

Progression In Skills and Knowledge – Spelling

	Term 1	Term 2	Term 3
Reception	<ul style="list-style-type: none"> Hear and say the initial sounds in words. Write some irregular common words, is, it, in, at, and, the, I, no, go, to, he, she, was. 	<ul style="list-style-type: none"> Use phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words: me, be, was, no, me, be, was, no and Write all phase 2 tricky words. 	<ul style="list-style-type: none"> To correctly spell words that they know and others phonetically plausible.. Write all tricky words from phase 2 and all taught phase 3 tricky words. Begin to write some phase 4 tricky words
Year 1	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes, mostly accurately. Working towards spelling some common exception words and using them for writing. 	<ul style="list-style-type: none"> Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing) Begin to use regular plural noun suffixes–s/es (e.g. dog, dogs, wish, wishes) Spell most days of the week Spell some common exception words 	<ul style="list-style-type: none"> Spell words with adjacent consonants Spell most common exception words Spell most words containing each of the 40+ phonemes Spell mostly accurately using most of the sounds taught in year 1 . Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper)and–est where no change is needed in the spelling of the root word. Spell number names.
Year 2	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically plausible attempts at others Spell some common exception words Working towards spelling some common homophones and near homophones correctly 	<ul style="list-style-type: none"> Adding suffixes to spell some words correctly in their writing. Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling some correctly Working towards spelling some contracted forms correctly Add suffixes to spell some words correctly in their writing (e.g. -ment,–ness,–ful,–less,–ly) 	<ul style="list-style-type: none"> Spell many common exception words Spell some contracted forms correctly Spell some common homophones and near homophones correctly Add suffixes to spell some words correctly in their writing (e.g.–ment,–ness,–ful,–less,–ly) Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly.
Year 3	<ul style="list-style-type: none"> Spell mostly correctly, words with prefixes: sub-, super-, anti-, auto-, inter-, un-, dis-, mis-,in-, il-, im-, ir-, re-. Spell mostly correctly words with suffixes:-tion,-sion,-ation,-ture,-sure,-ly,-ally,-ed and er 	<ul style="list-style-type: none"> Begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble Begin to spell at least half of the homophones and near homophones from the Y3/4 appendix Use of the forms a or an when next word starts with a consonant or a vowel 	<ul style="list-style-type: none"> To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. To use the first 2 or 3 letters of a word to check its spelling in a dictionary To spell further homophones from Y3/4 appendix

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Year 4	<ul style="list-style-type: none"> Spell mostly correctly words with suffixes: -tion and -ly (hesitation, cautiously). Spell mostly correctly words with the sh sound spelt ch (machine). Spell most of the homophones and near homophones from the Y3/Y4 appendix. Begin to use standard English forms mostly correctly. Spell most of the words in the yr3/4 NC list (different, often, natural, particular). 	<ul style="list-style-type: none"> Spell most of the words in the yr3/4 NC list (strange, arrive, guard, appear, possible, caught, heard, promise). Spell mostly correctly words with suffixes:-tion,-sion,-ation,-ture,-sure,-ly,-ally,-ous,-cian (helplessly, eagerly, determination, protection). Spell the u sound spelt ou (country). Spell most of the homophones and near homophones from the Y3/Y4 appendix. Spell mostly correctly words with prefixes: inter- (international). Spell mostly correctly words with suffixes: -sure (treasure). Words with the /i:/ sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. (receive) Words ending in -ible (terrible) 	<ul style="list-style-type: none"> Spell mostly correctly words with suffixes:-tion,-sion,-ation,-ture,-sure,-ly,-ally,-ous,-cian Use standard English forms mostly correctly (e.g. we were instead of we was, I did instead of I done) Use the first two letters of a word to check its spelling in a dictionary. Use Root word families. e.g. identified, unidentified, identification
Year 5	<ul style="list-style-type: none"> Words containing the letter-string oug Ending which sounds like /ʃəs/ spelt -cious or -tious Year 5 and 6 Spelling list 	<ul style="list-style-type: none"> Exploring root word families using the prefixes (dis-, de-, mis-, over-, re-) and suffixes (-ate, -ise, -ify) Words ending with in -ant, -ent Year 5/6 spelling list word 	<ul style="list-style-type: none"> Words with 'silent' letters words ending with -ant, ance/-ancy, -ent, -ence/ency words ending with -able and -ible homophones and other words that are often confused Year 5/6 spelling list word
Year 6	<ul style="list-style-type: none"> Spell words with the following patterns; (-anc,-ancy,-ent,-ence,-ency, Use the hyphen to join a prefix to a root word e.g. co-ordinate, re- enter) Understand and use some homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning) 	<ul style="list-style-type: none"> Spell correctly some words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. 	<ul style="list-style-type: none"> Spell correctly some words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary