

Comparison of teaching expectations for the teaching of phonics and spelling between Letters and Sounds / Support for Spelling and the National Curriculum 2014

Spelling – work for year 1:	Letters and Sounds / Support for spelling
Statutory requirements in NC	Expectations according to L and S and S for S
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	Building on teaching from Phase 2 and phase 3
The /ŋ/ sound spelt n before k	New teaching (taught /ng/ in phase 2)
Division of words into syllables	Introduced in lower phases. (Expected to read and spell decodeable two and three syllable words in phase 5; also in blue book band +)
-tch	An alternative covered in phase 5
The /v/ sound at the end of words e.g. have 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	New teaching as a rule – will have read in high frequency words have, love, give already when reading book bands red + Have – tricky word in phase 4 ve - alternative spelling in Phase 5
Adding -s and -es to words (plural of nouns and the third person singular of verbs)	New teaching – will have read in GR (yellow book band+)
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	New teaching - will have read in GR (yellow book band+)
Adding –er and –est to adjectives where no change is needed to the root word	New teaching - will have read in GR (yellow book band+)
Vowel digraphs and trigraphs	
ai, oi	Phase 3
ay, oy	/ay/ is taught as a new grapheme phase 5 /oy/ is taught as an alternative spelling in phase 5
a–e	Phase 5 new grapheme
e–e	Phase 5 new grapheme
i–e	Phase 5 new grapheme
o–e	Phase 5 new grapheme
u–e	Phase 5 new grapheme
ar	Phase 3
ee	Phase 3
ea (/i:/)	Phase 5 alternative pronunciation
ea (/ɛ/)	Phase 5 alternative pronunciation
er (/ɜ:/)	Phase 5 alternative pronunciation
er (/ə/)	Phase 5 alternative pronunciation
ir	Phase 5 new grapheme
ur	Phase 3
oo (/u:/)	Phase 3
oo (/ʊ/)	Phase 3
oa	Phase 3
oe	Phase 5 new grapheme
ou	Phase 5 alternative pronunciation
ow (/aʊ/)	Phase 3 e.g. cow
ow (/əʊ/)	Phase 5 alternative pronunciation e.g. blow
ue	Phase 5 new grapheme e.g. blue

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ew	Phase 5 alternative grapheme e.g. new
ie (/aɪ/)	Phase 5 alternative pronunciation
ie (/i:/)	Phase 5 alternative pronunciation
igh	Phase 3
or	Phase 3
ore	New teaching
aw	Phase 5 new grapheme
au	Phase 5 new grapheme
air	Phase 3
ear	Phase 3
ear (/ɛə/)	Phase 5 alternative spelling
are (/ɛə/)	Phase 5 alternative spelling
Words ending -y (/i:/ or /ɪ/)	Phase 5 alternative pronunciation
New consonant spellings ph and wh	Phase 5 new grapheme
Using k for the /k/ sound	Phase 5 alternative spelling
Adding the prefix -un	New teaching as a prefix taught in phase 6 (have been introduced to the separate graphemes in phase 2)
Compound words	Covered in support for spelling Y2
Common exception words	Were known as tricky words in Letters and Sounds or variations depending on accent (Some of the alternative pronunciations taught in phase 5 are now listed under common exception words in Y1 and Y2)
Spelling – work for year 2:	Letters and Sounds/Support for Spelling
Statutory requirements in NC	Expectations according to L and S and S for S
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	ge is new teaching g and dge phase 5 alternative spelling
The /s/ sound spelt c before e, i and y	Phase 5 alternative spelling
The /n/ sound spelt kn- and (less often) gn- at the beginning of words	Phase 5 alternative spelling
The /r/ sound spelt wr- at the beginning of words	Phase 5 alternative spelling

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The /l/ or /əl/ sound spelt –le at the end of words	Year 3 term 1 Support for Spelling
The /l/ or /əl/ sound spelt –el at the end of words	New teaching
The /l/ or /əl/ sound spelt –al at the end of words	New teaching
Words ending –il	New teaching
The /aɪ/ sound spelt –y at the end of words	Phase 5 alternative pronunciation
Adding –es to nouns and verbs ending in –y	Phase 6
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	Phase 6
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	Phase 6 and Y3 Support for Spelling
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	Phase 6 and Y3 Support for Spelling linked to comparatives and meaning as well as forming adjectives and adverbs
The /ɔ:/ sound spelt a (or) before l and ll	/a/ phase 5 alternative spelling e.g. walk /all/ phase 3 tricky word for reading Phase 4 for spelling
The /ʌ/ sound spelt o e.g. other	Phase 5 alternative spelling (south)
The /i:/ sound spelt –ey e.g. key	/ey/ phase 5 alternative spelling Plurals in Y2 Support for Spelling
The /ɒ/ sound spelt a after w- and qu- (eg want , quantity)	Phase 5 alternative pronunciation /o/ is presented as (w)a Spelt as tricky word ‘was’ in phase 4 After qu is new teaching
The /ɜ:/ sound spelt or after w- (e.g. word)	New teaching
The /ɔ:/ sound spelt ar after w- (e.g. war)	New teaching
The /z/ sound spelt s (e.g. television)	/zh/ phase 5 as in treasure
The suffixes –ment, –ness, –ful , –less and –ly	Support for spelling (–ful see Y2 and Y5) (-less see Y2 and Y3) (–ness and -ment Y5)
Contractions	Support for Spelling Y4
The possessive apostrophe (singular nouns)	Y4 grammar for writing
Words ending in –tion	Support for Spelling Y4 and Y5
Homophones and near-homophones	Homophones are introduced in lower phases; the term near-homophones was not introduced - Support for Spelling Y4
Common exception words	Were known as tricky words in Letters and Sounds or variations depending on accent