

## Spelling Skills Progression

### GPC (Grapheme-Phoneme-Correspondence)

| Year Group | End of term 1 expectations  | End of term 2 expectations   | End of year expectation (Essential Skill)   |
|------------|---|--|---|
| <b>R</b>   | <ul style="list-style-type: none"> <li>Recognise and say all phonemes taught to date</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise all phonemes and digraphs taught to date.</li> <li>Begin to use phonemes to write cvc words</li> </ul>  | <ul style="list-style-type: none"> <li>Use phonetic knowledge to decode and make phonetically plausible attempts to write words.</li> </ul>   |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Use phonetic knowledge to decode and make phonetically plausible attempts to write words.</li> </ul>   |  |   |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Consolidate GPCs taught in Year 1 and learn the new GPCs for Year 2 (English, Appendix 1), including words containing the /j/ sound (e.g. age, edge, giant, jar); words containing the /s/ sound spelt as c (e.g. race); words which start with kn, gn and wr (e.g. knight, gnat and wrap); words which end in le (e.g. table) and words ending in al, el or il (e.g. metal, camel, pencil).</li> <li>Segment words into phonemes and represent these, using graphemes, with increasing accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>Learn more GPCs for Year 2 (English, Appendix 1), including words ending in -y (as in cry); words with a before l or ll (pronounced as in walk, all); words containing o (pronounced as in mother); words ending in ey (e.g. monkey); words containing a after w or qu (pronounced as in want and squash); words with or after w (pronounced as in work) and ar after w (pronounced as in war); words containing s (pronounced as in usual); words ending in -tion (e.g. station).</li> <li>Segment, with increasing competence, spoken words into phonemes and represent these by graphemes, spelling some correctly.</li> </ul> | <ul style="list-style-type: none"> <li>Segment words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>Write phonetic and irregular words with increasing accuracy and confidence.</li> <li>Draw on knowledge of previously taught vowel digraphs and trigraphs to tackle new words.</li> </ul> |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Continue to draw on their knowledge of previously taught vowel digraphs and trigraphs to tackle new words.</li> <li>Write words containing the spelling guidance for Year 3 and 4 (English, Appendix 1), including words containing y elsewhere than at the end of</li> </ul>  | <ul style="list-style-type: none"> <li>Segment age-appropriate, spoken words into phonemes with growing accuracy and represent these by graphemes, spelling an increasing amount correctly.</li> <li>Write words containing the spelling guidance for Year 3 and 4 (English, Appendix 1), including words containing -</li> </ul>  | <ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many words from the Year 3 and 4 guidance correctly.</li> </ul>  |

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|          | words (e.g. gym); words containing ou (pronounced as in young).  | sure (pronounced as in treasure); words with -ture (pronounced as in picture); words ending in -sion (e.g. division).  |  |
| <b>4</b> | <ul style="list-style-type: none"> <li>Segment many words, with growing competence, to spell correctly.</li> <li>Write more words containing the spelling guidance for Year 3 and 4, including words containing the /k/ sound spelt ch (e.g. scheme); words containing ch (pronounced as in chef).</li> </ul>  | <ul style="list-style-type: none"> <li>Continue to segment words in order to spell them correctly.</li> <li>Write more words containing the spelling guidance for Year 3 and 4, including words with the /g/ sound spelt -gue (e.g. league) and the /k/ sound spelt -que (e.g. unique); words with the /s/ sound spelt sc (e.g. science); words containing ei, eigh or ey (e.g. vein, weigh, they).</li> </ul> | <ul style="list-style-type: none"> <li>Segment many words competently to spell correctly.</li> </ul>                             |
| <b>5</b> | <ul style="list-style-type: none"> <li>Segment, with some advice, more complex words, beginning to use this together with application of spelling rules.</li> <li>Write some words from the Year 5 and 6 guidance, including words with endings spelt -cious (e.g. vicious) or -tious (e.g. ambitious); words which end in -cial (e.g. official).</li> </ul> | <ul style="list-style-type: none"> <li>Segment, more readily, more complex words with some accuracy, together with application of spelling rules.</li> <li>Write more words from the Year 5 and 6 guidance including words spelt with 'ei' after 'c' (e.g. deceive).</li> </ul>  | <ul style="list-style-type: none"> <li>Segment more complex words with increasing accuracy, and apply spelling rules.</li> </ul> |
| <b>6</b> | <ul style="list-style-type: none"> <li>Segment complex words, sometimes successfully, using the skill as one of a range of strategies.</li> <li>Write further words from the Year 5 and 6 guidance, including the letter string 'ough' (pronounced as in ought, rough, cough, though, through, thorough and plough).</li> </ul>                              | <ul style="list-style-type: none"> <li>Segment complex words increasingly successfully, using the skill as one of a range of strategies.</li> </ul>  | <ul style="list-style-type: none"> <li>Segment complex words successfully as one of a growing range of strategies.</li> </ul>    |

## Spelling Skills Progression

### Apply

| Year Group | End of term 1 expectations  | End of term 2 expectations  | End of year expectation (Essential Skill)  |
|------------|---|---|--|
| <b>R</b>   | <ul style="list-style-type: none"> <li>Begin to use phonetic knowledge to identify initial sounds in words</li> </ul>   | <ul style="list-style-type: none"> <li>Begin to use phonetic knowledge to spell cvc words with phonemes taught.</li> </ul>  | <ul style="list-style-type: none"> <li>Use phonetic knowledge to write simple words and sentences.</li> </ul>  |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Use phonetic knowledge to write simple words and sentences with support.</li> </ul>  | <ul style="list-style-type: none"> <li>Use phonetic knowledge to write simple words and sentences with prompts.</li> </ul>  | <ul style="list-style-type: none"> <li>Use phonetic knowledge to write simple words and sentences with increasing independence.</li> </ul>   |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Write, with occasional prompts, words containing all phonemes taught.</li> </ul>   | <ul style="list-style-type: none"> <li>Write words, as part of independent writing, containing most phonemes taught, including alternative spelling patterns for some phonemes.</li> </ul>  | <ul style="list-style-type: none"> <li>Write words containing phonemes taught, including alternate spelling patterns for some phonemes.</li> </ul>   |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Spell, with some reminders, a range of root words, recognising the link between sounds and letters.</li> </ul>   | <ul style="list-style-type: none"> <li>Write, more independently, a range of root words, often recognising the link between sounds and letters.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Write a range of root words, recognising the link between sounds and letters.</li> </ul>  |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Begin, with support, to recognise the relationship between words to assist spelling (e.g. bicycle is cycle with bi (two) before it).</li> </ul>              | <ul style="list-style-type: none"> <li>Show a growing understanding of the relationship between words to assist spelling (e.g. opposite is related to oppose).</li> </ul>                   | <ul style="list-style-type: none"> <li>Understand the relationship between words to assist spelling (e.g. medicine is related to medic so the /s/sound is spelt as c).</li> </ul>  |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Start, with help, to investigate the history of words and the relationships between them to assist spelling (e.g. familiar is related to family).</li> </ul> | <ul style="list-style-type: none"> <li>Recognise some of the history of words and relationships between them to assist spelling (e.g. the Latin origin of the word 'desperate').</li> </ul> | <ul style="list-style-type: none"> <li>Begin to understand morphology and the history of words and relationships between them to assist spelling (e.g. the word 'conscience' is related in origin to the word 'science').</li> </ul> |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Use their knowledge of etymology more often in spelling, continuing to work on the Y5/6 word list (e.g. critic + ise = criticise).</li> </ul>                | <ul style="list-style-type: none"> <li>Use knowledge of etymology in spelling competently, continuing to work on the Y5/6 word list (e.g. equip -ped, -ment).</li> </ul>                    | <ul style="list-style-type: none"> <li>Apply their knowledge of morphology, etymology and the relationships between words in spelling, writing all words on the Y5/6 word list correctly.</li> </ul>                                 |

## Spelling Skills Progression

### Letter Names and Alphabetical Order

| <b>Year Group</b> | <b>End of term 1 expectations</b>  | <b>End of term 2 expectations</b>  | <b>End of year expectation (Essential Skill)</b>  |
|-------------------|--|--|---|
| <b>R</b>          | <ul style="list-style-type: none"> <li>To recognise and say phonemes for all letters taught to date</li> </ul>   | <ul style="list-style-type: none"> <li>To recognise and say phonemes for all letters taught to date</li> </ul>   | <ul style="list-style-type: none"> <li>To recognise and say phonemes for all letters taught to date plus some letter names</li> </ul>   |
| <b>1</b>          | <ul style="list-style-type: none"> <li>Name the letters of the alphabet.</li> </ul>  | <ul style="list-style-type: none"> <li>Name the letters of the alphabet, mostly in the correct order.</li> </ul>   | <ul style="list-style-type: none"> <li>Name the letters of the alphabet in correct order.</li> </ul>  |
| <b>2</b>          | <ul style="list-style-type: none"> <li>Use some letter names when orally spelling a word.</li> </ul>   | <ul style="list-style-type: none"> <li>Use mostly letter names when orally spelling a word.</li> </ul>   | <ul style="list-style-type: none"> <li>Use letter names when orally spelling a word.</li> </ul>   |
| <b>3</b>          | <ul style="list-style-type: none"> <li>Recognise the difference between using letter names and sounds.</li> </ul>  | <ul style="list-style-type: none"> <li>Begin to understand when to use letter names and sounds.</li> </ul>   | <ul style="list-style-type: none"> <li>Understand the difference between using letter names and sounds.</li> </ul>  |
| <b>4</b>          | <ul style="list-style-type: none"> <li>Select when to use letter names or sounds when spelling words.</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise how using alphabetical order can help find the correct spelling for words in a dictionary.</li> </ul>             | <ul style="list-style-type: none"> <li>Use letter names consistently, referring to a dictionary when necessary to spell the words correctly.</li> </ul>                               |
| <b>5</b>          | <ul style="list-style-type: none"> <li>Use letter names, consistently, when spelling words and recognise alphabetic order to two letters.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Use, consistently, letter names when spelling words and recognise alphabetic order to three letters efficiently.</li> </ul> | <ul style="list-style-type: none"> <li>Use letter names consistently when spelling words and recognise alphabetic order to find words in a dictionary.</li> </ul>                     |
| <b>6</b>          | <ul style="list-style-type: none"> <li>Use letter names when spelling words consistently and recognise alphabetic order with increasing speed, applying to dictionary work.</li> </ul> | <ul style="list-style-type: none"> <li>Use letter names consistently when spelling words and quickly recognise alphabetic order in a range of tasks.</li> </ul>    | <ul style="list-style-type: none"> <li>Use letter names consistently and effortlessly when spelling words and quickly recognise alphabetic order, applying when necessary.</li> </ul> |

## Spelling Skills Progression

### Alternative Spelling Patterns

| Year Group | End of term 1 expectations   | End of term 2 expectations   | End of year expectation (Essential Skill)   |
|------------|--|--|---|
| <b>R</b>   | N/A  | N/A  | N/A   |
| <b>1</b>   | <ul style="list-style-type: none"> <li>To know alternative spellings for phonemes taught so far. Grow The Code.</li> </ul>   | <ul style="list-style-type: none"> <li>With support begin to use alternative spellings for phonemes. Grow The Code.</li> </ul>   | <ul style="list-style-type: none"> <li>To independently select the correct spelling for the alternative phoneme in words in their writing. Grow The Code.</li> </ul>  |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Begin, with support, to use alternative spelling patterns for words where one spelling pattern is already known.</li> </ul>   | <ul style="list-style-type: none"> <li>Use, increasingly, alternative spelling patterns for words where one spelling pattern is already known.</li> </ul>  | <ul style="list-style-type: none"> <li>Use alternative spelling patterns for words where one or more spelling pattern is already known.</li> </ul>  |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Apply alternative spelling patterns for a growing range of age-appropriate words.</li> </ul>  | <ul style="list-style-type: none"> <li>Use alternative spelling patterns for some complex words.</li> </ul>  | <ul style="list-style-type: none"> <li>Apply alternative spelling patterns for a growing range of complex words and select with increasing accuracy.</li> </ul>   |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Use a growing range of more complex spelling patterns when writing.</li> </ul>  | <ul style="list-style-type: none"> <li>Begin to apply, more accurately, a range of more complex spelling patterns when writing.</li> </ul>   | <ul style="list-style-type: none"> <li>Apply a range of more complex spelling patterns when writing.</li> </ul>   |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Recognise, with support, that some words contain common letter strings.</li> </ul>  | <ul style="list-style-type: none"> <li>Attempt to write words, containing common letter strings which can represent different phonemes (e.g. thought and through).</li> </ul>                              | <ul style="list-style-type: none"> <li>Write words containing common letter strings which can represent different phonemes, though not always accurately (e.g. cough and plough).</li> </ul>                  |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Extend knowledge of words containing the letter string 'ough' which can represent different phonemes, spelling a growing number with increasing accuracy (e.g. ought, tough, plough and although).</li> </ul> | <ul style="list-style-type: none"> <li>Show a growing knowledge of spelling patterns for words, including those where the relationship between the sounds and letters is unusual (e.g. rhythm).</li> </ul> | <ul style="list-style-type: none"> <li>Independently select the correct spelling pattern for words, including those where the relationship between the sounds and letters is unusual (e.g. yacht).</li> </ul> |

## Spelling Skills Progression

### Syllables

| Year Group | End of term 1 expectations  | End of term 2 expectations  | End of year expectation (Essential Skill)   |
|------------|---|---|---|
| <b>R</b>   | N/A   | N/A   | <ul style="list-style-type: none"> <li>Chunk to read longer (compound) words.</li> </ul>  |
| <b>1</b>   | <ul style="list-style-type: none"> <li>With support, clap the syllables in multisyllabic words.</li> <li>With guidance, identify each syllable of a two-syllable compound word.</li> </ul>  | <ul style="list-style-type: none"> <li>Begin to count the syllables in words to support spelling.</li> <li>Identify each syllable of a two-syllable compound word and segment each part with some accuracy.</li> </ul>        | <ul style="list-style-type: none"> <li>Count the syllables in words.</li> <li>Spell two-syllable compound words by segmenting each part of the word (e.g. farmyard, football).</li> </ul>   |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Discriminate syllables in multisyllabic words and, with support, use to assist spelling.</li> <li>Spell, with some help, three-syllable compound words by segmenting each part of the word (e.g. blackberry).</li> </ul> | <ul style="list-style-type: none"> <li>Chunk words into syllables to support spelling.</li> <li>Spell three and begin to spell four-syllable compound words by segmenting each part of the word (e.g. watermelon).</li> </ul> | <ul style="list-style-type: none"> <li>Discriminate syllables in multisyllabic words independently to aid spelling.</li> <li>Spell three and four-syllable compound words by segmenting each part of the word (e.g. strawberry and anybody).</li> </ul> |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Begin, with some support, to discriminate syllables in some more complex multisyllabic words, to aid spelling (e.g. experiment).</li> </ul>  | <ul style="list-style-type: none"> <li>Discriminate syllables in more complex multisyllabic words, independently to aid spelling (e.g. separate, particular).</li> </ul>  | <ul style="list-style-type: none"> <li>Discriminate syllables in complex multisyllabic words independently to aid spelling.</li> </ul>  |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Begin to discern stressed/unstressed syllables when adding suffixes.</li> <li>Recognise that a polysyllabic word is one which has more than one syllable, giving some examples.</li> </ul>                               | <ul style="list-style-type: none"> <li>Continue to develop their knowledge of stressed/ unstressed syllables.</li> <li>Develop knowledge of complex polysyllabic words.</li> </ul>  | <ul style="list-style-type: none"> <li>Discriminate between a stressed/unstressed syllable.</li> <li>Embed knowledge of complex polysyllabic words.</li> </ul>  |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Use knowledge of stressed/unstressed syllables to distinguish between homophones and select correct spelling (e.g. desert/desert/dessert).</li> </ul>  | <ul style="list-style-type: none"> <li>Use knowledge of word origin and syllables to assist spelling (e.g. government).</li> </ul>  | <ul style="list-style-type: none"> <li>Routinely split words into syllables to spell words from the Y5/Y6 list.</li> </ul>  |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Recognise how an understanding of syllables, morphology and etymology can assist spelling.</li> </ul>  | <ul style="list-style-type: none"> <li>Use a growing familiarity of syllables, morphology and etymology to inform their spelling.</li> </ul>  | <ul style="list-style-type: none"> <li>Apply their knowledge of syllables alongside morphology and etymology to spell all words on the Y5/6 word list.</li> </ul>   |



## Spelling Skills Progression

### Suffixes

| Year Group | End of term 1 expectations   | End of term 2 expectations   | End of year expectation (Essential Skill)  |
|------------|--|--|--|
| <b>R</b>   | N/A  | N/A  | <ul style="list-style-type: none"> <li>Read words ending in ed and use correct pronunciation of the sound it makes (t/id/ed)</li> </ul>  |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Add -ing to verbs where no change is needed to the root word (e.g. jumping).</li> </ul>   | <ul style="list-style-type: none"> <li>Add -ed and -er where no change is needed to the root word (e.g. jumping, jumper). Begin to add -est to adjectives (e.g. quickest).</li> </ul>  | <ul style="list-style-type: none"> <li>Use suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper).</li> <li>Add -er and -est to adjectives.</li> </ul>  |
| <b>2</b>   | <ul style="list-style-type: none"> <li>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. dropping, dropped).</li> </ul>   | <ul style="list-style-type: none"> <li>Add, with some guidance, suffixes to spell further words: -ment, -ness, -ful, -less, -ly (e.g. enjoyment, sadness).</li> </ul>  | <ul style="list-style-type: none"> <li>Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (e.g. copied, copying).</li> <li>Add -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (e.g. hiking, hiked).</li> <li>Use the suffixes: -ment, -ness, -ful, -less, -ly (e.g. playful).</li> </ul> |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Begin to use further suffixes, such as adding -ly, -ily or -ally to an adjective to form an adverb and, with support, begin to apply the associated spelling rule.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Begin to use further suffixes (e.g. -ation), adding to verbs to form nouns (e.g. admiration) and increasingly adding -ly, -ily or -ally to an adjective to form an adverb, attempting to apply the associated spelling rule.</li> </ul> | <ul style="list-style-type: none"> <li>Use further suffixes (e.g. -ation), adding to verbs to form nouns (e.g. admiration) and adding -ly, -ily or -ally to an adjective to form an adverb, usually applying the associated spelling rule.</li> </ul>  |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Add suffixes, beginning with vowel letters, to words of more than one syllable (e.g. forgetting) and know that the consonant letter is not doubled if the syllable is unstressed (e.g. gardening).</li> </ul> | <ul style="list-style-type: none"> <li>Use further suffixes such as -ous, where the final e of the root word is kept (e.g. courageous).</li> </ul>   | <ul style="list-style-type: none"> <li>Use further suffixes (e.g. -ous), knowing the associated rule for changing root words ending in 'our' to 'or' (e.g. humorous) and where the final e of the root word is kept (e.g. courageous) whether the /i:/ sound before the 'ous' is spelt 'ious' or 'eous'.</li> </ul>                                    |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Begin to use further suffixes such as -able, -ible, -ably, and -ibly, sometimes applying some knowledge of root word endings.</li> </ul>  | <ul style="list-style-type: none"> <li>Use further suffixes such as -able, -ible, -ably, and -ibly, more often, applying a knowledge of root word endings more readily, and adding suffixes beginning with</li> </ul>  | <ul style="list-style-type: none"> <li>Use further suffixes (e.g. -able, -ible, -ably, -ibly), applying knowledge of root word endings.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>Begin to add suffixes starting with vowel letters to words ending in 'fer', starting to notice whether the -fer is stressed or unstressed (e.g. preference, preferring).</li> </ul> | <p>vowel letters to words ending in 'fer' (e.g. transference, transferring).</p>  | <ul style="list-style-type: none"> <li>Add suffixes beginning with vowel letters to words ending in -fer, recognising when the r should be doubled (e.g. referred, reference).</li> </ul>       |
| 6 | <ul style="list-style-type: none"> <li>Begin to use further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), attempting to apply knowledge of root word endings.</li> </ul>        | <ul style="list-style-type: none"> <li>Use, increasingly, further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), more readily applying knowledge of root word endings.</li> </ul> | <ul style="list-style-type: none"> <li>Use further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), applying knowledge of root word endings.</li> </ul> |



## Spelling Skills Progression

### Prefixes

| Year Group | End of term 1 expectations   | End of term 2 expectations   | End of year expectation (Essential Skill)   |
|------------|--|--|---|
| <b>R</b>   | N/A  | N/A  | N/A   |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Begin to add the prefix un- to root words (e.g. unhappy).</li> </ul>  | <ul style="list-style-type: none"> <li>Explain how the prefix un- changes a word's meaning (e.g. unfair).</li> </ul>   | <ul style="list-style-type: none"> <li>Add the prefix un- to root words, explaining why.</li> </ul>   |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Use simple prefixes to assist spelling (e.g. happy and unhappy).</li> </ul>   | <ul style="list-style-type: none"> <li>Use a growing knowledge of prefixes to assist spelling (e.g. beginning to use dis- or miss-).</li> </ul>  | <ul style="list-style-type: none"> <li>Use any known prefixes confidently.</li> </ul>   |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Investigate, with some support, further prefixes (e.g. sub- and super-).</li> </ul>   | <ul style="list-style-type: none"> <li>Investigate, independently, further prefixes (e.g. sub-, super-, anti-, auto-).</li> </ul>  | <ul style="list-style-type: none"> <li>Use further prefixes (e.g. sub-, super-, anti- and auto-) in a growing range of words.</li> </ul>  |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Investigate further prefixes (e.g. anti-, dis-, mis- and in-) and add to some words to exemplify.</li> </ul>  | <ul style="list-style-type: none"> <li>Use further prefixes (e.g. re-, in-, im-, il-, dis- and mis-) and add to more words.</li> <li>Begin to recognise that the start letter of a word can change the prefix.</li> </ul>  | <ul style="list-style-type: none"> <li>Use further prefixes (e.g. dis-, mis-, re-, in-, im- and il-) in a growing range of words.</li> <li>Understand that the start letter of a word can change the prefix: before l it becomes il- (e.g. illegal), before m or p it becomes im (e.g. immature), before r it becomes ir (e.g. irregular).</li> </ul> |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Write and investigate words with further prefixes (e.g. dis-, over-, de-, mis- and re-), with some support (including using a dictionary).</li> </ul> | <ul style="list-style-type: none"> <li>Write, and independently investigate, words with further prefixes, beginning to use a hyphen to join a prefix to a word when appropriate (e.g. co-ordinate, co-operate).</li> </ul> | <ul style="list-style-type: none"> <li>Write/apply in context, words with further prefixes (e.g. dis-, over-, de-, mis- and re).</li> <li>Use a hyphen to join a prefix to a word (e.g. co-ordinate and co-operate).</li> </ul>   |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Apply their growing knowledge of prefixes.</li> </ul>   | <ul style="list-style-type: none"> <li>Apply, consistently, most of their knowledge of prefixes.</li> </ul>  | <ul style="list-style-type: none"> <li>Apply all knowledge of prefixes readily.</li> </ul>  |

## Spelling Skills Progression

### Plurals

| Year Group | End of term 1 expectations   | End of term 2 expectations   | End of year expectation (Essential Skill)   |
|------------|--|--|---|
| <b>R</b>   | N/A  | N/A  | <ul style="list-style-type: none"> <li>Begin to identify –s in plural words.</li> </ul>   |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Write words with the regular plural noun suffix –s.</li> </ul>  | <ul style="list-style-type: none"> <li>Write, with more independence, words with regular plural noun suffixes –s and begin to use –es.</li> </ul>    | <ul style="list-style-type: none"> <li>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</li> </ul>   |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Add, with prompts, -es to nouns and verbs ending in -y by changing the y to i before adding es (e.g. lady to ladies and baby to babies).</li> </ul> | <ul style="list-style-type: none"> <li>Begin to recognise that words ending in a vowel plus y are pluralised by adding -s (e.g. monkeys).</li> </ul> | <ul style="list-style-type: none"> <li>Add -es to words ending in -y by changing the y to i before adding -es (e.g. carry becomes carries).</li> <li>Add -s to words ending in a vowel plus -y, including -ey, -oy, -ay, -uy (e.g. donkeys).</li> </ul> |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Begin to learn further rules for plurals (e.g. for words ending in x).</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise the possessive apostrophe in words with regular plurals (e.g. girls' and boys').</li> </ul>         | <ul style="list-style-type: none"> <li>With support, place the apostrophe accurately in words with regular plurals (e.g. girls' and boys').</li> </ul>  |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Place the apostrophe accurately in words with regular plurals (e.g. girls' and boys').</li> </ul>   | <ul style="list-style-type: none"> <li>Place, with support, apostrophes in words with irregular plurals (e.g. children's).</li> </ul>                | <ul style="list-style-type: none"> <li>Place apostrophes in words with regular plurals (e.g. girls' and boys') and in words with irregular plurals (e.g. children's).</li> </ul>  |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Continue to draw on their knowledge to pluralise a range of nouns.</li> </ul>   | <ul style="list-style-type: none"> <li>Use plurals correctly on most occasions.</li> </ul>   | <ul style="list-style-type: none"> <li>Use plurals correctly in context.</li> </ul>   |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Notice some errors made when pluralising nouns.</li> </ul>  | <ul style="list-style-type: none"> <li>Correct noticed errors made when pluralising nouns.</li> </ul>  | <ul style="list-style-type: none"> <li>Apply plurals correctly in a range of writing contexts.</li> </ul>   |

## Spelling Skills Progression

### High Frequency Words

| Year Group | End of term 1 expectations   | End of term 2 expectations   | End of year expectation (Essential Skill)  |
|------------|--|--|--|
| <b>R</b>   | <ul style="list-style-type: none"> <li>Read majority of Tricky words taught in Autumn 1 &amp; 2</li> </ul>   | <ul style="list-style-type: none"> <li>Read majority of Tricky words taught in Spring 1 &amp; 2</li> </ul>   | <ul style="list-style-type: none"> <li>Read a large selection of tricky words taught across the year.</li> </ul>   |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Spell, with support, the days of the week and some common decodable and exception words (e.g. the, a, to).</li> </ul>   | <ul style="list-style-type: none"> <li>Spell, more accurately, the days of the week and common decodable words.</li> <li>Spell an increasing number of exception words (e.g. he, me, we, she).</li> </ul>  | <ul style="list-style-type: none"> <li>Spell the days of the week and common decodable words.</li> <li>Spell simple common exception words (e.g. said, was, where).</li> </ul>   |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Spell many decodable high frequency words correctly.</li> <li>Spell common exception words from the Year 2 list (e.g. who, any, many), beginning to use mnemonics to help.</li> </ul> | <ul style="list-style-type: none"> <li>Spell, more accurately, decodable high frequency words.</li> <li>Spell an increasing range of common exception words from the Year 2 list (e.g. because, could, would, should), using mnemonics where appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>Spell decodable high frequency words correctly.</li> <li>Spell common exception words (e.g. Mrs, people, Christmas, beautiful).</li> </ul>  |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Spell decodable high frequency words correctly (e.g. busy and business).</li> </ul>   | <ul style="list-style-type: none"> <li>Spell decodable high frequency words correctly and increasingly apply in context (e.g. appear and disappear).</li> </ul>  | <ul style="list-style-type: none"> <li>Continue to spell decodable high frequency words correctly, applying them in context and beginning to notice errors.</li> </ul>   |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Spell an increasing amount of high frequency words correctly, applying them in context and noticing common errors (e.g. February and surprise).</li> </ul>                            | <ul style="list-style-type: none"> <li>Spell, with increasing accuracy, a developing range of high frequency words (e.g. ordinary and peculiar).</li> </ul>  | <ul style="list-style-type: none"> <li>Extend the range of high frequency words used when writing, spelling them accurately (English, Appendix 1).</li> </ul>  |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Extend the context and range of high frequency words, beginning to include those needed for specific subject areas (e.g. investigate and predict in science).</li> </ul>              | <ul style="list-style-type: none"> <li>Extend the context and range of high frequency words to include those needed for specific subject areas (e.g. timbre, pitch in music).</li> </ul>   | <ul style="list-style-type: none"> <li>Extend the context and range of high frequency words to include those needed for specific subject areas (e.g. investigate and predict). Notice and collect common exception words from their own reading and learn to spell some of these words.</li> </ul> |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Continue to extend the context and range of high frequency words, attempting to use them correctly in many areas of the curriculum.</li> </ul>  | <ul style="list-style-type: none"> <li>Draw on a growing bank of high frequency words, beginning to maintain accuracy when working quickly.</li> </ul>   | <ul style="list-style-type: none"> <li>Use a wide range of high frequency words accurately in all curriculum areas. Write all words on the Y5/6 list accurately.</li> </ul>  |

## Spelling Skills Progression

### Contractions

| Year Group | End of term 1 expectations   | End of term 2 expectations   | End of year expectation (Essential Skill)  |
|------------|--|--|--|
| <b>R</b>   | N/A  | N/A  | N/A  |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Begin to notice simple words with contractions (e.g. I'm and I'll).</li> </ul>                        | <ul style="list-style-type: none"> <li>Spell, with some support, simple words with contractions (e.g. I'm and I'll).</li> </ul>  | <ul style="list-style-type: none"> <li>Spell simple words with contractions (e.g. I'm and I'll).</li> </ul>  |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Notice more common words with contracted forms (e.g. it's).</li> </ul>                                | <ul style="list-style-type: none"> <li>Begin to spell more common words with contracted forms (e.g. didn't and hasn't), noticing that 'it's' can mean 'it is' or 'it has' but is not used for the possessive.</li> </ul> | <ul style="list-style-type: none"> <li>Spell more common words with contracted forms (e.g. 'couldn't' and 'can't'). Note that 'it's' means 'it is' or 'it has'.</li> </ul> |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Explain that the apostrophe replaces the missing letter (e.g. don't, isn't, he's).</li> </ul>         | <ul style="list-style-type: none"> <li>Spell a greater number of words with contracted forms, remembering that the apostrophe replaces the missing letter/s (e.g. weren't, they've).</li> </ul>                          | <ul style="list-style-type: none"> <li>Spell an extended range of words with contracted forms, remembering that the apostrophe replaces the missing letter/s.</li> </ul>   |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Spell more words with contracted forms, correcting some errors when prompted.</li> </ul>              | <ul style="list-style-type: none"> <li>Apply a number of words with contracted forms, in context, when writing.</li> </ul>   | <ul style="list-style-type: none"> <li>Apply many words with contracted forms in context when writing, beginning to know where this is appropriate.</li> </ul>             |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Spell more words with contracted forms, noticing and correcting errors more independently.</li> </ul> | <ul style="list-style-type: none"> <li>Consciously use contracted words in informal texts.</li> </ul>  | <ul style="list-style-type: none"> <li>Use contracted words accurately in context, knowing where this is appropriate (e.g. in informal texts).</li> </ul>                  |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Begin to use contracted forms, where appropriate, across a range of texts.</li> </ul>                 | <ul style="list-style-type: none"> <li>Explain the purpose of contracted forms and use appropriately.</li> </ul>   | <ul style="list-style-type: none"> <li>Know when to use contracted forms across a wide range of texts written for different purposes.</li> </ul>                           |

## Spelling Skills Progression

### Homophones

| Year Group | End of term 1 expectations  | End of term 2 expectations   | End of year expectation (Essential Skill)   |
|------------|---|--|---|
| <b>R</b>   | N/A   | N/A  | N/A   |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Notice, with some prompts, homophones.</li> </ul>  | <ul style="list-style-type: none"> <li>Notice the difference in meaning between common homophones.</li> </ul>  | <ul style="list-style-type: none"> <li>Recognise that homophones have different spellings but the same sound.</li> </ul>  |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Begin to notice near homophones (e.g. one and won).</li> </ul>   | <ul style="list-style-type: none"> <li>Select the correct spelling for homophones more accurately.</li> </ul>  | <ul style="list-style-type: none"> <li>Distinguish between homophones and near homophones and select the correct spelling (e.g. there, their, they're).</li> </ul>                            |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Notice further homophones and near homophones.</li> </ul>  | <ul style="list-style-type: none"> <li>Investigate, with prompts, homophones and near homophones.</li> </ul>   | <ul style="list-style-type: none"> <li>Spell further homophones and near homophones (e.g. meat/meet, fair/fare, knot/not and here/hear).</li> </ul>   |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Explain what a homophone/ near homophone is, providing their own examples.</li> </ul>                        | <ul style="list-style-type: none"> <li>Investigate further homophones and near homophones (e.g. bury/ berry or heal, heel, he'll).</li> </ul>  | <ul style="list-style-type: none"> <li>Spell further homophones and near homophones (e.g. accept/except, missed/mist, weather/whether, affect/effect, whose/who's and scene/seen).</li> </ul> |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Spell a bank of known homophones and near homophones with increasing accuracy.</li> </ul>                    | <ul style="list-style-type: none"> <li>Check their spelling of homophones (e.g. heard and herd). Identify other words that are often confused (e.g. device/ devise or advice and advise).</li> </ul> | <ul style="list-style-type: none"> <li>Write homophones (e.g. allowed/aloud) and other words that are often confused (e.g. practise/practice).</li> </ul>                                     |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Notice, collect and find the meaning of a widening range of homophones, spelling many accurately.</li> </ul> | <ul style="list-style-type: none"> <li>Apply an extended range of homophones correctly when writing.</li> </ul>  | <ul style="list-style-type: none"> <li>Recall and write an extended range of homophones.</li> <li>Distinguish between homophones and other words which are often confused.</li> </ul>         |

## Spelling Skills Progression

### Spelling Rules

| Year Group | End of term 1 expectations  | End of term 2 expectations  | End of year expectation (Essential Skill)   |
|------------|---|---|---|
| <b>R</b>   | N/A   | N/A   | N/A   |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Spell some words from the Year 1 table (English, Appendix 1).</li> </ul>   | <ul style="list-style-type: none"> <li>Apply, with support, spelling rules to rhyming and other lists (e.g. catch, match, hatch).</li> </ul>                                      | <ul style="list-style-type: none"> <li>Apply simple spelling rules and guidance for Year 1 (English, Appendix 1).</li> </ul>  |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Investigate word lists, correctly spelling given words.</li> <li>Notice the use of an apostrophe to show possession for singular nouns.</li> </ul> | <ul style="list-style-type: none"> <li>Spell an increasing number of words from the Year 2 rules and lists. Begin to use the possessive apostrophe for singular nouns.</li> </ul> | <ul style="list-style-type: none"> <li>Apply spelling rules and guidance for Year 2 (English Appendix 1).</li> <li>Use the possessive apostrophe for singular nouns.</li> </ul> |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Spell many words from KS1, beginning to correctly spell words from taught Y3/4 rules and lists.</li> </ul>   | <ul style="list-style-type: none"> <li>Spell an increasing number of words from taught Y3/4 rules and lists.</li> </ul>   | <ul style="list-style-type: none"> <li>Apply rules and guidance for Y3/Y4 (English, Appendix 1).</li> </ul>   |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Spell many words already learned from Y3, beginning to correctly spell further words from the Y3/Y4 rules and lists.</li> </ul>                    | <ul style="list-style-type: none"> <li>Spell most words from the Y3/Y4 rules and lists correctly.</li> </ul>  | <ul style="list-style-type: none"> <li>Apply rules and guidance for Y3/Y4 (English, Appendix 1).</li> </ul>   |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Spell many words from Year 1 to Year 4, beginning to correctly spell words from taught Y5/ Y6 rules and lists.</li> </ul>                          | <ul style="list-style-type: none"> <li>Spell, accurately, an increasing number of words from taught Y5/Y6 rules and lists.</li> </ul>   | <ul style="list-style-type: none"> <li>Apply rules and guidance for Y5/Y6 (English, Appendix 1).</li> </ul>   |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Spell many words already learned from Y5, beginning to correctly spell further words from taught Y5/6 rules and lists.</li> </ul>                  | <ul style="list-style-type: none"> <li>Spell most words from taught Y5/6 rules and lists.</li> <li>Recognise words with silent letters (e.g. knight).</li> </ul>                  | <ul style="list-style-type: none"> <li>Apply rules and guidance for Y5/6 (English, Appendix 1). Spell words with silent letters (e.g. psalm).</li> </ul>                        |



## Spelling Skills Progression

### Using a dictionary

| Year Group | End of term 1 expectations  | End of term 2 expectations   | End of year expectation (Essential Skill)  |
|------------|---|--|--|
| <b>R</b>   | N/A   | N/A  | N/A  |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Notice wall charts and picture dictionaries which identify initial sounds.</li> </ul>  | <ul style="list-style-type: none"> <li>Notice and, with some help, begin to find appropriate information from wall charts and picture dictionaries which identify initial sounds.</li> </ul>   | <ul style="list-style-type: none"> <li>Use wall charts and picture dictionaries which identify initial sounds, graphemes and words.</li> </ul>   |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Use wall charts and picture dictionaries, which identify initial sounds, graphemes and words, as a regular strategy for spelling.</li> </ul>   | <ul style="list-style-type: none"> <li>Use alphabetical order to find a picture or, with help, a word.</li> </ul>  | <ul style="list-style-type: none"> <li>Use wall charts and picture dictionaries to identify initial sounds, graphemes and words, becoming more aware of alphabetical order.</li> </ul>                   |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Begin to use, with some guidance, the first letter of a word to check its spelling in a simple dictionary.</li> </ul>  | <ul style="list-style-type: none"> <li>More readily use the first letter of a word to check its spelling in a simple dictionary.</li> </ul>  | <ul style="list-style-type: none"> <li>Use the first letter of a word to check its spelling in a simple dictionary.</li> </ul>   |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Use, with some guidance, the first two letters of a word to check its spelling in a dictionary.</li> </ul>   | <ul style="list-style-type: none"> <li>Use the first two letters of a word to check its spelling in a dictionary and begin to use a dictionary to collect word lists from known prefixes and suffixes.</li> </ul>                          | <ul style="list-style-type: none"> <li>Use the first two or three letters of a word to check its spelling in a dictionary. Use a dictionary to collect word lists from prefixes and suffixes.</li> </ul> |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Confidently use the first two letters of a word to find and check spellings and meanings in a dictionary. Use the top word on each page to make searches more efficient.</li> <li>Use a dictionary to collect more word lists from prefixes and suffixes.</li> </ul> | <ul style="list-style-type: none"> <li>Use, with some prompts, the first three letters of a word to check its spelling and meaning in a dictionary. Begin to use a thesaurus to find alternative words and copy them carefully.</li> </ul> | <ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check its spelling and meaning in a dictionary. Use a thesaurus.</li> </ul>                                      |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Use a dictionary, thesaurus and spell checker without prompts, as part of writing routine.</li> </ul>  | <ul style="list-style-type: none"> <li>Use a dictionary, thesaurus and spell checker competently in other curriculum areas (e.g. a science dictionary).</li> </ul>   | <ul style="list-style-type: none"> <li>Use a dictionary, thesaurus and spell checker competently in all curriculum areas.</li> </ul>   |

## Spelling Skills Progression

### Fluency

| Year Group | End of term 1 expectations  | End of term 2 expectations   | End of year expectation (Essential Skill)   |
|------------|---|--|---|
| <b>R</b>   | <ul style="list-style-type: none"> <li>Write graphemes for known phonemes.</li> </ul>   | <ul style="list-style-type: none"> <li>With support write cvc words using phonemes taught</li> </ul>   | <ul style="list-style-type: none"> <li>With support write simple sentences with known phonemes and tricky words.</li> </ul>   |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Write words and phrases dictated by the teacher that included GPC words taught so far.</li> </ul>  | <ul style="list-style-type: none"> <li>Write, increasingly from memory, sentences dictated by the teacher that include GPC words and common exception words taught so far.</li> </ul>  | <ul style="list-style-type: none"> <li>Write, from memory, simple sentences dictated by the teacher that include common exception words, GPC words and punctuation from Year 1.</li> </ul>            |
| <b>2</b>   | <ul style="list-style-type: none"> <li>Write, from memory, simple sentences dictated by the teacher that include some revision of words and punctuation taught so far.</li> </ul>       | <ul style="list-style-type: none"> <li>Write, from memory, simple sentences dictated by the teacher that include Y2 words and punctuation taught so far.</li> </ul>  | <ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words using the GPCs, common exception words and punctuation from Year 2.</li> </ul> |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Write, from memory, simple sentences dictated by the teacher that revise KS1 work and include some words and punctuation from Year 3.</li> </ul> | <ul style="list-style-type: none"> <li>Write, from memory, some simple sentences dictated by the teacher, including some words and punctuation encountered so far in Year 3.</li> </ul>  | <ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation from Year 3.</li> </ul>  |
| <b>4</b>   | <ul style="list-style-type: none"> <li>Apply correct spellings when writing, noticing errors.</li> </ul>  | <ul style="list-style-type: none"> <li>Use correct spellings when writing words encountered so far in Y4, using aids (e.g. word logs) to assist.</li> </ul>  | <ul style="list-style-type: none"> <li>Write, from memory, simple sentences dictated by the teacher that include words and punctuation from Y3/4, paying attention to accuracy.</li> </ul>            |
| <b>5</b>   | <ul style="list-style-type: none"> <li>Begin to pick out misspelt words when checking own or other's work.</li> </ul>   | <ul style="list-style-type: none"> <li>Pick out, increasingly, misspelt words when checking own or other's work. Begin to write more complex sentences dictated by the teacher, using words and punctuation encountered so far in Year 5.</li> </ul> | <ul style="list-style-type: none"> <li>Write more complex sentences and sequences of sentences, dictated by the teacher.</li> </ul>   |
| <b>6</b>   | <ul style="list-style-type: none"> <li>Write more complex sentences and sequences of sentences, dictated by the teacher.</li> </ul>   | <ul style="list-style-type: none"> <li>Write dictated passages, reflecting up to Year 5 work fluently and correctly.</li> </ul>  | <ul style="list-style-type: none"> <li>Write dictated passages, including Year 6 words and punctuation, fluently and correctly.</li> </ul>  |