

## Whole school English progression: spelling

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>PHONICS</b>						
Use phonic knowledge to write words in ways which match their spoken sounds.	Spell words containing each of the 40+ phonemes already taught	Spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling</li> </ul>				
<b>HOMOPHONES</b>						
		<ul style="list-style-type: none"> <li>Spell a few common homophones</li> <li>Distinguish between homophones and near homophones: [e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight]</li> </ul>	Spell further homophones: Where/wear grate/great, meat/meet brake/break, week/weak write/right weather/whether, ball/bawl, knot/not, mail/male, plain/plane, seen/scene,	Spell further homophones: groan/grown, main/mane, rain/rein/reign berry/bury, missed/mist whose/who's,	Spell further homophones and words that are often confused: guessed/guest, aloud/allowed, past/passed, led/lead, effect/affect, accept/except cereal/serial heard/herd steal/steel father/farther stationary/stationery	Spell further homophones and words that are often confused: principal/principle, bridal/bridle, proceed/precede weary/wary morning/mourning, ascent/assent, draft/draught, compliment/compliment ent advice/advise, device/devise practice/practise, licence/license,
<b>SPELLING RULES *</b>						

<p>Spell some simple words correctly and others that are phonetically plausible.</p>	<p>Apply simple spelling rules and guidance, as listed in English Appendix 1:</p> <ul style="list-style-type: none"> <li>• The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>• The /ŋ/ sound spelt n before k</li> <li>• -tch</li> <li>• The /v/ sound at the end of words</li> <li>• Words ending –y (/i:/ or /ɪ/)</li> <li>• New consonant spellings ph and wh</li> <li>• Using k for the /k/ sound</li> <li>• Vowel digraphs and trigraphs</li> <li>• Division of words into syllables</li> <li>• Compound words</li> <li>• the days of the week</li> </ul>	<p>Apply spelling rules and guidance, as listed in English Appendix 1:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The /s/ sound spelt c before e, i and y</li> <li>• The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>• The /r/ sound spelt wr at the beginning of words</li> <li>• The /l/ or /əɫ/ sound spelt –le -el or –al at the end of words</li> <li>• Words ending –il</li> <li>• The sound spelt –y at the end of words /aɪ/</li> <li>• Adding –es to nouns and verbs ending in –y</li> <li>• Adding –ed, –ing, –er and –est to a root word ending in –y and –e with a consonant before it</li> <li>• Adding –ing, –ed, –er, –est and –y to words of one</li> </ul>	<p>Apply spelling rules and guidance, as listed in English Appendix 1:</p> <ul style="list-style-type: none"> <li>• The /ɪ/ sound spelt y elsewhere than at the end of words (e.g. myth, Egypt, pyramid)</li> <li>• Words ending in -ture</li> <li>• The /ʃ/ sound spelt ch</li> <li>• The /k/ sound spelt ch</li> </ul>	<p>Apply spelling rules and guidance, as listed in English Appendix 1:</p> <ul style="list-style-type: none"> <li>• The /g/ sound spelt –gue and the /k/ sound spelt –que</li> <li>• The /s/ sound spelt sc</li> <li>• The /ʌ/ sound spelt ou (E.G. young, touch, double, trouble)</li> <li>• Can spell words that have endings which sound like /ʒən/ -sion</li> <li>• Spell words with the /eɪ/ sound spelt ei, eigh, or ey (e.g. reign, neighbour, they)</li> <li>• Adding ation to verbs to form nouns</li> <li>• Words ending in -sure</li> <li>• Words ending in <b>zhun</b> spelt <b>-sion</b></li> </ul>	<p>Apply spelling rules and guidance, as listed in English Appendix 1:</p> <ul style="list-style-type: none"> <li>• Spell words that have ‘b’ ‘t’ as silent letters</li> <li>• The ee sound spelt ei</li> <li>• Words ending in ‘ible’ and ‘able’ and ‘ably’ and ‘ibly’</li> </ul>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1:</p> <ul style="list-style-type: none"> <li>• Spell words with the letters string ‘ough’</li> <li>• The spellings ‘ei’ and ‘ie’</li> <li>• Further revise words with silent letters: k, g, l, n</li> <li>• Words ending in -fer</li> </ul>
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		<p>syllable ending in a single consonant letter after a single vowel letter</p> <ul style="list-style-type: none"> <li>• The ɔ sound spelt a before l and ll / :/</li> <li>• The /ʌ/ sound spelt o /ʌ/</li> <li>• The /i:/ sound spelt –ey</li> <li>• The /ɒ/ sound spelt a after w and qu</li> <li>• The /ɜ:/ sound spelt or after w</li> <li>• The /ɔ:/ sound spelt after w</li> <li>• The /z/ sound spelt s</li> <li>• Words ending in –tion</li> </ul>				
		<ul style="list-style-type: none"> <li>• Contractions</li> <li>• possessive apostrophe (singular) [e.g., the girl’s book]</li> </ul>		<ul style="list-style-type: none"> <li>• place the possessive apostrophe accurately in words with regular plurals [e.g.girls’, boys’] and in words with irregular plurals [e.g., children’s]</li> </ul>		
PREFIXES						
	Use the prefix un–		<ul style="list-style-type: none"> <li>• Use the prefixes: dis- e.g. disappoint and in (and know when it becomes im-, il-, ir-)</li> <li>• Use the prefixes: re-, super-, anti-</li> </ul>	<ul style="list-style-type: none"> <li>• Use the prefixes: sub- inter- auto-, in-</li> </ul>		<ul style="list-style-type: none"> <li>• Use of the hyphen to separate some root words from their prefixes</li> </ul>

SUFFIXES						
	<ul style="list-style-type: none"> <li>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Add –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul>	Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	<ul style="list-style-type: none"> <li>Use suffix –ly added to an adjective to form an adverb and know exceptions (e.g. happily, angrily, gently, basically)</li> <li>Adding the suffix -ous</li> <li>Adding the suffix <b>-ion</b> (to root words ending in <b>t</b> or <b>te</b>)</li> <li>Adding the suffix <b>-ian</b> (to root words ending in <b>c</b> or <b>cs</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Using the suffix -ous</li> </ul>	Understand and use the following suffixes: -cial, -tial, -cious, -tious, -ent, -ence, -ant, -ance, -ancy,	<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> </ul>
STATUTORY COMMON EXCEPTION WORDS						
Write some common words from the Year 1 common exception word list	Year 1 common exception words	Year 2 common exception words	Year 3/4 NC statutory word list:	Year 3/4 NC statutory word list	Year 5/6 NC statutory word list	Year5/6 NC statutory word list
DICTIONARY SKILLS						
Link sounds to letters, naming and sounding the letters of the alphabet	Name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound	Understand how to use a dictionary and use it to find given words	Use the first 2 letters in a word to check its spelling in a dictionary	Use the first 3 letters in a word to check its spelling in a dictionary	<ul style="list-style-type: none"> <li>Use dictionaries efficiently to check spellings using the first three or four letters of a word</li> <li>Use a thesaurus to find synonyms for words</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries efficiently to check spellings, meaning, or both</li> <li>Use a thesaurus to find appropriate synonyms for the context</li> </ul>

\*See National Curriculum for English, Appendix 1 for examples:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)