# Spelling Progression

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Spelling patterns and rules** | Spell words containing Phase 2, 3 and 4 graphemes. Use adjacent consonants. Spell words with suffixes**-ing, -ed, -er, -est**. Apply taught tricky words. | Spell words in phase 5: apply alternative spellings including **ay, ou, oy, ea, ir, ie, ue, ew, y, oe, ow, ph, wh, tch, wr, kn, gn, mb, dge, ge, ti, si, ci**. Apply taught tricky words and alternative pronunciations. | Form nouns using**-ness, -er**. Form adjectives using**-ful, -less**. Use suffixes**-ly, -ment**. Spell contractions and use apostrophes. Distinguish homophones and near homophones. Apply Common Exception Words. | Use prefixes **re-, dis-, mis-** accurately. Add suffixes to multisyllabic words. Spell words ending in**-ure**. Spell words ending in**-al** and**-ly**. Spell words containing **ai, ei, eigh, ey** patterns. Spell words with **ch** making a /k/ sound (e.g. chorus, scheme). Spell words ending**-gue** and**-que**. Spell words where **sc** makes an /s/ sound. Recognise and spell homophones and near homophones. | Use prefixes **in-, il-, im-, ir-, sub-, inter-, super-, anti-, auto-, bi-** accurately. • Spell words ending in**-ate, -ion, -ous, -ian**. Add suffixes to words ending in **y**. Spell words where **ch** makes a /sh/ sound. Spell words where **au** makes an /or/ sound. Spell possessive plurals correctly. Continue to secure homophones and commonly confused words. | Spell words ending in**-ant, -ance/-ancy, -ent, -ence/-ency**. Spell words ending in**-able/-ible** and**-ably/-ibly**. Spell words ending in**-al** and**-ous**. Apply spelling rules when adding suffixes to words ending in**-fer**. Spell words with silent letters. Spell words containing **ough** and **ie/ei** patterns. Use hyphens accurately where required. | Secure all previously taught spelling patterns. Spell words ending in**-ably, -ibly, -ent, -ence** confidently. Spell words beginning with **acc-**. Apply prefixes **dis-, un-, over-, im-** accurately. Spell words of foreign origin and derivation. Use more sophisticated vocabulary, including grammar and subject-specific vocabulary. |
| **Etymology and Morphology** | Begin recognising patterns within words. | Discuss similarities between words and spelling patterns. | Explore simple word families and relationships between words. | Identify roots, prefixes and suffixes within familiar words. | Explore word origins including Latin and French influences. | Identify root words, prefixes and suffixes in unfamiliar words. | Use knowledge of etymology and morphology to |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Understand how prefixes alter meaning.<br><br>Use spelling knowledge to build families of related words. | Investigate how suffixes change word classes.<br><br>Build word families using common roots. | Understand how morphology supports spelling and meaning.<br>Explore derivations when spelling complex vocabulary. | spell unfamiliar words.<br><br>Identify patterns in words from different language origins.<br>Apply understanding of word structure independently. |
| **Common exception words and Statutory word list** | Learn and apply Phase 2-4 tricky words including *is, I, the, was, you, they, my, by, all, are*. | Learn and apply Phase 5 tricky words including *their, people, once, eye, beautiful, busy, pretty, hour, improve, parents, shoe*. | Learn and apply Year 2 Common Exception Words and Little Wandle prickly spellings. | Read, spell and apply Year 3/4 statutory spellings in independent writing.<br><br>Identify common spelling errors and make corrections. | Read, spell and apply the full Year 3/4 statutory spelling list accurately in independent writing | Read, spell and apply Year 5/6 statutory spellings in independent writing.<br><br>Investigate links between spelling patterns and statutory words. | Secure accurate spelling of all Year 5/6 statutory words across the curriculum.<br><br>Apply spelling knowledge consistently in extended writing |
| **Dictionary skills and thesaurus** | Begin developing alphabet knowledge. | Use alphabetical order to locate simple words. | Use alphabetical order to locate words independently. | Use the first two or three letters of a word to locate it in a dictionary.<br><br>Check spellings independently | Use the first three letters of a word to locate and verify spellings.<br><br>Begin to use dictionaries independently during editing. | Use the first three or four letters to locate words efficiently.<br><br>Use a thesaurus to improve vocabulary choices. | Use dictionaries and thesauruses confidently and independently.<br><br>Select vocabulary precisely to suit purpose and audience. |