

EYFS	Milestone 1 (KS1)	Milestone 2 (LKS2)	Milestone 3 (UKS2)
By the end of Phase Two children should: - give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n; - find any Phase Two letter, from a display, when given the sound; - be able to orally blend and segment CVC words; - be able to blend and segment in order to read and spell (using magnetic letters) VC - words such as if, am, on, up and ‘silly names’ such as ip, ug and ock; - be able to read the five tricky words the, to, I, no, go.	By the end of Phase Five children should: - give the sound when shown any grapheme that has been taught; - for any given sound, write the common graphemes; - apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable; - read and spell phonically decodable two-syllable and three-syllable words; - read automatically all the words in the list of 100 high-frequency words; - accurately spell most of the words in the list of 100 high-frequency words; - form each letter correctly.	By the end of Year 3&4 children should: - Pupils should learn to spell new words correctly and have plenty of practice in spelling them. - Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words. - Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.	By the end of Year 5&6 children should: - As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. - Pupils need sufficient knowledge of spelling in order to use a thesaurus efficiently.
By the end of Phase Three children should: - give the sound when shown all or most Phase Two and Phase Three graphemes; - find all or most Phase Two and Phase Three graphemes, from a display, when given the sound; - be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); - be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); - be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are; - be able to spell the tricky words the, to, I, no, go; - write each letter correctly when following a model.	By the end of Year 2 children should: - Write from memory, simple dictated sentences which include familiar words and GPCs. - Spell common decodable two and three syllable words which include familiar graphemes. - Accurately spell words with suffixes—ment, -ness, ful, -less, -ly, including those requiring a change to the root word. - Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. - Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. - Spell many common contractions accurately e.g. it’s, can’t, didn’t; or to mark singular possession e.g. Mark’s football.		
By the end of Phase Four children should: - give the sound when shown any Phase Two and Phase Three grapheme; - find any Phase Two and Phase Three grapheme, from a display, when given the sound; - be able to blend and read words containing adjacent consonants; - be able to segment and spell words containing adjacent consonants; - be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what; - be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are; - write each letter, usually correctly.			