



## Progression in spelling

EYFS/UF		UF/Y1	Y1	Y2
Phase 1	Phase 2	Phase 3	Phase 4 <u>Children must be solid at phase 4 before moving to phase 5.</u>	Phase 5
Phase 1	Phase 2	Phase 3	Phase 4 <u>Children must be solid at phase 4 before moving to phase 5.</u>	Phase 5
<p>No sounds Games to do with environmental, instrumental, body percussion, Rhythm and rhyme, alliteration, voice sounds</p>	<p>Letter progression; 1 per day.</p>	<p>Letter progression and introduction of digraphs. 1 per day</p>	<p>Practice and consolidation of phase 2 and 3.</p>	<p>Alternate sounds Must be solid for phonics screening check.</p>
<p><u>Sets</u> S, a, t, p l, n, m, d G, o, c, k Ck, e, u, r H, b, f, ff, l, ll, ss</p> <p>+ tricky words To, the, no, go l, into</p>	<p><u>Sets</u> J, v, w, x Y, z, zz, qu Ch, sh, th, ng Ai, ee, igh, oa Oo, ar, or, ur Ow, oi, ear, air Ure, er</p> <p>+tricky words and high frequency words. he, she, we, me, be, was, you, they, all, are, my, her</p>	<p>Longer words, chunking and graphemes.</p> <p>Eg <u>crunch</u> <u>Twisting</u> <u>Shampoo</u></p> <p>+tricky words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>	<p><u>New graphemes</u> Ay, oy, wh, ou, lr, ph, ie, ue, Ew, ea, aw, oe Au, a-e, e-e, i-e o-e, u-e,</p> <p><u>Alternative pronunciations</u> i fin, find ow cow, blow y yes, by, very o hot, cold ie tie, field ch chin, school, chef c cat, cent ea eat, bread ou out, shoulder, could, you g got, giant er farmer, her u but, put (<i>south</i>) a hat, what +tricky words oh, their, people, Mr, Mrs, looked, called, asked, could</p>	<p>Revisit phase 5 phonics as required</p> <p>Develop a range of personal strategies for learning new and irregular words at the point of composition and for checking and proofreading spellings after writing. Writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Learning to spell common exception words (see appendix)</p> <p>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</p> <p>/s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>/n/ sound spelt 'kn' and 'gn' at the beginning of words</p> <p>Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it.</p> <p>The /ɔ:/ sound spelt 'a' before 'l' and 'll'</p> <p>Suffixes '-ment' and '-ness'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p>



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					<p>sound spelt '-le' at the end of words and following a consonant The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>sounds spelt 'il' at the end of words</p> <p>Learning to distinguish between homophones and near homophones.</p> <p>Adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'</p>
<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>		
<p>Proofread for spelling errors. Develop a range of personal strategies for learning new and irregular words. 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. Place the possessive apostrophe correctly for words with regular and irregular plurals.</p>		<p>Develop a range of strategies for checking and proof reading spellings after writing. Use further prefixes and suffixes and understand guidance for using them. Spell some words with 'silent' letters (for example, <i>knight</i>, <i>psalm</i>, <i>solemn</i>) Continue to distinguish between homophones and other words that are often confused. Use knowledge of etymology and morphology in spelling and know that some words just need to be learnt directly. Use a dictionary and thesaurus.</p>			
<p>Words from the statutory words list.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Plus prefixes and suffixes: 'dis-' 'un-' 'mis' and 're' 'anti-' and 'inter-' 'sub-' and 'tele-'</p>	<p>Words from the statutory words list</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-' Spell 'ei', 'eigh' or 'ey'</p> <p>Words with the sound spelt 'ch' and the sound spelt 'ou'</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p> <p>Suffix '-ous'</p>	<p>Words from statutory word list</p> <p>Words with the letter string 'ough'</p> <p>Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists.</p> <p>Words ending in '-able' and '-ible'</p> <p>Strategies for learning words: homophones (<i>isle/ aisle</i>,</p>	<p>Words from statutory word list</p> <p>Strategies for learning words: words ending '-able' and '-ible'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p>Homophones ('ce'/'se')</p> <p>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p>		



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<p>'-ness and '-full' '-ly and '-less' 'super- and 'auto-'</p> <p>Spell further homophones. (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)</p> <p>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)</p> <p>The /ʌ/ sound spelt 'ou'</p> <p>Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>)</p>	<p>Prefixes 'anti-' and 'inter-' Endings that sound like spelt '-cian', '-sion',</p> <p>Suffixes '-tion' and '-ssion'</p> <p>Words with the /s/ sound spelt 'sc'</p> <p>The /g/ sound spelt 'gu'</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</p> <p>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p> <p>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p>	<p><i>aloud/allowed, affect/ effect, herd/heard, past/ passed</i>)</p> <p>Plurals from previous years.</p> <p>Use the hyphen.</p> <p>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</p> <p>Words ending in '-ably' and '-ibly'</p> <p>Homophones.</p> <p>'ei' and 'ie' words</p>	<p>Proofreading in smaller chunks (sentences, paragraphs)</p> <p>SATs practice</p> <p>Words with 'ough' letter string</p> <p>Words ending '-cial' and '-tial'</p> <p>Homophones covered in KS2</p> <p>Words ending in 'ant', '-ance and '-ancy'</p> <p>Words ending '-ent', '-ence' and '-ency'</p>
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