



**Bournmoor Primary School Spelling Progression of skills**

N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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; writing 'm' for mummy.</p> <p>Adding meaning to marks – being able to talk about what they have drawn.</p>	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>Spell: Words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn 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</p> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted form</p> <p>Distinguish between homophones and near-homophones</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (See Spelling List).</p>	<p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (See Spelling List).</p>

<b>N</b>	<p>To learn to spell and write own name</p> <p>Develop their phonological awareness, so that they can:          Spot and suggest rhymes          Count or clap syllables in a word          Recognise words with the same initial sound, such as money and mother.          Introduce Phase 2 if able</p>
<b>R</b>	<p>Some high frequency words and common exception words          VC words          CVC words linked to Phase 2          CCVC words linked to Phase 2          Words linked to Phase 3 (Tricky words to also be included.)          CVCC and CCVC words          Polysyllabic words          Introduce Phase 4 if able</p>
<b>Y1</b>	<p><u>Reception Revision</u>          All letters of the alphabet and the sounds which they most commonly represent          Consonant digraphs which have been taught and the sounds which they represent          Vowel digraphs which have been taught and the sounds which they represent          The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds          Words with adjacent consonants          Guidance and rules which have been taught</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck          The /ŋ / sound spelt n before k          Division of words into syllables          -tch          The /v/ sound at the end of words          Adding s and es to words (plural of nouns and the third person singular of verbs)          Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word          Adding –er and –est to adjectives where no change is needed to the root word          Vowels diagraphs and trigraphs          ai oi / ay oy / a-e e-e i-e o-e u-e , ar , ee / ea / er / er / ir / ur / oo / oo / oa / ou / ow ow ue ew / ie / ie / igh / or / ore / aw / au / air / ear / are</p>

	<p>Words ending –y  New consonant spellings ph and wh  Using k for the /k/ sound  Adding the prefix –un  Compound words  Common exception words</p>
<p><b>Y2</b></p>	<p><u>Revision from Y1</u>  As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.</p> <p>The /d/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y  The /s/ sound spelt c before e, i and y  The /n/ sound spelt kn and (less often) gn at the beginning of words  The /r/ sound spelt wr at the beginning of words  The /l/ or /əl/ sound spelt –le at the end of words  The /l/ or /əl/ sound spelt –el at the end of words  The /l/ or /əl/ sound spelt –al at the end of words  Words ending –il  The /aɪ/ sound spelt –y at the end of words  Adding –es to nouns and verbs ending in –y  Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it  Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it  Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter  The /ɔ:/ sound spelt a before l and ll  The /ʌ/ sound spelt o  The /i:/ sound spelt –ey  The /ɒ/ sound spelt a after w and qu  The /ɜ:/ sound spelt or after w  The /ɔ:/ sound spelt ar after w  The /z/ sound spelt s  The suffixes –ment, –ness, –ful , –less and –ly  Contractions</p>

	<p>The possessive apostrophe (singular nouns)  Words ending in –tion  Homophones and near-homophones  Common exception words</p>
<b>Y3 / Y4</b>	<p><u>Revision from Y1 and 2</u>  Pay special attention to the rules for adding suffixes.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable  The /ɪ/ sound spelt y elsewhere than at the end of words  The /ʌ/ sound spelt ou  More prefixes  The suffix -ation  The suffix -ly  Words with endings sounding like /ʒə/ or /tʃə/  Endings which sound like /ʒən/  The suffix –ous  Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian  Words with the /k/ sound spelt ch (Greek in origin)  Words with the /ʃ/ sound spelt ch (mostly French in origin)  Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)  Words with the /s/ sound spelt sc (Latin in origin)  Words with the /eɪ/ sound spelt ei, eigh, or ey  Possessive apostrophe with plural words  Homophones and near-homophones</p>
<b>Y5 / Y6</b>	<p>Endings which sound like /ʃəs/ spelt –cious or –tious  Endings which sound like /ʃəl/  Words ending in –ant, –ance/–ancy, –ent, –ence/–ency  Words ending in –able and –ible Words ending in –ably and –ibly  Adding suffixes beginning with vowel letters to words ending in –fer  Use of the hyphen</p>

	<p>Words with the /i:/ sound spelt ei after c</p>
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Words containing the letter-string ough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Homophones and other words that are often confused