

**Spelling progression Document Key Stage 2**

<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p>	<p>Ow sound spelled ou. (House, loud, proud, mound)</p>	<p>Using the prefix in- to mean not. (Inactive, invisible, individual)</p>	<p>Words ending with -ious.</p>	<p>Words with the short vowel sound i spelled y. (Crystal, lyric, mystery, oxygen)</p>
<p>The /i:/ sound spelt ey</p> <p>The /aɪ/ sound spelt y at the end of words</p>	<p>Oo sound spelled ou.(Group, youth, routine)</p>	<p>Using the prefix in-, when in front of a root word beginning with r, the in- turns into ir- (irrelevant, irresponsible) and when in front of a root word beginning with l the in- changes to il (illiterate, illusion, illuminate)</p>	<p>Words ending in -cious. (Delicious, precious, suspicious, spacious).</p>	<p>Words with the long vowel sound i spelled y. (Comply, magnify, identify, multiply).</p>
<p>The /ɔ:/ sound spelt a before l and ll</p> <p>Door, floor and poor</p>	<p>The i sound spelled with a y. (sly, try, fly)</p>	<p>The prefix sub- which means under (submerge, submarine, substandard)</p>	<p>Words ending in -cial. (Official, judicial, superficial, beneficial).</p>	<p>Adding the prefix over- to verbs. (Overwhelming, overestimate, overinflated, overcompensate).</p>
<p>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</p> <p>Mr and Mrs</p>	<p>Endings that sound like ze but end in sure. (Measure, treasure, pleasure)</p>	<p>The prefix inter- which means amongst or during (interval, intermittent, interfere)</p>	<p>Words ending in -tial. (Spatial, potential, confidential, residential).</p>	<p>Adding the suffix -ful to change nouns and verbs into adjectives. (Harmful, beautiful, successful, delightful).</p>
<p>The /s/ sound spelt c before e, i and y</p> <p>Find, mind, kind, behind</p>	<p>Words which sound like they end in ch but end with ture. (Adventure, furniture, future)</p>	<p>Mixture of all spelling rules learnt so far.</p>	<p>Mixture of all spelling rules learnt so far.</p>	<p>Words which can be nouns and verbs. ( Bomb, damage, experience, highlight).</p>
<p>The /z/ sound spelt s</p>	<p>Words from the year 3-word list.</p>	<p>Words from year 4 word list</p>	<p>Words from the year 5 word list.</p>	<p>Words from the year 6 word list.</p>

<p>The /ʌ/ sound spelt o</p> <p>People, child, children parents</p>	<p>Words with the prefix re. (Regain, react, replay, reissue, repost)</p>	<p>The suffix -ation is added to verbs to make nouns. (Relaxation, ventilation, occupation)</p>	<p>Words ending in -ant. (Restaurant, consultant, accountant, unpleasant).</p>	<p>Words with an o sound spelled ou. (Mourn, course, court, fourth).</p>
<p>Recognising long and short vowel sounds</p> <p>Old, cold, both, gold, hold, told, most, only, while and climb</p>	<p>Words with the prefix dis. (Discontinue, disapply, displease)</p>	<p>Adding -ly to adjectives that don't end in y or l. (Anxiously, certainly, lonely)</p>	<p>Words ending in -ance. (Clearance, guidance, acceptance, importance).</p>	<p>Words with an o sound spelled ow. (Meadow, swallow, window, tomorrow).</p>
<p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Every, everybody and even.</p>	<p>Words with the prefix mis. (Misuse, misguide, misunderstand)</p>	<p>Adding -ly to adjectives which end in l. (Carefully, faithfully, peacefully)</p>	<p>Words ending in -ence. (Consequence, preference, influence, coincidence).</p>	<p>Words with a soft c spelled ce. (Balance, except, cemetery, adjacent).</p>
<p>Adding -er and est to adjectives to create superlatives and adding y to nouns to create adjectives.</p> <p>Great, break, steak.</p>	<p>Adding suffixes to words with more than one syllable when the last letter is not doubled. (Gardening, gardener, limiter, limiting, rower, rowing)</p>	<p>Adding -ly to adjectives which end in y. (Angrily, happily, crazily).</p>	<p>Words ending in -ent. (Development, independent, appointment, achievement).</p>	<p>Words with the prefix dis-. (Disrupt, disorder, discombobulated, disappear).</p>
<p>Adding -ed and -ing to words to change the tense.</p> <p>Hour, pretty, beautiful</p>	<p>Adding suffixes to words with more than one syllable when the last letter is doubled. (Swimmer, swimming, forgetting, forgotten, hitting, hitter)</p>	<p>Words with the sh sound which are spelt -ch. (Machine, brochure, parachute, chic).</p>	<p>Words ending in -able. (Debatable, justifiable, reliable, lovable).</p>	<p>Words with the prefix un-. (Unfinished, uncertain, unimpressed, unfortunately).</p>
<p>Words from the year 2-word list.</p>	<p>Words from the year 3-word list.</p>	<p>Words from the year 4 word list.</p>	<p>Words from the year 5 word list.</p>	<p>Words from the year 6 word list.</p>
<p>To be able to build words by adding: -s and -es to words (plural of nouns and the third person singular of verbs)</p>	<p>The long vowel a sound spelled ai (Spain, drain, train)</p>	<p>Adding the suffix -ion to root words ending in d, de or se where the suffix becomes -sion. (Extension, explosion, provision).</p>	<p>Words ending in -ible. (Invincible, incredible, reversible, convertible).</p>	<p>Words with the prefix im-. (Immortal, impatient, imperfection, improper).</p>

<p>To be able to build words by adding: er and est to adjectives (to make comparatives and superlatives)</p>	<p>The long a sound spelled ei. (weigh, vein, freight)</p>	<p>Adding the suffix -ous. Recognise the root word and what has happened when adding -ous (Continuous, furious, envious)</p>	<p>Words ending in -ably including root words which end in ce or ge where the e is kept. (Capably, probably, amicably, knowledgeably, manageably).</p>	<p>Word with the prefix over-. (Overwhelming, overpowering, overestimate, oversimplify).</p>
<p>To know the conventions for adding suffixes to different root words.</p> <p>could, should, would, people, every, everybody, eye, any, who, whole.</p>	<p>The long a sound spelled ey. (Obey, survey, prey)</p>	<p>Word with the au diagraph. (Sauce, haul, pause).</p>	<p>Words ending in -ibly. (Terribly, horribly, flexibly, visibly).</p>	<p>Words with the prefix dis-. (Distract, disrupt, disorder, disappear).</p>
<p>To know the conventions for adding consonant suffixes <i>ly</i>, <i>ful</i> and <i>ment</i> to different root words.</p>	<p>Adding the suffix <i>ly</i> to change adjective into an adverb. (Slowly, quickly, neatly)</p>	<p>The ee sound with the i spelling. (Apricot, angrier, genius).</p>	<p>Adverbs of time. (Recently, eventually, punctually, earlier).</p>	<p>Words with the f sound spelled ph. (Photosynthesis, spherical, atmosphere, pharmacy).</p>
<p>To know the conventions for adding consonant suffixes <i>ness</i> and <i>less</i> to different root words.</p>	<p>Homophones: same pronunciation but different meanings and/or spellings. (New, knew, threw, through, for, four, be, bee, one, won)</p>	<p>Mixture of all spelling rules learnt so far.</p>	<p>Words ending in -fer. If the fer is stressed the r is doubled. If the -fer is not stressed the r is not doubled. (Transfer, transferred, prefer, preferred, offer, offered)</p>	<p>Words which have origins from other countries. (Ketchup – Chinese, Ballet – French, paparazzi – Italian, karaoke – Japanese).</p>
<p>Words from the year 2-word list.</p>	<p>Words from the year 3 word list.</p>	<p>Word from the year 4 word list.</p>	<p>Words from the year 5 word list.</p>	<p>Words from the year 6 word list.</p>
<p>To be able to spell -The /o/ sound spelt ar after w and qu</p> <p>beautiful, people, (with – commonly misspelled), because (further practice)</p>	<p>The l sound spelled al at the end of words. (Magical, spiritual, annual, total).</p>	<p>Adding the suffix -ion, when the root word ends in a t or te the suffix becomes tion. (Operation, relation, pollution).</p>	<p>Words which begin with silent letters. (Tsunami, gnome, wrong, whole).</p>	<p>Words with unstressed vowels. (Frightening, secretary, business, separate).</p>

To be able to spell- Words ending in –tion  would, could, should (further practice)	The l sound spelled le at the end of words. (handle, dazzle, tickle, mingle, tingle).	Adding the suffix -ion which become ssion when the root word ends in -ss or -mit. (Emission, omission, expression).	Words that contain silent letters. (Environment, muscle, asthma, debt).	Words that end in the shul sound but spelled -cial. (Racial, crucial, facial, beneficial).
To use apostrophes for contractions	Adding the suffix ly to words ending in le and the ending changing to ly. (Simple, simply, wriggle, wriggly, wrinkle, wrinkly)	Adding the suffix -cian used instead of -sion when the root word ends in c or cs (Musician, optician, mathematician).	Words spelled with ie after c. (Efficiency, scientific, sufficient, conscience).	Words that end in the shul sound but spelled -tial. (Partial, confidential, torrential, substantial).
To be able to spell- the /o/ sound spelled a after w	Adding the suffix ally to a word which ends in ic. (Organic, organically, basic, basically, actual, actually).	The s sound spelled c before l and e. (Race, space, nice).	Words which are spelled ei after c which have an ee sound. (Deceive, receipt, conceit, deceit)	Words that have the letter string acc- at the beginning. ( Accordingly, accommodate, accelerator, accumulate)
To be able spell the /ɜ:/sound spelt or after w.	Adding the suffix ly to words which do not follow the rules. (Sly, slyly, true, truly, whole, wholly).	Words containing sol. (solitary, solidify, resolve).	Words which contain -ough which have the aw sound. (Bought, brought, thought, wrought).	Words with the -er suffix and what happens when adding to a root word ending in e or y. (Lonelier, noisier, larger, nicer).
Words from the year 2-word list.	Words from the year 3-word list.	Words from the year 4 word list.	Words from the year 5 word list.	Words from the year 6 word list
To be able spell words ending in /l/ or /əl/	Words ending in er when the root word ends in ch. (Teacher, preacher, scorcher, watcher).	Homophones: same pronunciation but different meanings and/or spellings. (whether, weather, there, they're, of, off, cue, queue)	Words which contain -ough which have the o sound as in boat. (Although, though, furlough, doughnut).	Words with the -est suffix and what happens when adding to a root word ending in e or y. (Silliest, easiest, finest, cutest).
To be able to use apostrophes for contraction and possession.	Words with the k sound spelled ch. (Chaos, chemist, echo, orchid)	Words containing phon. (Telephone, phonetic, microphone).	Words which contain -ough which have the ow sound as in cow. (Bough, drought, plough, drought).	Words with the -est or -er suffix and what happens when the root word has a short vowel sound. (Fatter, fattest, slimmer, slimmest)
To be able to distinguish between pairs of homophones and near-homophones – little words	Words ending with the g sound spelled gue. (League, tongue, plague, morgue).	Words containing sign. (Signature, design, resign, assign).	Adverbs of possibility. (Certainly, definitely, possibly, obviously, undoubtedly).	Words which contain hyphens. (Rock-hard, dog-friendly, wind-powered, factory-made)

To be able to distinguish between pairs of homophones and near-homophones - numbers	Words with the s sound spelled sc. (Scissors, scent, crescent, muscle).	Words which contain the prefix super-. (Superficial, superstitious, supernova, supernatural).	Homophones: same pronunciation but different meanings and/or spellings. (heir, air, boy, buoy, stationery, stationary).	Words which contain hyphens. (Open-minded, cold-hearted, bad-tempered, man-eating).
To be able to distinguish between pairs of homophones and near-homophones – e.g. here, there, where, should, could, would	Homophones: same pronunciation but different meanings and/or spellings. (Which, witch, not, knot, of, off)	Words which contain the prefix anti-. (Antiseptic, anticlockwise, antisocial, antibiotic)	Homophones: same pronunciation but different meanings and/or spellings. (Cymbal, symbol, carrot, karat, knight, night).	Revision of all year 6 spellings.
Words from the year 2-word list.	Words from year 3 word list.	Words from the year 4 word list.	Words from the year 5 word list.	Words from the year 6 word list
To be able to distinguish between pairs of homophones and near-homophones - contractions e.g. its, they're and 've (not of)	Words with the suffix-sion pronounced zen. (Collision, confusion, decision, illusion).	Words which contain the prefix auto-. (Automobile, automatic, autograph, autobiography).	Revision of all year 5 spellings	Revision of all year 6 spellings.
Topic words – pirates (literacy/ history)	Revision of all year 3 spellings	Words with the prefix bi-. (Biannual, biceps, bilingual, binocular).	Revision of all year 5 spellings	Revision of all year 6 spellings.
To be able to distinguish between pairs of homophones and near-homophones - possessive pronouns: e.g. my, mine, your, yours, our, ours etc	Revision of all year 3 spellings	Revision of all year 4 spellings	Revision of all year 5 spellings	Revision of all year 6 spellings.
Topic words – moving vehicles (DT)	Revision of all year 3 spellings	Revision of all year 4 spellings	Revision of all year 5 spellings	Revision of all year 6 spellings.
Words from the year 2-word list.	Revision of all year 3 spellings	Revision of all year 4 spellings	Revision of all year 5 spellings	Revision of all year 6 spellings.