



Spelling Knowledge and Skills Progression Map

Our Vision

We want all of our community to have equal opportunities to experience life in all its fulness (John 10: 10). We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1Corinthians 13).

Our Intent

Our curriculum has been carefully designed for all children to reach their potential both academically and personally. Our values underpin all that we do.



Respect



Inclusion



Wisdom

*“To be the best we can be so that
we may live life in all its fullness.”*

Friendship



Honesty



Courage



	EYFS	Year 1	Year 2
Spelling	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy	<p>Little Wandle SSP Phonics teaching focus:</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>Spell:</p> <p>the days of the week</p> <p>name the letters of the alphabet:</p> <p>name the letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes:</p> <p>use the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix un–</p> <p>use –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 and guidance, listed in English appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones</p> <p>learn to spell common exception words</p> <p>learn to spell more words with contracted forms</p> <p>learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguish between homophones and near-homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>use –le ending as the most common spelling for this sound at the end of words</p> <p>show awareness of silent letters in spelling e.g. knight, write</p> <p>apply spelling rules and guidelines from Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the using the Grapheme Phoneme Correspondences</p> <p>Revise spelling days of the week</p> <p>Revise compound words e.g. blackberry, football</p> <p>Revise reading words with contractions e.g. we'll, can't</p> <p>Revise spelling words of more than one syllable eg window, crunchy</p>

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Revise and consolidate alternative graphemes for known phonemes Revise/consolidate modifying –e Revise how to distinguish between long and short vowels e.g., a/a-e Revise alternative spelling for phonemes: k, oi, n, ow, f, ai, s, igh Identify and learn to spell words in which: <ul style="list-style-type: none"> the 'ai' sound is spelt ei, eigh or ey – e.g., vein, weigh, they the 'i' sound is spelt y elsewhere than at the end of words e.g., Egypt, mystery the 'sh' sound is spelt ch (mostly French in origin) –e.g., machine the 'u' sound is spelt ou e.g. young, double, Revise adding suffixes: <ul style="list-style-type: none"> –ment, –ness, –ful, –less and –ly, including to words ending in –e / –y –ing, –er, –est, and –en, including to words ending in –e / –y Investigate and generate rules for adding suffixes: 	<p>Use further prefixes and suffixes and understand how to add them - see English appendix 1</p> <ul style="list-style-type: none"> Identify and learn to spell words: <ul style="list-style-type: none"> in which the 's' sound is spelt sc (Latin in origin) – e.g. science, fascinate with endings sounding like 'zhur', which are always spelt –sure e.g. pleasure, treasure with endings sounding like 'chur', which are often spelt –ture (e.g. creature, adventure) NB., check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher) in which the 'g' sound is spelt –gue e.g. league, tongue in which the 'k' sound is spelt –que (French in origin) e.g. antique, unique in which the 'k' sound is spelt ch e.g. scheme, character Add suffixes beginning with vowels to words of more than one syllable e.g. beginning, beginner/ gardening, gardener and investigate rules for stressed/unstressed vowels) e.g. –ing, –ed, –er, –en 	<ul style="list-style-type: none"> Generate and spell words containing the letter-string ough e.g. thought, rough, cough, although, through, borough, plough Investigate and generate rules for spelling words with the 'ee' sound spelt ei after c e.g. receive, ceiling (The 'i before e except after c' rule applies to words where the sound spelt by ie/ei is 'ee') Identify, record and learn exceptions for spelling words with the 'ee' sound spelt ei: protein, caffeine, seize (and either and neither if pronounced with an initial 'ee' sound) Investigate and generate examples of words containing the different sounds for the letter c. (Explain that the consonant c has the widest range of sounds of all the English consonants e.g. k – cat, s – city, sh – special, x –access) Revise/ consolidate rules for adding the suffix ous: <ul style="list-style-type: none"> Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters – e.g. poisonous, dangerous. Sometimes there is no obvious root word e.g. enormous, jealous 	<ul style="list-style-type: none"> Extend and consolidate previous learning relating to etymology (word origins) and word structure (morphology) Investigate more unusual letter patterns in words, using an etymological dictionary in order to discover the origin and the meaning of words (e.g. ps: psychic, pt: pterodactyl, pn: pneumonia, gn: foreign, gnarled) Investigate endings which sound like 'shus' spelt –cious or –tious (Not many common words end like this). If the root word ends in –ce, the 'shus' sound is usually spelt as cious – e.g. grace – gracious, space – spacious Exception: anxious. Revise rules for using the known prefixes for forming opposites (e.g. un-, dis-, mis-, anti-, non-, de-, -un -il, -im, -ir) and link to grammatical term: antonym Explore less common prefixes e.g. ad-, ap-, af-, ag-, al, -as Investigate use of the hyphen to join a prefix to a root word, especially if the prefix ends in a vowel and the root word begins with one e.g. re-enter, co-operate Investigate and generate rules for adding suffixes beginning with vowels to words ending in –fer

<ul style="list-style-type: none"> the suffix –ation to verbs to form nouns e.g. inform – information, donate – donation the suffix –ly to an adjective to form an adverb (The suffix –ly starts with a consonant letter, so it is added straight on to most root words) and begin to investigate exceptions the suffix -ly to a root word ending in –y with a consonant letter before it (the y is changed to i, but only if the root word has more than one syllable - happily, angrily) (-ly exception) the suffix -ly to a root word ending with –le (the –le is changed to –ly e.g. gently, simply) Understand that most prefixes are added to the beginning of root words without any changes in spelling Investigate the meaning and generate rules for adding prefixes: <ul style="list-style-type: none"> prefixes with negative meanings to the beginning of root words (un-, dis-, mis-) e.g., uneven, disappear, mislead prefix re- (meaning ‘again’ or ‘back’) to the beginning of root words e.g., refresh, reappear prefix sub- (meaning ‘under’) to the beginning of root words e.g., submarine, submerge, sub-heading prefix super- (meaning ‘above’) to the beginning of root words e.g., superman, supermarket Investigate and begin to generate rules for words with endings which sound like: <ul style="list-style-type: none"> -zhun (spelt -sion) - e.g. division, television (words ending in se, d, de – NB exceptions: attend – attention/intend - intention) -shun (spelt -tion) - e.g. station, creation (words ending in t, te) Investigate and generate homophones and near-homophones e.g. accept/except, ball/bawl, Revise spelling patterns related to the formation of plurals: <ul style="list-style-type: none"> using -s, -es and -ies words ending in f/fe/ff (e.g. wolf/wolves, cliff/cliffs) words ending in –o (e.g. potatoes, pianos) irregular plurals (e.g. mouse, mice) words that have no singular (e.g. scissors) 	<ul style="list-style-type: none"> Revise rules for adding the suffix –ly to adjectives to form adverbs (from Year 3). Most words, just add –ly; If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable e.g. happily; if the root word ends in –le, the –le is changed to –ly e.g. gently Investigate and generate rules for adding the suffix –ly: <ul style="list-style-type: none"> to an adjective to form an adverb when the root word ends with –ic: –ally is added rather than just –ly (except in the word publicly) - e.g. basically, dramatically to an adjective to form an adverb: truly, duly, wholly Investigate and generate rules for adding the suffix ous: <ul style="list-style-type: none"> Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters – e.g. poisonous, dangerous. Sometimes there is no obvious root word e.g. enormous, jealous –our is changed to –or before –ous is added – e.g. humorous, glamorous A final ‘e’ of the root word must be kept if the j sound of ‘g’ is to be kept – e.g. courageous If there is an i sound before the –ous ending, it is usually spelt as i, but a few words are spelt with an e e.g. serious, courteous Investigate and generate rules for adding prefixes: <ul style="list-style-type: none"> the prefix inter- (meaning ‘between’ or ‘among’) e.g. international the prefix anti- (meaning ‘against’) e.g. anticlockwise, antiseptic the prefix auto- (meaning ‘self’ or ‘own’) e.g. autobiography, autograph the prefix in- (meaning ‘not’ or ‘in’) to the beginning of root words e.g. inactive -Before a root word starting with l, in– becomes il– e.g. illegal, illegible -Before a root word starting with m or p, in– becomes im– e.g. immature, impossible, impatient -Before a root word starting with r, in– becomes ir– e.g. irregular, irrelevant, irresponsible 	<ul style="list-style-type: none"> –our is changed to –or before –ous is added – e.g. humorous, glamorous A final ‘e’ of the root word must be kept if the j sound of ‘g’ is to be kept – e.g. courageous If there is an i sound before the –ous ending, it is usually spelt as i, but a few words are spelt with an e e.g. serious, courteous Recognise that the same spelling can represent more than one phoneme, group words with the same letter string according to pronunciation and investigate patterns/rules e.g. igh, ear, our Investigate and spell words ending in –able/ably and –ible/ibly Investigate and generate rules for adding -able (usually when the root word is a complete word) and -ible (if the complete root word cannot be heard before the ending) Exceptions: the –ible ending sometimes occurs when a complete word can be heard e.g. sense/sensible The –able ending is used if there is a related word ending in –ation If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept before the a of the –able ending If the root word end in –y, the y changes to i before adding suffixes –able/ably/–ible/ibly e.g. rely-reliable Recognise and spell words ending in ant/ance/ancy / ent/ence/ency Investigate and generate rules for adding ant/ance/ancy endings: <ul style="list-style-type: none"> if related word has a clear ‘a’ or ‘ai’ sound (e.g. observation) after soft c, soft g and qu, or if related word has a clear ‘ee’ sound (e.g. -innocence, frequency, obedience) Revise and use rules for endings which sound like: <ul style="list-style-type: none"> shun, spelt –tion (the most common spelling), used if the root word ends in t or te. zhun, spelt –sion is used if the root word ends in d or se. (Exceptions: attend-attention, intend–intention) Investigate and generate rules for words which sound like ‘shul’, ending -cial (common after a 	<ul style="list-style-type: none"> The r is doubled if the –fer is still stressed when the ending is added e.g. referring, referred, referral. The r is not doubled if the –fer is no longer stressed e.g. preference, transference Investigate homophones and other words that are often confused e.g. advice/advise, practice/practise NB. nouns end –ce and verbs end –se e.g. advice and advise Build collections of word families: e.g.: spectacle (inspection, spectator); finite (definite, infinity); part (partition, particular) Revise and extend prior learning about spelling patterns for unstressed vowels and consonants in polysyllabic words, investigating and developing strategies for remembering the correct spelling: <ul style="list-style-type: none"> When the root word is obvious, the usual rules apply for adding suffixes beginning with vowels e.g. poisonous, dangerous. Sometimes there is no obvious root word e.g. enormous, jealous Beat the syllables (e.g. choc-o-late) Link words in the same family e.g. definite, finite, infinity Find words within words (e.g. vegetable) Invent a mnemonic e.g. would – Oh U Lucky Duck Identify word roots, derivations and spelling patterns as a support for spelling Build words by adding prefixes and suffixes to root words Collect words containing different root words (e.g. light: delight, delighted, lightening, delightful) Generate words related to other root words (e.g. sign: signature, signal, significant) Generate words related to other root words e.g. sign: signature, signal, significant (word webs) Revise adding suffixes and prefixes to root word and the effect of this on spelling and meaning Use thesauruses and etymological dictionaries to investigate word structure, word families and word histories to extend vocabulary and develop spelling skills Embed the use of a range of independent spelling strategies for spelling unfamiliar words: <ul style="list-style-type: none"> Investigate and develop visual strategies involving the eye and hand: e.g., looking for words within words - get in vegetable, lie in believe; using the look, say, cover, write, check strategy investigate and develop auditory strategies involving the ear and mouth e.g. breaking the word into syllables
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<ul style="list-style-type: none"> ○ words that are the same in the singular and plural (e.g. deer) ○ plurals with endings other than -s (e.g. men) ● Spell unstressed vowels in polysyllabic words - Investigate words in which the vowel is difficult to hear (e.g. different, factory) ● Place the possessive apostrophe accurately in words with regular plurals (for example, girl's (one girl), dogs' (more than one dog) (The apostrophe is placed after the plural form of the word) ● 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 ● spell words that are often misspelt - see English appendix 1 	<ul style="list-style-type: none"> ● Investigate and generate homophones and near-homophones e.g. rain/rein/reign, scene/seen ● Investigate and generate rules for endings which sound like: <ul style="list-style-type: none"> ○ shun, spelt -tion (the most common spelling), used if the root word ends in t or te. ○ zhun, spelt -sion is used if the root word ends in d or se. (Exceptions: attend-attention, intend-intention) ○ zhun, spelt -ssion, used if the root word ends in ss or -mit. ○ -cian is used if the root word ends in c or cs. ● Revise accurate placement of the possessive apostrophe in words with regular plurals e.g. girls', babies' (The apostrophe is placed after the plural form of the word) ● Investigate use of possessive apostrophe: <ul style="list-style-type: none"> ○ with an irregular plural which does not end in -s e.g. children's, mice's ○ singular proper nouns ending in an s (use the 's suffix) e.g. Cyprus's population ● Recap and reinforce 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 	<ul style="list-style-type: none"> vowel - e.g. special) and -tial (common after a consonant - e.g. essential) and investigate exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province) ● Investigate words with Latin and Greek roots, extending work from Years 3 and 4 e.g. auto, graph, audi, trans ● Explore and generate rules for adding suffixes -ment, -ship and -hood ● Investigate spelling of unstressed consonants in polysyllabic words e.g. government, environment, including days of the week and months of the year ● Investigate, generate and learn spellings of words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb, solemn, thistle, knight ● Continue to investigate homophones and other words that are often confused e.g. aloud/allowed, guest/guessed ● Revise use of first three or four letters of a word to check spelling, meaning or both in a dictionary ● Use thesauruses to investigate word structure, word families and word histories to extend vocabulary and develop spelling skills ● Self-analyse spelling areas and set priorities for own spelling targets 	<ul style="list-style-type: none"> and identifying phonemes; using analogy, exaggerated pronunciation ○ investigate and develop strategies based on mind and method e.g. using spelling rules; mnemonics; using knowledge of word origins ● Self-analyse spelling areas and set priorities for own spelling targets
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