

 St Bede's Catholic Primary School Spelling Progression Map					
Year group	Content domain description	Domain #	Guidance	Example Spelling List	Spelling Shed Step
2	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	S14	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	Stage 2 - Step 1 Stage 2 - Step 2 Stage 2 - Step 3
2	The /s/ sound spelt c before e, i and y	S15		race, ice, cell, city, fancy	Stage 2 - Step 4
2	The /n/ sound spelt kn and (less often) gn at the beginning of words	S16	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw	Stage 2 - Step 5
2	The /r/ sound spelt wr at the beginning of words	S17	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap	Stage 2 - Step 7
2	The /l/ or /əɫ/ sound spelt –le at the end of words	S18	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle	Stage 2 - Step 8
2	The /l/ or /əɫ/ sound spelt –el at the end of words	S19	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel	Stage 2 - Step 9
2	The /l/ or /əɫ/ sound spelt –al at the end of words	S20	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal	Stage 2 - Step 10
2	Words ending –il	S21	There are not many of these words.	pencil, fossil, nostril	Stage 2 - Step 11
2	The /aɪ/ sound spelt –y at the end of words	S22	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July	Stage 2 - Step 13
2	Adding –es to nouns and verbs ending in –y	S23	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries	Stage 2 - Step 14
2	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	S24	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying	Stage 2 - Step 15 Stage 2 - Step 16 Stage 2 - Step 17
2	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	S25	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being.	hiking, hiked, hiker, nicer, nicest, shiny	Stage 2 - Step 19 Stage 2 - Step 20 Stage 2 - Step 21
2	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	S26	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	Stage 2 - Step 19 Stage 2 - Step 20 Stage 2 - Step 21
2	The /ɔ:/ sound spelt a before l and ll	S27	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always	Stage 2 - Step 22
2	The /ʌ/ sound spelt o	S28		other, mother, brother, nothing, Monday	Stage 2 - Step 23
2	The /i:/ sound spelt –ey	S29	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley	Stage 2 - Step 25
2	The /ɒ/ sound spelt a after w and qu	S30	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash	Stage 2 - Step 26
2	The /ɜ:/ sound spelt or after w	S31	There are not many of these words.	word, work, worm, world, worth	Stage 2 - Step 27
2	The /ɔ:/ sound spelt ar after w	S32	There are not many of these words.	war, warm, towards	Stage 2 - Step 27
2	The /z/ sound spelt s	S33		television, treasure, usual	Stage 2 - Step 28
2	The suffixes –ment, –ness, –ful, –less and –ly	S34	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily	Stage 2 - Step 29 Stage 2 - Step 30
2	Contractions		In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll	Stage 2 - Step 34
2	The possessive apostrophe (singular nouns)			Megan's, Ravi's, the girl's, the child's, the man's	
2	Words ending in –tion	S35		station, fiction, motion, nation, section	Stage 2 - Step 33
2	Homophones and near-homophones	S36	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	Stage 2 - Step 31 Stage 2 - Step 32
2	Common exception words	S37	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /et/ sound is spelt ea.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	Stage 2 - Step Extra
Year 3 / 4					
3 / 4	Adding suffixes beginning with vowel letters to words of more than one syllable	S38	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred	Stage 3 - Step 11 Stage 3 - Step 10
3 / 4	The /ɪ/ sound spelt y elsewhere than at the end of words	S39	These words should be learnt as needed.	gardening, gardener, limiting, limited, limitation myth, gym, Egypt, pyramid, mystery	Stage 3 - Step 3
3 / 4	The /ʌ/ sound spelt ou	S40	These words should be learnt as needed.	young, touch, double, trouble, country	Stage 3 - Step 2

3 / 4	More prefixes	S41	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in- becomes il. Before a root word starting with m or p, in- becomes im-. Before a root word starting with r, in- becomes ir-. re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect il-: illegal, illegible im-: immature, immortal, impossible, impatient, imperfect ir-: irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antisocial auto-: autobiography, autograph	Stage 3 - Step 7 Stage 3 - Step 8 Stage 3 - Step 9 Stage 4 - Step 2 Stage 4 - Step 3 Stage 4 - Step 5 Stage 4 - Step 29 Stage 4 - Step 30
3 / 4	The suffix -ation	S42	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration	Stage 4 - Step 7 Stage 4 - Step 8
3 / 4	The suffix -ly	S43	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. (4) The words truly, duly, wholly.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	Stage 3 - Step 16 Stage 3 - Step 21 Stage 3 - Step 22 Stage 3 - Step 23 Stage 4 - Step 9 Stage 4 - Step 10
3 / 4	Words with endings sounding like /ʒə/ or /tʃə/	S44	The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	Stage 3 - Step 4 Stage 3 - Step 5
3 / 4	Endings which sound like /ʒən/	S45	If the ending sounds like /ʒən/, it is spelt as -sion.	division, invasion, confusion, decision, collision, television	
3 / 4	The suffix -ous	S46	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous	Stage 4 - Step 14 Stage 4 - Step 15 Stage 4 - Step 17
3 / 4	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	S47	Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend - attention, intend - intention. -cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician	Stage 4 - Step 13 Stage 4 - Step 20 Stage 4 - Step 21 Stage 4 - Step 22
3 / 4	Words with the /k/ sound spelt ch (Greek in origin)	S48		scheme, chorus, chemist, echo, character	Stage 3 - Step 26
3 / 4	Words with the /ʃ/ sound spelt ch (mostly French in origin)	S49		chef, chalet, machine, brochure	Stage 4 - Step 11
3 / 4	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	S50		league, tongue, antique, unique	Stage 3 - Step 27
3 / 4	Words with the /s/ sound spelt sc (Latin in origin)	S51	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/.	science, scene, discipline, fascinate, crescent	Stage 3 - Step 28
3 / 4	Words with the /eɪ/ sound spelt ei, eight, or ey	S52		vein, weigh, eight, neighbour, they, obey	Stage 3 - Step 14 Stage 3 - Step 15
3 / 4	Possessive apostrophe with plural words			girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's' suffix e.g. Cyprus's population)	
3 / 4	Homophones and near-homophones	S61		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	Stage 3 - Step 17 Stage 4 - Step 1 Stage 4 - Step 25
Year 5 / 6					
5 / 6	Endings which sound like /ʃəs/ spelt -cious or -tious	S53	Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c - e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	Stage 5 - Step 1 Stage 5 - Step 2
5 / 6	Endings which sound like /ʃəl/	S54	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial partial, confidential, essential	Stage 5 - Step 3 Stage 5 - Step 4 Stage 5 - Step 5 Stage 6 - Step 22 Stage 6 - Step 23
5 / 6	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	S55	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /eɪ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence	Stage 5 - Step 6 Stage 5 - Step 7 Stage 5 - Step 8 Stage 5 - Step 9

5 / 6	Words ending in -able and -ible Words ending in -ably and -ibly	S56	<p>The -able/-ably endings are far more common than the -ible/-ibly endings.</p> <p>As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.</p> <p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	<p>Stage 5 - Step 10 Stage 5 - Step 11 Stage 5 - Step 13 Stage 6 - Step 25 Stage 6 - Step 26 Stage 6 - Step 27</p>
5 / 6	Adding suffixes beginning with vowel letters to words ending in -fer	S57	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>	Stage 5 - Step 15
5 / 6	Use of the hyphen		Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	
5 / 6	Words with the /i:/ sound spell ei after c	S58	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling	Stage 5 - Step 20
5 / 6	Words containing the letter-string ough	S59	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>	<p>Stage 5 - Step 21 Stage 5 - Step 22</p>
5 / 6	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	S60	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight	<p>Stage 5 - Step 16 Stage 5 - Step 17</p>
5 / 6	Homophones and other words that are often confused	S61	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascend: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main</p>	<p>advice/advise, nouns end -ce and verbs end -se, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <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) 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) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future</p>	<p>Stage 5 - Step 25 Stage 5 - Step 26 Stage 5 - Step 27 Stage 5 - Step 28 Stage 5 - Step 29</p>