



Year 1

English Curriculum Map

Reading

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| <p>Patterns and Rhymes Identify which words appear again and again.</p> | <p>Prediction, inference & deduction Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.</p> | <p>Intonation and Expression Reads with pace & expression, i.e. pause at full stop; raise voice for question.</p> | <p>Grammatical Features</p> | <p>Research Knows difference between fiction and non-fiction texts.</p> |
| <p>Word Reading apply phonic knowledge and skills as the route to decode words <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <input type="checkbox"/> read other words of more than one syllable that contain taught GPCs <input type="checkbox"/> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <input type="checkbox"/> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading.</p> | | <p>Comprehension and Understanding Relate reading to own experiences. Re-reads if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events. Develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences <input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <input type="checkbox"/> recognising and joining in with predictable phrases <input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart <input type="checkbox"/> discussing word meanings, linking new meanings to those already known <input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> discussing the significance of the title and events <input type="checkbox"/> making inferences on the basis of what is being said and done <input type="checkbox"/> predicting what might happen on the basis of what has been read so far <input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say <input type="checkbox"/> explain clearly their understanding of what is read to them.</p> | | |

Genres to cover in Yr 1

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| Story writing – stories with familiar settings/range of cultures / fantasy worlds | Stories and rhymes with predictable and repetitive language | Traditional and Fairy Tales |
| Descriptive writing Postcards | Invitations Poems- Acrostic Reports | Poetry – using senses, pattern, rhyme |
| Dairy entry | Letters (informal) Instructions | Writing a list Captions Persuasive letter writing |
| Label a diagram | Newspaper report | Recounts Information Books |

Writing

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| <p>Sentence & text structure Write clearly demarcated sentences. Use 'and' to join ideas. Use conjunctions to join sentences (e.g. so, but). Use standard forms of verbs, e.g. go/went.</p> | <p>Paragraphing Clearly sequenced sentences [as introduction to paragraphs].</p> <p>Transcription spell:</p> <ul style="list-style-type: none"> <input type="checkbox"/> words containing each of the 40+ phonemes already taught <input type="checkbox"/> common exception words <input type="checkbox"/> the days of the week | <p>Handwriting - Following the School's Handwriting policy Correct formation of lower case – finishing in right place. Correct formation of capital letters. Correct formation of digits. Pupils should be taught to: <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place <input type="checkbox"/> form capital letters <input type="checkbox"/> form digits 0-9 <input type="checkbox"/> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> |
| <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <input type="checkbox"/> naming the letters of the alphabet in order <input type="checkbox"/> using letter names to distinguish between alternative spellings of the same sound <input type="checkbox"/> add prefixes and suffixes: <input type="checkbox"/> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs <input type="checkbox"/> using the prefix un– <input type="checkbox"/> using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <input type="checkbox"/> apply simple spelling rules and guidance, as listed in English Appendix 1 <input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | | <p>Composition</p> <p>write sentences by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> saying out loud what they are going to write about <input type="checkbox"/> composing a sentence orally before writing it <input type="checkbox"/> sequencing sentences to form short narratives <input type="checkbox"/> re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils</p> <ul style="list-style-type: none"> <input type="checkbox"/> read aloud their writing clearly enough to be heard by their peers and the teacher. |



English Curriculum Map

Grammar

Develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words joining words and joining clauses using and
- 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 ‘I’
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

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| <p>Regular plural noun suffixes –s or –es. Suffixes that can be added to verbs e.g. helping, helper, helped. Adding –er or –est to adjectives. How the prefix un- changes the meaning of verbs and adjectives e.g. unkind, undoing. Division of words into syllables. Compound words e.g. football.</p> | <p>Know how words can be combined to make sentences. Join words using the word <i>and</i>. Using <i>and</i> to join sentences together. Sequence sentences to form short narratives Separate words using spaces. Introduce the use of capital letters. Introduce the use of full stops. Introduce the use of exclamation marks. Using capital letters for names of people, places, and days of the week.</p> | <p>Use capital letters for personal pronouns. Write first and last name with capital letters where necessary. Write simple, grammatically accurate sentences. Write sentences with capital letters to start and full stops to end them. Begin to use simple descriptive language in sentences.</p> | <p>Understand the following vocab: word, sentence, letter, capital letter, syllable, punctuation, singular, plural, question mark, exclamation mark, and syllable. Tricky words: the, a, do, 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.</p> |
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Phonics/Spellings

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| <p>Revision of Previous Learning Revise the process of segmenting spoken words into sounds before choosing graphemes to represent them. Review all grapheme-phoneme correspondences which have been taught including vowel diagraphs. Revisit words with adjacent consonants. New Learning Sounds /f/, /l/, /s/, /z/ and /k/ spelt as ff, ll, ss, zz, and ck. The /ŋ/ sound spelt n before k e.g. bank or think.</p> | <p>/tʃ/ the sound usually spelt as tch if it come straight after a single vowel letter e.g. catch or hutch. EXPECTATIONS: rich, which much and such. The /v/ sound at the end of words. Words in the English language hardly ever end in /v/, the letter e usually needs to be added after the ‘v’ e.g. have, live and give. The /f/ sound being spelt as ph or wh e.g. dolphin, phonics, when and wheel. Words ending in y e.g. happy and funny. The /k/ sound spelt as k rather than c before e in Kent and sketch.</p> | <p style="text-align: center;">Vowel Diagraphs and Trigraphs</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">ai</td> <td style="width: 33%;">ir</td> <td style="width: 33%;">ue</td> </tr> <tr> <td>oi</td> <td>ur</td> <td>ew</td> </tr> <tr> <td>ay</td> <td>oo (long)</td> <td>ie (lie, tie, pie)</td> </tr> <tr> <td>oy</td> <td>oo (short)</td> <td>ie (chief, thief, field)</td> </tr> <tr> <td>a-e</td> <td>oa</td> <td>igh</td> </tr> <tr> <td>e-e</td> <td>oe</td> <td>or</td> </tr> <tr> <td>i-e</td> <td>ou</td> <td>ore</td> </tr> <tr> <td>o-e</td> <td>ou</td> <td>aw</td> </tr> <tr> <td>u-e</td> <td>ow (now, how)</td> <td>au</td> </tr> <tr> <td>ar</td> <td></td> <td>air</td> </tr> <tr> <td>ee</td> <td></td> <td>ear (dear, hear, beard)</td> </tr> <tr> <td>ea (sea, dream, meat)</td> <td></td> <td>ear (bear, pear, wear)</td> </tr> <tr> <td>ea (head, bread, instead)</td> <td></td> <td>are (bare, dare, care)</td> </tr> <tr> <td>er (stressed sound: her, her)</td> <td></td> <td></td> </tr> <tr> <td>er (unstressed sound: better, under)</td> <td></td> <td></td> </tr> </table> | ai | ir | ue | oi | ur | ew | ay | oo (long) | ie (lie, tie, pie) | oy | oo (short) | ie (chief, thief, field) | a-e | oa | igh | e-e | oe | or | i-e | ou | ore | o-e | ou | aw | u-e | ow (now, how) | au | ar | | air | ee | | ear (dear, hear, beard) | ea (sea, dream, meat) | | ear (bear, pear, wear) | ea (head, bread, instead) | | are (bare, dare, care) | er (stressed sound: her, her) | | | er (unstressed sound: better, under) | | |
| ai | ir | ue | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| oi | ur | ew | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ay | oo (long) | ie (lie, tie, pie) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| oy | oo (short) | ie (chief, thief, field) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a-e | oa | igh | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e-e | oe | or | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| o-e | ou | aw | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| u-e | ow (now, how) | au | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ar | | air | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ee | | ear (dear, hear, beard) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ea (sea, dream, meat) | | ear (bear, pear, wear) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ea (head, bread, instead) | | are (bare, dare, care) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| er (stressed sound: her, her) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| er (unstressed sound: better, under) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Year 2

English Curriculum Map

Reading

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| <p>Patterns and Rhymes Identify which words appear again and again.</p> | <p>Prediction, inference & deduction Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.</p> | <p>Intonation and Expression Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation.</p> | <p>Grammatical Features Recognise: - speech marks - contractions Identify past/present tense.</p> | <p>Research Use content and index to locate information.</p> |
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| <p>Word Reading continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> <input type="checkbox"/> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes <input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> read words containing common suffixes <input type="checkbox"/> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading. | <p>Comprehension and Understanding Reads ahead to help with fluency & expression. - Comments on plot, setting & characters in familiar & unfamiliar stories. Recounts main themes & events. Comments on structure of the text.. Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> discussing the sequence of events in books and how items of information are related <input type="checkbox"/> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <input type="checkbox"/> being introduced to non-fiction books that are structured in different ways <input type="checkbox"/> recognising simple recurring literary language in stories and poetry <input type="checkbox"/> discussing and clarifying the meanings of words, linking new meanings to known vocabulary <input type="checkbox"/> discussing their favourite words and phrases <input type="checkbox"/> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> making inferences on the basis of what is being said and done <input type="checkbox"/> answering and asking questions <input type="checkbox"/> predicting what might happen on the basis of what has been read so far <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
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Writing

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| <p>Sentence & text structure Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification. Write using subordination (when, if, that, because). Correct & consistent use of present tense & past tense. Correct use of verb tenses.</p> | <p>Paragraphing Write under headings [<i>as introduction to paragraphs</i>].</p> | <p>Handwriting - Following the Nelson Handwriting Scheme Correct formation of lower case – finishing in right place. Correct formation of capital letters. Correct formation of digits. Evidence of diagonal & horizontal strokes to join. Beginning to join handwriting .</p> <ul style="list-style-type: none"> <input type="checkbox"/> form lower-case letters of the correct size relative to one another <input type="checkbox"/> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters <input type="checkbox"/> use spacing between words that reflects the size of the letters. |
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| <p>Transcription spell: See Appendix 1 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> learning to spell common exception words <input type="checkbox"/> learning to spell more words with contracted forms <input type="checkbox"/> learning the possessive apostrophe (singular) [for example, the girl's book] <input type="checkbox"/> distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | <p>Composition develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional) <input type="checkbox"/> writing about real events <input type="checkbox"/> writing poetry <input type="checkbox"/> writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning or saying out loud what they are going to write about <input type="checkbox"/> writing down ideas and/or key words, including new vocabulary <input type="checkbox"/> encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluating their writing with the teacher and other pupils <input type="checkbox"/> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <input type="checkbox"/> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> |
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Year 2

English Curriculum Map

Genres to cover in Yr 2

Descriptive writing Story writing – extended stories / stories by significant authors / same authors / traditional stories / stories with familiar settings Poems Nonsense Poems
 Concrete or Shape Poetry Imagery: use of language to create a vivid image Postcards Invitations Dairy entry Letters (informal) Instructions Writing a list Captions Label a diagram
 Newspaper report Reports Information Texts Explanations Non Chronological Reports Information Books Persuasive Writing

Grammar

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

□ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use: □ sentences with different forms: statement, question, exclamation, command □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) □ the grammar for year 2 in English Appendix 2 □ some features of written Standard English

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Formation of **nouns** using **suffixes** such as: ness or er.
 Formation of **adjectives** using **suffixes** such as: ful, less.
 Use of **suffixes**: er and est to form comparisons of adjectives and adverbs.
 Know what a **homophones** and near-homophones are.

Subordination using (when, if, that, or because)
Co-ordination using (or, and or but)
 Expand **noun phrases** for description e.g. the blue butterfly, plain flour, the man in the moon.
 Form sentences that use different forms: **statement, question, exclamation, command.**
 Consistent use of **past tense** throughout writing.
 Consistent use of **present tense** throughout writing.
 Continuous form of **verbs** in **present and past tense**. E.g. she is drumming, he was shouting.
Capital letters, full stops and exclamation marks used to demarcate sentences.
Commas used to separate items in a list

Apostrophes to mark contracted forms in spelling and the **possessive apostrophe** in singular nouns.
 Write simple, grammatically accurate compound sentences.
 Use **time connectives** such as ‘then’, ‘before’, ‘meanwhile’.
 Begin to use **subordination** in relation to time and reason.
 Use **present and past** tenses consistently and correctly.
 Use **capital letters**, including I, and **full stops** correctly.
 Use **question marks**.
 Begin to use **paragraphs** to organise writing.
 Leave a line between **paragraphs**.

Understand the following vocab: verb, tense (past and present), adjective, noun, suffix, apostrophe, comma, homophone, and paragraph.

Tricky words: door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great break, steak, pretty, beautiful, 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 and Christmas.

Phonics/Spellings

Revise previous sounds taught previously through teaching as these words will usually contain them.

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| <p>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</p> | <p>The letter j is never used for the /dʒ/ (“dʒe”) sound at the end of English words.</p> | <p>badge, edge, bridge, dodge, fudge / age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy / jacket, jar, jog, join, adjust</p> |
| <p>The /s/ sound spelt c before e, i and y</p> | | <p>race, ice, cell, city, fancy</p> |
| <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> | <p>The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.</p> | <p>knock, know, knee, gnat, gnaw</p> |
| <p>The /ɪ/ sound spelt wr at the beginning of words</p> | <p>This spelling probably also reflects an old pronunciation.</p> | <p>write, written, wrote, wrong, wrap</p> |
| <p>The /l/ or /əl/ sound spelt –le at the end of words</p> | <p>The –le spelling is the most common spelling for this sound at the end of words</p> | <p>table, apple, bottle, little, middle</p> |
| <p>The /l/ or /əl/ sound spelt –el at the end of words</p> | <p>The –el spelling is much less common than –le.</p> | <p>camel, tunnel, squirrel, travel, towel, tinsel</p> |
| <p>The /l/ or /əl/ sound spelt –al at the end of words</p> | <p>The –el spelling is used after m, n, r, s, v, w and more often than not after s.</p> | <p>metal, pedal, capital, hospital, animal</p> |
| <p>Words ending –il</p> | <p>Not many nouns end in –al, but many adjectives do.</p> | <p>pencil, fossil, nostril</p> |
| <p>The /aɪ/ sound spelt –y at the end of words</p> | <p>There are not many of these words.</p> | <p>cry, fly, dry, try, reply, July</p> |
| <p>Adding –es to nouns and verbs ending in –y</p> | <p>This is by far the most common spelling for this sound at the end of words.</p> | <p>flies, tries, replies, copies, babies, carries</p> |
| <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.</p> | <p>The y is changed to i before –es is added.</p> | <p>copied, copier, happier, happiest, cried, replied</p> |
| <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> | <p>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 <i>skiing</i> and <i>taxiing</i>.</p> | <p>...but copying, crying, replying</p> |
| <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> | <p>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. The exception is <i>being</i>.</p> | <p>hiking, hiked,</p> |
| <p>The /ɔ:/ sound spelt a before l and ll</p> | <p>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: <i>mixing</i>, <i>mixed</i>, <i>boxer</i>, <i>sixes</i>.</p> | <p>patting, patted, humming, hummed, dropping sadder, saddest, fatter, fattest, runner</p> |
| <p>The /ʌ/ sound spelt o</p> | <p>The /ɔ:/ sound (“or”) is usually spelt as a before l and ll.</p> | <p>all, ball, call, walk, talk, always</p> |
| <p>The /i:/ sound spelt –ey</p> | <p>other, mother, brother, nothing, Monday</p> | <p>key, donkey, monkey, chimney, valley</p> |
| <p>The /ɒ/ sound spelt a after w and qu</p> | <p>The plural of these words is formed by the addition of –s (<i>donkeys</i>, <i>monkeys</i>).</p> | <p>want, watch, wander, quantity, squash</p> |
| <p></p> | <p>a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu.</p> | <p></p> |

The /ɜ:/ sound spelt or after w

The /ɔ:/ sound spelt ar after w

The /ʒ/ sound spelt s

The suffixes –ment, –ness, –ful , –less and ‘-ly’

There are not many of these words.

There are not many of these words.

television, treasure, usual

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.

word, work, worm, world, worth

war, warm, towards

enjoyment, sadness, careful, playful, hopeless , plainness (plain + ness), badly
merriment, happiness, plentiful, penniless,
happily