



Progression in writing:

SPELLING

Progression in Spelling:

EYFS – Year 6

Spelling concept	EYFS Children at ELD will:	Year 1 Children should be taught to spell:	Year 2 Children should be taught to spell:	Year 3 and Year 4 Children should be taught to spell:	Year 5 and Year 6 Children should be taught to spell:
Words		<ul style="list-style-type: none"> common exception words (CEW) compound words e.g. football, laptop, playground days of the week , numbers to 20 	<ul style="list-style-type: none"> common exception words (CEW) 	<ul style="list-style-type: none"> words from the National Curriculum word list for Years 3 and 4 (pg 64) 	<ul style="list-style-type: none"> words from the National Curriculum word list for Years 5 and 6 (pg 71)
Phonics	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> VC words CVC words with short vowels CVC words with long vowels words with adjacent consonants words with consonant digraphs and some vowel digraphs / trigraphs alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/ new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel words ending in -y e.g. very, happy, funny 	<ul style="list-style-type: none"> homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea words with alternative pronunciations from Letters and Sounds Phase 5 	<ul style="list-style-type: none"> the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight words containing the /u/ sound spelt 'ou' e.g. double, trouble homophones and near homophones e.g. affect/ effect, berry/bury, fair/fare, male/mail 	<ul style="list-style-type: none"> words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough homophones and other words that are often confused e.g. practise/practice, advise/advise, past/passed
Rules and Conventions		<ul style="list-style-type: none"> words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) the /ng/ sound spelt n before k words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') plurals of nouns adding -s and -es to words verbs where no change is needed to the root word: adding endings -ing, -ed, -er adjectives where no change is needed to the root word: adding -er and -est 	<ul style="list-style-type: none"> words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) words with the /s/ sound spelt 'c' before 'e', 'i', 'y' words ending -le, -el, -al and -il adding -ies to nouns and verbs ending in 'y' adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel 	<ul style="list-style-type: none"> (revision of KS1 work) 	<ul style="list-style-type: none"> words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize

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Root Words and Affixes		<ul style="list-style-type: none"> words with the addition of the prefix un 	<ul style="list-style-type: none"> words with the suffixes -ment, -ness, -ful, -less and -ly words ending in -tion 	<ul style="list-style-type: none"> 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') words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- words using suffixes: -ly, -ation, -ous words with endings sounding /shun/: -tion, -sion, -ssion, -cian words ending with the schwa sound: measure, creature 	<ul style="list-style-type: none"> words with the ending /shus/ spelt -cious or -tious words with the ending /shul/ spelt -cial or -tial words with the endings -ant, -ance/-ancy, -ent, -ence/-ency words ending in -able and -ible words ending in -ably and -ibly 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)
Word Origins			<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb
Grammar			<ul style="list-style-type: none"> words with contractions e.g. can't, didn't words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's 	<ul style="list-style-type: none"> Possessive apostrophe with plural words e.g. girls' boys' babies' children's 	<ul style="list-style-type: none"> words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own