



Spelling Progression

Children follow a carefully sequenced spelling programme, seamlessly dovetailing our Sounds 4 Life phonics programme to the Spelling Shed scheme of work. Fully compliant with the National Curriculum, the spelling rules and patterns for each year group are taught across each year alongside high frequency or 'tricky' words.

EYFS and Key Stage 1 Spelling Progression		
Early Years	Year 1	Year 2
	<i>Y1 common exception words</i>	<i>Y2 common exception words</i>
<p>Early years focus is on building phonic knowledge in order to be confident writers and emergent spellers as children transition to Year One. Further details about our bespoke phonics scheme, Sounds 4 Life, are detailed on our website</p>	<p>'ck' Phonics Phase 2</p> <p>Used if they come straight after a single vowel letter in short words.</p> <p><i>Tricky words – a to of I no</i></p>	<p>The /j/ sound spelled –'dge' at the end of words. This spelling is used after the short vowel sounds</p>
	<p>'nk' Phonics Phase 4</p> <p><i>Tricky words – the go into my was</i></p>	<p>'ge' at the end of words. This spelling comes after all sounds other than the 'short vowels'</p>
	<p>'ff', 'll', 'ss', 'zz' Phonics Phase 2</p> <p>Used if they come straight after a single vowel letter in short words.</p> <p><i>Tricky words – be he me she we</i></p>	<p>The /j/ sound spelled with a g</p>
	<p>-ve' Phonics Phase 2</p> <p><i>Tricky words -you they all are because</i></p>	<p>The /s/ sound spelled c before e, l and y</p>
	<p>ong 'oo' & short 'oo' Phonics Phase 3</p>	<p>The /n/ sound spelled kn and gn at the beginning of words</p>



Spelling Progression

<i>Tricky words – do said so have like</i>	
ai' sound 'oi' sound Phonics Phase 3 <i>Tricky words – come some one out ask</i>	Assessment week
ar' sound Phonics Phase 3 <i>Tricky words – were when what your by</i>	Challenge Words
ear' sound Phonics Phase 3 <i>Tricky words – there little is his has</i>	The /r/ sound spelled 'wr' at the beginning of words
air' sound Phonics Phase 3 <i>Tricky words – oh today says love once</i>	The // or /ul/ sound spelled '-le' at the end of words
'ow' & 'ou' sound Phonics Phase 3 = ow Phonics Phase 5 =ou Already know ow (cow) <i>Tricky words – looked, called, put, push pull</i>	The // or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s
igh' & 'ie' sound Phonic Phase 3 = igh Phonics Phase 5 = ie <i>Tricky words – asked full house our school</i>	The // or /ul/ sound spelled '-al' at the end of words (4)
'ee' & 'ea' sound Phonic Phase 3 = ee Phonics Phase 5 = ea	Words ending in '-il.



Spelling Progression

Already know ee (feet) <i>Tricky words – people here where friends her</i>	
Ay' sound 'oy' sound Phonics Phase 5 <i>Tricky words – Mr Mrs there should could</i>	Assessment week
er' sound Phonics Phase 3 <i>Tricky words – a to of I no</i>	Challenge words
'ur' & 'ir' sound Phonics Phase 3 = ur Phonics Phase 5 = ir <i>Tricky words – the go into my was</i>	The long vowel 'i' spelled with a y at the end of words
'or' & 'ore' sound Phonics Phase 3 <i>Tricky words – be he me she we</i>	Adding '-es' to nouns and verbs ending in 'y.'
aw' & 'au' sound Phonics Phase 5 = aw Phonics Phase 5 = au <i>Tricky words – you they all are</i>	Adding '-ed' to words ending in y. The y is changed to an i
'wh' sound Phonics Phase 5 <i>Tricky words – do said so have like</i>	Adding '-er' to words ending in y. The y is changed to an i



Spelling Progression

	'ph' sound Phonics Phase 5 <i>Tricky words – come some one out ask</i>	Adding 'ing' to words ending in 'e' with a consonant before it
	'ue' & 'ew' sound Phonics Phase 5 = ue Phonics Phase 5 = ew <i>Tricky words – were when what your by</i>	Assessment week
	'oa' & 'oe' sound Phonics Phase 3 = oa Phonics Phase 5 = oe <i>Tricky words – there little is his has</i>	Challenge words
	'a-e' split digraph Phonics Phase 5 <i>Tricky words – oh today says love once</i>	Adding 'er' to words ending in 'e' with a consonant before it.
	'e-e' split digraph Phonics Phase 5 <i>Tricky words – looked called put push pull</i>	Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
	i-e' split digraph Phonics Phase 5 <i>Tricky words – asked full house our school</i>	Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
	'o-e' split digraph Phonics Phase 5 <i>Tricky words – people here where friend her</i>	The 'or' sound spelled 'a' before ll and ll
	'u-e' split digraph Phonics Phase 5 <i>Tricky words – Mr Mrs their should could</i>	The short vowel sound 'o
	'ow' making 'oa' sound Phonics Phase 5	Challenge words



Spelling Progression

	<i>Tricky words – a to of I no</i>	
	Words ending in 'y' making 'ee' Phonics Phase 5 <i>Tricky words – the go into my was</i>	The /ee/ sound spelled '-ey'
	k' sound Phonics Phase 2 with the emphasis on the rule before an 'e', 'i' or 'y', the /k/ sound is achieved with the letter 'k'. Otherwise use a 'c'. <i>Tricky words – be he me she we</i>	Words with the spelling 'a' after w and qu. The /er/ and /or/ sound spelled with or or ar.
	ea' making 'e' sound Phonics Phase 5 <i>Tricky words – you they all are</i>	
	-er', '-est' (suffixes) Using the suffixes when there are no changes to the root word needed. <i>Tricky words – do said so have like</i>	The /z/ sound spelled s.
	-ing', '-ed', '-er' (suffixes) Using the suffixes when there are no changes to the root word needed. <i>Tricky words – come some one out ask</i>	The suffixes '-ment' and '-ness'
	'-s' vs. '-es' Plurals –if the ending sound is 's' or 'z', add '-s'. If the ending sound is 'iz' and forms an extra syllable, add '-es' <i>Tricky words – were when what your by</i>	The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
	Syllables <i>Tricky words – there little is his has</i>	Homophones or near homophones. They have the same pronunciation but



Spelling Progression

		different spellings and/or meanings
	Compound words <i>Tricky words – oh today says love once</i>	Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
	'un-' prefix The prefix un- is added to the beginning of a word without any change to the spelling of the root word. <i>Tricky words – looked called put push pull</i>	Words ending in '-tion.'
	-tch' Used if it comes straight after a single vowel letter (short vowel sounds). <i>Tricky words – asked full house our school</i>	Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.
	ie' making 'ee' sound Alternate phoneme for known grapheme. <i>Tricky words – people here where friend her</i>	The possessive apostrophe (singular)
	are' making 'air' sound 'ear' making 'air' sound <i>Tricky words – Mr Mrs their could should</i>	Challenge words



Spelling Progression

Key Stage 2 Spelling Progression

Year 3	Year 4	Year 5	Year 6
<i>Y3 common exception words</i>	<i>Y4 common exception words</i>	<i>Y5 common exception words</i>	<i>Y6 common exception words</i>
<p>The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.</p> <p>The /u/ sound spelled 'ou.' This digraph is only found in the middle of words</p>	<p>Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'</p>	<p>Words ending in '-ious.'</p> <p>Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'</p>	Challenge words
<p>Spelling Rule: The /i/ sound spelled with a 'y.'</p>	<p>Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'</p>	<p>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</p>	



Spelling Progression

<p>Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</p> <p>Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch</p>	<p>The prefix 'sub-' which means under or below.</p> <p>The prefix 'inter-' means between, amongst or during.</p>	<p>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</p> <p>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</p>	
<p>Challenge words</p>	<p>Challenge words</p>	<p>Challenge words</p>	
<p>Words with the prefix 're-' 're-' means 'again' or 'back.'</p> <p>The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</p>	<p>The suffix '-ation' is added to verbs to form nouns.</p> <p>The suffix '-ation' is added to verbs to form nouns.</p>	<p>Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.</p> <p>Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.</p>	
<p>The prefix 'mis-' This is another prefix with negative meanings.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</p>	<p>Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'</p> <p>Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</p>	<p>Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.</p> <p>Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'</p>	<p>Words with the short vowel sound /i/ spelled y</p>



Spelling Progression

Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.	Word with the 'sh' sound spelled ch. These words are French in origin.	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably	Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
Assessment week	Assessment week	Assessment week	Spelling Rules: Adding the prefix '-over' to verbs.
Challenge words	Challenge words	Challenge words	Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'
The long vowel /a/ sound spelled 'ai'	Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'	Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap	Spelling Rules: Words which can be nouns and verbs
The long /a/ vowel sound spelled 'ei.'	Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though	Adverbs of time (temporal adverbs) these are words to develop chronology in writing	Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'
The long /a/ vowel sound spelled 'ey.'	The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. (3)	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. If the -fer is not stressed then the r isn't doubled.	Spelling Rules: Words with a 'soft c' spelled /ce/.
Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.	The 'ee' sound spelled with an 'i.'	Words with 'silent' letters at the start.	



Spelling Progression

Homophones – words which have the same pronunciation but different meanings and/or spellings.	The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite (4) Spelling Rules: Words with the /f/ sound spelled ph.
Challenge words	Challenge words	Challenge words	Spelling Rules: Words with origins in other countries
The // sound spelled '-al' at the end of words. The // sound spelled '-le' at the end of words.	The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'	Words spelled with 'ie' after c. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.	Spelling Rules: Words with unstressed vowel sounds.
Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'	The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	Words containing the letter string 'ough' where the sound is /aw/.	Spelling Rules: Words with endings /shuhl/ after a vowel letter.
Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic. Adding the suffix -ly. Words which do not follow the rules.	Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow Adverbs of possibility. These words show the possibility that something has of occurring	Spelling Rules: Words with endings /shuhl/ after a consonant letter.
Challenge words	Challenge words	Challenge words	Spelling Rules: Words with the common letter string 'acc' at the beginning of words.
Words ending in '-er' when the root word ends in (t)ch.	Homophones – words which have the same pronunciation but different meanings and/or spellings. The /s/ sound spelled c before 'i' and 'e'	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Spelling Rules: Words ending in '-ably.' Spelling Rules: Words ending in '-ible'



Spelling Progression

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language	Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'		Spelling Rules: Adding the suffix '-ibly' to create an adverb.
Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.	Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'		Spelling Rules: Changing '-ent' to '-ence.' Spelling Rules: -er, -or, -ar at the end of words.
Words with the /s/ sound spelled 'sc' which is Latin in its origin.	Prefixes – 'super-' 'anti' and 'auto.'	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	Spelling Rules: Adverbs synonymous with determination.
Homophones: Words which have the same pronunciation but different meanings and/or spellings.	The prefix bi- meaning two		
Challenge Words	Challenge words	Challenge words	Spelling Rules: Adjectives to describe settings
The suffix '-sion' pronounced /ʒən/	Plural possessive apostrophes.	Revision: Year 5 words.	Spelling Rules: Vocabulary to describe feelings.
Revision – spelling rules we have learned in Stage 3.			Spelling Rules: Adjectives to describe character
	Revision – spelling rules we have learned in Stage 4.		Grammar Vocabulary
			Mathematical Vocabulary