



Spelling Progression Map			
Year 1	Year 2	Year 3 / 4	Year 5 / 6
<p>Read and spell words that are decodable using phonemes already taught.</p> <p>Read and spell the days of the week.</p> <p>Use the spelling rule for adding '-s' or '-es' as the plural marker for nouns.</p> <p>Use the spelling rule for adding '-s' or '-es' as the third person singular marker for verbs.</p> <p>Add '-ing', '-ed', '-er' and '-est' where no change is needed in the</p>	<p>Learning to spell by segmenting spoken words into phonemes and representing these by graphemes:</p> <p>Add suffixes to spell longer words e.g. '-ing', '-ed', '-er', '-est' and '-y'</p> <p>Spell words with the suffixes '-ment', '-ness', '-ful', '-less', '-ly' and '-tion'</p> <p>Spell common homophones</p> <p>Spell words ending in 'le', 'el', 'il' 'al'.</p>	<p>Add suffixes beginning with vowels to words with more than one syllable.</p> <p>Add the suffix '-ly'</p> <p>Use common prefixes: in, irr, inter, re, il, sub, anti, auto, super.</p> <p>Spell words with sure, ture, tcher endings.</p> <p>Add 'ous' to words.</p> <p>Spell words with suffixes that make a 'shun' sound.</p> <p>Learn words that are often misspelled when prefixes and suffixes are added, or that have different origins (eg, gue, que).</p> <p>Spell the statutory spellings for year 3 / 4.</p> <p>Use dictionaries to check spellings and meanings of words.</p>	<p>Spell words with the endings which make a 'shus' sound: cious, tious.</p> <p>Spell words with endings that make a 'shul' sound: cial, tial.</p> <p>Spell words ending in '-ant', '-ance' / '-ancy', '-ent' or '-ence' / '-ency'</p> <p>Spell words ending in '-able' and '-ible'</p> <p>Add suffixes beginning with vowels to words ending in '-fer'</p> <p>Use hyphens to link words.</p> <p>Spell words with the 'ee' (/i:/) sound spelled 'ei' after 'c'</p> <p>Spell words containing the letter-string 'ough'</p> <p>Spell words with 'silent letters' (i.e. letters that cannot be predicted from the pronunciation of the word).</p>



<p>spelling of root words (e.g. 'helping', 'helped', 'helper', 'eating', 'quicker', 'quickest').</p> <p>Add the prefix 'un' and know how this changes the meaning.</p> <p>Spell common exception words.</p>	<p>Add '-es' to nouns / verbs ending consonant-'y', e.g. 'babies' / 'carries'</p> <p>Spell common exception words.</p>	<p>Use a thesaurus.</p>	<p>Spell and know the meaning of homophones and other words that are often confused: 'aisle' / 'isle'; 'aloud' / 'allowed'; 'affect' / 'effect'; 'altar' / 'alter'; 'ascent' / 'assent'; 'farther' / 'father'; 'guessed' / 'guest'; 'heard' / 'herd'; 'led' / 'lead'</p> <p>Use dictionaries to check spellings and meanings of words.</p> <p>Use a thesaurus.</p> <p>Spell the statutory spellings for year 5 / 6.</p>
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The Grammar and Spelling Bug scheme is used to support planning, teaching and assessment of Spelling at Round Hill.