



Progression of Curriculum and Skills Map

Subject area: English - Spelling

Curriculum Leaders: Charlotte Brown and Kayleigh Popplewell

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word origins	Grammar
Year 1	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • common exception words (CEW) • high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193) • compound words e.g. football, laptop, 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • VC words • CVC words with short vowels • CVC words with long vowels. • Words with adjacent consonants • Words with consonant digraphs and some vowel digraphs/tri graphs • Alternative spellings for vowel 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words ending 'ff', 'll', 'ss', 'zz' and 'ck' (usually after a short vowel letter in short words) • The /ng/ sound spelt n before k • Words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the addition of the prefix 'un' 		

	<p>playground</p> <p>Plus:</p> <ul style="list-style-type: none"> • days of the week • numbers to 20 	<p>phonemes e.g. /ai/ ay/ a-e</p> <ul style="list-style-type: none"> • New consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel • Words ending -y e.g. very, happy, funny 	<ul style="list-style-type: none"> • Verbs where no change is needed to the root word • Adding endings -ing, -ed, -er • Adjectives where no change is needed to the root word • adding -er and -est. 			
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Year 2	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • common exception words (CEW) • high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195) 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • homophones and near homophones e.g. there/their /they're, hear/here, see/ sea • words with alternative pronunciations from Letters and Sounds Phase 5 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) • words with the /s/ sound spelt 'c' before 'e', 'i', 'y' • words ending -le, -el, -al and -il • adding -ies to nouns and verbs ending in 'y' • adding -ed, -ing, -er, -est to a root word ending 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the suffixes -ment, -ness, -ful, -less and -ly • words ending in -tion 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • words with the /r/ sound spelt 'wr' at the beginning of words 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with contractions e.g. can't, didn't • words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's

			<p>in 'y' with a consonant before it</p> <ul style="list-style-type: none">• adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel			
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Years 3 and 4	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words from the National Curriculum word list for Years 3 and 4 (pg 64) 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight words containing the /u/ sound spelt 'ou' e.g. double, trouble homophones and near homophones e.g. affect/ 		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> 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') words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Possessive apostrophe with plural words e.g. girls' boys' babies' children's

		effect, berry/bury, fair/fare, male/mail		super-, anti- , auto- <ul style="list-style-type: none">• words using suffix-es: -ly, -ation, -ous• words with end-ings sounding /shun/: -tion, -sion, -ssion, -cian• words ending with the schwa sound: measure, creature	<ul style="list-style-type: none">• words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene	
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Years 5 and 6	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words from the National Curriculum word list for Years 5 and 6 (pg 71) 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough homophones and other words that are often confused e.g. practise/practice, advise/advice, past/passed 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the ending 'shus/spelt -cious or -tious words with the ending /shul/ spelt -cial or -tial words with the endings -ant, -ance/-ancy, -ent, -ence/-ency words ending in -able and -ible words ending in -ably and -ibly adding suffixes beginning 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own

				with vowel endings 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)		
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