

1. Spelling

Reception:

- To use their phonic knowledge to write words in ways which match their spoken sounds.
- To write some irregular common words.
- Use phonic knowledge to write simple regular words e.g. sat, pin, fish, chip.
- Make phonetically plausible attempts to write more complex words using phase 3 phonics e.g. sheep, quick, fight
- **Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.**

Year 1:

- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.
- Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. *off, well, miss, buzz, back.*
- Divide words into syllables, e.g. *pocket.*
- Spell words with the /v/ sound at the end of words, e.g. *have, live, give.*
- Add s and es to words, e.g. *thanks, catches.*
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.
- Spell words with vowel digraphs.
- Spell words with vowel trigraphs.
- Add the prefix –un.
- Spell some Year 1 common exception words.
- Spell days of the week.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- **Spell most Year 1 common exception words.**
- **Spell words with the /ŋ/sound spelt n before k, e.g. *bank, think.***
- **Spell words with -tch, e.g. *catch, fetch, kitchen, notch, hutch.***
- **Add –er and –est to adjectives where no change is needed to the root word.**
- **Spell words ending –y (/i:/ or /ɪ/), e.g. *happy.***
- **Spell words with new consonant spellings ph and wh, e.g. *dolphin, wheel.***
- **Spell words using k for the /k/ sound, e.g. *Kent.***
- **Spell compound words, e.g. *farmyard, bedroom.***

Year 2:

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Learn new ways of spelling phonemes for which one or more spellings are already known.
- Learn to spell some Year 2 common exception words.
- Learn to spell more words with contracted forms, e.g. *can't, didn't, hasn't, couldn't, it's, I'll.*
- To spell correctly, distinguish between homophones (e.g. *here and hear; sea and see; bear and bare; night and knight*) and near-homophones (e.g. *quite and quiet; one and won; are and our*).
- Add some suffixes *ness* and *er* e.g. *happiness, sadness, teacher, baker.*

- Add some suffix *ment* to spell longer words, e.g. *enjoyment*.
 - Add some suffixes *ful* and *less* e.g. *playful, careful, careless, hopeless*.
 - Use some suffixes *er* and *est* e.g. *faster, fastest, smaller, smallest*.
 - Use some suffix *ly* e.g. *slowly, gently, carefully*.
 - The /dʒ/ sound spelt as *ge* and *dge* at the end (e.g. *age, badge*), and spelt as *g* elsewhere (e.g. *magic, giant*).
 - The /s/ sound spelt *c* before *e, i* and *y*, e.g. *ice, cell*
 - The /n/ sound spelt *kn* and *gn* at the beginning, e.g. *knee, gnat*.
 - The /ɹ/ sound spelt *wr* at the beginning e.g. *wrote, wrong*.
 - The /l/ or /əl/ sound spelt *-le* at the end of words, e.g. *table, apple*.
 - The /l/ or /əl/ sound spelt *-el* at the end of words, e.g. *camel, tunnel*.
 - The /aɪ/ sound spelt *-y* at the end of words, e.g. *try, reply*.
 - The /ɔ:/ sound spelt *a* before *l* and *ll*, e.g. *call, walk*.
 - The /ʌ/ sound spelt *o*, e.g. *mother, Monday*.
 - The /i:/ sound spelt *-ey*, e.g. *key, donkey*.
 - The /ɜ:/ sound spelt *or* after *w*, e.g. *word, worm*.
 - The /ɔ:/ sound spelt *ar* after *w*, e.g. *war, warm*.
 - Add *-es* to nouns and verbs ending in *-y*, e.g. *copies, babies*.
 - Add *-ed, -ing, -er* and *-est* to a root word ending in *y* with a consonant before it, e.g. *copied, copier*.
 - Add the endings *-ing, -ed, -er, -est* and *-y* to words ending in *-e* with a consonant before it, e.g. *hiking, hiked, hiker*.
 - Add *-ing, -ed, -er, -est* and *-y* to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. *patting, patted*.
 - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
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- **Learn to spell most Year 2 common exception words.**
 - **Add most suffixes *ness* and *er* e.g. *happiness, sadness, teacher, baker*.**
 - **Add most suffix *ment* to spell longer words, e.g. *enjoyment*.**
 - **Add most suffixes *ful* and *less* e.g. *playful, careful, careless, hopeless*.**
 - **Use most suffixes *er* and *est* e.g. *faster, fastest, smaller, smallest*.**
 - **Use most suffix *ly* e.g. *slowly, gently, carefully*.**
 - **Learn the possessive apostrophe (singular), e.g. *the girl's book*.**
 - **The /l/ or /əl/ sound spelt *-al* at the end of words, e.g. *pedal, capital*.**
 - **The ending *-il* e.g. *pencil, fossil, nostril*.**
 - **The /ɒ/ sound spelt *a* after *w* and *qu*, e.g. *wander, quantity*.**
 - **The /z/ sound spelt *s*, e.g. *television, usual*.**
 - **Spell words ending in *-tion*, e.g. *station, fiction***

Year 3:

- Use further prefixes *dis_, mis_, re_*, and suffixes *_ly, _ous*, and understand how to add them.
- Add suffixes beginning with vowel letters to words of more than one syllable.
- Spell homophones and near homophones.
- Spell words containing the /ʌ/ sound spelt *ou*, e.g. *young, touch, double*
- Spell words with endings sounding like /ʒə/ e.g. *treasure, enclosure, pleasure*.
- Spell words with endings sounding like *or /tʃə/*, e.g. *creature, furniture, adventure*.
- Spell words with the /eɪ/ sound spelt *ei, eigh, or ey*, e.g. *vein, weigh, eight, neighbour, they, obey*
- Identify and spell irregular past tense verbs, e.g. *send /sent, hear / heard, think/ thought*
- Identify and spell irregular plurals, e.g. *goose/ geese, woman/women, potato /es*
- Use the first two 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.

- Spell most words from the Year 3 common exception words (inc. applying).
- To spell most KS1 common exception words (inc. applying)
- **To use apostrophes to mark possessive plurals e.g. the boys' coats.**

Year 4:

- Use further prefixes, e.g. *in-*, *im-*, *ir-*, *sub-*, *inter-*, *super-*, *anti-*, *auto-*.
- Use further suffixes, e.g. *-ation*, *-tion*, *-ssion*, *-cian*.
- Investigate what happens to words ending in f when suffixes are added, e.g. *calf/calves*.
- Identify and spell words with the /j/ sound spelt ch (mostly French in origin), e.g. *chef, chalet, machine*.
- Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. *science, scene*.
- Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. *pollen* (noun) and *-ate* = *pollinate* (verb).
- The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. *myth, gym, Egypt*.
- Use the first 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.
- Explore and use the possessive apostrophe, e.g. *boy's books* (books belonging to a boy) and *boys' books* (books belonging to more than one boy).
- Spell most of the words from the Year 3 common exception words (inc. applying).
- Spell some of the words from the Year 4 common exception words (inc. applying).
- **Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. *scheme, chorus*.**
- **Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. *tongue, antique*.**
- **Understand how diminutives are formed using e.g. suffix -ette and prefix mini-**
- **Spell most of the Year 4 common exception words (inc. applying).**

Year 5:

- Investigate verb prefixes e.g. *dis-*, *re-*, *pre-*, *mis-*, *over-*.
- Recognise and spell words ending in *-ant*, *-ance/-ancy*, *-ent*, *-ence/-ency*.
- Recognise and spell words ending in *-able* and *-ible*.
- Recognise and spell words ending in *-ably* and *-ibly*.
- Recognise and spell words with the /i:/ sound spelt ei after c, e.g. *deceive, receive*.
- Recognise and spell words containing the letter string ough.
- To recognise and spell the suffixes *-al*, *-ary*, *-ic*.
- To spell further suffixes, e.g. *ll* in full becoming *l*.
- Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*.
- To spell unstressed vowels in polysyllabic words.
- Develop self-checking and proof reading strategies.
- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Spell words from the Year 5 common exception list (inc. applying).

Year 6:

- Recognise and spell endings which sound like /ʃəs/, spelt *-cious* or *-tious*.
- Recognise and spell endings which sound like /ʃəl/, e.g. *official, partial*.
- Investigate adding suffixes beginning with vowel letters to words ending in *-fer*, e.g. *referring, reference*.

- Investigate use of the hyphen.
- Investigate and use further prefixes, e.g. bitrans- tele- circum-.
- Distinguish between homophones and other words that are often confused.
- Identify root words, derivations and spelling patterns as a support for spelling.
- Be secure with all spelling rules previously taught.
- Use a number of different strategies interactively in order to spell correctly.

- **Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.**
- **Spell words from the Year 6 common exception words list (inc. applying).**