**New National Curriculum Spelling**

Objective Progression for Sholing Junior School

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Year 3 and 4

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| Prefix | Suffix | Homophones | Letter sounds | Other |
| **dis–** and **mis–** | Adding suffixes beginning with vowel letters to words of more than one syllable  | Homophones and near-homophones  | The /ɪ/ sound spelt y elsewhere than at the end of words  | Possessive apostrophe with plural words  |
| **un–**, | The suffix –ous  | Words with the /s/ sound spelt sc (Latin in igin)  |
| **re–** means ‘again’ or ‘back’. | Words with endings sounding like or /ʒə/ eg: sure endings | Words with the /k/ sound spelt ch (Greek in origin) Words with the sound spelt ch (mostly French in origin) /ʃ/  |
| Before a root word starting with **m** or **p**, **in–** becomes **im–**. | Endings which sound like ʒ/ / ən - sion | The /ʌ/ sound spelt ou | Words with the /eɪ/ sound spelt ei, eigh, or ey  |
| **sub–** means ‘under’. | Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)  |
| Before a root word starting with **r**, **in–** becomes **ir–**. |  |
| Before a root word starting with **l**, **in–** becomes **il**. Eg: illegal, illegible | The suffix –ation  |
| **inter–** means ‘between’ or ‘among’. | The suffix –ly  |
| **super–** means ‘above’.  | Endings which sound like spelt –tion, –sion, –ssion, –cian /ʃən/,  |
| **anti–** means ‘against’.  |  |  |  |  |

Year 3

* Understand that the /i/ sound can be spelt y: mystery, Egypt, pyramid, gym, myth.
* Use the spelling rule: /u/ spelt ou: young, cousin, double, trouble.
* Spell words with the prefixes: un- dis- mis- in- re- super- anti- auto- sub-
* Add suffixes beginning with vowels to words of more than one syllable: forgotten, gardener, beginner
* Spell words containing common suffixes –ly –er –ed –ing
* Understand the origin of words (Etymology) : /k/ spelt ch (Greek) /sh/ spelt ch (French) /g/ spelt gue (French) /k/ spelt que (French) /s/ spelt sc (Latin)
* Correctly identify and spell homophones and near homophones: accept/except affect/effect brake/break fair/fare.

Year 4

* Spell words containing the suffixes: -ation -ous -sure -ture  *information, nervous, treasure, adventure*
* Spell words with endings which sound like /shun/ spelt: -tion -sion -ssion -cian *invention, extension, expression, magician*.
* Understand the /ai/ sound can be spelt ei, eigh, ey *vein, weigh, they*
* Use an possessive apostrophe with plural words; s’/’s *girls’ children’s*

Year 5 and 6

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| Prefix | Suffix | Homophones | Letter sounds | Other |
|  | Endings which sound like /ʃəs/ spelt –cious or –tious  | In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. *Advice* and *advise* See Appendix | Words with the /i:/ sound spelt ei after c  | Use of the hyphen  |
| Endings which sound like /ʃəl/ cial or tial |  |
| Words ending in –ant, –ance/–ancy, –ent, –ence/–ency  |
| Words ending in –able and –ible Words ending in –ably and –ibly  | Words containing the letter-string; ough  |
| Adding suffixes beginning with vowel letters to words ending in –fer  |
| Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)  |

Year 5

* Spell words with endings which sound like /shus/ spelt –cious or -tious *vicious, precious, cautious, ambitious*.
* Spell words with endings which sound like /shul/ *official, special*.
* Spell words ending in -ant -ance -ancy -ent -ence -ency *observant, observance, tenancy, innocent, innocence, frequency*.
* Understand the spelling rule; /ee/ spelt ei after c *deceive, receive, ceiling*.
* Spell words with silent letters: *doubt, island, lamb, knight*.
* Correctly identify and spell homophones and other words which are often confused: *advise/advice licence/license practise/practice*.

Year 6

* Spell words ending in -able -ible adorable, tolerable, possible, terrible.
* Add suffixes beginning with vowels to words ending in -fer.
* Use a hyphen to link words: co-ordinate, re-iterate.
* Spell words containing the letter string ough: ought, bought, rough, through.
* Correctly identify and spell homophones and other words which are often confused: advise/advice licence/license practise/practice.