

SFS - SPaG Across the School			
	Spelling Revision from EYFS	Learning Objectives Year 1	Learning Objectives Year 2
Spelling	<p>All letters of the alphabet and the sounds which they most commonly represent</p> <p>Consonant diagraphs which have been taught and the sounds they represent.</p> <p>Vowel diagraphs which have been taught and the sounds which they represent.</p> <p>The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.</p> <p>Words with adjacent consonants.</p> <p>Guidance and rules which have been taught.</p>	<p>Spell</p> <ul style="list-style-type: none"> Words containing each of 40+ phonemes already taught Common exception words The days of the week <p>Name the letters of the alphabet</p> <ul style="list-style-type: none"> Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes</p> <ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and use the third person singular marker for verbs Use the prefix un Using –ing –ed, -er, and –est where no change is needed in the spelling of root words(helping, helped, helper, eating, quicker, quickest) Apply simple spelling rules and guidance, as listed in English Appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs and the common exception words taught so far. 	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher, include words using the GPCs, common exception words and punctuation taught..
Word		<ul style="list-style-type: none"> Regular plural noun suffixes –s, -es,(eg dog, dogs, wish, wishes), including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words(eg Helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives(negation, eg unkind, or undoing, eg untie the boat) 	<p>Formation of nouns using suffixes such as –ness –er and by compounding eg whiteboard, superman.</p> <p>Formation of adjectives using suffixes such as –ful, -less</p> <p>Use of the suffixes –er –est in adjectives and ly to turn adjectives into adverbs.</p>
Sentence		<ul style="list-style-type: none"> joining words and joining clauses using ‘and’ How words can combine to make sentences. 	<ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) expanded noun phrases to describe and specify [for example, the blue butterfly] sentences with different forms: statement, question, exclamation, command
Punctuation		<ul style="list-style-type: none"> leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘ 	<ul style="list-style-type: none"> use of capital letters ,full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where the letters are missing in spelling.
Text		Sequencing sentences to form short narratives	<ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form
Terminology For Pupils		Letter, capital letters, word, singular, plural, sentence, Punctuation, full stop, question mark,exclamation mark.	Noun, noun phrase, statement, question, exclamation mark, command, adjective, verb, suffix, tense(past, present) apostrophe, comma)