



# St Anne's CE Primary School: Progression of Knowledge and Skills in Spelling

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year One	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193)</li> <li>• compound words e.g. football, laptop, playground</li> </ul> <p><b>Plus:</b></p> <ul style="list-style-type: none"> <li>• <b>days of the week</b></li> <li>• <b>numbers to 20</b></li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• VC words</li> <li>• CVC words with short vowels</li> <li>• CVC words with long vowels</li> <li>• words with adjacent consonants</li> <li>• words with consonant digraphs and some vowel digraphs/trigraphs</li> <li>• alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/</li> <li>• new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel,</li> <li>• words ending in –y e.g. very, happy, funny</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words)</li> <li>• the /ng/ sound spelt n before k</li> <li>• words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch')</li> <li>• plurals of nouns adding -s and -es to words</li> <li>• verbs where no change is needed to the root word:</li> <li>• adding endings -ing, -ed, -er</li> <li>• adjectives where no change is needed to the root word:</li> <li>• adding -er and -est</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the addition of the prefix un-</li> </ul>		



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Year Two	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• homophones and near homophones e.g. there/their/they're, hear/here, see/sea</li> <li>• words with alternative pronunciations from Letters and Sounds Phase 5</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words)</li> <li>• words with the /s/ sound spelt 'c' before 'e', 'i', 'y'</li> <li>• words ending -le, -el, -al and -il</li> <li>• adding -ies to nouns and verbs ending in 'y'</li> <li>• adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the suffixes -ment, -ness, -ful, -less and -ly</li> <li>• words ending in -tion</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> <li>• words with the /r/ sound spelt 'wr' at the beginning of words</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with contractions e.g. can't, didn't</li> <li>• words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's</li> </ul>



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		Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year Three		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 3 and 4 (pg 64)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</li> <li>words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</li> </ul>	<p>Children should be taught:</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <ul style="list-style-type: none"> <li>The /ɪ/ sound spelt y elsewhere than at the end of words.</li> <li>The /ʌ/ sound spelt ou</li> <li>young, touch, double, trouble, country</li> <li>Words with the /k/ sound spelt ch (Greek in origin)</li> <li>Words with the /ʃ/ sound spelt ch (mostly French in origin)</li> <li>Words with the /s/ sound spelt sc (Latin in origin)</li> <li>Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>Homophones and near-homophones</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>words using prefixes: un-, dis-, mis-, in-, sub-, inter-, super-, anti-, auto-</li> <li>words using suffix-es: -ly, -ation, -ous</li> <li>words with end-ings sounding /ʃʊn/: -tion, -sion,</li> <li>words ending with the schwa sound: measure, creature</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with the /ʃh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</li> <li>words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</li> <li>begin to spell words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Possessive apostrophe with plural words e.g. girls' boys' babies'</li> </ul>



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Year Four	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 3 and 4 (pg 64)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words containing the /u/ sound spelt 'ou' e.g. double, trouble</li> <li>homophones and near homophones e.g. affect/effect, berry/bury, fair/fare, male/mail</li> </ul>	<p>Children should be taught:</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <ul style="list-style-type: none"> <li>Words with the /k/ sound spelt ch (Greek in origin)</li> <li>Words with the /f/ sound spelt ch (mostly French in origin)</li> <li>Words with the /s/ sound spelt sc (Latin in origin)</li> <li>Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>Homophones and near-homophones</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</li> <li>words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li> <li>words using suffix-es: -ly, -ation, -ous</li> <li>words with endings sounding /shun/, -ssion, -cian</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</li> <li>words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Possessive apostrophe with plural words e.g. girls' boys' babies' and irregular plurals: children's people's</li> </ul>



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	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year Five	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 5 and 6 (pg 71)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</li> <li>homophones and other words that are often confused e.g. practise/practice, advise/advice, past/passed</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Words with the /i:/ sound spelt ei after c</li> <li>Words containing the letter-string ough</li> <li>Homophones and other words that are often confused</li> </ul> <p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Endings which sound like /ʃəs/ spelt -cious or -tious</li> <li>Endings which sound like /ʃəl/</li> <li>words with the ending /shus/ spelt -cious or -tious</li> <li>words with the ending /shul/ spelt -cial or -tial</li> <li>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>words ending in -able and -ible</li> <li>words ending in -ably and -ibly</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</li> </ul>



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Year Six	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 5 and 6 (pg 71)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Words with the /i:/ sound spelt ei after c</li> <li>Words containing the letter-string ough</li> <li>Homophones and other words that are often confused</li> </ul> <p>farther: further            father: a male parent            guessed: past tense of the verb guess            guest: visitor            heard: past tense of the verb hear            herd: a group of animals            led: past tense of the verb lead            lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)</p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Endings which sound like /ʃəs/ spelt -cious or -tious</li> <li>Endings which sound like /ʃəl/               <ul style="list-style-type: none"> <li>words with the ending /shus/ spelt -cious or -tious</li> <li>words with the ending /shul/ spelt -cial or -tial</li> </ul> </li> <li>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>words ending in -able and -ible</li> <li>words ending in -ably and -ibly</li> <li>adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. solemn, thistle, knight</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</li> </ul>



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			<p>morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on, principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)</p>			
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