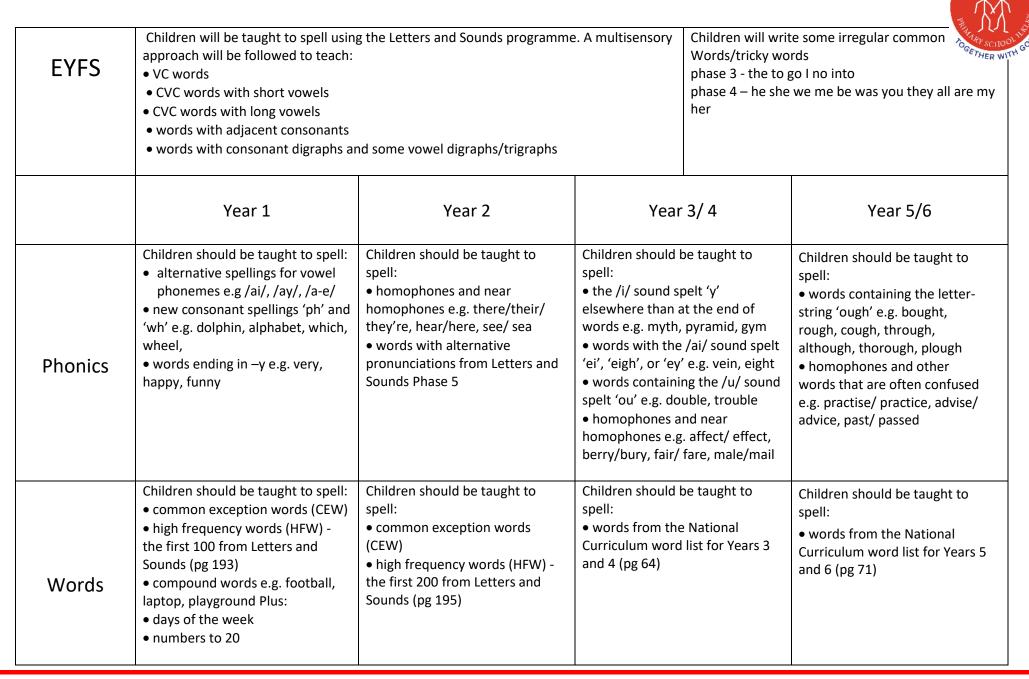
Progression of Spelling Skills



Rules and conventions	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') • 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	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		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
Affixes And Roots	Children should be taught to spell: • words with the addition of the prefix un	Children should be taught to spell: • words with the suffixes -ment, - ness, -ful, -less and -ly • words ending in -tion	Children should be taught to spell: • 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, -sion, -cian • words ending with the schwa sound: measure, creature	Children should be taught to spell: • 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 -able 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)

Word Origins	Children should be taught to spell: • 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	Children should be taught to spell: • Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist • words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine • words ending with the /g/ sound spelt -gue and the /k/ sound spelt -gue (French in origin) e.g. league, unique • words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene	Children should be taught to spell: • words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb
Grammar	Children should be taught to spell: • words with contractions e.g. can't, didn't • words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's	Children should be taught to spell: • Possessive apostrophe with plural words e.g. girls' boys' babies' children's	Children should be taught to spell: • words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own