



Spelling: Progression across Years 1 - 6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<ul style="list-style-type: none"> To know all letters of the alphabet and the sounds which they most commonly represent. 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 represent. To recognise words with adjacent consonants. 	<ul style="list-style-type: none"> To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, 	<ul style="list-style-type: none"> 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). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ 	<ul style="list-style-type: none"> To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 	<ul style="list-style-type: none"> To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, 	<ul style="list-style-type: none"> To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive,

	<ul style="list-style-type: none"> To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, 	<p>night/knight).</p> <ul style="list-style-type: none"> To apply further Y2 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /ə/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, 	<p>sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <ul style="list-style-type: none"> To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sounds pelt 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>'te' or 't' or has no definite root, e.g.</p> <ul style="list-style-type: none"> invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', <ul style="list-style-type: none"> e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). 	<p>lamb, solemn, thistle, knight).</p> <ul style="list-style-type: none"> To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). 	<p>conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <ul style="list-style-type: none"> To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).
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	<p>carrot);</p> <ul style="list-style-type: none"> the /tʃ/ sound is usually spelt as 'ch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no 	<p>July);</p> <ul style="list-style-type: none"> adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter 				
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	<p>change is needed to the root word (e.g. fresher, grandest);</p> <ul style="list-style-type: none"> • spelling words with the vowel digraphs and trigraphs: <p>- 'ai' and 'oi' (e.g. rain,</p> <ul style="list-style-type: none"> • wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); • a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); • 'ar' (e.g. car, park); • 'ee' (e.g. green, week); • 'ea' (e.g. sea, dream); • 'ea' (e.g. meant, bread); • 'er' stressed sound (e.g. 	<p>(including exceptions);</p> <ul style="list-style-type: none"> • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); • the /i:/ sound spelt • –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); 				
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	<p>her, person);</p> <ul style="list-style-type: none"> • 'er' unstressed schwa sound (e.g. better, under); • 'ir' (e.g. girl, first, third); • 'ur' (e.g. turn, church); • 'oo' (e.g. food, soon); • 'oo' (e.g. book, good); • 'oa' (e.g. road, coach); • 'oe' (e.g. toe, goes); • 'ou' (e.g. loud, sound); • 'ow' (e.g. brown, down); • 'ow' (e.g. own, show); • 'ue' (e.g. true, rescue, Tuesday); • 'ew' (e.g. new, threw); 	<ul style="list-style-type: none"> • the /ɜ/ sound spelt 's' (e.g. television, usual). 				
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	<ul style="list-style-type: none"> • 'ie' (e.g. lie, dried); • 'ie' (e.g. chief, field); • 'igh' (e.g. bright, right); • 'or' (e.g. short, morning); • 'ore' (e.g. before, shore); • 'aw' (e.g. yawn, crawl); • 'au' (e.g. author, haunt); • 'air' (e.g. hair, chair); • 'ear' (e.g. beard, near, year); • 'ear' (e.g. bear, pear, wear); • 'are' (e.g. bare, dare, scared); 					
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	<ul style="list-style-type: none"> • spelling words ending with –y (e.g. funny, party, family); • spelling new consonants ‘ph’ and ‘wh’ (e.g. dolphin, alphabet, wheel, while); • using ‘k’ for the /k/ sound (e.g. sketch, kit, skin). 					
<p>Prefixes and suffixes</p>	<ul style="list-style-type: none"> • To use -s and -es to form regular plurals correctly. • To use the prefix ‘un-’ accurately. • To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). 	<ul style="list-style-type: none"> • To add suffixes to spell most words correctly in their writing, e.g. –ment, • –ness, –ful, –less, –ly. 	<ul style="list-style-type: none"> • To spell most words with the prefixes dis-, mis-, • bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). • To spell most words with the suffix -ly with no change to the root word; root words that end • in ‘le’, ‘al’ or ‘ic’ 	<ul style="list-style-type: none"> • To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and • non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). • To form nouns 	<ul style="list-style-type: none"> • To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). • To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). • To convert nouns or adjectives into 	<ul style="list-style-type: none"> • To use their knowledge of adjectives ending in • -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). • To use their knowledge of adjectives ending in -ent to spell nouns

			<p>and the exceptions to the rules.</p> <ul style="list-style-type: none"> • To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with • more than one syllable (unstressed last syllable, e.g. limiting offering). • To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning 	<p>with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <ul style="list-style-type: none"> • To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). 	<p>verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <ul style="list-style-type: none"> • To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). 	<p>ending in -ence/-ency</p> <ul style="list-style-type: none"> • (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). • 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).
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