



Spelling Progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To spell the tricky words linked to the phonics phase that they are working on.</p>	<p>*Pupils are taught to spell words containing each of the 40+ phonemes already taught common exception words the days of the week</p> <p>Pupils are taught to name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p> <p>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 using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>apply simple spelling rules write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p><i>Spell by:</i> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Apply spelling rules and guidance, as listed in English Appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Read Write Inc</p> <p><i>Suffixes</i> Unit 13: Adding the suffix -ment Unit 6: Adding the suffix -ness 1 (p.19) and adding the suffix -ness 2 (p.23). Unit 11: Adding the suffix -ful . Unit 12: Adding the suffix -less Unit 5: Adding the suffix -ly Unit 15 Adding the suffix -es (where the root word ends in y). Unit 13 Adding the suffix -ed (2) [swapping y for i]. Unit 3 Adding the suffixes -er or -est (2) [swapping y for i]. Unit 4 Adding the suffix -y (2) [to words ending in e]. Unit 9 Adding the suffix -ing (2) [to words ending in e or ie]. Unit 14 Adding the suffix -ed (3) [dropping e to add -ed, and revision of doubling final consonant and swapping y for i]. Unit 2 Adding the suffixes -er or -est (1) (words where no change is needed; words ending in e). Unit 3 Adding the suffix -y (1) (to words ending in a short vowel and a consonant). Unit 8 Adding the suffix -ing (1) (to words ending in a short vowel and a consonant). Unit 4 Adding the suffixes -er or -est (3) (doubling consonant, where the root word ends in short vowel plus consonant).</p> <p><i>Word endings</i> Words ending in -il and words where s makes the zh sound. Unit 14 Words ending in -tion. Unit 1 The r sound spelt wr. Unit 8 Words ending in -le. Unit 9 Words ending in -el. Unit 10 Words ending in -al.</p> <p><i>Words with alternative spellings/pronunciation</i> Unit 10 The j sound. Unit 2 Soft c . Unit 6 The n sound spelt kn and gn. Unit 7 The igh sound spelt y. Unit 1 The or sound spelt a before l and ll. The u sound spelt o, and the or sound spelt ar after w. Unit 5 The ee sound spelt ey. Unit 11 The o sound spelt a after w and qu. The ir sound spelt or after w. The u sound spelt o, and the or sound spelt ar after w.</p>	<p><i>Pupils should be taught to:</i> -use further prefixes and suffixes and understand how to add them (English Appendix 1) -spell further homophones -spell words that are often misspelt -use the first two or three letters of a word to check its spelling in a dictionary -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Read Write Inc.</p> <p><i>Prefixes</i> Unit 1 (dis-, in-) Adding the prefixes dis- and in- Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Unit 11 (re-) Adding the prefix re- Unit 12 (anti-) Adding the prefix anti- Unit 13 (super-) Adding the prefix super- Unit 14 (sub-) Adding the prefix sub-</p> <p><i>Suffixes</i> Unit 6 Adding -ation to verbs to form nouns Unit 4 Adding the suffix -ly (to adjectives to form adverbs) Unit 3 Adding the suffix -ous Unit 9 Adding the suffix -ion (to root words ending in t or te) Unit 10 Adding the suffix -ian (to root words ending in c or cs)</p> <p><i>Word endings</i> Unit 5 Words ending in -ture</p> <p><i>Words with alternative spellings/pronunciation</i> The short i sound spelt with the letter y Unit 7 Words with the c sound spelt ch Unit 8 Words with the sh sound spelt ch</p>	<p><i>Pupils should be taught to:</i> -use further prefixes and suffixes and understand how to add them (English Appendix 1) -spell further homophones -spell words that are often misspelt -place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] -use the first two or three letters of a word to check its spelling in a dictionary -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Read Write Inc.</p> <p><i>Prefixes</i> Unit 1 (mis-) Adding the prefix mis- Unit 3 (auto-) Adding the prefix auto- Unit 5 (inter-) Adding the prefix inter- Unit 10 (il-, un-, mis-, dis-) Adding il- and revising un-, in-, mis- and dis- Unit 12 (ir-) Adding ir- to words beginning with r Unit 13 Adding the prefix super- Unit 14 Adding the prefix sub-</p> <p><i>Suffixes</i> Unit 7 Words ending in -ous</p> <p><i>Word endings</i> Unit 2 Words ending in zh sound spelt -sure Unit 9 Words ending in zh sound spelt -sion Unit 11 The c sound spelt -que and the g sound spelt -gue Unit 8 Words with the s sound spelt sc Unit 6 Words with the ay sound spelt ei, eigh, ey The short u sound spelt ou</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p> <p>Read Write Inc</p> <p><i>Word endings</i> Unit 10 Words ending in shu s spelt -cious Unit 11 Words ending in shus spelt -tious Unit 12</p> <p><i>Words ending in shul spelt -cial or -tial</i> Unit 6 Words ending in -ent Unit 7 Words ending in -ence Unit 9 Words ending in -ant, -ance and -ancy Unit 2 Words ending in -ible Unit 3 Words ending in -able Unit 5 Words ending in -ibly and -ably</p> <p><i>Words with alternative spellings/pronunciation</i> Unit 8 The ee sound spelt ei Words that contain the letter-string ough Unit 1 Words with silent letter b Unit 4 Words with silent letter t</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Hyphens.</p> <p>Read Write Inc</p> <p><i>Word endings</i> Unit 10 Words ending in -ible and -able Unit 8 Silent letters (silent k, g, l, n)</p> <p><i>Suffixes</i> Unit 4 Suffixes (4)-adding suffixes beginning with a vowel</p> <p><i>Words with alternative spellings/pronunciation</i> Words containing the letter-string ough Unit 9 The spellings ei and ie</p>