

Spelling

This guidance supports the coverage of the teaching of spelling. You can use the progression to map out spelling for your class. All spelling should be added into the child's Learning Journal. Spelling teaching should be explicit, cumulative and engaging. It should be regular and consistent, taught in small steps, with lots of opportunity for practice. Spelling should be recorded into the Learning Experience, both explicit teaching and integrated teaching, where appropriate.

Page 40 – 46 of *The Writing Framework* provides more information regarding the teaching of spelling.

While children are learning to read and write in Reception and Year 1 (and above, if necessary), the teaching of spelling should follow the progression of the school's phonic programme (RWI). Because children learning to read more quickly than they learn to spell, it is important that their reading must not be held back by whether they can spell accurately.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
End of Autumn 1 Read 16 single-letter Set 1 sounds End of Autumn term Read all 25 Set 1 single-letter sounds Blend sounds into words orally End of Spring 1 Read all 25 Sey 1 single-letter sounds Blend sounds to read words Read short Ditty stories End of Spring term Read 31 sounds (Set 1 special friends) Read Red Storybooks End of Summer 1	End of Autumn 1 Read 47 sounds (all Set 1 and Set sounds) Read Purple Storybooks End of Autumn term Read 52 sound (first 5 Set 3 sounds) Read Pink Storybooks End of Spring 1 Read 58 sounds (11 Set 3 sounds) Read Orange Storybooks End of Spring term Read 64 sounds (17 Set 3 sounds) Read Yellow Storybooks End of Summer 1	End of Autumn 1 Read Blue Storybooks with increasing fluency and comprehension End of Autumn term Read Grey Storybooks End of Spring 1 Read Grey Storybooks with fluency Once graduated from the RWI phonics programme - Review Y1 common exception words - Review adding –ing with no change to the root word - Review adding –ed with no change to the root word	- Review vowel diagraphs: ai, ay, a-e, a - Review vowel diagraphs: ee, ea, e-e - Review vowel diagraphs and trigraphs: igh, i-e, ie - Review vowel diagraphs: ow, oa, o-e, o - Review vowel diagraphs: oo, ou, u-e - Review vowel diagraphs: oi, oy & ow, ou - Review common exception words from KS1 - Review plurals ending vowel suffix –es, changing y to i and ing es and words ending ey	- Review r controlled vowel sounds from KS1: ir - Review r controlled vowel sounds from KS1: air - Review Year 2 common exception words and other high frequency words - Review vowel suffixes –ed, -ing: chop, change and double - Review vowel suffixes –y, -er, est to create adjectives: chop, change and double - Review consonant suffixes –ment, -nes, -ful, -less - Review –tion and –ation endings	- Review frequently misspelt words including some homophones and near homophones - Review plurals – adding –s, -es, -ies, -ves - Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly - Review suffixes beginning with vowel letters to words - Focus on morphology - Review suffixes beginning with vowel letters to words with unstressed syllables - Focus on words that double the	- Review words with unexpected letters from Y3/4 statutory word list - Review homophones and near homophones - Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly - Review suffixes beginning with vowel letters to words - Focus on doubling the consonant after a short vowel: words from the Y5/6 statutory word list - Explore suffixes beginning with vowel letters to words ending in –fer

Read 35 sounds (4 double consonants) Read Green Storybooks End of Summer term Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks	Read 69 sounds (22 Set 3 sounds) Read Yellow Storybooks End of Summer term Read 75 sounds (all Set 3 sounds and additional graphemes) Read Blue Storybooks	- Review the /d ʒ/ sound spelt j or g - Teach the /d ʒ/ sound spelt –dge at the end of words of syllables - Review of plurals adding –s or –es with no changes to the root word - Teach the /s/ sound spelt c before e, i and y - Teach Y2 common exception words - Review adding the suffix –y where there is no change to the root word - Teach homophones - Review adding the suffix –er with no change to the root word - Teach irregular plurals - Teach plurals of words ending in y - Teach adding –ed to word ending in e - Teach adding –ed and –est to words ending in e - Teach adding –y to words ending in e	- Review adding vowel suffixes –ed, –ing, when keeping ending or, changing y to i or chopping the final e - Review adding vowel suffixes –ed, –ing, when doubling the final consonant - Review vowel suffixes –er and –est - Review –le at the end of words - Review –al at the end of words - Explore homophones and near homophones - Review apostrophes for contraction - Review apostrophe for possession - Review suffix –ally - Review consonant suffixes –ment and –ness - Review consonant suffixes –ful and –less - Explore the –sion suffix - Explore prefixes un-, dis-, mis-, in-	- Explore –sion and –ssion endings - Explore –cian endings - Focus on vowel diagraphs: words from the Y3/4 statutory word list - Review of prefixes: dis-, mis-, in-, il-, ir-, anti- - Explore more prefixes: bub-, inter, super, re-, auto- - Focus on multi-syllabic words including prefixes and suffixes: words from the Y3/4 statutory word list - Review the sounds spelt or, ore, aw and other variations - Review the sounds spelt a after w and qu; the sounds spelt or after w; the sounds spelt ar after w - Review words with the /ie/ sound spelt ei, eigh, ey - Focus on vowels: words from the Y3/4 statutory word list	final consonant from the Y3/4 or Y5/6 statutory word list - Review soft c- words in statutory list - Explore words with the /i:/ sound spelt ei after c - Review words endings that sound like el - Explore with –cial or – tial endings - Explore words ending in –cially or –tially - Review words from Y3/4 statutory word list - Explore words ending with –able and –ible - Explore words ending with –ably and –ibly - Explore words with –cious or –tious endings - Explore words ending –ent, –ence, ency - Explore words ending in –ant, –ance, –ancy - Focus on words with affixes from Y3/4 and Y5/6 statutory word list	- Review –cial, –tial, –cially, and –tially endings - Review –able, –ably, –ible and –ibly endings - Review –cious and –tious endings - Review words with the sound spelt ei after c - Review –ent, –ence, –ency, –ant, –ance and –ancy endings - Review –tion, –ation, –cian, –ssion and –ssion endings - Review –sure and –ture endings - Review all suffixes - Review words with silent letters b, k, l, h, t - Focus on unstressed vowels: words from the Y5/6 statutory word list - Review affixes: morphology - Review affixes: words from the Y5/6 statutory word list - Review words containing ough - Review words containing rarer letter
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		• Teach adding –ed to words ending in y • Teach adding –er or –est to words ending in y • Teach adding the suffix –ly with no change to the root word • Teach adding the suffix –ly to words ending in y • Teach adding the prefix un- to words with suffixes • Review Y1 and Y2 common exception words • Teach the past tense irregular verbs • Teach apostrophes for contraction • Teach adding –ing to words and doubling the final consonant • Teach adding –ed to words and doubling the final consonant • Teach adding –er and –est to words and doubling the final consonant • Teach adding the suffix –ful	• Explore prefixes re-, super- • Focus on the short vowel sound – spelt ou • Explore the vowel suffix –ous • Review high frequency words • Explore words with the long vowel sound /e/ spelt ei, eigh, or ey • Explore words with short vowel sound /i/ sound spelt y in the middle of words • Explore words with the phoneme s spelt sc • Explore words containing silent letters written kn, gn, wr, wh • Focus on silent letters: words from Y3/4 statutory word list	• Review homophones • Explore apostrophes for possession • Explore words with endings sounding like (-sure) or (-ture) • Explore the suffix –ous and ious/eous • Explore suffixes beginning with vowel letters to words of more than one syllable • Review the soft g sound spelt g, ge, dge • Explore words ending with the /g/ sound spelt –gue • Explore words ending with the /k/ sound spelt –que • Explore words with the sound spelt ch- • Explore words with the /s/ sound sc • Explore etymology of words • Focus on unstressed vowels: words from the Y3/4 statutory word list	• Review commonly used and misspelt words • Explore words with silent letters such as b,k, or g • Explore words containing the letters ough • Focus on words with unstressed vowels from the statutory word list • Review apostrophe for contraction • Review use of apostrophe for possession • Explore homophones and near homophones • Explore use of hyphens to create compound words • Focus on morphology and etymology	combinations: words from the Y3/4 and Y5/6 statutory word list • Focus on etymology: words from the Y5/6 statutory word list • Review homophones and commonly confused words • Review use of hyphen • Review use of apostrophe for contraction • Review use of apostrophe for possession • Review words containing unusual GPC's • Review commonly misspelt words from the class • Focus on morphology and etymology • Revision of strategies to spell words
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		• Teach adding the suffix –less • Teach adding the suffixes –ment and –ness • Review apostrophes for contraction • Teach the apostrophe for possession		• Focus on silent letters: words from the Y3/4 statutory word list		
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