



Whole School Progression in Spelling

	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p>	<p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To begin to recognise consonant digraphs which have been taught and the sounds which they represent.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance (see long term plans).</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones.</p> <p>To apply further Y2 spelling rules and guidance (see long term plans).</p>	<p>To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey'.</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words.</p> <p>To spell words with a /k/ sound spelt with 'ch'.</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'.</p> <p>To spell words with a /sh/ sound spelt with 'ch'.</p> <p>To spell words with a short /u/ sound spelt with 'ou'.</p> <p>To spell words ending with the /zher/ sound spelt with 'sure'.</p> <p>To spell words ending with the /cher/ sound spelt with 'ture'.</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd'.</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit'.</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root.</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',</p> <p>To spell words with the /s/ sound spelt with 'sc'.</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious.</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious.</p> <p>To spell words with 'silent' letters.</p> <p>To spell words containing the letter string 'ough'.</p>	<p>To spell words ending in -able and -ably.</p> <p>To spell words ending in -ible and -ibly.</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c'.</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial'.</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial'.</p>

<p>Common Exception</p>	<p>To write their own name.</p>	<p>To write some irregular common words.</p>	<p>To spell all Y1 common exception words correctly.</p> <p>To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>
<p>Prefixes and Suffixes</p>		<p>To begin to use –s to form regular plurals.</p> <p>To begin to add the suffixes –ing and –er to root words where no change is needed in the spelling of the root words.</p>	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix ‘un-’ accurately.</p> <p>To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words.</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in ‘le’, ‘al’ or ‘ic’ and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable.</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-</p> <p>To form nouns with the suffix -ation</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in ‘y’, ‘our’ or ‘e’ and the exceptions to the rule.</p>	<p>To convert nouns or adjectives into verbs using the suffix –ate.</p> <p>To convert nouns or adjectives into verbs using the suffix –ise.</p> <p>To convert nouns or adjectives into verbs using the suffix –ify.</p> <p>To convert nouns or adjectives into verbs using the suffix –en.</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy.</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency.</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in –fer.</p>

Further Spelling Conventions

		<p>To spell simple compound words.</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms.</p> <p>To learn the possessive singular apostrophe.</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals.</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>To spell words that contain hyphens</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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