



Milton Ernest
C of E Primary



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New Curriculum – Literacy Progressions Spelling Grammar and Punctuation

	Reception	Year 1	Year 2
Phonics/letter work	RWI Set 1 RWI Set 2 Letter names	Review RWI Set 2 RWI Set 3 Extra sounds to be taught as speed sounds – ue, ie, ore Vowels	Review all sounds Vowels
Word work	Begin to read common exception words from word lists	Nouns, verbs, adjectives Read common exception words from word lists Singular/Plural Compound word	Nouns, verbs, adjectives, adverbs, pronouns Singular/ plural compound word homophone/ near homophone Read all common exception words from word lists
Suffixes (Read and spell)		ing, ed, s, es, er, est, y	Review all suffixes ment, ness, ful, less, ly
Punctuation (Spot, describe and use)	Full stops Capital letters to start a sentence Capital letters for names Capital letter for I	Full stops Capital letters to start a sentence Capital letters for names, places, days Capital letter for I Question mark Exclamation mark	Full stops Capital letters to start a sentence Capital letters for names, places, days Capital letter for I Question mark Exclamation mark

Working together, Aiming High, Shining Brightly
Let your light shine others – Matthew 5:16



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		apostrophe in contractions	apostrophe for possession commas in a list Begin to use speech marks
Sentence work (verbal and/or written)	Question	Command Question Exclamation	Command Question Exclamation Statement Past and present tense
Spelling	Spell RWI set 1 and begin to spell set 2 sounds Segment and spell words with 2, 3 and 4 sounds/graphemes Begin to spell common exception words from word lists	Review RWI Set 1 and 2 sounds Spell RWI Set 3 sounds including ue, ie, ore Use syllables to spell Begin to select the correct version of the sound Continue to spell common exception words Add listed suffixes to root words Use prefix un Spell days of the week use tch after a single vowel letter sound	Review previous work – Set 3 to include tion Spell contractions – can't, don't, didn't, hasn't, I'll, it's, couldn't etc dge after a e i o u letter sound ge after other sounds (badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village) G before e i and y J before a o u (gem, giant, magic, giraffe, energy jacket, jar, jog, join, jug) s spelt c before e i and y e.g. race, ice, city kn and gn (knock, know, knee, knife, knight, knot, gnat, gnaw)

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		<p>Ph and wh</p> <p>Use K before an e, i letter sound or y</p> <p>Never have an e with an ing!</p> <p>Begin to spell compound words</p> <p>ff, ll, ss, zz, ck after a single vowel letter (There are exceptions e.g. bus)</p>	<p>wr – write, wrote, wrong, wrap</p> <p>le at the end of words el used after m n r s v w camel, travel, towel, tinsel al – metal, pedal, capital, hospital, animal</p> <p>i spelt y at the end of words – cry, fly, dry, try, reply, July, fry</p> <p>Swap y for an i when adding es, ed, er, est – tries, cries, flies, babies, carries, copies, copied, copier, happier, happiest</p> <p>Doubling letters after a vowel letter sound to protect it from the suffix! (ing, est, ed, er, y)- hum, pat, drop, sad, fat, run etc x is never doubled!</p> <p>or spelt a – all, ball, call, walk, talk</p> <p>u letter sound spelt o – other, mother, brother, nothing, Monday, money, glove</p> <p>y spelt ey – key, donkey, monkey, chimney, valley</p>
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			<p>o letter sound spelt a – want, watch, squash</p> <p>ar spelt a – pass, past, grass, fast, path, bath,</p> <p>er spelt or - word, work, worm, world, worth</p> <p>Common exception words: Igh spelt I – mind kind, wild, climb</p> <p>oor – door, poor, floor</p> <p>oa spelt o – most, old, told, fold, gold, hold, clothes</p> <p>ai spelt ea – break, great, steak</p> <p>people, water</p>
Homophones	be bee	<p>see sea</p> <p>there their</p> <p>here hear</p> <p>one won</p> <p>be bee</p> <p>to two</p>	<p>there their they're</p> <p>bear bare</p> <p>sun son</p> <p>to too two</p> <p>blue blew</p> <p>night knight</p>

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