



Progression of skills in Spelling



Preliminary Spelling	Semi-Phonetic Spelling	Phonetic Spelling	Transitional Spelling	Independent Spelling
<p>A child uses scribbles, letters and letter-like shapes</p> <p>There is no understanding of phoneme-grapheme-correspondence (GPC)</p> <p>Writing will lack conventions of print, e.g. spacing, left to right...</p>	<p>A child is developing an understanding of GPCs and attempts to use them</p> <p>Uses graphemes to represent phonemes which are most obvious, e.g. wt for went (initial and final) or kitn for kitten (initial, medial and final)</p>	<p>A child will choose GPCs on the basis of sound rather than spelling conventions, e.g. wen for when or wich for witch</p> <p>Spelling mostly represents the phonemes heard in the word, e.g. peepI</p> <p>Alternative graphemes are insecure in their use (ai, a-e, ay, a, eigh, ey... for long -a- sound)</p> <p>A child will generally write as they speak</p>	<p>A child's spelling will move from sound to structure</p> <p>Use graphemes to represent all consonant and vowel phonemes as well as syllables</p> <p>May still over-focus on the sounds in words</p> <p>Beginning to use other strategies, e.g. letter patterns, silent letters, double consonants, mnemonics...</p> <p>Have a growing bank of known words</p>	<p>A child will be aware of many patterns and rules of the English spelling system including uncommon patterns and irregular spellings</p> <p>Generalise and apply to unfamiliar words</p> <p>Use prefixes and suffixes</p> <p>Use a range of spelling strategies</p> <p>Be aware when a word does not look right</p> <p>Have a large bank of known words</p>

These children need...

<p>To be immersed in print</p> <p>To understand that writing is purposeful and conveys meaning</p> <p>Understand the concept of print</p> <p>Use the correct terminology, e.g. word, letter, phoneme...</p>	<p>To understand the concept of a word</p> <p>Hear and identify phonemes in words</p> <p>Be able to orally segment words into sounds</p> <p>Represent the phonemes they hear with graphemes</p> <p>Have knowledge of 44 phonemes (end of phase 3)</p>	<p>To understand that longer words may have familiar words inside</p> <p>Understand that words may be written differently but sound the same</p> <p>Understand that words can be broken into syllables</p> <p>Know grammar can help with spelling, e.g. suffixes</p> <p>Begin to understand when a word looks wrong</p> <p>A clear spelling routine to follow</p>	<p>To develop knowledge of patterns and structures in spelling</p> <p>Have an increasing range of spelling strategies</p> <p>Develop knowledge of a link between grammar and spelling</p> <p>Know a root words can be used to form other words</p> <p>Rules for pluralisation</p> <p>Increased awareness of when a words looks wrong</p> <p>A clear spelling routine to follow</p>	<p>To develop knowledge of patterns and structures in spelling</p> <p>Have an increasing range of spelling strategies</p> <p>Develop knowledge of a link between grammar and spelling</p> <p>Know a root words can be used to form other words</p> <p>Rules for pluralisation</p> <p>Increased awareness of when a words looks wrong</p> <p>A clear spelling routine to follow</p>
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See 'Progression of skills in Phonics' doc

See Below



Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 (with half termly review weeks)				
<p>The /n/ sounds kn and gn</p> <p>The /r/ sound wr</p> <p>The sound /s/ spelt 'c' before e, i and y</p> <p>The sound /j/ spelt with -dge and -ge at the end of words</p> <p>The sound /j/ often spelt with g before e, i and y.</p> <p>The sound /j/ always spelt with 'j' before a, o and u</p> <p>The sound /l/ spelt with '-le' at the end of words</p> <p>The sound /l/ spelt with '-el' at the end of words</p> <p>The sound /l/ spelt with '-il' and '-al' at the end of words</p> <p>The sound /igh/ spelt with '-y' at the end of words</p> <p>Adding -ies to nouns and verbs ending in -y</p> <p>+ Common exception words</p>	<p>Words with the long /el / sound spelt with ei</p> <p>Words with the long /el / sound spelt with ey</p> <p>Words with the long /e/ sound spelt with ai</p> <p>Words with /e/ sound spelt with ear</p> <p>Homophones & near homophones</p> <p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Statutory Spelling Challenge Words</p>	<p>Words with /aw/ spelt with augh and au</p> <p>Adding the prefix in- (meaning 'not' or 'into')</p> <p>Adding the prefix im- (before a root word starting with 'm' or 'p')</p> <p>Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')</p> <p>Homophones & near homophones</p> <p>Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p>	<p>Words with endings that sound like /shuhs/ spelt with -cious</p> <p>Words with endings that sound like /shuhs/ spelt with -tious or -ious</p> <p>Words with the short vowel sound /i/ spelt with y</p> <p>Words with the long vowel sound /i/ spelt with y</p> <p>Homophones & near homophones</p> <p>Words with 'silent' letters</p> <p>Modal verbs</p> <p>Words ending in 'ment'</p> <p>Adverbs of possibility and frequency</p> <p>Statutory Spelling Challenge Words</p>	<p>Ambitious Synonyms: Adjectives</p> <p>Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>Adjectives ending in -ant into nouns ending in -ance/ -ancy</p> <p>Adjectives ending in -ent into nouns ending in -ence/-ency</p> <p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p>Hyphens: To join compound adjectives to avoid ambiguity</p> <p>Words ending in -able</p> <p>Words ending in -ably</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Creating diminutives using prefixes micro- or mini-</p>

Term 2 (with half termly review weeks)

<p>Adding –ed, -er and –est to a word ending in –y with a consonant before it</p> <p>Adding –ing to a word ending in –y with a consonant before it</p> <p>Adding –ing, -ed, -er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, -ed, -er, –est and –y to words of one syllable ending in a single consonant after a single vowel</p> <p>The sound /or/ spelt ‘a’ before l or ll</p> <p>The sound /u/ spelt with ‘o’</p> <p>The sound /ee/ spelt with ‘-ey’</p> <p>The /o/ sound spelt with ‘a’ after w and qu</p> <p>The stressed/er/ spelt with ‘or’ after w and the sound / or/ spelt ‘ar’ after w</p> <p>The sound /zh/ spelt ‘s’</p> <p>+ Common exception words</p>	<p>Words with short /i/ sound spelt with ‘y’</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the final consonant)</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>Creating negative meanings using prefix mis-</p> <p>Creating negative meanings using prefix dis-</p> <p>Words with a /k/ sound spelt with ‘ch’</p> <p>Homophones & Near Homophones</p> <p>Adding the prefix bi- (meaning ‘two’ or ‘twice’) and Adding the prefix re- (meaning ‘again’ or back’)</p> <p>Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’</p> <p>Words with a /sh/ sound spelt with ‘ch’</p> <p>Statutory Spellings Challenge Words</p>	<p>Homophones & Near Homophones</p> <p>Nouns ending in suffix –ation</p> <p>Adding the prefix sub- (meaning under) and super (meaning above)</p> <p>Plural possessive apostrophes with plural words</p> <p>Words with the /s/ sound spelt with ‘sc’</p> <p>Words with a ‘soft c’ spelt with ‘ce’</p> <p>Words with a ‘soft c’ spelt with ‘ci’</p> <p>Words families based on common words, showing how words are related in form and in meaning</p> <p>Statutory spelling challenge words</p>	<p>Creating nouns using -ity suffix</p> <p>Creating nouns using -ness suffix</p> <p>Creating nouns using -ship suffix</p> <p>Homophones & Near Homophones</p> <p>Words with an /or/ sound spelt ‘or’</p> <p>Words with /or/ sound spelt ‘au’</p> <p>Convert nouns or adjectives into verbs using the suffix –ate</p> <p>Convert nouns or adjectives into verbs using the suffix –ise</p> <p>Convert nouns or adjectives into verbs using the suffix –ify</p> <p>Convert nouns or adjectives into verbs using the suffix -en</p>	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Statutory Spelling Challenge Words</p> <p>Words with endings which sound like /shuhl/ after a vowel letter</p> <p>Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Words with a ‘soft c’ spelt /ce/</p> <p>Word families based on common words, showing how words are related in form and meaning</p>
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Term 3 (with half termly review weeks)

The suffixes –ment, -ness and –ful	Words ending in –ary	Adding the prefix inter- (meaning ‘between or ‘among’)	Words containing the letter string ‘ough’	Word families based on common words, showing how words are related in form and meaning
The suffixes –less and –ly	Words with a short /u/ sound spelt with ‘o’	Adding the prefix anti- (meaning ‘against’)	Adverbials of time	Words that can be nouns and verbs
Words ending in –tion	Words with a short /u/ sound spelt with ‘ou’	Adding the prefix auto- (meaning ‘self’ or ‘own’)	Adverbials of place	Words with a long /o/ sound spelt ‘ou’ or ‘ow’
Contractions	Word families based on common words, showing how words are related in form and meaning.	Adding the prefix ex- (meaning ‘out’)	Words with an /ear/ sound spelt ‘ere’	Words ending in –ible
The possessive apostrophe	Words ending in the suffix –al	Adding the prefix non- (meaning ‘not’)	Statutory Spelling Challenge Words	Words ending in –ibly
Homophones and near homophones	Words ending with an /zher/ sound spelt with ‘sure’	Words ending in –ar/-er	Unstressed vowels in polysyllabic words	Synonyms & Antonyms
Conjunctions	Words ending with a /cher/ sound spelt with ‘ture’	Adding the suffix –ous (no change to root word)	Adding verb prefixes de- and re-	
Months of the year/ time	Silent Letters Revision	Adding the suffix –ous (no definitive root word)	Adding verb prefix over-	
Question Words		Adding the suffix –ous (words ending in ‘y’ become ‘i’ and words ending in ‘our’ become ‘or’)	Convert nouns or verbs into adjectives using suffix –ful	
SPaG terms		Adding the suffix –ous (words ending in ‘e’ drop the ‘e’ but not ‘ge’)	Convert nouns or verbs into adjectives using suffix –ive	
+ Common exception words		Adverbials of frequency and possibility	Convert nouns or verbs into adjectives using suffix –al	
		Adverbials of manner		