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	**ay** and **oy** 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 **u–e**.	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 *schwa* sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters **oo**, 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 **oa** 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 **ou** is *you*.	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as **u–e**, **ue** and **ew**. If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ew		
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/iː/)		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
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

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 **ph** in short everyday words (e.g. *fat*, *fill*, *fun*).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as **k** rather than as **c** before **e**, **i** and **y**.	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix **un–** 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

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 syllable in which the vowel sound is unclear.	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.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	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.	
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

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 **–dge** 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 **–ge** 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 words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The **–le** spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The **–el** spelling is much less common than **–le**. The **–el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w** and more often than not after **s**.	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in **–al**, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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 **y** is changed to **i** before **–es** 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 **y** is changed to **i** before **–ed**, **–er** and **–est** are added, but not before **–ing** as this would result in **ii**. The only ordinary words with **ii** are *skiing* and *taxiing*.	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 **–e** at the end of the root word is dropped before **–ing**, **–ed**, **–er**, **–est**, **–y** or any other suffix beginning with a vowel letter is added. **Exception**: *being*.	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	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 vowel 'short'). **Exception**: The letter 'x' is never doubled: *mixing*, *mixed*, *boxer*, *sixes*.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔː/ sound spelt a before l and ll	The /ɔː/ sound ('or') is usually spelt as **a** before **l** and **ll**.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /iː/ sound spelt –ey	The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys*, etc.).	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 /ɜː/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔː/ 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. **Exceptions**: (1) *argument* (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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can't – cannot*). *It's* means *it is* (e.g. *It's* raining) or sometimes *it has* (e.g. *It's* been raining), but *it's* is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

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. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*. *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.	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. **Note:** 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.