**Spelling across all year groups**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 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.*  Spell words with the /ŭ/sound spelt n before k, e.g.  *bank, think.*  Divide words into syllables, e.g. *pocket.*  Spell words with -tch, e.g. *catch, fetch, kitchen, notch, hutch.*  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.  Add –er and –est to adjectives where no change is needed to the root word.  Spell words with vowel digraphs.  Spell words with vowel trigraphs.  Spell words ending –y (/i:/ or /կ/), 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.*  Add the prefix –un.  Spell compound words, e.g. *farmyard, bedroom.*  Spell common exception words (see below).  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. | As previousand:  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 common exception words (see below).  Learn to spell more words with contracted forms, e.g. *can’t, didn’t, hasn’t, couldn’t, it’s, I’ll*.  Learn the possessive apostrophe (singular), e.g. *the girl’s book.*  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 **suffixes** *ness* and *er* e.g. *happiness, sadness, teacher, baker.*  Add **suffix** *ment* to spell longer words, e.g. *enjoyment.*  Add **suffixes** *ful* and *less* e.g. *playful, careful, careless, hopeless.*  Use **suffixes** *er* and *est* e.g. *faster, fastest, smaller, smallest.*  Use **suffix** *ly* e.g. *slowly, gently, carefully.*  **Spell words with:**   * the /d֗/ 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 /վ/ sound spelt wr at the beginning e.g. *wrote, wrong.* * the /l/ or /ˎl/ sound spelt –le at the end of words, e.g. *table, apple.* * the /l/ or /ˎl/ sound spelt –el at the end of words, e.g. *camel, tunnel.* the /l/ or /ˎl/ sound spelt –al at the end of words, e.g. *pedal, capital.* * the ending –il e.g. *pencil, fossil, nostril.* * the /aկ/ sound spelt –y at the end of words, e.g. *try, reply.* * The /՚: / sound spelt a before l and ll, e.g. call, walk * The /֑/ sound spelt o, e.g. mother, Monday * The /i:/ sound spelt –ey, e.g. key, donkey * The /՘/ sound spelt a after w and qu, e.g. wander, quantity * The /ա: / sound spelt or after w, e.g. word, worm * The /՚: / sound spelt ar after w, e.g. war, warm * The /֗/ sound spelt s, e.g. television, usual   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.*  Spell words ending in -tion, e.g. *station, fiction*  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | As previous and:  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 /֑/ sound spelt ou, e.g. *young, touch, double*  Spell words with endings sounding like /֗ˎ/ e.g. *treasure, enclosure, pleasure.*  Spell words with endings sounding like or /tֈˎ/, e.g. *creature, furniture, adventure.*  Spell words with the /eկ/ 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 words from the Year 3 list (selected from the statutory Year 3/4 word list) - | As previous and:  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 /k/ sound spelt ch (Greek in origin), e.g. *scheme, chorus.*  Identify and spell words with the /ֈ/ sound spelt ch (mostly French in origin), e.g. *chef, chalet, machine.*  Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), e.g. *tongue, antique.*  Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. *science, scene.*  Understand how diminutives are formed using e.g. suffix - *ette* and prefix *mini-.*  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 /կ/ 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 words from the Year 4 list (selected from the statutory Year 3/4 word list) | As previous and:  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 list (selected from the statutory Year 5/6 word list) - | As previous and:  Recognise and spell endings which sound like /ֈˎs/, spelt – *cious* or *–tious.*  Recognise and spell endings which sound like /ֈˎl/,  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. *bi- trans- 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 list (selected from the statutory Year 5/6 word list) - |