

Spelling Progression 26/27

Rationale

Transcription involves the skills needed to translate thoughts into written symbols on the page. Teaching transcription skills—handwriting and spelling—from an early age is essential, as mastering these enables pupils to focus on expressing ideas rather than the mechanics of writing. Confident spelling allows children to use a wider vocabulary, while poor spelling increases cognitive load and limits fluency. Dictation provides an effective way to practise transcription, as it integrates listening, spelling, and reading, helping pupils develop automaticity and accuracy in writing.

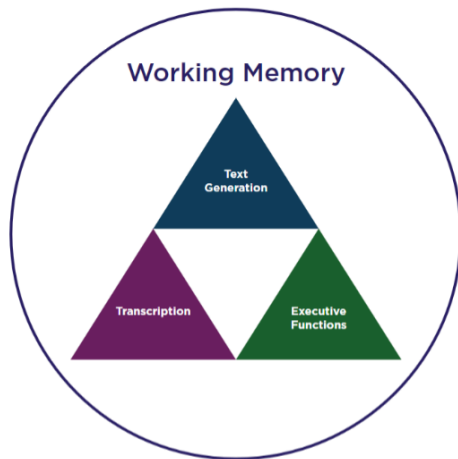
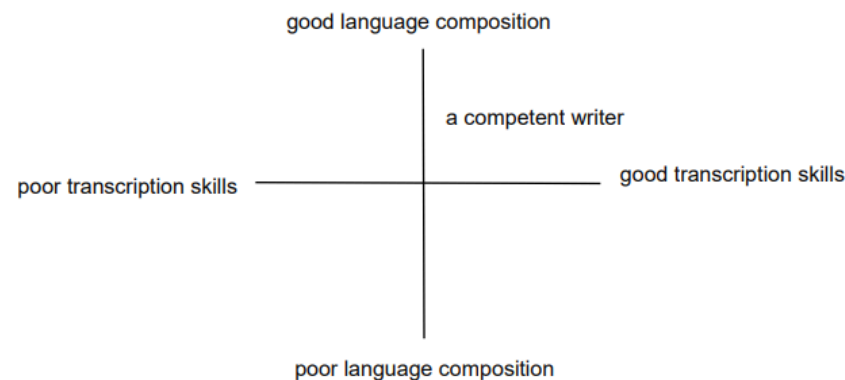


Figure 1: An illustration of the simple view of writing



EYFS - Spellings are taught as part of phonics, using the RWI scheme.

EYFS	Red words - Red Ditty level	Red Words - Green level	Red words - Purple level
<i>Children at the expected level of development will:</i> • <i>Write recognisable letters, most of which are correctly formed.</i> • <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> • <i>Write simple phrases and sentences that can be read by others.</i>	put the I no my for he was of to we all	Words from previous level plus: your said you be are	Words from previous levels plus: me go baby

Key Stage 1: By the end of Key Stage 1, children will make good attempts at unknown words using their phonics knowledge and understand that learning from mistakes is important.

Year 1 - Spellings are taught as part of phonics, using the RWI scheme.

Year 1	Red words - Pink level	Red words - Orange level	Red words - Yellow level	Red words - Blue level	Red words - Grey level
- words containing each of the 40+ phonemes already taught - common exception words - the days of the week - name the letters of the alphabet - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: - using the spelling rule for adding -s or	Words from previous levels plus: I've like so call her she want some	Words from previous levels plus: do what old they	Words from previous levels plus: any saw brother one were school there their watch small I'm who was where	Words from previous levels plus: does could wasn't were school whole would anyone once through son other two water over tall	Words from previous levels plus: everyone ball come here people through father thought walk bought love talk someone wear mother another worse should caught

<i>-es as the plural marker for nouns and the third person singular marker for verbs</i> <i>• using the prefix un-</i> <i>• using -ing, -ed, -er and -est where no change is needed in the spelling of root words</i> <i>[for example, helping, helped, helper, eating, quicker, quickest]</i>					above buy many great today pull full house our friend
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From Year 2, teachers use the SLN scheme for spelling.

Year 2	Autumn	Spring	Summer
<i>Spell by:</i> <i>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i> <i>learning to spell common exception words</i> <i>learning to spell more words with contracted forms</i> <i>learning the possessive apostrophe (singular) [for example, the girl's book]</i> <i>distinguishing between homophones and near-homophones</i> <i>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</i> <i>apply spelling rules and guidance</i> <i>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</i>	1. I can revise ee and ea from Y1, identifying the different grapheme Representations. 2. I can revise er (stressed and unstressed), ir and ur from Y1, identifying the different grapheme representations. 3. I can revise ie, i-e and igh, identifying the different grapheme representations. 4. I can revise aw and au, identifying the different grapheme representations. 5. I can identify and revise and spell words represented by the grapheme ph. 6. I can identify and revise and spell words represented by the grapheme wh. 7. I know and can recall many of the Y1 common exception words. 8. I can identify /j/ spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. 9. I can spell words with /s/ spelt c before e, i and y. 10. I can identify the /n/ spelt kn and gn at the beginning of words. 11. I can identify /r/ spelt wr at the beginning of words. 12. End of term assessment.	1. I can identify the difference between when to use le or el. 2. I can identify the phoneme /l/ spelt al at the end of words. I can identify words ending in l. 3. I can identify words ending in y that rhyme with fly. The /igh/ spelt -y at the end of words. 4. I can add es to nouns and verbs ending in y. 5. I can add ed, ing, er and est to a root word ending in y with a consonant before it. 6. I can add ed, ing, er, est and y to words ending in e with a consonant before it. 7. I can add ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter. 8. I can add es, ing, ed, est, er and y to words, understanding the different changes and rules. 9. I can identify /or/ spelt a before l and ll. The /ɔ:/ sound spelt a before l and ll. 10. I can identify /u/ spelt o. 11. I can identify and use the grapheme ey. The /i:/ sound spelt -ey. 12. End of term assessment.	1. I can identify /o/ spelt a after w and qu. 2. I can identify /or/ spelt ar after w. I can identify /ur/ spelt or after w. 3. I can identify /z/ spelt s. 4. I can add suffixes ment and ness to words. 5. I can add suffixes ful less and ly to words. 6. I can identify a contraction and know where to put the apostrophe and why it is used. 7. I know where to place the apostrophe when showing ownership for singular nouns. I can understand how and when to use an apostrophe to show something belongs to something else. 8. I can read and spell words ending in tion. 9. I can read and identify homophones and near homophones and use them correctly. 10. I can read and identify homophones and near homophones and use them correctly. 11. I can read and identify common exception words. 12. I can review spelling patterns and words I have learnt through the year.

<i>In addition, children must learn these Common Exception Words, to be tested termly:</i>	door mind past any pass water should many floor kind after who class behind busy Christmas poor sure plant would grass could people path	last steak old told Because bath money Mrs both prove clothes gold even great children everybody most break whole hold hour move wild Mr only	find pretty father eye improve cold fast beautiful half parents every climb again sugar
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Key Stage 2: By the end of Key Stage 2, children will be able to develop their spelling knowledge and improve their accuracy by learning a range of strategies that they employ precisely.

Year 3	Autumn	Spring	Summer
• <i>use further prefixes and suffixes and understand how to add them</i> • <i>spell further homophones</i> • <i>spell words that are often misspelt</i> • <i>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</i> • <i>use the first two or three letters of a word to check its spelling in a dictionary</i> • <i>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i>	1. I can understand that the same grapheme may represent more than one phoneme ough, ou. 2. To consolidate the understanding that the same grapheme may represent more than one phoneme ear, ea. 3. To consolidate the understanding of adding the suffixes ing and ed to verbs. 4. To spell regular verb endings s, ed and ing. 5. To begin to identify irregular tense changes and to begin to group them. 6. To consolidate the understanding of adding suffixes ed, ing, er and est to root words ending in consonant + y. 7. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning. 8. To consolidate the understanding of how words change when s or es is added to create a plural. 9. To consolidate the recognition and spelling of common suffixes and understand how they change word meanings – ly, ful, less. 10. To further investigate the spelling and use of suffix ly. 11. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning. 12. End of term assessment.	1. To consolidate the recognition and spelling of common suffixes and understand how they change word meanings – ment and ness. 2. To recognise and know the /u/ sound spelt ou. 3. To investigate and learn the spellings of words with endings that sound like zhuh. 4. To investigate and learn the spellings of words with endings that sound like chuh. 5. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning. 6. To recognise and spell common prefixes and understand how these influence word meanings – un and dis. 7. To recognise and spell common prefixes and understand how these influence word meanings – de, mis and non. 8. To recognise and spell common prefixes and understand how these influence word meanings – re and pre. 9. To recognise and spell the common prefix in in all its forms – il, ir and im. Focus on in and im. 10. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning. 11. End of term assessment	1. To recognise and spell common prefixes and understand how these influence word meanings – anti and ex. 2. To recognise and spell common prefixes and understand how these influence word meanings – co and auto. 3. To recognise and spell common prefixes and understand how these influence word meanings – sub, super and inter. 4. To investigate, spell and read words with silent letters. 5. To add suffixes beginning with vowels to words of more than one syllable – er en ing ed ation. - To investigate word families. 6. To identify, investigate and spell words which use the suffix ation. 7. To investigate and spell words which use the suffix ous. 8. To revise the spelling, meaning and use of homophones. 9. To investigate the meaning, spelling and use of different homophones. 10. To investigate the meaning, spelling and use of different homophones. 11. End of year assessment

<i>In addition, children must learn these Common Exception Words, to be tested termly:</i>	answer believe caught complete describe early favourite	appear build certain consider different earth February	arrive busy circle decide difficult eight/eighth	forward(s) heard important learn minute possible recent	fruit heart increase length often probably regular	group history island library perhaps question	remember suppose although woman/women Recap/close the gap	special surprise thought	strange therefore through
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Year 4	Autumn	Spring	Summer
• <i>use further prefixes and suffixes and understand how to add them</i> • <i>spell further homophones</i> • <i>spell words that are often misspelt</i> • <i>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</i> • <i>use the first two or three letters of a word to check its spelling in a dictionary</i> • <i>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i>	1. To learn the spellings of words from the Statutory Y3/4 list – exploring the links. 2. To learn the spellings of words from the Statutory Y3/4 List. 3. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning. 4. To identify irregular tense changes and to begin to group them. 5. To spell regular verb endings s, ed and ing. 6. To recognise and spell the common prefix in all its forms – il, ir and im. Focus on il and ir. 7. To recognise and spell common prefixes and understand how these influence word meanings – anti, ex, co, auto, sub, super and inter. 8. To consolidate the spelling of words which use the suffix ous. 9. To further investigate the meaning, spelling and use of different homophones. 10. To further investigate the meaning, spelling and use of different homophones. 11. To learn words from the Y3/4 list. 12. End of term assessment.	1. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning. 2. To consolidate the understanding of how words change when s or es is added to create a plural. 3. To investigate what happens to words ending in f when suffixes are added. 4. To investigate spelling patterns for plurals. 5. To recognise and know the i sound spelt y in the middle and ends of words. 6. To identify, learn and spell words with the ai sound spelt ei, eigh, or ey. 7. To learn and spell words which are Greek in origin and use /k/ spelt ch. 8. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning. 9. To learn words from the Y3/4 statutory word list. 10. End of term assessment	1. To investigate endings that sound like shun – tion. 2. To investigate endings that sound like shun – sion. 3. To investigate endings that sound like shun – ssion. 4. To investigate endings that sound like shun – cian and ation. 5. To review the rules for spelling words whose endings sound like shun. 6. To learn and spell words which are mostly French in origin and use the sh sound spelt ch. 7. To identify, learn and spell words which end with the g sound but are spelt gue. 8. To identify, learn and spell words which end with the k sound but are spelt que. 9. To identify, learn and spell words which are mostly Latin in origin which use the s sound but are spelt sc. 10. To review the Y3/Y4 statutory word list. 11. End of year assessment

<i>In addition, children must learn these Common Exception Words, to be tested termly:</i>	accidentally bicycle calendar continue exercise extreme guard	actual(ly) breath(e) centre disappear experience famous guide	address business century enough experiment grammar	height knowledge mention notice ordinary popular potato(es)	imagine material natural occasion(ally) particular position	interest medicine naughty opposite peculiar possess(ion)	promise reign straight Weight Recap/close the gap	purpose sentence strength	quarter separate various
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Year 5	Autumn	Spring	Summer
• <i>use further prefixes and suffixes and understand the guidance for adding them</i> • <i>spell some words with 'silent' letters [for example, knight, psalm, solemn]</i> • <i>continue to distinguish between homophones and other words which are often confused</i> • <i>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</i> • <i>use dictionaries to check the spelling and meaning of words</i> • <i>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</i> • <i>use a thesaurus.</i>	1. To explore words linked to British values and understand the context in which they are used -statutory words. 2. To consolidate understanding of how words change when s or es is added to create a plural. 3. To investigate what happens to words ending in f when suffixes are added. 4. To investigate irregular plurals. 5. To consolidate understanding of adding the suffixes s, ing and ed to verbs. 6. To identify irregular tense changes and to begin to group them. 7. To learn to spell words from the Y5/6 statutory word list. 8. To investigate endings that sound like shun - tion. 9. To investigate endings that sound like shun - sion. 10. To investigate endings that sound like shun - ssion. 11. End of term assessment	1. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning. 2. To investigate endings which sound like shus spelt cious or tious. 3. To investigate endings which sound like shul (cial, tial). 4. To investigate words ending in ant, ance and ancy. 5. To investigate words ending in ent, ence & ency. 6. To investigate words ending in ible/ibly and able/ably. 7. To investigate words ending in ive. ic and ist. 8. To investigate adding suffixes which begin with a vowel to words ending in fer. 9. To investigate how words change when suffixes are added. 10. To investigate words which are often misspelt when prefixes or suffixes are added. 11. End of term assessment	1. To investigate the use of the hyphen to link words. 2. To investigate i before e except after c when the sound is ee. 3. To investigate words containing the letter string ough. 4. To further investigate words with silent letters. 5. To investigate homophones focusing on ce and se. 6. To investigate homophones and other words that can be confused. 7. To revise and spell the common prefix in in all its forms - il, ir and im. 8. To investigate the meanings and spellings of words using the prefixes auto, bi, and tele. 9. To investigate the meanings and spellings of words using the prefixes circ and trans. 10. To investigate the meanings and spellings of words using the prefixes pro and sus. 11. End of year assessment
<i>In addition, children must learn these Common Exception Words, to be tested termly:</i>	according achieve ancient appreciate available average bargain bruise communicate community competition correspond curiosity determined develop dictionary environment equipped equipment excellent explanation	familiar frequently harass identity language leisure lightning marvellous muscle neighbour occupy occur physical privilege programme recommend relevant rhyme rhythm secretary	shoulder signature stomach suggest symbol system thorough variety vegetable vehicle Recap/close the gap

Year 6	Autumn	Spring	Summer																																																									
• <i>use further prefixes and suffixes and understand the guidance for adding them</i> • <i>spell some words with 'silent' letters [for example, knight, psalm, solemn]</i> • <i>continue to distinguish between homophones and other words which are often confused</i> • <i>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</i> • <i>use dictionaries to check the spelling and meaning of words</i> • <i>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</i> • <i>use a thesaurus.</i>	1. To use a dictionary effectively and proficiently. 2. To investigate spelling patterns in pluralisation including irregular plurals. 3. To consolidate the understanding of adding the suffix s, ing and ed to verbs. 4. To identify irregular tense changes and to begin to group them. 5. To investigate how words transform when suffixes are added. 6. To investigate homophones and other words that can be confused. 7. To investigate homophones and other words that can be confused. 8. To recognise and spell the common prefix in in all its forms – il, ir and im. 9. To investigate the meanings and spellings of words using the prefixes auto, bi, and tele. 10. To investigate the meanings and spellings of words using the prefixes circ and trans. 11. End of term assessment	1. To investigate a range of random words classifying and sorting according to given criteria. 2. To investigate a range of random words classifying and sorting according to given criteria. 3. To investigate the prefixes micro and aero. 4. To investigate the roots aqua and port. 5. To revise and investigate the prefixes prim and pre. 6. To investigate the root word graph. 7. To investigate a range of root words. 8. To investigate meanings and spellings of conjunctions. 9. To investigate the meanings and spellings of conjunctions which are also compound words. 10. To investigate the use of prepositions. 11. End of term assessment	1. To investigate the suffixes ology and phobia 2. To investigate abstract nouns and how they can be transformed to adjectives and verbs 3. To investigate the growing of words using prefixes and suffixes. 4. To investigate the growing of words using prefixes and suffixes. 5. To investigate morphemes. 6. To investigate words whose origins are French. 7. To investigate words whose origins are Greek. 8. To investigate words whose origins are Indian. 9. To investigate literary terms. 10. To investigate literary terms. 11. End of year assessment																																																									
<i>In addition, children must learn these Common Exception Words, to be tested termly:</i>	<table><tr><td>accommodate</td><td>accompany</td><td>aggressive</td></tr><tr><td>amateur</td><td>apparent</td><td>attached</td></tr><tr><td>awkward</td><td>category</td><td>cemetery</td></tr><tr><td>committee</td><td>conscience</td><td>conscious</td></tr><tr><td>controversy</td><td>convenience</td><td>critic</td></tr><tr><td>criticise</td><td>definite</td><td>desperate</td></tr><tr><td>disastrous</td><td>embarrass</td><td>especially</td></tr></table>	accommodate	accompany	aggressive	amateur	apparent	attached	awkward	category	cemetery	committee	conscience	conscious	controversy	convenience	critic	criticise	definite	desperate	disastrous	embarrass	especially	<table><tr><td>exaggerate</td><td>existence</td><td>foreign</td></tr><tr><td>forty</td><td>government</td><td>guarantee</td></tr><tr><td>hindrance</td><td>immediate(ly)</td><td>individually</td></tr><tr><td>interfere</td><td>interrupt</td><td>mischievous</td></tr><tr><td>necessary</td><td>nuisance</td><td>opportunity</td></tr><tr><td>parliament</td><td>persuade</td><td>prejudice</td></tr><tr><td>profession</td><td>pronunciation</td><td></td></tr></table>	exaggerate	existence	foreign	forty	government	guarantee	hindrance	immediate(ly)	individually	interfere	interrupt	mischievous	necessary	nuisance	opportunity	parliament	persuade	prejudice	profession	pronunciation		<table><tr><td>queue</td><td>recognise</td><td>restaurant</td></tr><tr><td>sacrifice</td><td>sincerely</td><td>soldier</td></tr><tr><td>sufficient</td><td>temperature</td><td>twelfth</td></tr><tr><td>yacht</td><td></td><td></td></tr><tr><td colspan="3">Recap/close the gap</td></tr></table>	queue	recognise	restaurant	sacrifice	sincerely	soldier	sufficient	temperature	twelfth	yacht			Recap/close the gap		
accommodate	accompany	aggressive																																																										
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hindrance	immediate(ly)	individually																																																										
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