The Willows Primary School
Progression In Spelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	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	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. To apply further Y2 spelling rules and guidance	To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'. To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words. To spell words with a /k/ sound spelt with 'ch'. To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'. To spell words with a /sh/ sound spelt with 'ch'. To spell words with a short /u/ sound spelt with 'ou'. To spell words ending with the /zher/ sound spelt with 'sure'. To spell words ending with the /cher/ sound spelt with 'ture'.	To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd'. To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit'. To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root. To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', To spell words with the /s/ sound spelt with 'sc'.	To spell words with endings that sound like /shuhs/ spelt with –cious. To spell words with endings that sound like /shuhs/ spelt with –tious or –ious. To spell words with 'silent' letters. To spell words containing the letter string 'ough'	To spell words ending in -able and -ably. To spell words ending in -ible and –ibly. To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c'. To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial'. To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial'.

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Common Exception Words	To spell all Y1 common exception words correctly. To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and Suffixes	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.	To add suffixes to spell most words correctly in their writing, e.g. – ment, –ness, –ful, –less, –ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and decorrectly 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). To spell words with added suffixes beginning with a vowel (-er/ -ed/ -en/ -ing) to words with more than one syllable.	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, exand non To form nouns with the suffix - ation 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.	To convert nouns or adjectives into verbs using the suffix –ate. To convert nouns or adjectives into verbs using the suffix –ise. To convert nouns or adjectives into verbs using the suffix –ify. To convert nouns or adjectives into verbs using the suffix –en.	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy. To use their knowledge of adjectives ending in -ent to spell nouns ending in - ence/-ency. To spell words by adding suffixes beginning with vowel letters to words ending in –fer.

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Further Spelling Conventions	To spell simple compound words. 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 more words with contracted forms. To learn the possessive singular apostrophe. 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 single -	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.	To spell words that use the possessive apostrophe with plural words, including irregular plurals. To use their spelling knowledge to use a dictionary more efficiently.	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 To spell words that contain hyphens To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically. To use dictionaries