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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Spelling** | -Spell words containing each of the 40+phonemes already taught  -Spell common exception words  -Spell the days of the week  -Name the letters of the alphabet in order  -Name the letters of the alphabet  using letter names to distinguish between alternative spellings of the same sound  -Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  -Add prefixes and suffixes using the prefix un-  -Add prefixes and suffixes using –ed, -er, -est, where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest  +-Use simple spelling rules (see English Appendix 1)  -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | **-**Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  -Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.  -Spell by learning to spell common exception words  -Spell by learning to spell more words with contracted forms  -Spell by learning the possessive apostrophe (singular) e.g. the girl’s book  -Spell by distinguishing between homophones and near homophones  -Add suffixes to spell longer words including –ment, -ness, - ful, -less, -ly to spell longer words  -Apply spelling rules and guidance (see Appendix 1)  -Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | **-**Use the prefixes un-, dis-, mis-, re-, pre-  -Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited  -Use the suffix –ly  -Spell words with endings sounding like ‘zh’ and ‘ch’ e.g. treasure, measure, picture, nature.  -Spell words with endings which sound like ‘zhun’ e.g.division, decision  -Spell homophones such as brake/break, great/grate, mail/male.  -Spell words that are often misspelt (see Appendix 1)  -Spell words containing the ‘i’ sound spelt’y elsewhere than at the end of words e.g. myth, gym.  **-**Spell words containing the ‘u’ sound spelt ‘ou’ e.g. young, touch, double.  -Spell words with the ‘k’ sound spelt ‘ch’ e.g. chef, machine  -Spell words with the ‘ay’ sound spelt ‘ei’, ‘eigh’ or ‘ey’ e.g. eight, they.  -Use the first two or three letters of a word to check its spelling in a dictionary  -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | **-**Use the prefixes in-, -im, -il, -ir-, sub, inte-, super-, anti-, auto-  -Understand and add the suffixes –ation, -ous  -Add endings which sound like ‘shun’ spelt –tion, -sion, -ssion,-cian e.g. invention, discussion, magician  -Spell words ending with the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt –gue e.g. rogue, tongue, antique, unique.  -Spell homophones such as accept/except, medal/meddle  -Spell more complex words that are often misspelt (see Appendix 1)  -Spell words with the ‘s’ sound spelt ‘sc’ e.g. science  -Place the possessive apostrophe accurately in words with regular plurals e.g. girls’, boys’ and in words with irregular plurals e.g. children’s  -Use the first three or four letters of a word to check its spelling in a dictionary  -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | -Spell word endings which sound like ‘shus’ spelt –cious or –tious e.g. vicious, cautious  -Spell word endings which sound like ‘shil’ spelt –cial or –tial e.g. official, partial  -Spell words ending in –ant, -ance/-ancy, -ent, -ency e.g tolerant/tolerant, transparent/transparency  -Spell words ending in –able and –ible and also –ably and –ibly e.g. adorable, possible, adorably, possibly  -Spell words containing the letter string ‘ough’ e.g. bought, rough, through, bough.  -Spell some words with silent letters e.g. knight, solemn.  -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. (see Appendix 1)  -Use first three or four letters of a word to check spelling, meaning or both of these in a dictionary  -Use a thesaurus | **-**Add suffixes beginning with vowel letters to words ending in –fer e.g. referring, preferred, preference.  -Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter  -Distinguish between homophones and other words which are often confused (see Appendix 1)  -Use dictionaries to check the spelling and meaning of words (including more ambitious vocabulary)  -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (see word list-Appendix 1)  -Use a thesaurus with confidence |