



Subject: Spelling Progression Plan

EYFS						
Phonic & Whole word spelling	To use their phonic knowledge to write words in ways which match their spoken sounds.					
Common Exception word	To write some irregular common words.					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<p>To know all letters of the alphabet and the sounds which they most commonly represent. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To know all letters of the alphabet in order and the sounds which they most commonly represent. To use letter names to distinguish between alternative spellings of the same sound. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they</p>	<p>To segment spoken words into phonemes and to represent these by graphemes, spelling many correctly and making phonically plausible attempts at others. To recognise new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones (e.g. bare/bear, blue/ blew, night/knight). To distinguish between homophones and near homophones. To apply further Y2 spelling rules and guidance</p>	<p>To spell some more complex homophones and near homophones, including here/hear, brake/break and mail/ male. To spell words that are often misspelt</p> <p>To apply Y3 spelling rules and guidance</p>	<p>To spell further homophones. To spell words that are often misspelt</p> <p>To apply Y4 spelling rules and guidance</p>	<p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To continue to distinguish between homophones and other words which are often confused. To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in NC spelling guidance.</p> <p>To apply Y5 spelling rules and guidance</p>	<p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To continue to distinguish between homophones and other words which are often confused. To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in NC spelling guidance.</p> <p>To apply Y6 spelling rules and guidance</p>

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	<p>represent. To recognise words with adjacent consonants. To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance</p>					
Common Exception word	To spell all Y1 common exception words correctly. To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Other word building / spelling and spelling patterns from Spelling Appendix 1	<p>To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. To use the prefix un– To use –ing, –ed, –er and –est where no change is needed in the spelling of root words. To spell the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. The /ŋ/ sound spelt n before k (bank). Division of words into syllables -tch (hutch, fetch). The /v/ sound at the end of words –</p>	<p>To learn the possessive apostrophe (singular) (e.g. the girl’s book). To learn to spell more words with contracted forms - can’t, didn’t, hasn’t, couldn’t, it’s, I’ll. To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. To apply spelling rules and guidelines from Year 2 spelling rules and guidance</p>	<p>To use further prefixes e.g. dis, mis, re, bi, de To spell most words with the suffix -ly with no change to the root word; root words that end in ‘le’, ‘al’ or ‘ic’ and the exceptions to the rules. To spell words with added suffixes and understand how to add them. To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. To use the first 2 or 3 letters of a word to</p>	<p>To use further prefixes and suffixes and understand how to add them. To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. (e.g. girls’, boys’, babies’, children’s, men’s, mice’s). To use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>To spell words with /shuhn/ endings spelt with ‘sion’ (if the root</p>	<p>To use further prefixes and suffixes and understand the guidance for adding them. To use dictionaries to check the spelling and meaning of words. To use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p>	<p>To use further prefixes and suffixes and understand the guidance for adding them. To use dictionaries to check the spelling and meaning of words. To use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. To use their knowledge of adjectives ending in ‘ant’ to spell nouns ending in -ance/-ancy (e.g. observant, observance, important – importance, hesitant,</p>

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	<p>have, give. To apply Y1 spelling rules and guidance</p>		<p>check its spelling in a dictionary</p> <p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt</p>	<p>word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, fascinate, crescent). To apply spelling rules and guidelines from Year 4 spelling rules and guidance</p>	<p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, fictitious).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, rough, tough, enough, cough, though, although,</p>	<p>hesitancy, tolerant, tolerance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p> <p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/</p>
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			<p>with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> <p>To apply spelling rules and guidelines from Year 3 spelling rules and guidance</p>		<p>dough, through, thorough).</p> <p>To apply spelling rules and guidelines from Year 5 spelling rules and guidance</p>	<p>considerably, tolerable/ tolerably).</p> <p>To spell words ending in - ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial'</p>
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						<p>(e.g. partial confidential, essential).</p> <p>To apply spelling rules and guidelines from Year spelling rules and guidance.</p>
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