

Spelling Progression



Further guidance can be found in National Curriculum English – Appendix 1: Spelling

	Year 1	Year 2	Year 3/4	Year 5/6
Words	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> common exception words high frequency words (HFW) - the first 100 from Letters and Sounds compound words e.g. football, laptop, playground <p>Plus:</p> <ul style="list-style-type: none"> days of the week numbers to 20 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> common exception words high frequency words (HFW) - the first 200 from Letters and Sounds 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words from the National Curriculum English – Appendix 1: Spelling p16 word list – years 3 and 4 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words from the National Curriculum English – Appendix 1: Spelling p23 word list – years 5 and 6
Phonics	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> VC words CVC words with short vowels CVC words with long vowels words with adjacent consonants words with consonant digraphs and some vowel digraphs/trigraphs alternative spellings for vowel phonemes eg. ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (sea), ea (head), er (her), er (sister), ir, ur, oo (moon), oo (book), oa (coat), oe, ou (mouth), ow (now), ow (own), ue (blue), ew (few), ie (tie), ie (chief), igh, or, ore, aw, au, air, ear (dear), ear (bear), are, words ending in -y e.g. very, happy, funny new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel, /k/ sound is spelt as k rather than as c before e, i and y. 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> homophones and near homophones e.g. there/their/they're, hear/here, see/ sea words with alternative pronunciations from Letters and Sounds Phase 5 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight words containing the /u/ sound spelt 'ou' e.g. double, trouble homophones and near homophones e.g. affect/ effect, berry/bury, fair/fare, male/mail 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough homophones and other words that are often confused e.g. practise/practice, advise/advice, past/passed

Rules & Conventions	<ul style="list-style-type: none"> Children should be taught to spell: words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) the /ng/ sound spelt n before k words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') plurals of nouns adding -s and -es to words verbs where no change is needed to the root word: adding endings -ing, -ed, -er adjectives where no change is needed to the root word: adding -er and -est 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' elsewhere in words before e, i, y words with the /s/ sound spelt 'c' before 'e', 'i', 'y' words ending -le, -el, -al and -il adding -ies to nouns and verbs ending in 'y' adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel 		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize
Affixes & Roots	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the addition of the prefix un- 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the suffixes -ment, -ness, -ful, -less and -ly words ending in -tion 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- words using suffix -es: -ation, -ly, -ous words with end-ings sounding /shun/: -tion, -sion, -ssion, -cian words ending with the schwa sound: measure, creature 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the ending /shus/ spelt -cious or -tious words with the ending /shul/ spelt -cial or -tial words with the endings -ant, -ance/-ancy, -ent, -ence/-ency words ending in -able and -ible words ending in -ably and -ibly adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)
Word Origins		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with silent letters (i.e. letters whose presence cannot be predicted from the

		<ul style="list-style-type: none"> words with the /r/ sound spelt 'wr' at the beginning of words 	<ul style="list-style-type: none"> words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene 	pronunciation of the word) e.g. doubt, island, lamb
Grammar		Children should be taught to spell: <ul style="list-style-type: none"> words with contractions e.g. can't, didn't words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's 	Children should be taught to spell: <ul style="list-style-type: none"> Possessive apostrophe with plural words e.g. girls' boys' babies' children's 	Children should be taught to spell: <ul style="list-style-type: none"> words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own

Spelling Progression - Revision of work from previous years

Year 1	Year 2	Year 3/4	Year 5/6
The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include: <ul style="list-style-type: none"> all letters of the alphabet and the sounds which they most commonly represent consonant digraphs which have been taught and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught 	As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.	Pay special attention to the rules for adding suffixes.	Revise work done from previous years