

## Spelling progression document Y1-Y6

### KS1 Spelling

<u>Y1</u>	
1	Spell words containing each of the 40+ phonemes already taught.
2	Spell common exception words.
3	Spell the days of the week.
4	Name the letters of the alphabet in order.
5	Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
6	Add 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.
7	Add prefixes and suffixes using the prefix un-.
8	Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.
9	Apply simple spelling rules and guidance, as listed in English Appendix 1.
10	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

<u>Y2</u>	
1	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
2	Spell by 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 (eg their/there, two/to/too)
3	Spell by learning to spell common exception words.
4	Spell by learning to spell more words with contracted forms.
5	Spell by learning the possessive apostrophe (singular) e.g. the girl's book.
6	Spell by distinguishing between homophones and near-homophones (eg here/hear, there/their/they're, one/won, quite/quiet).
7	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly and -tion.
8	Apply spelling rules and guidance, as listed in English Appendix 1.
9	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## KS2 Spelling

<b>Y3</b>	
<b>1</b>	Use the prefixes un-, dis-, mis-, re-, pre-.
<b>2</b>	Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
<b>3</b>	Use the suffix -ly.
<b>4</b>	Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
<b>5</b>	Spell words with endings which sound like 'zhun' e.g. division, decision.
<b>6</b>	Spell homophones such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
<b>7</b>	Spell words that are often misspelt with reference to English Appendix 1.
<b>8</b>	Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
<b>9</b>	Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
<b>10</b>	Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
<b>11</b>	Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
<b>12</b>	Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they
<b>13</b>	Use the first two or three letters of a word to check its spelling in a dictionary.
<b>14</b>	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

<b>Y4</b>	
<b>1</b>	Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
<b>2</b>	Understand and add the suffixes -ation, -ous.
<b>3</b>	Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.
<b>4</b>	Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
<b>5</b>	Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
<b>6</b>	Spell more complex words that are often misspelt with reference to English Appendix 1.
<b>7</b>	Spell words with the 's' sound spelt 'sc' e.g. science, scene.
<b>8</b>	Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
<b>9</b>	Use the first three or four letters of a word to check its spelling in a dictionary.
<b>10</b>	Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

**Y5**

<b>1</b>	Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
<b>2</b>	Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
<b>3</b>	Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.
<b>4</b>	Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.
<b>5</b>	Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
<b>6</b>	Spell some words with 'silent' letters e.g. knight, psalm, solemn.
<b>7</b>	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.
<b>8</b>	Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary
<b>9</b>	Use a thesaurus.

**Y6**

<b>1</b>	Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
<b>2</b>	Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
<b>3</b>	Distinguish between homophones and other words which are often confused with reference to English Appendix 1.
<b>4</b>	Use dictionaries to check the spelling and meaning of words
<b>5</b>	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.
<b>6</b>	Use a thesaurus with confidence.