**Progression Of Skills In Spelling**

Spelling begins in the Early Years with listening to and distinguishing between all kinds of sounds. This then develops throughout KS1 with phonics and then on to spelling rules and more complex spelling patterns.

Spelling progression includes: spelling patterns, statutory spelling lists and spelling strategies.

**Spelling patterns**

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| **Nursery** | **Tuning in to sounds – auditory discrimination**  **Listening and remembering sounds – auditory memory and sequencing**  **Talking about Sounds – developing vocabulary and language comprehension**  **Environmental sounds –** listening walks, drumming on different surfaces, making shakers, playing sound lotto games  **Instrumental Sounds** – playing instruments, noise makers, making sounds to accompany a story  **Body percussion** – develop sound and rhythm, singing songs, action rhymes, listening to music, sound vocabulary  **Rhythm and Rhyme** – rhyming stories, rhyming bingo, clapping games, syllables in words  **Alliteration** – focus on initial sounds of words, I spy  **Voice sounds** – distinguish between different vocal sounds and begin blending and segmenting  **Oral blending and segmenting** – develop blending and segmenting skills e.g c-u-p |
| **Reception** | **Phase 2,3 and 4 phonics**  **S,a,t,p I,n,m,d g,o,c,k ck,e,u,r h,b,f,ffl.ll.ss**  **Blend and sound out words**  **Segment words**  Blend and segment words containing all 19 letters taught in phase 2  Introduce 25 new graphemes  J,v,w,x  Y,z,zz,qu  Consonant diagraphs – ch,sh,th,ng  Vowel digraphs – ae,ee,igh,oa,oo, ar,or,ur,ow,oi,ear,air,ure,er  Learn letter names  Graphemes for each of the 42 phonemes  Blend phonemes to read CVC words  Read 2 syllable words  Consolidate knowledge of graphemes  Spell words with adjacent consonents – e.g milk, string, trap |
| **Year 1** | **Phase 4 and Phase 5 Phonics**  Graphemes for each of the 42 phonemes  Blend phonemes to read CVC words  Read 2 syllable words  Consolidate knowledge of graphemes  Spell words with adjacent consonants – e.g milk, string, trap  Read and spell words with adjacent consonants e.g trap, string, flask  Learn more graphemes and phonemes. They already know ai. Now learn a as in play and a-e as in cake  Alternative pronunciations for graphemes e.g ea as in tea, head, break  Blending graphemes at speed |

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|  | **Word Endings** | **Suffixes & prefixes** | **Plurals** | **Homophones** | **Letter strings** | **Grapheme Phoneme Correspondence** | **Other** |
| **Year 2** | Adding – ing, ed. Er, est, and y to words of one syllable ending in a single consonant after a single vowel  Adding es to nouns and verbs ending in y  Words ending tion | Suffix – ful, less,ly  Suffixes – ment, ness |  | See/sea  Be/bee  To/two/too  Here/hear  Sun/son  One/won  New/knew  There/their/they’re  Near homophones  Quite/quiet | Kn and gn at the start of words | Phase 5 GPCs including polysyllabic words  Common exception words – find, kind, mind, behind, child, wild, climb  Ge and dge at the end of words  C before e,I and y  Le at the end of oa word following a consonant  Il at the end of words  Al at the end of words  Ey | Contractions – can’t, didn’t, hasn’t, isn’t, they’re, I’ll  The possessive apostrophe – singular nouns |
| **Year 3** | Gue and k sound spely que (french in origin) | Suffixes – s, es,er,ed,ing  Prefixes – un, dis  Prefixes – mis, re  Suffixes – ness, ful, less, ly  Prefixes – sub, tele  Prefixes super, auto |  | Brake/break  Grate/great  Eight/ate  Weight/wait  Son/sun |  | Rarer GPDs – ei sound – vein eigh (eight) aigh (straight) ey (they)  The I sound spelt y  Works with the k sound spelt ch  Revise Y1&2 vowel digraphs | Apostrophe for contraction |
| **Year 4** | Sure  ture  Cian, sion, tion, ssion | Prefixes – in, il, im, ir  Suffixes – to words of more than one syllable – ing, er, en, ed  Prefixes – anti, inter  Suffix – ous and ure  Prefixes – un, dis, in, re, sub, inter, super, anti, auto  Suffix - ly |  | Peace/piece  Main/mane  fair/fare  scene/seen  mail/male  bawl/ball  Weather/whether  Medal/meddle  missed/mist  team/teem  who’s/whose | Ei sound – eigh, ei, ey  Ch, ou | G sound spelt gue  S sound spelt sc  sh sound - ch, s, ss, c  ee spelt – ee, ea, e-e, ie, y, ey  The OU sound  Sc words | Possessive apostrophe with singular proper noun  Possessive apostrophe with plurals  Apostrophe for possession – singular & plural |
| **Year 5** | able/ible  ably/ibly |  | s, es,ies | Isle/aisle  Aloud/allowed  Affect/effect Herd/heard Past/passed Led/lead Steel/steal Alter/altar  Cereal/serial Father/farther  Guessed/guest  Morning/mourning  Who’s/whose  Weak/week  So/ sew /sow  no/ know leak /leek  by /bye/ buy paw/ poor  tail /tale pore /poor bean/ been vain/ vane  bored /board   through /threw  waist /waste piece/ peace hire /higher  flour /flower site/ sight we’re /weir key /quay  cent /scent /sent check /cheque | Ough words  ei & ie words | Rare GPCs – bruise, guarantee, immediately, vehicle, yacht | Silent letters  Apostrophe for contraction  Use of hyphen  Root words – graph, sign, micro |
| **Year 6** | able/ably/ible/ibly  cious/tious  cial/tial  ant/ance/ancy  ent/ence/ency | Prefix - fer |  | practice/practise  advice/advise  device/devise  licence/license  Dessert/desert  Stationary/stationery  Compliment/complement  Principal/principle  Draught/draft  Dissent/descent  Precede/proceed  Wary/weary  dessert/desert  prophet/profit | ough |  | Root words and meanings  Generating words from prefixes and roots |

**Statutory Word lists**

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| **Reception** | **Phase 2 High Frequency words**  sat, pat, tap, as  it, is, sit, sat, pit, tip, pip, sip  an, in, nip, pan, pin, tin, tan, nap  am, man, mam, mat, pan, Pam, Tim, Sam  dad, and, sad, dim, dip, din, did, Sid  tag, gag, gig, gap, nag, sag, gas, pig, dig  got, on, not, pit, dog, pop, God, Mog  can, cot, cop, cat, cap, cod  kid, kit, Kim, Ken  kick, sock, sack, dock, pick, sick, pack, ticket, pocket  get, pet, ten, net, pen, peg, met, men, neck  up, mum, run, mug, cup, sun, tuck, mud, sunset  rim, rip, ram, rat, rag, rug, rot, racket, carrot  had, him, his, hot, hop, hut, hum, hit, hat, has, hack, hug  but, big, back, bet, bad, bag, bed, bug, bud, bun, bus, Ben, bat, bit, bucket, beckon, rabbit  of, if, off, fit, fin, fun, fig, fog, huff, puff, cuff, fan, fat  lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, laptop  ass, less, hiss, mass, mess, boss, fuss, pass, kiss, Tess, fusspot  **Phase 2 tricky words**  the to no go I  **Phase 3 tricky words**  he, she, we, me ,be, was, you, they, all, are, my,her  **Phase 4 tricky words**  said, have, like, so, do, some, come, were, there, little, one , when, out, what |
| **Year 1** | **Phase 4 tricky words**  said, have, like, so, do, some, come, were, there, little, one , when, out, what  **Phase 5 Tricky words**  Oh Their People Mr Mrs Looked Called Asked could  Read and spell some polysyllabic words |
| **Year 2** | **Y2 Statutory Words**  because both child children climb cold door every everybody find floor gold Hold kind mind most old only poor Told wild Christmas behind after bath beautiful break class even fast father grass great hour improve last move pass past path plant pretty Prove steak sure again Mr Mrs any busy clothes parents People should sugar could eye half many money water who whole would |
| **Year 3** | **Most Common High Frequency Words**  said was you they that with all are what There this have went like some then little one them down When looked very come will back from children just came about people put could house made time help called asked Saw make water away good want over how did man going where would or took school Think home who didn’t ran know bear can’t again cat long things new after wanted eat everyone our two  Has yes play take thought dog well find more I’ll round tree magic  shouted other food fox through way been stop must red door right  these began animal never next first work need baby fish gave mouse something still found live soon night small three |
| **Year 4** | **Words from Y3&Y4 Statutory word list (National Curriculum)**  head king town around every garden fast only many laugh much  suddenly told another great why cried keep room last  jumped because before clothes place boat window morning queen each  different which inside any under eyes friend dark grandad better  across gone floppy really wish once please stopped most lived horse  rabbit white river giant ocean dragon pulled fly grow  accident accidentally address answer appear arrive believe bicycle breath  breathe build busy business calendar caught  centre century certain circle complete consider continue decide describe  different difficult disappear early earth eight eighth  enough exercise experience experiment extreme famous favourite February  forward fruit grammar group guard guide heard heart height history imagine  increase |
| **Year 5** | **Words from Y3,Y4 , Y5 & Y6 Statutory word list (National Curriculum)**  enough answer experience certain extreme famous favourite February forward  decide different difficult guard guide disappear heart height believe imagine  address important interest island knowledge learn length library material  medicine mention minute natural naughty notice occasion occasionally often  opposite ordinary particular peculiar perhaps popular position possess  possession possible potatoes pressure probably promise purpose quarter  question recent regular reign remember sentence separate special straight  strange strength suppose surprise therefore though although thought  through various weight woman women accommodate accompany according  achieve aggressive amateur ancient apparent appreciate attached available  average awkward bargain bruise category cemetery committee communicate  community competition conscience conscious controversy convenience  correspond criticise curiosity definite desperate determined develop dictionary  disastrous embarrass environment equipped equipment especially exaggerate  excellent existence explanation familiar foreign |
| **Year 6** | **Words from Y5 & Y6 Statutory word list (National Curriculum)**  correspond criticise curiosity definite desperate determined develop dictionary  disastrous embarrass environment equipped equipment especially exaggerate  excellent existence explanation familiar foreign forty frequently government  guarantee harass hindrance identity immediate immediately individual  interfere interrupt language leisure lightning marvellous mischievous muscle necessary  neighbour nuisance occupy occur opportunity parliament persuade physical  prejudice privilege profession programme pronunciation queue recognise  recommend relevant rhyme rhythm sacrifice secretary shoulder signature  sincere sincerely soldier stomach sufficient suggest symbol system temperature  thorough twelfth variety vegetable vehicle yacht ancient average category  temperature vegetable vehicle definite determined disastrous embarrass  environment especially frequently government immediate leisure necessary  neighbour opportunity parliament persuade privilege restaurant accident believe  business different disappear interest knowledge occasion particular peculiar  separate special surprise |

**Spelling Strategies**

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| **Year 2** | Segmenting of words  Highlighting the tricky part in common exception words  Proof reading  Personal spelling lists  Look, cover, write, say  Kinaesthetic and visual strategies  Dictation  Rainbow writing  Have a go  Which one looks right?  Using a working wall  Mnemonics  Syllable clapping  Alphabetically ordered word bank  Dictionary skills  Word banks |
| **Year 3** | Have a go  Personal spelling lists  Pair work - learning partners – pair testing  Proof reading  Dictionary skills |
| **Year 4** | Have a go  Personal spelling lists  Pair work - learning partners – pair testing  Proof reading  Dictionary skills |
| **Year 5** | Personal spelling lists  Have a go  Spelling journals for etymology  Using a dictionary to support learning word roots, derivations and spelling patterns  Using a dictionary to check spellings  Use dictionaries to create word webs  Building new words from known morphemes  Proof reading  Using a range of strategies – e.g look, cover write check, rainbow words, pyramid words, box words, mnemonics etc |
| **Year 6** | Personal spelling lists  Have a go  Spelling journals for etymology  Using a dictionary to support learning word roots, derivations and spelling patterns  Using a dictionary to check spellings  Use dictionaries to create word webs  Building new words from known morphemes  Proof reading  Using a range of strategies – e.g look, cover write check, rainbow words, pyramid words, box words, mnemonics etc |