

Skills Progression Grid: Spelling

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<u>30 - 50 months</u>	<u>40 - 60 months</u>	To know all letters	To segment spoken	To spell words with	To spell words with	To spell words with	To spell words ending in
	Single letter sounds	To continue a rhyming string.	of the alphabet and the sounds which	words into phonemes and to	the / eɪ/ sound spelt 'ei', 'eigh', or	/ shuhn/ endings spelt with 'sion' (if	endings that sound like / shuhs/ spelt with -	able and -ably (e.g. adorable/
	Set one sounds and		they most commonly	represent these	'ey' (e.g. vein,	the root word ends	cious (e.g. vicious,	adorably, applicable/
	words	To hear and say the initial sound in words.	represent.	with graphemes, spelling many of	weigh, eight, neighbour, they,	in 'se', 'de' or 'd', e.g. division,	precious, conscious, delicious, malicious,	applicably, considerable/ considerably, tolerable/
		To segment the sounds in	To recognise consonant digraphs	these words correctly and	obey).	invasion, confusion, decision, collision,	suspicious).	tolerably).
		simple words and blend them together.	which have been taught and the	, making phonically- plausible attempts	To spell words with the /1/ sound spelt	television).	To spell words with endings that sound like	To spell words ending in ible and -ibly (e.g.
			sounds which they	at others.	'y' in a position	To spell words with	/ shuhs/ spelt with -	possible/possibly,
		To link sounds to letters,	represent.		other than at the	a / shuhn/ sound	tious or -ious (e.g.	horrible/horribly,
		naming and sounding the		To recognise new	end of words (e.g.	spelt with 'ssion' (if	ambitious, cautious,	terrible/ terribly,
		letters of the alphabet.	To recognise vowel	ways of spelling	mystery, gym).	the root word ends	fictitious, infectious,	visible/visibly,
		Early Learning Goal:	digraphs which have been taught and the	phonemes for which one or more	To spell words with	in 'ss' or 'mit', e.g. expression,	nutritious).	incredible/incredibly, sensible/sensibly).
		To use their phonic	sounds which they	spellings are	a /k/ sound spelt	discussion,	To spell words with	sensible/sensibly).
		knowledge to write words in	represent.	already known and	with 'ch' (e.g.	confession,	'silent' letters (e.g.	To spell words with a lon
		ways which match their	•	to learn some	scheme, chorus,	permission,	doubt, island, lamb,	/e/ sound spelt 'ie' or 'ei'
		spoken sounds.	To recognise words	words with each	chemist, echo,	admission).	solemn, thistle, knight).	after 'c' (e.g. deceive,
Phonics and Spelling			with adjacent	spelling, including	character).			conceive, receive,
Rules			consonants.	some common	To an all monda	To spell words with	To spell words	perceive, ceiling) and
NUI23			To accurately spell	homophones (e.g. bare/bear, blue/	To spell words ending in the /g/	a / shuhn/ sound spelt with 'tion' (if	containing the letter string 'ough' (e.g.	exceptions (e.g. protein, caffeine, seize).
			most words	blew, night/knight).	sound spelt 'gue'	the root word ends	ought, bought, thought,	cut teme, seizej.
			containing the 40+		and the /k/ sound	in 'te' or 't' or has	nought, brought,	To spell words with
			previously taught	To apply further	spelt 'que' (e.g.	no definite root,	fought, rough, tough,	endings which sound like
			phonemes and GPCs.	Y2 spelling rules	league, tongue,	e.g. invention,	enough, cough, though,	/shuhl/ after a vowel
				and guidance*,	antique, unique).	injection, action,	although, dough,	letter using 'cial' (e.g.
			To spell some words	which includes:	To an all monda with	hesitation,	through, thorough,	official, special,
			in a phonically plausible way, even	• the /d3/ sound	To spell words with a / sh/ sound spelt	completion).	borough, plough, bough).	artificial).
			if sometimes	spelt as 'ge'	with 'ch' (e.g. chef,	To spell words with	bough).	To spell words with
			incorrect.	and' dge' (e.g.	chalet, machine,	a / shuhn/ sound		endings which sound like
				fudge, huge) or	brochure).	spelt with 'cian' (if		/shuhl/ after a vowel
			To apply Y1 spelling	spelt as 'g' or 'j'		the root word ends		letter using 'tial' (e.g.
			rules and guidance*,	elsewhere in	To spell words with	in 'c' or 'cs' e.g.		partial, confidential,
			which includes:	words (e.g.	a short /u/ sound	musician,		essential).
			 the sounds /f/, /l/, 	magic, adjust); the /n/ sound	spelt with 'ou' (e.g. young, touch,	electrician, magician, politician,		
			 /s/, /z/ and 	spelt 'kn' and	double, trouble,	magician, pointician, mathematician).		
			/k/ spelt	'gn' (e.g. knock,	country).			
			'ff', 'll', 'ss',	gnaw);		To spell words with		



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grandest); (or) spelt 'a'	
 spelling before 'l' and 'll' 	
words with (e.g. ball,	
the vowel always);	
digraphs and \bullet the / Λ / sound	
trigraphs: spelt 'o' (e.g.	
(e.g. rain, brother);	
wait, • the /i:/ sound	
train, spelt -ey: the	
point, soil) plural forms of	
- 'oy' and these words	
'ay' (e.g. are made by	
day, toy, the addition of	
enjoy, -s (e.g.	
annoy); donkeys,	
- a-e, e-e, i- monkeys);	
e, o-e and • the /b/ sound	
u-e (e.g. spelt 'a' after	
made, 'w' and 'qu' (e.g.	
ride, squash)	
woke, • the /3:/ sound	
tune); spelt 'or' after	
- 'ar' (e.g. 'w' (e.g. word,	
car, park); work, worm);	
- 'ee' (e.g. • the /o:/ sound	
green, spelt 'ar' after	
week); 'w' (e.g. warm,	
- 'ea' (e.g. towards);	
sea, the /3/ sound spelt	
dream); 's' (e.g. television,	
- 'ea' (e.g. usual).	
meant,	
bread);	
- 'er' stressed	
sound (e.g.	
her,	
person);	
- 'er'	
unstresse	
d schwa	
sound (e.g.	
better,	
under);	
- 'ir' (e.g.	
girl, first,	
third);	
- 'ur' (e.g.	
turn,	
church);	
- 'oo' (e.g.	
food,	
soon);	
5001),	

	1			1	1
		-	'oo' (e.g.		
			book,		
			good);		
			good),		
		-	'oa' (e.g.		
			road,		
			coach);		
		-	'oe' (e.g.		
			tee (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)		
			field);		
		-	'igh' (e.g.		
			bright,		
			right);		
		-	'or' (e.g.		
			ch ont		
			short,		
			morning);		
		-	'ore' (e.g.		
			before,		
			shore);		
			'aw' (e.g.		
		-			
			yawn,		
			crawl);		
		-	'au' (e.g.		
			author,		
			haunt);		
			hairt (= =		
		-	'air' (e.g.		
			hair,		
			chair);		
		-	'ear' (e.g.		
			beard,		
			near,		
			year);		
		-	'ear' (e.g.		
			bear,		
			pear,		
			wear);	1	

					1			
	ł		- 'are' (e.g.					
			bare,					
			dare,					
			scared);					
			Spelling words					
			ending with -y (e.g.					
	1		funny, party,					
	1		family);					
	1		ranny),					
			Spelling new					
	1		consonants 'ph' and					
	1		'wh' (e.g. dolphin,					
	1		alphabet, wheel,					
	1		while);					
			withe),					
			Using 'k' for the /k/					
	1		sound (e.g. sketch,					
			kit, skin).					
		Early Learning Goal	To spell all Y1	To spell most Y1	To spell many of	To spell all of the	To spell many of the	To spell all of the Y5 and
	1	To write some irregular	common exception	and Y2 common	the Y3 and Y4	Y3 and Y4	Y5 and Y6 statutory	Y6 statutory spelling
Common Exception	1	common words.	words correctly.*	exception words	statutory spelling	statutory spelling	spelling words	words correctly.
•	-		,	correctly.	words correctly.	words correctly.	correctly.	,
Words			To spell days of the					
			week correctly.					
			To use -s and -es to	To add suffixes to	To spell most	To correctly spell	To convert nouns or	To use their knowledge of
			form regular plurals	spell most words	words with the	most words with	adjectives into verbs	adjectives ending in -ant
			correctly.	correctly in their	prefixes dis-, mis-,	the prefixes in-, il-,	using the suffix -ate	to spell nouns ending in -
				writing, e.gment,	bi-, re- and de-	im-, ir-, sub-,	(e.g. activate, motivate	ance/-ancy (e.g.
			To use the prefix	-ness, -ful, -less, -	correctly (e.g.	super-, anti-, auto-,	communicate).	observant, observance,
			'un-' accurately.	ly.	disobey, mistreat,	inter-, ex- and non-		expectant, hesitant,
			To		bicycle, reapply,	(e.g. incorrect,	To convert nouns or	hesitancy, tolerant,
			successfully add the		defuse).	illegal, impossible,	adjectives into verbs	tolerance, substance).
	1		suffixes -ing, -ed, -			irrelevant,	using the suffix -ise	
			er and -est to root		To spell most	substandard,	(e.g. criticise,	To use their knowledge of
			words where no		words with the	superhero,	advertise, capitalise).	adjectives ending in -ent
			change is needed in		suffix -ly with no	autograph,		to spell nouns ending in -
	1		the spelling of the		change to the root	antisocial,	To convert nouns or	ence/-ency (e.g. innocent,
	1		root words (e.g.		word; root words	intercity,	adjectives into verbs	innocence, decent,
Prefixes and Suffixes	-		helped, quickest).		that end in 'le','al'	exchange,	using the suffix -ify	decency, frequent,
					or 'ic' and the	nonsense).	(e.g. signify, falsify,	frequency, confident,
	1				exceptions to the		glorify).	confidence, obedient,
					rules.	To form nouns with		obedience, independent).
	1					the suffix -ation	To convert nouns or	
	1				To spell words with	(e.g. information,	adjectives into verbs	To spell words by adding
	1				added suffixes	adoration,	using the suffix -en	suffixes beginning with
	1				beginning with a	sensation,	(e.g. blacken, brighten,	vowel letters to words
	1				vowel (-er/-ed/-	preparation,	flatten).	ending in -fer (e.g.
	ł				ing) to words with	admiration).		referring, referred,
	1				more than one			referral, preferring,
	1				syllable	To spell words with		preferred, transferring,
	1				(unstressed last	the suffix -ous		transferred, reference,
	Į.				(41311 63364 1431	The sulfix ous		
					syllable, e.g.	with no change to		referee, preference,

Further Spelling Conventions memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. spelling in a dictionary more efficienth dictionary Further Spelling Conventions 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- syllable and mult	Further Spelling	Write their own name, spelling it correctly	Write their own name, spelling it correctly	represent those	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- syllable and multi- syllabic words. To self-correct misspellings of	• •	definitive root word, words endi in 'y', 'our' or 'e' a the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). To spell words th use the possessiv apostrophe with plural words, including irregula plurals (e.g. girls' boys', babies', children's, men's, mice's). To use their spelling knowledg to use a dictionar more efficiently.
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g d		
	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 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.

	I go come want up you day was look are the of we this	the a do to today of said says your they be	accident(ally) actual(ly) address answer	accommodate accompany according achieve
	dog me like going big she and they my see on away mum	he me she we no come some one once ask	appear arrive believe bicycle breath	aggressive amateur ancient apparent appreciate
	it at play no yes for a dad can he am all is cat get said	friend school put are were was is his has I	breathe build busy/business calendar	attached available average awkward bargain bruise
	to in	you go so by my here there where love	caught centre century certain circle	category cemetery committee communicate
		push pull full house our door poor find	complete consider continue decide	community competition conscience* conscious*
		mind floor because kind behind whole any	describe different difficult disappear	controversy convenience correspond criticise (critic
		child wild most both children climb only old	early earth eight/eighth enough exercise	+ ise) curiosity definite desperate determined
		many clothes cold gold hold told every		· · ·
			experience experiment extreme famous	develop dictionary disastrous embarrass
		great break steak busy people pretty	favourite February forward(s) fruit	environment equip (-ped, -ment) especially
		beautiful after fast last past father	grammar group guard guide heard heart	exaggerate excellent existence explanation familiar
			height history imagine increase important	foreign forty frequently government guarantee
Statutory Words			interest island knowledge learn length	harass hindrance identity immediate(ly) individual
			library material medicine mention minute	interfere interrupt language leisure lightning
			natural naughty notice occasion(ally)	marvellous mischievous muscle necessary neighbour
			often opposite ordinary particular	nuisance occupy occur opportunity parliament
			peculiar perhaps popular position	persuade physical prejudice privilege profession
			possess(ion) possible potatoes pressure	programme pronunciation queue recognise
			probably promise purpose quarter	recommend relevant restaurant rhyme rhythm
			question recent regular reign remember	sacrifice secretary shoulder signature sincere(ly)
			sentence separate special straight	soldier stomach sufficient suggest symbol system
			strange strength suppose surprise	temperature thorough twelfth variety vegetable
			therefore though/although thought	vehicle yacht
L			through various weight woman/women	