

Spelling Progression

Y1 – Y6



Spelling Year 1

Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.	
Spell common exception words from the Y1 word list.	
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	
Spell the days of the week.	
Name the letters of the alphabet in order.	
Use letter names to distinguish between alternative spellings of the same sound.	
	Examples taken from N.C
Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	off, sniff, well, miss, buzz, fizz, back, stick
Spell words with the /ŋ/sound spelt n before k	bank, think, honk, sunk
Divide words into syllables	pocket, garden, winter
Spell words with -tch	catch, fetch, kitchen, notch, hutch
Spell words with the /v/ sound at the end of words	have, live, love, give, gave, save
Add s and es to words	thanks, catches, cats,
Add the endings -ing , -ed and -er to verbs where no change is needed to the root word	hunting, hunted, hunter jumping, jumped, jumper buzzing, buzzed, buzzer
Add -er and -est to adjectives where no change is needed to the root word	quicker, quickest fresher, freshest taller, tallest
Spell words with vowel digraphs: ai, oi, ay, oy, oa, ow, oe, ea, ie, ar, ir, ur, oo, or, aw, au	rain, coin, play, boy, goal, grow, toe, sea, pie, star, girl, turn, food, born, draw, author
Spell words with vowel trigraphs: igh, air, are, ear	night, bright, light, hair, pair, fair, dare, care, share, dear, hear, beard
Spell words ending -y (/i:/ or /ɪ/)	happy, funny, party, silly, sunny, fizzy
Spell words with new consonant spellings ph and wh	dolphin, phonics, elephant, when, where, wheel
Spell words using k for the /k/ sound	Kent, kit, skin, sketch, skill
Add the prefix -un	untidy, unwell, unhappy, unkind
Spell compound words	football, farmyard, bedroom, playground

Spelling Year 2

Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.	
Learn new ways of spelling phonemes for which one or more spellings are already known.	
Learn to spell common exception words for Y2.	
Learn the possessive apostrophe (singular), e.g. the girl's book.	
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common	
	Examples taken from N.C
Learn to spell more words with contracted forms.	can't, didn't, hasn't, it's, I'll, couldn't, wouldn't
To spell correctly, distinguish between homophones and near-homophones.	there, their and they're, to, too and two, here and hear, sea and see, night and knight, one and won, quite and quiet, are and our, blew and blue
Add suffixes ness and er	happiness, sadness, teacher, baker
Add suffix ment to spell longer words	enjoyment, argument, merriment
Add suffixes ful and less	playful, careful, careless, hopeless, carelessness, penniless
Use suffixes er and est	faster, fastest smaller, smallest
Use suffix ly	slowly, gently, carefully, badly, happily, lovely
Spell words with the /dʒ/ sound spelt as ge and dge at the end and spelt as g elsewhere	age, badge, edge, bridge, change, village magic, giant, gem, giraffe, energy
Spell words with the /s/ sound spelt c before e , i and y	race, face, space, fancy, spicy, ice, spice, cell, city
Spell words with the /n/ sound spelt kn and gn at the beginning	knee, knock, know, knew, knife gnat, gnaw, gnash, gnome
Spell words with the the /ɹ/ sound spelt wr at the beginning	wrote, wrong, write, wrap, wrist, wreck
Spell words with the /l/ or /əl/ sound spelt -le at the end of words	table, apple, little, middle, bottle, able, wobble, dazzle, riddle
Spell words with the /l/ or /əl/ sound spelt -el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel, vowel, jewel
Spell words with the /l/ or /əl/ sound spelt -al at the end of words	metal, petal, capital, animal, hospital, oval
Spell words with the ending -il	pencil, fossil, nostril, pupil,
Spell words with the /i:/ sound spelt -ey	key, donkey, monkey, chimney, valley, trolley, turkey, hockey
Spell words with the /aɪ/ sound spelt -y at the end of words	try, cry, fly, dry, reply, sly, sky, terrify

Spell words with the /ɔ:/ sound spelt a before l and ll	all, ball, call, walk, talk, small, wall, fall, always
Spell words with the /ʌ/ sound spelt o	other, mother, brother, Monday, money, cover, discover
The /ɒ/ sound spelt a after w and qu	want, watch, ward, wander, quantity, quality, squash, squad, quarrel
The /ɜ:/ sound spelt or after w	worm, word, work, world, worth, worst
The /ɔ:/ sound spelt ar after w	war, warm, ward, towards
The /ɜ/ sound spelt s	vision, television, division, treasure, measure, pleasure, leisure
Add -es to nouns and verbs ending in -y	flies, copies, babies, marries, replies, carries, cries
Add -ed , -ing , -er and -est to a root word ending in -y with a consonant before it	copied, copier, happier, happiest, cried, replied, tried, dried
Add the endings -ing , -ed , -er , -est and -y to words ending in -e with a consonant before it	hiking, hiked, hiker, nice, nicer, nicest, shiny, shining, scaring
Add -ing , -ed , -er , -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, running
Spell words ending in -tion	station, fiction, motion, section, addition, subtraction, potion

Year 3 Spelling

Use the first two letters of a word to check its spelling in a dictionary.	
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Spell words from the Year 3 list.	
	Examples taken from N.C
Use prefix: dis_	dislike, distrust, discover, disappear
Use prefix: mis_	mistrust, misheard, mislead, misuse, misspell, misprint
Use prefix: re_	reappear, refresh, return
Use suffix: _ous,	serious, dangerous, famous, obvious, curious, jealous, enormous,
Create adverbs using the suffix -ly (no change to root word)	kindly, strongly, bravely, quickly, gently, sweetly. Secretly
Create adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	happily, angrily, lazily, easily, greedily, messily,
Create adverbs using the suffix -ly (root word ends in 'le')	gently, simply, humbly, horribly, terribly, possibly, incredibly
Create adverbs using the suffix -ly (root word ends in 'ic' or 'al')	basically, magically, tragically, frantically, actually, accidentally, occasionally
Create adverbs using the suffix -ly (exceptions to the rules)	truly, daily, slyly, shyly, coyly
Add suffixes beginning with vowel letters to words of more than one syllable	forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation
Spell homophones and near homophones	heel and heal, main and mane, berry and bury, break and brake, mail and male, meet and meat, meddle and medal, fair and fare
Spell words containing the /ʌ/ sound spelt ou	young, touch, double,
Spell words with endings sounding like /ʒə/	treasure, pleasure, enclosure
Spell words with endings sounding like or /tʃə/	creature, furniture, adventure, nature, picture, mixture, puncture
Spell words with the /eɪ/ sound spelt ei, eigh, or ey	vein, weigh, eight, neighbour, they, obey
Identify and spell irregular past tense verbs	send/sent, hear/heard, think/thought
Identify and spell irregular plurals	goose/geese, woman/women, potato/potatoes

Year 4 Spelling

Use the first three letters of a word to check its spelling in a dictionary.	
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Spell words from the Year 4 list.	
Explore and use the possessive apostrophe, e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy).	
Understand how diminutives are formed using e.g. suffix – ette and prefix mini-. e.g. minibus, minibeast, kitchenette	
	Examples taken from N.C
Use prefix: in-	inactive, incorrect, insecure, inaccurate, incomplete
Use prefix: im-	immortal, important, imperfect, impolite, impossible
Use prefix: ir-	irrelevant, irresponsible, irresistible,
Use prefix: sub-	submerge, subheading, subway, submarine,
Use prefix: inter-	interact, interfere, internet, international, interrupt
Use prefix: super-	superman, superhuman, superpower, supervise,
Use prefix: anti-	antiseptic, anticlockwise, antibiotic, antisocial
Use prefix: auto-	autograph, autobiography, autopilot, automobile, automatic
Use suffix:, e.g. -ation	information, sensation, adoration, preparation, dedication, demonstration, vibration
Use suffix:, e.g. -tion	invention, action, question, mention, position
Use suffix:, e.g. -ssion	expression, discussion, confession, permission, admission
Use suffix:, e.g. -cian	magician, musician, politician, electrician, technician
Investigate what happens to words ending in f when suffixes are added	calf/calves, half/halves, elf/elves, wolf/wolves, leaf/leaves, shelf/shelves
Identify and spell words with the /k/ sound spelt ch (Greek in origin)	scheme, chorus, chemist, echo, character
Identify and spell words with the /j/ sound spelt ch (mostly French in origin)	chef, chalet, machine, brochure
Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	tongue, antique, league, unique
Identify and spell words with the /s/ sound spelt sc (Latin in origin)	science, scene, discipline, crescent, fascinate, scientist, scissors

Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes	pollen/pollinate, terror/terrify, horror, horrify
The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt	myth, gym, pyramid, mystery, Egypt

Year 5 Spelling

Spell words from the Year 5 list.	
Develop self-checking and proof reading strategies.	
Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.	
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	
Investigate verb prefix: dis-	disappear, dishonest, disobey, disagree, disconnect, discourage, disappoint
Investigate verb prefix: re-	redo, reread, return, restructure, rebuild, reconnect, reactivate, retake
Investigate verb prefix: pre-	preschool, prehistoric, predict, prejudice,
Investigate verb prefix: mis-	mistake, misplace, mistrust, misbehave, misspell, misinform, mislaid
Investigate verb prefix: over-	overtake, overturn, oversleep, overfill, overheat, overcook
Recognise and spell words ending in –ant, –ance/–ancy	observant, observance, expectant, expectancy, hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)
Recognise and spell words ending in, –ent, –ence/–ency	innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Recognise and spell words ending in –able and –ible	adorable, applicable, considerable, tolerable, changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible horrible, terrible, visible incredible, sensible
Recognise and spell words ending in –ably and –ibly	adorably, applicably, considerably, tolerably, possibly, horribly, terribly, visibly, incredibly, sensibly
Recognise and spell words with the /i:/ sound spelt ei after c	deceive, receive, conceive, perceive, ceiling,
Recognise and spell words containing the letter string ough	though, although, enough, plough, drought, thought
To recognise and spell the suffix: -al	musical, political, accidental, tropical, professional, global, magical, industrial,
To recognise and spell the suffix: -ary	stationary, secretary, imaginary, extraordinary

To recognise and spell the suffix: -ic	athletic, enthusiastic, artistic, rhythmic,
To spell further suffixes, e.g. ll in full becoming l	faithful, fearful, thankful, beautiful, plentiful, doubtful, merciful
Spell some words with 'silent' letters	knight, psalm, solemn, island, thistle, wrestle

Year 6 Spelling

Spell words from the Year 6.	
Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.	
Use a number of different strategies interactively in order to spell correctly.	
Be secure with all spelling rules previously taught.	
Identify root words, derivations and spelling patterns as a support for spelling.	
	Examples from the N.C
Recognise and spell endings which sound like /ʃəs/, spelt – cious or – tious .	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
Recognise and spell endings which sound like /ʃəl/	official, special, artificial, partial, confidential, essential
Investigate adding suffixes beginning with vowel letters to words ending in –fer	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Investigate use of the hyphen	co-ordinate, re-enter, co-operate, co-own,
Investigate and use the prefix: bi-	bicycle, bilingual, biannual, biweekly
Investigate and use the prefix: trans-	transport, transparent, transform, transmit, transportation
Investigate and use the prefix: tele-	telephone, telecommunicate, telecommunication, telegraph, telepathy
Investigate and use the prefix: circum-	circumnavigate, circumference, circumstance
Distinguish between homophones and other words that are often confused.	advice/advise, device/devise, licence/license practice/practise, prophecy/prophesy farther: further guessed/ guest heard/hear/herd led/lead/lead morning/mourning past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principle/principal prophet/profit wary/weary steel/steal who's/whose

