

STEPPING STONES ENGLISH – SPELLING PROGRESSIONS AND RULES

SPELLING RULES AND PROGRESSION FOR YEAR GROUPS 1-6

Year 1 Spellings	Year 2 Spellings	Year 3 Spellings	Year 4 Spellings	Year 5 Spellings	Year 6 Spellings
<ul style="list-style-type: none"> • Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. • Spell words with the /ŋ/ sound spelt n before k, e.g. <i>bank, think</i>. • Divide words into syllables, e.g. <i>packet</i>. • Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. • Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. • Add s and es to words, e.g. <i>thanks, catches</i>. • Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. • Add -er and -est to adjectives where no change is needed to the root word. • Spell words with vowel digraphs. • Spell words with vowel trigraphs. • Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>. • Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. • Spell words using k for the /k/ sound, e.g. <i>Kent</i>. • Add the prefix -un. • Spell compound words, e.g. <i>farmyard, bedroom</i>. • Spell common exception words (see below). • Spell days of the week. 	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known. • Learn to spell common exception words (see below). • Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>. • Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>. • To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>). • Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker</i>. • Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>. • Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless</i>. • Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest</i>. • Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully</i>. <p>Spell words with:</p> <ul style="list-style-type: none"> - the /dʒ/ sound spelt as ge and dge at the end (e.g. <i>age, badge</i>), and spelt as g elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt c before e, i and y, e.g. <i>ice, cell</i> - the /n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat</i>. - the /r/ sound spelt wr at the beginning e.g. <i>wrote, wrong</i>. - the /l/ or /əl/ sound spelt -le at the end of words, e.g. <i>table, apple</i>. - the /l/ or /əl/ sound spelt -el at the end of words, e.g. <i>camel, tunnel</i>. - the /l/ or /əl/ sound spelt -al at the end of words, e.g. <i>pedal, capital</i>. - the ending -il e.g. <i>pencil, fossil, nostril</i>. - the /aɪ/ sound spelt -y at the end of words, e.g. <i>try, reply</i>. - The /ɔ:/ sound spelt a before l and ll, e.g. <i>call, walk</i> - The /ʌ/ sound spelt o, e.g. <i>mother, Monday</i> - The /i:/ sound spelt -ey, e.g. <i>key, donkey</i> - The /ɒ/ sound spelt a after w and qu, e.g. <i>wander, quantity</i> - The /ɜ:/ sound spelt or after w, e.g. <i>word, worm</i> - The /ɔ:/ sound spelt ar after w, e.g. <i>war, warm</i> - The /z/ sound spelt s, e.g. <i>television, usual</i> ▪ Add -es to nouns and verbs ending in -y, e.g. <i>copies, babies</i>. ▪ Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. <i>copied, copier</i>. ▪ Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▪ Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▪ Spell words ending in -tion, e.g. <i>station, fiction</i>. - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • Use further prefixes <i>dis-, mis-, re-</i>, and suffixes <i>-ly, -ous</i>, and understand how to add them. • Add suffixes beginning with vowel letters to words of more than one syllable. • Spell homophones and near homophones. • Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i> • Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>. • Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>. • Spell words with the /et/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> • Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear /heard, think /thought</i> • Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> • Use the first two 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 words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<ul style="list-style-type: none"> • Use further prefixes, e.g. <i>in-, im- ir-, sub-, inter-, super-, anti-, auto-</i>. • Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian</i>. • Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves</i>. • Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus</i>. • Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine</i>. • Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. <i>tongue, antique</i>. • Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene</i>. • Understand how diminutives are formed using e.g. suffix -ette and prefix mini-. • Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb). • The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>. • Use the first 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. • Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). • Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below. 	<ul style="list-style-type: none"> • Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. • Recognise and spell words ending in <i>-ant</i>, • <i>-ance/-ancy, -ent, -ence/-ency</i>. • Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. • Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. • Recognise and spell words with the /i:/ sound spelt ei after c, e.g. <i>deceive, receive</i>. • Recognise and spell words containing the letter-string <i>ough</i>. • To recognise and spell the suffixes <i>-al, -ary, -ic</i>. • To spell further suffixes, e.g. <i>ll in full becoming l</i>. • Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>. • To spell unstressed vowels in polysyllabic words. • Develop self-checking and proof reading strategies. • Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. • Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. 	<ul style="list-style-type: none"> • Recognise and spell endings which sound like /ʃəs/, spelt <i>-cious</i> or <i>-tious</i>. • Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial</i>. • Investigate adding suffixes beginning with vowel letters to words ending in <i>-fer</i>, e.g. <i>referring, reference</i>. • Investigate use of the hyphen. • Investigate and use further prefixes, e.g. <i>bi- trans-tele- circum-</i>. • Distinguish between homophones and other words that are often confused. • Identify root words, derivations and spelling patterns as a support for spelling. • Be secure with all spelling rules previously taught. • Use a number of different strategies interactively in order to spell correctly. • Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. • Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.

