

# Progression of Spelling Skills



<p><b>EYFS</b></p>	<p>Children will be taught to spell using the Letters and Sounds programme. A multisensory approach will be followed to teach:</p> <ul style="list-style-type: none"> <li>• VC words</li> <li>• CVC words with short vowels</li> <li>• CVC words with long vowels</li> <li>• words with adjacent consonants</li> <li>• words with consonant digraphs and some vowel digraphs/trigraphs</li> </ul>			<p>Children will write some irregular common Words/tricky words</p> <p>phase 3 - the to go I no into</p> <p>phase 4 – he she we me be was you they all are my her</p>
	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3/ 4</p>	<p>Year 5/6</p>
<p><b>Phonics</b></p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/</li> <li>• new consonant spellings ‘ph’ and ‘wh’ e.g. dolphin, alphabet, which, wheel,</li> <li>• words ending in –y e.g. very, happy, funny</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• homophones and near homophones e.g. there/their/ they’re, hear/here, see/ sea</li> <li>• words with alternative pronunciations from Letters and Sounds Phase 5</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• the /i/ sound spelt ‘y’ elsewhere than at the end of words e.g. myth, pyramid, gym</li> <li>• words with the /ai/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ e.g. vein, eight</li> <li>• words containing the /u/ sound spelt ‘ou’ e.g. double, trouble</li> <li>• homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words containing the letter-string ‘ough’ e.g. bought, rough, cough, through, although, thorough, plough</li> <li>• homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</li> </ul>
<p><b>Words</b></p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193)</li> <li>• compound words e.g. football, laptop, playground Plus:</li> <li>• days of the week</li> <li>• numbers to 20</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words from the National Curriculum word list for Years 3 and 4 (pg 64)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words from the National Curriculum word list for Years 5 and 6 (pg 71)</li> </ul>

<p style="text-align: center;"><b>Rules and conventions</b></p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words)</li> <li>• the /ng/ sound spelt n before k</li> <li>• words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch')</li> <li>• plurals of nouns adding -s and -es to words</li> <li>• verbs where no change is needed to the root word:</li> <li>• adding endings -ing, -ed, -er</li> <li>• adjectives where no change is needed to the root word:</li> <li>• adding -er and -est</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words)</li> <li>• words with the /s/ sound spelt 'c' before 'e', 'i', 'y'</li> <li>• words ending -le, -el, -al and -il</li> <li>• adding -ies to nouns and verbs ending in 'y'</li> <li>• adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel</li> </ul>		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</li> </ul>
<p style="text-align: center;"><b>Affixes And Roots</b></p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the addition of the prefix un</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the suffixes -ment, -ness, -ful, -less and -ly</li> <li>• words ending in -tion</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• 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')</li> <li>• words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li> <li>• words using suffixes: -ly, -ation, -ous</li> <li>• words with endings sounding /shun/: -tion, -sion, -ssion, -cian</li> <li>• words ending with the schwa sound: measure, creature</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the ending /shus/ spelt -cious or -tious</li> <li>• words with the ending /shul/ spelt -cial or -tial</li> <li>• words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>• words ending in -able and -ible</li> <li>• words ending in -ably and -ibly</li> <li>• 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)</li> </ul>

<p>Word Origins</p>		<p>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</p>	<p>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 -que (French in origin) e.g. league, unique • words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</p>	<p>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</p>
<p>Grammar</p>		<p>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</p>	<p>Children should be taught to spell: • Possessive apostrophe with plural words e.g. girls' boys' babies' children's</p>	<p>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</p>