Writing Skills Progression Map: Spelling – 2025-26

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);	**- 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	- 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).

		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).	–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 with a 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 /ɔː/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /iː/ 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 /ɜː/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔː/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual).				
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 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.

		- To spell days of the week 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 end in '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 with more 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- and non- (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 to recognise 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 plural words, 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 some words needs to be learnt specifically. - To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.