



Skills Progression Overview

Subject area: Spelling Skills

Year 1

Year 2

Years 3 & 4

Years 5 & 6

Year 1

Year 2

LKS2

UKS2

Generic skills

Spell:

Words containing each of the 40+ phonemes already taught,
Common exception words,
The days of the week.

Name the letters of the alphabet:

Naming the letters of the alphabet in order;
Using letter names to distinguish between alternative spellings of the same sound.

Adding prefixes and suffixes:

Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs;
Using the prefix un–;
Using –ing, –ed, –er and –est where no change is needed in the spelling of root words

Apply simple spelling rules and guidelines, as listed in English Appendix 1.

Spell by:

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;

Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones;

Learning to spell common exception words;

Learning to spell more words with contracted forms;

Learning the possessive apostrophe (singular);

Distinguishing between homophones and near homophones.

Add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly

Apply spelling rules and guidelines, listed in Appendix 1

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Spell further homophones

Spell words that are often misspelt (English Appendix 1)

Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Use further prefixes and suffixes and understand the guidance for adding them.

Spell some words with ‘silent’ letters.

Continue to distinguish between homophones and other words which are often confused.

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

Use dictionaries to check the spelling and meaning of words

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus

	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>		
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Focus Area	Year 1	Year 2	LKS2	UKS2
<p>Words</p>	<ul style="list-style-type: none"> • Common exception words (CEW) • High frequency words (HFW) - the first 100 from Letters and Sounds (page 193) • Compound words (eg) football, playground, farmyard, bedroom, blackberry <p><u>Plus:</u> Days of the week Months of the year Numbers to 20</p>	<ul style="list-style-type: none"> • Common exception words (CEW) • High frequency words (HFW) - the next 200 from Letters and Sounds (page 195) 	<ul style="list-style-type: none"> • Words from the National Curriculum word list for Years 3 and 4 (page 54) 	<ul style="list-style-type: none"> • Words from the National Curriculum word list for Years 5 and 6 (page 61)
<p>Phonics</p>	<ul style="list-style-type: none"> • VC words • CVC words with short vowels • CVC words with long vowels • Words with adjacent consonants • Words with consonant digraphs and some vowel digraphs/trigraphs • Alternative spellings for vowel phonemes (eg) /ai/, /ay/, /a-e/ • New consonant spellings 'ph' and 'wh' (eg) dolphin, alphabet, which, wheel, • Words ending in -y (eg) very, happy, funny 	<ul style="list-style-type: none"> • Words with alternative pronunciations from Letters and Sounds Phase 5 • Homophones and near homophones (eg) there / their / they're, hear / here, see / sea 	<ul style="list-style-type: none"> • The /i/ sound spelt 'y' elsewhere than at the end of words (eg) myth, pyramid, gym • Words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' (eg) vein, eight • Words containing the /u/ sound spelt 'ou' (eg) double, trouble • Homophones and near homophones (eg) affect / effect, berry / bury, fair / fare, male / mail 	<ul style="list-style-type: none"> • Words containing the letter-string 'ough' (eg) bought, rough, cough, through, although, thorough, plough • Homophones and other words that are often confused (eg) practise / practice, advise / advice, past / passed

<p>Rules and Conventions</p>	<ul style="list-style-type: none"> 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') 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 	<ul style="list-style-type: none"> 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' or '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 		<ul style="list-style-type: none"> Words with the /ee/ sound spelt 'ei' after 'c' (eg) receive, receipt, ceiling plus exceptions protein and seize
<p>Affixes and Roots</p>	<ul style="list-style-type: none"> Words with the addition of the prefix un- 	<ul style="list-style-type: none"> Words with the suffixes -ment, -ness, -ful, -less and -ly Words ending in -tion 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') Words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- Words using suffixes: -ly, -ation, -ous Words with endings sounding /shun/: -tion, -sion, -ssion, -cian Words ending with the schwa sound: measure, creature 	<ul style="list-style-type: none"> Words with the ending /shus/ spelt -cious or -tious Words with the ending /shul/ spelt -cial or -tial Words with the endings -ant, -ance / -ancy, -ent, -ence / -ency Words ending in -able and -ible Words ending in -ably and -ibly 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>		<ul style="list-style-type: none"> • Words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • Words with the /r/ sound spelt 'wr' at the beginning of words 	<ul style="list-style-type: none"> • Words with the /k/ sound spelt 'ch' (Greek in origin) (eg) scheme, chemist • Words with the /sh/ sound spelt 'ch' (mostly French in origin) (eg) chef, machine • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) (eg) league, unique • Words with the /s/ sound spelt 'sc' (Latin in origin) (eg) science, scene 	<ul style="list-style-type: none"> • Words with silent letters (ie) letters whose presence cannot be predicted from the pronunciation of the word (eg) doubt, island, lamb
<p>Grammar</p>		<ul style="list-style-type: none"> • Words with contractions (eg) can't, didn't • Words using the possessive apostrophe (singular nouns) (eg) the man's, Claire's 	<ul style="list-style-type: none"> • Possessive apostrophe with plural words (eg) girls' boys' babies' children's 	<ul style="list-style-type: none"> • Words using a hyphen to link a prefix to a root word (eg) co-ordinate, re-iterate, co-own