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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 |