



Whole School Progression in Spelling

Objective	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
Words		<p><b>Year 1</b></p> <p>Children should be taught to spell: Common exception words (CEW). High frequency words (HFW) - the first 100 from Letters and Sounds (pg 193). Compound words e.g. football, laptop, playground</p> <p>Plus: Days of the week Numbers to 20</p> <p><b>Year 2</b></p> <p>Children should be taught to spell: Common exception words (CEW). High frequency words (HFW) - the first 200 from Letters and Sounds (pg 195).</p>	<p>Children should be taught to spell: Words from the National Curriculum word list for Years 3 and 4 (pg 64).</p>	<p>Children should be taught to spell: Words from the National Curriculum word list for Years 5 and 6 (pg 71).</p>
Phonics		<p><b>Year 1</b></p> <p>Children should be taught to spell: VC words CVC words with short vowels.</p>	<p>Children should be taught to spell: The /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym.</p>	<p>Children should be taught to spell: Words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough.</p>

		<p>CVC words with long vowels. Words with adjacent consonants. Words with consonant digraphs and some vowel digraphs/trigraphs. Alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/ . New consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel. Words ending in -y e.g. very, happy, funny.</p> <p><b>Year 2</b></p> <p>Children should be taught to spell: 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>	<p>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>	<p>Homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed.</p>
Rules and Conventions		<p><b>Year 1</b></p> <p>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').</p>		<p>Children should be taught to spell: Words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize.</p>

		<p>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> <p><b>Year 2</b></p> <p>Children should be taught to spell:  Words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words).  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>		
Affixes and Roots		<p><b>Year 1</b></p> <p>Children should be taught to spell:</p>	<p>Children should be taught to spell:  Adding suffixes beginning with vowel letters to words of more</p>	<p>Children should be taught to spell:  Words with the ending /shus/ spelt -cious or -tious.</p>

		<p>Words with the addition of the prefix un</p> <p><b>Year 2</b></p> <p>Children should be taught to spell:</p> <p>Words with the suffixes -ment, -ness, -ful, -less and -ly.</p> <p>Words ending in -tion.</p>	<p>than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing').</p> <p>Words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-.</p> <p>Words using suffixes: -ly, -ation, -ous.</p> <p>Words with endings sounding /shun/: -tion, -sion, -ssion, -cian.</p> <p>Words ending with the schwa sound: measure, creature.</p>	<p>Words with the ending /shul/ spelt -cial or -tial.</p> <p>Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Words ending in -able and -ible.</p> <p>Words ending in -ably and -ibly.</p> <p>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).</p>
Word Origins		<p><b>Year 2</b></p> <p>Children should be taught to spell:</p> <p>Words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words.</p> <p>Words with the /r/ sound spelt 'wr' at the beginning of words.</p>	<p>Children should be taught to spell:</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist.</p> <p>Words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine.</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique.</p> <p>Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene.</p>	<p>Children should be taught to spell:</p> <p>Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb.</p>
Grammar		<p><b>Year 2</b></p> <p>Children should be taught to spell:</p> <p>Words with contractions e.g. can't, didn't.</p>	<p>Children should be taught to spell:</p> <p>Possessive apostrophe with plural words e.g. girls' boys' babies' children's.</p>	<p>Children should be taught to spell:</p> <p>Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own.</p>

		Words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's.		
--	--	---	--	--