**Writing Skills Progression Map: Spelling – 2024-25**

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| **Spelling** | **EYFS*****Birth to 3 years******3 and 4-year olds******Ch working in Reception*****Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics and Spelling Rules** | *- Spell words by identifying the sounds and then writing the sound with letter/s.* **L – W**- To spell words by identifying sounds in them and representing the sounds with a letter or letters. | **- To spell many words from the Y1 programme of study including those containing the 40+ phonemes.****- To name the letters of the alphabet in order.**- To know all letters of the alphabet and the sounds which they most commonly represent.- To recognise consonant digraphs which have been taught and the sounds which they represent.- To recognise vowel digraphs which have been taught and the sounds which they represent.- To recognise words with adjacent consonants.- To accurately spell most words containing the 40+ previously taught phonemes and GPCs.- To spell some words in a phonically plausible way, even if sometimes incorrect.- To apply Y1 spelling rules and guidance\*, which includes:the sounds /f/, /l/,/s/, /z/ and /k/ spelt ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’ and exceptions;the /ŋ/ sound spelt ‘n’ before ‘k’ (e.g. bank, think);dividing words into syllables (e.g. rabbit, carrot);the /tʃ/ sound is usually spelt as ‘tch’ and exceptions;the /v/ sound at the end of words where the letter ‘e’ usually needs to be added (e.g. have, live);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 wood (e.g. buzzer, jumping);adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);spelling words with the vowel digraphs and trigraphs:- ‘ai’ and ‘oi’ (e.g. rain,wait, train, point, soil);‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy);a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);‘ar’ (e.g. car, park);‘ee’ (e.g. green, week);‘ea’ (e.g. sea, dream);‘ea’ (e.g. meant, bread);‘er’ stressed sound (e.g. her, person);‘er’ unstressed schwa sound (e.g. better, under);‘ir’ (e.g. girl, first, third);‘ur’ (e.g. turn, church);‘oo’ (e.g. food, soon);‘oo’ (e.g. book, good);‘oa’ (e.g. road, coach);‘oe’ (e.g. toe, goes);‘ou’ (e.g. loud, sound);‘ow’ (e.g. brown, down);‘ow’ (e.g. own, show);‘ue’ (e.g. true, rescue, Tuesday);‘ew’ (e.g. new, threw);‘ie’ (e.g. lie, dried);‘ie’ (e.g. chief, field);‘igh’ (e.g. bright, right);‘or’ (e.g. short, morning);‘ore’ (e.g. before, shore);‘aw’ (e.g. yawn, crawl);‘au’ (e.g. author, haunt);‘air’ (e.g. hair, chair);‘ear’ (e.g. beard, near, year);‘ear’ (e.g. bear, pear, wear);‘are’ (e.g. bare, dare, scared);spelling words ending with –y (e.g. funny, party, family);spelling new consonants ‘ph’ and ‘wh’ (e.g. dolphin, alphabet, wheel, while);using ‘k’ for the /k/ sound (e.g. sketch, kit, skin). | **- To segment spoken words into phonemes and represent these by graphemes, spelling many correctly.****- To learn new ways of spelling phonemes for which one or more spellings are already known.**- To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.- To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).- To apply further Y2 spelling rules and guidance\*, which includes:the /dʒ/ sound spelt as ‘ge’ and’ dge’ (e.g. fudge, huge) or spelt as ‘g‘ or ‘j’ elsewhere in words (e.g. magic, adjust);the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw);the /r/ sound spelt ‘wr’ (e.g. write, written);the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril);the /aɪ/ sound spelt–y (e.g. cry, fly, July);adding –es to nouns and verbs ending in–y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries);adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules;adding the endings–ing, –ed, –er, –est and –y to words ending in –e witha consonant before (including exceptions);adding –ing, –ed,–er, –est and –y to words of one syllable ending in a single consonant letter after asingle vowel letter (including exceptions);the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ’ll’ (e.g. ball, always);the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);the /i:/ sound spelt–ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);the /ʒ/ sound spelt ‘s’ (e.g. television, usual). | - To spell words with the / eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ (e.g. vein, weigh, eight, neighbour, they, obey).- To spell words with the/ɪ/ sound spelt ‘y’ in a position other than at the end of words (e.g. mystery, gym).- To spell words with a/k/ sound spelt with ‘ch’ (e.g. scheme, chorus, chemist, echo, character).- To spell words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (e.g. league, tongue, antique, unique).- To spell words with a / sh/ sound spelt with ‘ch’ (e.g. chef, chalet, machine, brochure).- To spell words with a short /u/ sound spelt with ‘ou’ (e.g. young, touch, double, trouble, country).- To spell words ending with the /zher/ sound spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure).- To spell words ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure). | - To spell words with / shuhn/ endings spelt with ‘sion’ (if the root word ends in ‘se’, ‘de’ or ‘d’, e.g. division, invasion, confusion, decision, collision, television).- To spell words with a / shuhn/ sound spelt with ‘ssion’ (if the root word ends in ‘ss’ or ‘mit’, e.g. expression, discussion, confession, permission, admission).- To spell words with a / shuhn/ sound spelt with ‘tion’ (if the root word ends in ‘te’ or ‘t’ or has no definite root, e.g.invention, injection, action, hesitation, completion).- To spell words with a / shuhn/ sound spelt with ‘cian’ (if the root word ends in ‘c’ or ‘cs’,e.g. musician, electrician, magician, politician,mathematician).- To spell words with the/s/ sound spelt with ‘sc’ (e.g. sound spelt with ‘sc’ (e.g. science, scene, discipline, fascinate, crescent). | **- To spell some words with silent letters.**- To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).- To spell words with endings that sound like / shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).- To spell words with ‘silent’ letters (e.g. doubt, island, lamb, solemn, thistle, knight).- To spell words containing the letter string ‘ough’ (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). | **- To spell words with silent letters.**- To spell words ending in -able and-ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).- To spell words ending in -ible and -ibly (e.g. possible/possibly,horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).- To spell words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ (e.g. deceive, conceive,receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).- To spell words with endings which sound like /shuhl/ after a vowel letter using ‘cial’ (e.g.official, special, artificial).- To spell words with endings which sound like /shuhl/ after a vowel letter using ‘tial’ (e.g. partial, confidential, essential). |
| **Common Exception Words** |  | **- To spell some common exception words.****- To spell the days of the week.**- To spell all Y1 common exception words correctly.\*- To spell days of the week correctly. | **- To spell many common exception words.**- To spell most Y1 and Y2 common exception words correctly. | **- To spell some Y3/4 common exception words.**- To spell many of the Y3 and Y4 statutory spelling words correctly. | **- To spell most Y3/4 common exceptions words.**- To spell all of the Y3 and Y4 statutory spelling words correctly. | **- To spell some of the Y5/6 common exceptions words.**- To spell many of the Y5 and Y6 statutory spelling words correctly. | **- To spell most Y5/6 common exception words.**- To spell all of the Y5 and Y6 statutory spelling words correctly. |
| **Prefixes and Suffixes** |  | **- To add prefixes and suffixes e.g. un, ing, ed.**- To use -s and -es to form regular plurals correctly.- To use the prefix ‘un-’ accurately.- To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). | **- To add suffixes to longer words including -ment, -ness, -less, -ful, -ly.**- To add suffixes to spell most words correctly in their writing, e.g. –ment,–ness, –ful, –less, –ly. | **- To use a wider range of prefixes (e.g. un-, dis-, mis-, in-) and suffixes (e.g. -ation, -ly),**- To spell most words with the prefixes dis-, mis-,bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).- To spell most words with the suffix -ly with no change to the root word; root words that endin ‘le’,‘al’ or ‘ic’ and the exceptions to the rules.- To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words withmore than one syllable (unstressed last syllable,e.g. limiting offering).- To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable,e.g. forgotten beginning). | **- To use further prefixes and suffixes and know how to use them.**- To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- andnon- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).- To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).- To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in ‘y’, ‘our’ or ‘e’ and the exceptions to the rule (e.g. joyous, fabulous, mysterious,rigorous, famous, advantageous). | **- To use further prefixes and suffixes.**- To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).- To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).- To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).- To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). | **- To use further prefixes and suffixes and understand the guidance for adding them.**- To use their knowledge of adjectives ending in-ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).- To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency(e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).- To spell words by adding suffixes beginning with vowel letters to words ending in -fer(e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). |
| **Further Spelling Conventions** |  | **- To name the letters of the alphabet in order.****- To complete dictated sentences by inserting words (GPCs and common exception words).**- To spell simple compound words (e.g. dustbin, football).- To read words that they have spelt.- To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. | **- To spell some common homophones.**- To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.- To learn the possessive singular apostrophe (e.g. the girl’s book).- To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.- To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.- To self-correct misspellings of words that pupils have been taught to spell (this may require support torecognise misspellings). | **- To spell a range of homophones.****- To write from memory simple sentences dictated by the teacher, that include words and punctuation so far.**- To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.- To use the first two or three letters of a word to check its spelling in a dictionary. | **- Spell further homophones.****- To write from memory simple sentences dictated by the teacher, that include words and punctuation so far.**- To spell words that use the possessive apostrophe with pluralwords, including irregular plurals (e.g. girls’, boys’, babies’, children’s, men’s, mice’s).- To use their spelling knowledge to use a dictionary more efficiently. | **- To continue to distinguish between homophones and other words that are often confused.**- To spell complex homophones and near- homophones, including who’s/whose and stationary/stationery.- To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. | **- To distinguish between homophones and accurately choose and spell other words which are often confused.**- To spell homophones and near homophones that include nouns that end in-ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).- To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).- To use a knowledge of morphology and etymology in spelling and understand that the spelling of somewords needs to be learnt specifically.- To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. |