Phonic and Spelling Progression (with Rules)

To be taught in this sequence but can be grouped as appropriate. (i.e. not restricted to one sound per week)

Step	Sounds	Sounds to be Taught	SWSpT Word Lists
Steps 1 & 3	**Initial Sounds** When teaching initial sounds start blending to form CVC words.	a t p n i s r m e h d o g f u b l c k p j v q x y z	
Steps 2 & 4	**Consonant Digraph Sounds** When teaching consonant digraph sounds start blending to form simple digraph words.	sh ch th wh qu* ck * Teach rule – 'q' is always written 'qu'	Levels 2, 3, 5 Level 5
Step 5	**Double Letters**	-all -ell -ill -ff -ss -zz others -gg -dd	Level 2
Step 6	**Easy Vowel Digraphs 1**	ee oo -y* * Teach rule – 'i' or 'ee' sound at the end of words is nearly always 'y' e.g. baby, silly	Levels 3, 4
Step 7	**Final Blends**	st sp sk nd ng nt nk mp lk lt lp ld ft pt rk	Levels 2, 3
Step 8	**Initial Blends**	bl cl fl gl sl pl br cr dr fr gr pr tr sc sk sp st sm sn sw tw dw	Level 2, 4
Step 9	**Initial & Final Blends**		
Step 10	**Triple Blends**	scr spl spr str	Level 4
Test and revise all necessary blends before moving onto the next stage.			
Step 11	**Vowel Digraphs 2**	ai ay are* ear**	Levels 3, 5, 6
		ee ea ey***	Levels 3, 5
		igh y	Level 4
		oa ow	Level 3
		oo ew oul	Levels 3, 4
		oi oy	Levels 3, 5
		ou ow	Level 4
		au aw all wa	Levels 4, 5
		Teach how to use the coloured phonic ruler. Point out sounds can also be made using magic 'e'. * e.g. care, bare, stare etc. ** e.g. bear, tear, wear *** e.g. key, donkey Pupils may be at this stage for a long time.	

To be taught in this sequence but can be grouped as appropriate. (i.e. not restricted to one sound per week)

Step	Sounds	Sounds to be Taught	Word Lists
Step 12	**Magic 'e'**	a-e | e-e | i-e | o-e | u-e | -ing | -ed	Levels 2, 3, 7
	Diphthongs	-ly | ar | or | er | ir | ur	Levels 2, 3, 4, 7
	Endings 1	Verbs '-ed' ending - **Teach 3 sounds *'ed' 'd' 't'***	Levels 5, 6, 7
		Teach rule – Drop the final 'e' before adding an ending beginning with a vowel but keeping it before a consonant. **e.g. love, loving. lovely** **drive, driving, driver** **rattle, rattling, rattled**	Levels 5, 6
		Teach rule – words ending in 'k' sound - **'ck' is used with short vowel sounds e.g. snack** **'-ke' is used with long vowel sounds (magic 'e')** **e.g. snake**	Level 3
Step 13	**Multisyllabic Words**	**Teach rule – 'all' followed by another syllable only has one 'l'** **e.g. also, already, always, although** **(include these words in spelling lists)**	Level 4
	Double Letters in Middle of Words	**e.g. letter, middle, sudden**	Level 4
Step 14	**Vowel Digraphs 3 - with Blends**	**See Phonic Ruler**	
Step 15	**Endings 2**	Adjectives (Comparatives & Superlatives) e.g. hot hotter hottest big bigger biggest	Levels 3, 5
		Adjectives ending in -y (Comparatives & Superlatives) e.g. happy happier happiest silly sillier silliest	Level 5
		Teach rule – words ending in single vowel and consonant - always double last consonant before adding an ending **e.g. stop, stopped, stopping** **flat, flatter, flattest** **swim, swimmer, swimming**	Levels 5, 7
	Plural Rules	-es | -ves* | -oos | -os | -oes | -ies** | -ys***	Levels 3, 4, 5, 7
		* **Teach rule - change 'f' to 'v' before adding 'es'** **e.g. leaf, leaves** **wolf, wolves** * **Teach exceptions to this rule**	Level 5
		** **Teach rule – if word ends in consonant plus 'y', change 'y' to 'i' before adding ending except for 'ing'** **e.g. party, parties** **heavy, heavier** **marry, married** **but cry, crying** **hurry, hurrying** **monkey - monkeys***	Level 5

To be taught in this sequence but can be grouped as appropriate. (i.e. not restricted to one sound per week)

Step	Sounds	Sounds to be Taught						Word Lists
Step 16	**Soft c, g, ph, gh, ea = e, ch = k, ei / ie,**	ace	ice	ance	ence	ince	ounce	Level 6
		unce	age	inge	ulge	arge	adge	
		edge	idge	odge	udge	ph	gh	
		ea = e	ch = k	ei *	ie*	ei / ie * exceptions		
		* **Teach rule – 'i' before 'e' except after 'c'.**						
Step 17	**Silent Letters**	b	w	k	c (sc = s)	t		Level 5
		h	g	l	silent vowels			
Step 18	**Endings 3**	-et	-en	-on	-tch	-dge		Levels 5, 6
Step 19	**Endings 4**	-or	-le	-el	-al			Levels 4, 6, 7
Step 20	**Prefixes 1**	dis-	de-	re-	un-	en-		Levels 4, 7
		in-	im-	ir-	il-			
		Teach – sometimes a prefix will cause double consonants **e.g. dissatisfy, immature**						
Step 21	**Suffixes 1**	-sure	-ture	-tion	-sion	-ssion	-ous	Level 6
		Teach – when adding ous / ious to a word with 'our' ending, drop the 'u' **e.g. glamorous , vaporous**						Level 6
Step 22	**-ough, -augh, cc / xc / cqu**	-ough		-augh		cc / xc / cqu		Levels 6, 7
Step 23	**Suffixes 2**	-ory	-ary	-ery	-ible	-able		Level 7
		Teach – When adding suffix '-able- to words ending with 'e', we nearly always drop the 'e' **e.g. value – valuable** **There are exceptions** **e.g. manageable**						
Step 24	**Suffixes 3**	-ance	-ence	-ant	-ent			Level 7
		-cious	-cian	-cial	-tial	-ic		
Step 25	**Prefixes 2**	pre-	pro-	min-	co-			Level 7
		con-	anti-	mis-				
Step 26	**Suffixes 4**	-ex	-less	-ness	-ure			Levels 4, 6, 7
		-ily	-our	-al	-ally			
		-ful	-fully	-ment	-hood			
		-ship						