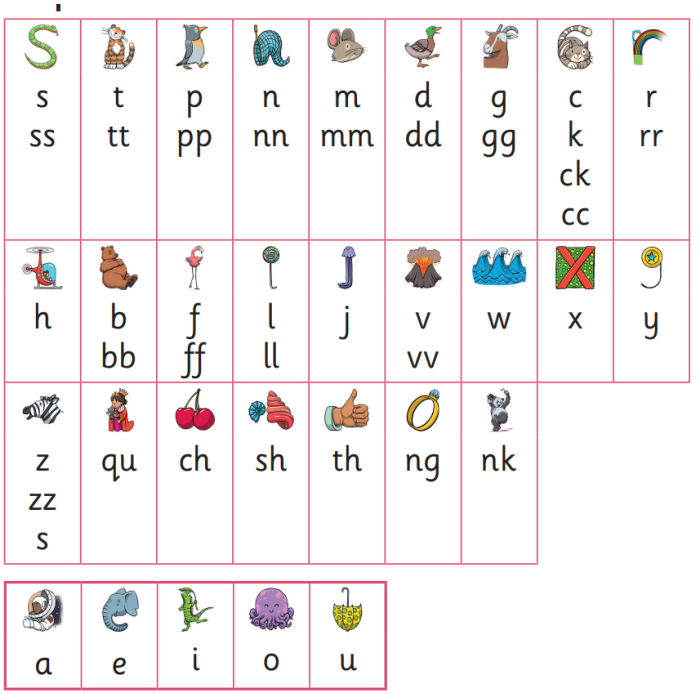
WIS Spelling Journey

F2

Children learn to recognise all the letters of the alphabet, the idea being that any time they are faced with a letter they will be able to make the sound of that letter. Children start by understanding how a letter is formed, they practise this using various media such as pens on a whiteboard, in sand or with a pencil on paper. We focus on embedding the key skill of holding a pencil, ensuring that children have a secure and correct pencil grip.

Children then move onto learning how to segment simple CVC (consonant, vowel consonant), CCVC and CVCC words. By the end of f2, children are expected to be able to write the following graphemes (written letter) for each of the phonemes (sounds):



They are also taught Phase 3 digraphs (two graphemes that make one phoneme) and trigraphs (three graphemes that make one phoneme) that again, they are taught segment and spell.



The spelling of Phase 2, 3 and 4 Tricky words is also taught in F2 throughout the year. These are words that children are encouraged to learn as opposed to blend as the majority of them are not phonetically decodable.

Little Wandle tricky words
Reception

Phase 2	Phase 3	Phase 4
and*	all	come
as*	are	do
be	by	have
full	my	here
go	pure	like
has*	sure	little
he	they	love
her*	was	one
his*	you	out
I		said
into		says
is		so
me		some
no		there
of		today
pull		were
push		what
put		when
she		
the		
to		
we		

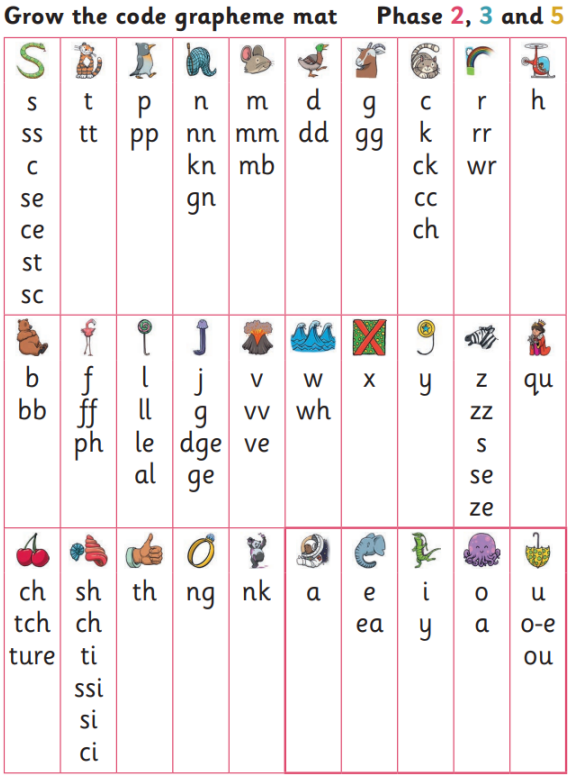
*These tricky words become decodable as F2 children learn more GPCs (grapheme-phoneme correspondence).

Year 1

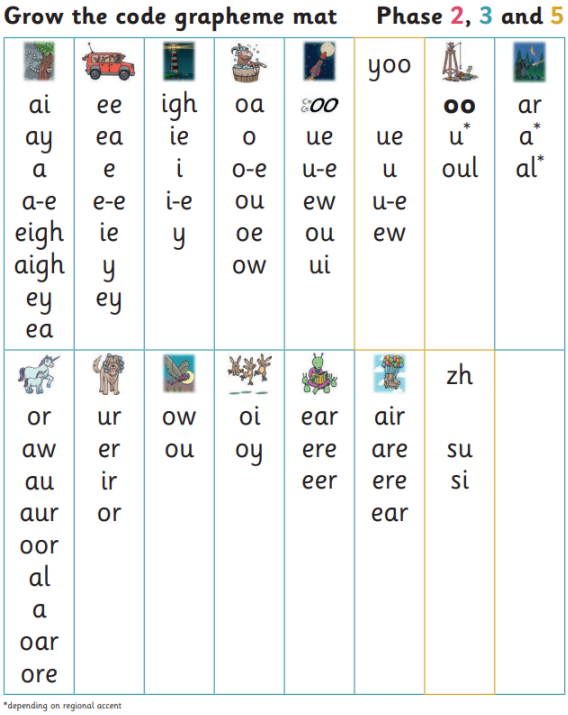
Year 1 will focus on spelling during their daily Phonics sessions. We focus on how different sounds are spelled in different words. Children recap the sounds taught in reception before moving onto Phase 5. They will look at how the same sounds can be made by different groups of letters e.g. ai and ay (as in rain and play). They will also look at how the same groups of letters can make the same sound e.g. ea in 'bread' and 'head'.

Year 1 children are introduced to split digraphs. Sometimes when a digraph is made up of two vowels, a constant appears between to vowels, splitting the digraph. For example, the word 'cake' is made up of the sounds 'c', a-e' and 'k', however, the 'k' in this word splits up the vowel digraph.

We use the 'Grow The Code' to support us with our spelling and choosing the correct GPC.



Grow the code grapheme mat	Phase 2, 3 and 5								
s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c k ck cc ch	r rr wr	h
b bb	f ff ph	l ll le al	j g dge ge	v vv ve	w wh	x	y	z zz s se ze	qu
ch tch ture	sh ch ti ssi si ci	th	ng	nk	a	e ea	i y	o a	u o-e ou



Grow the code grapheme mat	Phase 2, 3 and 5						
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*
or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si	

*depending on regional accent

Just like in F2, Year 1 children also learn to spell Tricky Words. In Year 1 we recap the Phase 3, 4 and 5 Tricky Words before moving onto Phase 5. These are words that children are encouraged to learn as opposed to blend as they are not phonetically decodable.

Taught in Phase 5

again
any
ask
beautiful
because
busy
call
could
different
eye
friend
hour
house
improve
laugh
many
mouse
move
Mr
Mrs
Ms
oh
once
our
parents
people
pretty
school
shoe
should
their
thought
through
two
want
water
where
who
whole
work
would
your

Note: some of the tricky words become decodable as children learn more GPCs. Words that remain tricky are shown in bold.

Year 2

In Year 2, children take a more in-depth look at the phonic rules and patterns of different words. For example, they may look at one particular sound and then see how it is represented in different words. In daily spelling sessions and phonics sessions children will look at the following spelling rules:

- Silent letters k, g and w (as in 'knock', 'gnat' and 'write')
- Words ending le, el, al and il (as in 'meddle', 'tunnel', 'animal', 'pencil')
- Verbs ending y which then changes to ies and ied (as in 'copy', 'copies' and 'copied')
- Dropping the e off the end of a word when adding -ing, -ed, -er (as in 'hiking', 'hiked' and 'hiker')
- Words which need a consonant to be doubled before adding -ing, -ed (as in 'pat', 'patting', 'patted')
- Unusual uses of vowels, such as 'o' being used for the 'u' sound ('other') and 'a' being used for the 'o' sound ('warm')
- Words containing suffixes (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -less
- Words where apostrophes are used to show contractions, such as: 'do not' changing to 'don't'
- Words ending -tion such as ('fiction')
- Homophones, which are pairs of words that sound the same, but are spelt differently (such as: 'hear' and 'here')

In year 2, children are also taught to spell a set of Common Exception Words, please see below.

Common exception words for Year 2

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

Half termly spelling check

In Year 1 and Year 2, we give children a set of words to learn to spell over each half term. These are taken from the Tricky Word lists provided by Little Wandle. These words can be found in your child's reading diary and below. Children are explicitly taught how to spell these words and given lots of opportunities to practice them in class before being checked at the end of the half term. Please support your child with learning these.

	Year 1	Year 2
Autumn 1	and as be full go has he her	again beautiful call eye friend hour improve
Autumn 2	his I into is me no of pull	laugh many oh parents school their want
Spring 1	push put she the to we all are	any because could different house mouse once
Spring 2	by my pure sure they was you come	people shoe thought through water work your
Summer 1	do have here like little love one out	ask busy move our pretty should two
Summer 2	said says so some there today were what when	Mr Mrs Ms where who whole would