

Spelling Strand

Pupils should learn how to:

Year 1

- Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum)
- Segment words into individual phonemes to aid spelling
- Name the letters of the alphabet in order
- Use letter names to talk about different grapheme choices
- Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)
- Spell simple words with adjacent consonants
- Spell words ending in -nk
- Spell plural nouns with -s and -es
- Use -s and -es to spell third person singular verbs
- Spell words with the -ing suffix (where no change is needed to the root word)
- Spell common words ending in -ve
- Spell words with the -ed suffix (where no change is needed to the root word)
- Spell words with the -er suffix (where no change is needed to the root word)
- Spell words with the -est suffix (where no change is needed to the root word)
- Spell simple words with the un- prefix
- Spell common compound words
- Spell the days of the week
- Divide words into syllables to aid spelling
- Write simple dictated sentences using spelling knowledge taught so far
- Apply spellings and spelling conventions taught in their own work

Year 2

- Segment words into individual phonemes to aid correct spelling
- Choose the correct grapheme where there are several options
- Use the frequency and usual position of graphemes to make a spelling choice
- Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)
- Investigate spelling patterns and conventions
- Spell words ending with the 'i' sound spelt y e.g. fry
- Spell words where -es is added to a word ending in y e.g. flies
- Spell words with the 's' sound spelt c before e, i and y e.g. city
- Spell words beginning with the 'r' sound spelt wr e.g. wrote
- Spell words ending with the 'ee' sound spelt ey e.g. monkey
- Spell words with the 'u' sound spelt o e.g. Monday
- Spell words with the suffix -ly e.g. badly
- Spell contracted words using the apostrophe e.g. can't
- Spell frequently confused common homophones e.g. here and hear
- Spell words with the 'j' sound spelt j, g, ge and dge

- Spell words with the 'or' sound spelt a before an l or a ll e.g. call
- Spell words with the 'or' sound spelt ar after w e.g. warm
- Spell words with the 'o' sound spelt a after w and qu e.g. watch
- Spell words with the 'ur' sound spelt or after w e.g. word
- Spell words with the suffixes -ful and -less
- Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried
- Spell two syllable words ending in -tion e.g. station
- Use the possessive apostrophe with singular nouns e.g. Sid's
- Spell words ending in the 'l' sound and spelt -le e.g. table
- Spell words ending in the 'l' sound and spelt -el e.g. camel
- Spell words ending in the 'l' sound and spelt -al e.g. pedal
- Spell words ending in the 'l' sound and spelt -il e.g. fossil
- Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw
- Spell the 'zh' sound spelt s e.g. treasure
- Spell words with the suffix -ment e.g. enjoyment
- Spell words with the suffix -ness e.g. sadness
- Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest
- Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping
- Spell further common homophones e.g. there, their and they're
- Write simple dictated sentences using spelling and punctuation knowledge taught so far
- Apply spellings and spelling conventions taught in their own work

Year 3

- Use a dictionary to check words
- Consolidate spelling patterns from Y2
- Investigate spelling patterns and conventions
- Spell words with the prefix pre-
- Spell words with the prefix sub-
- Spell words with the prefix ex-
- Spell two syllable words containing double consonants e.g. dinner
- Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener
- Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt
- Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women
- Spell words with the ou spelling of the u sound e.g. young, touch, double
- Spell words with the prefixes in-, il-, im- and ir-
- Spell words with the prefix dis-
- Spell words with the prefix mis-
- Spell words with the prefix re-

- Spell words with the prefix de-
- Spell words with the prefix over-
- Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember
- Spell words with the prefix inter-
- Spell words with the prefix super-
- Spell words with the prefix anti-
- Spell words with the prefix auto-
- Spell words with the suffix -ation
- Spell words with the prefix non-
- Spell words with the prefix co-
- Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through
- Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far
- Choose the correct spelling by using a visual strategy ('Does it look right?')

Year 4

- Use a dictionary to check words
- Investigate spelling patterns and conventions
- Use etymology to aid spelling
- Spell words with the suffix -ly
- Spell words with the -sure ending
- Spell words with the -ture ending
- Spell words with the suffix -ous
- Spell words with the suffix -al
- Spell words with the suffix -ary
- Spell words with the suffix -ic
- Spell common homophones e.g. fair/fare, break/brake
- Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various
- Spell words with the -tion ending
- Spell words with the -sion ending
- Spell words with the -ssion ending
- Spell words with the -cian ending
- Add suffixes to words ending in -f, -ff, -ve and -fe
- Spell more common homophones
- Spell plural words with possessive apostrophes e.g. girls', children's
- Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore
- Spell words where the k sound is spelt ch (Greek origin) e.g. chorus
- Spell words where the sh sound is spelt ch (French origin) e.g. chalet
- Spell -gue and -que words (French origin) e.g. tongue, antique

- Spell words where the s sound is spelt sc (Latin origin) e.g. scene
- Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey
- Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight
- Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far
- Choose the correct spelling by using a visual strategy ('Does it look right?')

Year 5

- Use a dictionary to check the meaning and spelling of words
- Investigate spelling patterns and conventions
- Use a thesaurus
- Use etymology to aid spelling
- Spell words with the suffix -ive
- Spell words with the suffix -ist
- Spell words ending in -cious
- Spell words ending in -tious
- Spell words ending in -cial and -tial
- Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety
- Spell words ending in -ant, -ance and -ancy
- Spell words ending in -ent, -ence and -ency
- Spell diminutives using mini-, micro-, -ette and -ling
- Spell words with the prefix bi-
- Spell words with the prefix trans-
- Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable
- Spell words with the prefix im-
- Spell words with the prefix pro-
- Spell words ending in -able and -ible
- Spell words ending in -ably and -ibly
- Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht
- Choose the correct spelling by using a visual strategy ('Does it look right?')

Year 6

- Revise previous spelling conventions
- Use a dictionary to check the meaning and spelling of words
- Investigate spelling patterns and conventions
- Use a thesaurus

- Add suffixes beginning with vowel letters to words ending in -fer
- Spell common words which feature hyphens
- Spell words with the prefix tele-
- Spell words with the prefix circum-
- Spell and use common homophones
- Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature
- Spell ie and ei words e.g. piece, deceive
- Spell words containing the letter string ough
- Make the correct spelling choice for unstressed vowels in polysyllabic words
- Use knowledge of word roots, prefixes and suffixes to aid spelling
- Spell and use common homophones
- Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend
- Spell words with silent letters e.g. doubt
- Spell and use homophones which end in -se and -ce e.g. practice and practise
- Use knowledge of word roots, prefixes and suffixes to aid spelling
- Choose the correct spelling by using a visual strategy ('Does it look right?')