



Wallsend Jubilee Primary School
 Skills Progression: English (Spelling)

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Words	Pupils should be taught to <ul style="list-style-type: none"> Recognise familiar words and signs such as own name and advertising logo 	Children should be taught to spell <ul style="list-style-type: none"> some common irregular words high frequency words (HFW) – from Read, Write Inc 	Children should be taught to spell: <ul style="list-style-type: none"> common exception words (CEW) high frequency words (HFW) – from Read, Write Inc compound words e.g. football, laptop, playground Plus: days of the week numbers to 20 	Children should be taught to spell: <ul style="list-style-type: none"> common exception words (CEW) high frequency words (HFW) - the first 200 	Children should be taught to spell: <ul style="list-style-type: none"> words from the National Curriculum word list for Years 3 and 4 (pg 64) 	Children should be taught to spell: <ul style="list-style-type: none"> words from the National Curriculum word list Years 5 and 6 (pg 71) 			
Phonics	Pupils should be taught to <ul style="list-style-type: none"> Be aware of, discriminate, and match sounds from the environment, animals and instruments Be aware of rhythm and rhyme, through songs and action rhymes, games and tapping out rhythms Develop an awareness of initial sounds by playing alliteration games, I spy etc. Begin to orally blend and segment cvc words 	Follow Read, Write Inc order of sounds Children should be taught to spell the following words, through segmenting: <ul style="list-style-type: none"> VC words CVC words with short vowels words with consonant digraphs and some vowel digraphs/trigraphs longer words using phonic knowledge that matches their spoken sounds. <p>Some words will be spelt correctly and others phonetically plausible</p>	Follow Read, Write Inc order of sounds Children should be taught to spell: <ul style="list-style-type: none"> VC words CVC words with short vowels CVC words with long vowels words with adjacent consonants words with consonant digraphs and some vowel digraphs/trigraphs alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/ new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel, words ending in -y e.g. very, happy, funny 	Children should be taught to spell: <ul style="list-style-type: none"> homophones and near homophones e.g. there/their/they're, hear/here, see/ sea words with alternative pronunciations 	Children should be taught to spell: <ul style="list-style-type: none"> the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight words containing the /u/ sound spelt 'ou' e.g. double, trouble homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail 	Children should be taught to spell: <ul style="list-style-type: none"> words containing the letter-string 'ough' e.g. b... rough, cough, through, although, thorough, plou... homophones and other words that are often confused e.g. practise/ practice, advise/ advice, ... passed 			
Rules and Conventions	Children should be taught to <ul style="list-style-type: none"> Use a range of tenses 		Children should be taught to spell: <ul style="list-style-type: none"> words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) the /ng/ sound spelt n before k words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') plurals of nouns adding -s and -es to words verbs where no change is needed to the root word: <ul style="list-style-type: none"> adding endings -ing, -ed, -er adjectives where no change is needed to the root word: <ul style="list-style-type: none"> adding -er and -est 	Children should be taught to spell: <ul style="list-style-type: none"> words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) words with the /s/ sound spelt 'c' before 'e', 'i', 'y' <ul style="list-style-type: none"> words ending -le, -el, -al and -il adding -ies to nouns and verbs ending in 'y' adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it adding -ing, -ed, -er, -est 			Children should be taught to spell: <ul style="list-style-type: none"> words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein a... seize 		

				and -y to words of one syllable ending in a single letter after a short vowel		
Affixes and Roots			Children should be taught to spell: <ul style="list-style-type: none"> • words with the addition of the prefix un 	Children should be taught to spell: <ul style="list-style-type: none"> • words with the suffixes -ment, -ness, -ful, -less and -ly • words ending in -tion 	Children should be taught to spell: <ul style="list-style-type: none"> • adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') • words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- • words using suffixes: -ly, -ation, -ous • words with endings sounding / shun/: -tion, -sion, -ssion, -cian • words ending with the schwa sound: measure, creature 	Children should be taught to spell: <ul style="list-style-type: none"> • words with the ending /shus/ spelt -cious or -tious • words with the ending /shul/ spelt -cial or -tial • words with the endings -ant, -ance/-ancy, -ent, -ence/-ency • words ending in -able and -ible • words ending in -ably and -ibly • adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)
Word Origins				Children should be taught to spell: <ul style="list-style-type: none"> • words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • words with the /r/ sound spelt 'wr' at the beginning of words 	Children should be taught to spell: <ul style="list-style-type: none"> • Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist • words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine • words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique • words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene 	Children should be taught to spell: <ul style="list-style-type: none"> • words with silent letters (i.e. letters whose pronunciation cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb
Grammar				Children should be taught to spell: <ul style="list-style-type: none"> • words with contractions e.g. can't, didn't • words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's 	Children should be taught to spell: <ul style="list-style-type: none"> • Possessive apostrophe with plural words e.g. girls' boys' babies' children's 	Children should be taught to spell: <ul style="list-style-type: none"> • words using a hyphen to link a prefix to a root e.g. co-ordinate, re-iterate, co-own
Organisation and Communication						
Overarching vocabulary						