

THE KING'S C OF E PRIMARY SPELLING SKILLS and PROGRESSION

Year 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Revisit and review phase 5</p> <p><b>Year 2 phonics</b> /aɪ/ sound spelt 'i' in</p> <p><b>Common exception words</b> : <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils</p> <p><b>Homophones:</b> <i>see/sea, be/bee blue/blew,</i></p>	<p>Revisit and review phase 5</p> <p><b>Year 2 phonics</b> The sound /dʒ/ spelt 'ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.</p> <p>The /s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</p> <p><b>Homophones</b> so far plus: <i>to/too/two, hear/here, one/won, sun/son</i></p> <p><b>Prefixes</b> un, re, dis</p>	<p><b>Year 2 phonics</b> /aɪ/sound spelt 'y'</p> <p>/l/ or /əl/ sound spelt '-le' at the end of words and following a consonant</p> <p>/i:/ sound spelt 'ey'</p> <p>/r/ sound spelt 'wr'</p> <p><b>Common exception words</b> <i>could, should, would, move, prove, improve, most, both, only</i></p> <p><b>Homophones and near homophones</b> quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant</p> <p><b>Suffixes:</b> adding endings '-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 consonant after a single vowel</p> <p><b>Contractions</b> <i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i></p>	<p><b>Year 2 phonics</b> /ɒ/ spelt 'a' after 'w' and 'qu'</p> <p>/ɜ:/ spelt 's'</p> <p><b>Homophones:</b> <i>new/knew, there/their/they're</i></p> <p><b>Adding '-es'</b> to nouns and verbs ending in 'y'</p> <p><b>Suffixes</b> Adding suffixes '-ful', '-less' and '-ly'</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns)</p> <p><b>Contractions</b> <i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i></p> <p><b>Words ending '-tion'</b></p>	<p><b>Year 2 phonics</b> The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>The /ɔ:/ sound spelt 'a' before 'l' and 'll'</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p><b>Suffixes</b> Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</p> <p>The suffixes '-ment', '-ness',</p> <p><b>Revise</b> The possessive apostrophe (singular nouns)</p> <p><b>Common exception words</b> All Year 2 words not taught so far</p>	<p><b>Year 2 phonics</b> The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ʌ/ sound spelt 'o'</p> <p><b>Homophones</b> Revise and apply all homophones taught so far</p> <p><b>Common exception words</b> Statutory word list Revise and apply</p> <p><b>Revise spellings and concepts pupils need to secure.</b></p>

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Year 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p><b>Common exception words</b> Revise year 2 Statutory word list</p> <p><b>Homophones</b> <i>(brake/break, grate/great, eight/ate, weight/wait, son/sun)</i></p> <p><b>Suffixes from Year 2</b> (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’)</p> <p><b>Revise prefix</b> ‘un-’ <b>Teach prefix ‘dis-’</b> <i>(disappoint, disagree, disobey)</i></p> <p><b>Revise Yr2 contractions</b> <i>can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re</i></p> <p><b>words with the /ei/ sound spelt ‘ei’</b> <i>(vein), ‘eigh’ (eight), ‘aigh’ (straight) or ‘ey’ (they)</i></p>	<p><b>Common exception words</b> Statutory word list Personal spelling lists</p> <p><b>Revise homophones and near homophones</b> <i>quite/quiet, night/knight, new/knew, not/knot, they’re/there/their</i> and others as relevant</p> <p><b>Revise Year 2 prefixes and suffixes</b> <b>Prefixes</b> ‘mis-’ and ‘re-’</p> <p><b>The /ɪ/ sound spelt ‘y’</b></p> <p><b>Words ending with the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’</b> (French in origin)</p> <p><b>Proofreading</b> teacher identify common errors to address with class. Find errors in own work with ‘sp’ in margin.</p>	<p><b>Common exception words</b> Statutory word list Personal spelling lists</p> <p><b>Suffixes from Year 2</b> ‘-ness’ and ‘-ful’ following a consonant</p> <p><b>Suffixes</b> ‘-less’ and ‘-ly’</p> <p><b>Prefixes</b> ‘sub-’ ‘tele-’</p> <p><b>From Yr 2: apostrophe for contraction</b></p> <p><b>Words with the // sound spelt ‘ch’</b> (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’</p>	<p><b>Common exception words</b> Statutory word list Personal spelling lists</p> <p><b>Revise homophones and near homophones</b>  Revise elements of last term that are not secure.</p> <p><b>Prefixes</b> ‘super-’ and ‘auto-’</p> <p><b>Words with the /k/ sound spelt ‘ch’</b> (Greek in origin) ache, anchor, Christmas, school, choir, echo</p> <p><b>Proofreading</b> find errors in own work with ‘sp’ in margin. Use the first 2 or 3 letters of a word to check spelling in a dictionary.</p>	<p><b>Common exception words</b> Statutory word list Personal spelling lists</p> <p><b>Plurals and previously taught suffixes</b> ‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’</p> <p><b>Revise from Year 2: apostrophe for contraction</b></p> <p><b>Rare GPCs (/ɪ/ sound)</b> (gym, cygnet, myth, pretty, women, pyramid, mystery, Egypt, build)</p> <p><b>Revise from Years 1 and 2: vowel digraphs</b> ‘ee’ sound family ee, ea, e-e, ie, y, ey</p>	<p><b>Common exception words</b> Statutory word list Personal spelling lists</p> <p><b>Homophones</b> (including heel/heal/he’ll, plain/plane, groan/grown and rain/rein/ reign)</p> <p>Revise elements of last term that are not secure.</p> <p><b>The /ʌ/ sound spelt ‘ou’</b> young, double, touch</p> <p><b>Proofreading</b> find errors in a range of sentences in aspects taught throughout the year.</p>

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Year 4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p><b>Common exception words</b> Revise year 3 Personal lists Statutory word list</p> <p>Words ending /ʒə/ treasure, measure, closure</p> <p><b>From Year 2: possessive apostrophe</b> with singular proper nouns.</p> <p><b>Homophones</b> (<i>peace/piece, main/mane, fair/fare</i>)</p>	<p><b>Common exception words</b> Revise year 3 Personal lists Statutory word list</p> <p><b>Prefixes</b> 'in-', 'il-', 'im-' and 'ir-'</p> <p><b>Words with the /ɛɪ/ sound</b> spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p> <p><b>Adding suffixes</b> beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>The /g/ sound spelt 'gu'</b></p> <p><b>Words with endings sounding like /tʃə/ spelt '-ture'</b></p> <p><b>Possessive apostrophe with plurals</b></p> <p><b>Homophones</b> (<i>scene/seen, mail/male, bawl/ball</i>)</p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Proofreading</b> elements taught so far in Year 4.</p> <p><b>Prefixes 'anti-' and 'inter-'</b></p> <p><b>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b></p> <p><b>Revise spellings taught so far</b></p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Words with the /s/ sound spelt 'sc'</b> (Latin in origin)</p> <p><b>Endings that sound like /ʃən/ spelt 'sion'</b> explosion, conclusion</p> <p><b>Apostrophes for possession</b>, including singular and plural</p> <p><b>Homophones</b> weather/whether, who's/whose, medal/meddle, missed/mist, team/teem</p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Proofreading</b> particular focus on words with '-ous' endings, if possible.</p> <p><b>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</b></p> <p><b>Suffix '-ous'</b></p> <p><b>Suffix '-ly'</b> added to words ending in 'y', 'le' and 'ic'</p> <p><b>Revise work covered this term</b></p>

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Year 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Words with the letter string 'ough'</b></p> <p><b>Words with 'silent' letters</b></p> <p><b>Spelling journals for etymology</b></p> <p><b>Words ending in '-able' and '-ible'</b></p> <p><b>Homophones</b> (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Revise selected spellings from last term and this term</b></p> <p><b>From previous years: plurals (adding '-s', '-es' and '-ies')</b></p> <p><b>Revise - apostrophe for contraction and possession</b></p> <p><b>Use of the hyphen</b></p> <p><b>Proofreading</b>, focusing on checking words from personal lists</p> <p><b>Using a dictionary to support learning word roots, derivations and spelling patterns</b></p> <p><b>Using dictionaries to create word webs</b></p> <p><b>Building new words from known morphemes</b></p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>From Years 3 and 4: apostrophe for possession</b></p> <p><b>Rare GPCs</b> (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</p> <p><b>Spelling journals for etymology</b></p> <p><b>Words ending in '-ably' and '-ibly'</b></p> <p><b>Homophones</b> (<i>led/lead, steel/steal, alter/altar</i>)</p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Revise spellings taught in previous half term</b></p> <p><b>Proofreading:</b> checking from another source after writing</p> <p><b>Building words from root words</b></p> <p><b>Homophones</b> (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, led/lead, steel/steal, altar/alter, assent/ascent</i>)</p> <p><b>Words with the /i:/ sound spelt 'ei'</b></p> <p><b>'ei' and 'ie' words</b></p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>using etymological/morphological strategies for spelling</b></p> <p><b>Using spelling journals for etymology</b></p> <p><b>Proofreading for words on statutory list</b></p> <p><b>Homophones</b> (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Revise spellings taught in previous half term</b></p> <p><b>Proofreading:</b> use of dictionary to check words referring to first three or four letters</p> <p><b>Problem suffixes:</b> these could include '-ous', '-ing', '-ed', '-es' or '-ies',</p> <p><b>Homophones</b> (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, led/lead, steel/steal, altar/alter, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose, assent/ascent</i>)</p> <p><b>Spelling aspects from Year 5 that are not secure</b></p>

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Year 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p><b>Common exception words</b> Personal lists Statutory word list Year 5/6 Revision of Yr 3-6 word lists</p> <p><b>Revise words ending ‘-able’/‘-ably’, and ‘-ible’/‘-ibly’</b></p> <p><b>Adding suffixes beginning with vowels to words ending in ‘-fer’</b></p> <p><b>Proofreading in smaller chunks (sentences, paragraphs)</b></p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Homophones (‘ce’/‘se’)</b> advice/advise, device/devise, practice/practice. licence/license</p> <p><b>Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’</b></p> <p><b>Revise spelling from this term</b></p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Revise words with ‘ough’ letter string</b></p> <p><b>Words ending ‘-cial’ and ‘-tial’</b></p> <p><b>Proofreading someone else’s writing</b></p> <p><b>Revise generating words from prefixes</b></p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Homophones</b> (<i>dessert/ desert,</i> <i>stationery/ stationary,</i> <i>complement/</i> <i>compliment, principle/</i> <i>principal, prophet/profit</i>)</p> <p><b>Proofreading passages of own writing</b></p> <p><b>Revise generating words from prefixes and roots</b></p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Rare GPCs from statutory word list – identify own ‘tricky’ words.</b></p> <p><b>Words ending in ‘ant’, ‘-ance and ‘-ancy’</b></p> <p><b>Proofreading own writing independently</b></p> <p><b>Revise root words and meaning</b></p>	<p><b>Common exception words</b> Personal lists Statutory word list</p> <p><b>Revise spellings taught last half term</b></p> <p><b>Words ending ‘-ent’, ‘-ence’ and ‘-ency’</b></p> <p><b>Homophones</b> (<i>draught/ draft,</i> <i>dissent/descent,</i> <i>precede/proceed,</i> <i>wary/ weary</i>)</p> <p><b>Revise commonly misspelt homophones</b></p>