sure, pure</p> <ul style="list-style-type: none"> <li>Words with double letters</li> <li>Longer words</li> </ul>	<p><b>Phase 5 Tricky Words</b> any, many, again, who, whole, two, school, call, different, thought, through, friend, work</p> <p><i>Alternative spellings short /oo/ written as 'u' and 'ou'</i> <i>Alternative spellings aw, au, or, ore, al</i></p>	<p><b>Spelling rules:</b> Contractions (hasn't, couldn't, they're)</p> <p>le - /l/ at the end of words el - /l/ after m, n, r, s, v, w, s. al - /l/ at the end of many adjectives il - /l/ in few words (pencil)</p> <p>Add suffixes to spell words including -ment, -ness, -ful, -less, -ly</p>
<b>Spring 2</b>	<p><b>Phase 3 Tricky Words</b></p> <ul style="list-style-type: none"> <li>Longer words, including those with double letters</li> <li>Words with -s /z/ in the middle</li> <li>Words with -es /z/ at the end</li> <li>Words with -s /s/ and /z/ at the end</li> </ul>	<p><b>Phase 5 Tricky Words</b> once, laugh, because, eye</p> <p><b>Spelling rules:</b> <i>Alternative pronunciation</i> -er (unstressed schwa sound) <i>Alternative pronunciation</i> -ow, (cow, own) ie (tie, chief)</p>	<p><b>Spelling rules:</b> o following w is (a) a after w/qu sounds 'o' (squash, wash) o following w is /er (work) ar after w (war, warm, towards) /or/ before l or ll is (a) (wall) words never to end in v o – makes /u/ sound (mother)</p>
<b>Summer 1</b>	<p><b>Phase 4 Tricky Words</b> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, out, today</p> <p>Phase 3 short vowels with adjacent consonants</p> <ul style="list-style-type: none"> <li>CVCC / CCVC / CCVCC / CCCVC / CCCVCC</li> </ul> <p>Compound words</p> <p>Suffixes: -ing, -ed /t/, -ed /id/ /ed/ -est</p>	<p><b>Spelling rules:</b> k rather than c before e, i and y (sketch, skin, frisky) Prefix -un</p> <p><b>Words with contraction</b> - don't, can't, didn't, it's, I'm, I'll, I've,</p>	<p><b>Spelling rules:</b> near homophones (quite/quiet, one/won/)</p> <p>-tion</p> <p>y - /i/ at the end of words (cry) ey – makes /ee/ at the end of words (donkey / donkeys) s – makes /zh/ sound (television)</p>
<b>Summer 2</b>	<p>Phase 3 long vowels with adjacent consonants</p> <ul style="list-style-type: none"> <li>CVCC / CCVC / CCCVC / CCV / CCVCC</li> </ul> <p>Compound words</p> <p>Suffixes: -ing, -ed /t/, -ed /id/ /ed/ -est</p>	<p><b>Spelling rules:</b> -le at the end of a word -mb at the end of a word</p> <p><b>Read and write/spell the following</b> Adding s/es for plurals Add -ing, -ed, -er to verbs (no change to root word) Add -er, -est to adjectives (no change to root word)</p>	<p><b>Spelling rules:</b> Possessive apostrophe</p> <p><i>Revision of all year 2 rules</i></p>

\*This fully aligns with the Letters and Sounds Revised programme; only the tricky words are documented above. For phoneme progression, see Phonics overview

~ these words may not be tricky in some regional accents