

SPELLING PROGRESSION

Y1	Y2	Y3/4	Y5/6
<p>Pupils can</p> <p>spell words containing each of the 40+ phonemes already taught</p> <p>spell common exception words</p> <p>spell the days of the week</p> <p>name the letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix un–</p> <p>use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u></p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Pupils can</p> <p>segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>spell common exception words</p> <p>spell more words with contracted forms</p> <p>use the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguish between homophones and near-homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in <u>English Appendix 1</u></p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Pupils can</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Pupils can</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p>