**Spelling Strand**

**Pupils should learn how to:**

**Reception**

* Spell ‘CVC’ words using the GPCs taught so far
* **Spell common exception words taught so far (contributes to WTS/EXS KS1)**
* **Use phonetically plausible choices when writing (WTS KS1)**
* Spell their own forename and surname

**Year 1**

* **Spell words using the GPCs taught so far** (ensure your programme covers English appendix 1 (Y1) of National Curriculum) **(WTS KS1)**
* **Segment words into individual phonemes to aid spelling (WTS KS1)**
* Name the letters of the alphabet in order
* Use letter names to talk about different grapheme choices
* **Spell year 2 common exception words that cannot be easily decoded at this stage (‘tricky’ words) (contributes to WTS KS1/EXS KS1)**
* 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 (WTS KS1 and EXS KS1)**
* **Choose the correct grapheme where there are several options (EXS KS1)**
* Use the frequency and usual position of graphemes to make a spelling choice
* **Spell y2 common exception words correctly (National Curriculum Appendix 1) (contributes to WTS/EXS/GD KS1)**
* 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 (GD KS1)**
* 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 (GD KS1)**
* 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 (GD KS1)**
* **Spell words with the suffix -ness e.g. sadness (GD KS1)**
* 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
* Combine phonics, morphology and spelling conventions to spell unfamiliar words
* 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 (WTS KS2)**
* 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 (WTS KS2)**
* 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 (WTS KS2)**
* 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
* Combine phonics, morphology and spelling conventions to spell unfamiliar 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 (WTS KS2)**
* 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 (WTS KS2)**
* 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 (WTS KS2)**
* 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 (EXS KS2)**
* Combine phonics, morphology and spelling conventions to spell unfamiliar 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 (EXS KS2, some for WTS KS2)**
* 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 (EXS KS2, some for WTS KS2)**
* 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 (EXS KS2, some for WTS KS2)**
* Choose the correct spelling by using a visual strategy (‘Does it look right?’)

**Year 6**

* Revise previous spelling conventions
* Combine phonics, morphology and spelling conventions to spell unfamiliar words
* **Use a dictionary to check the meaning and spelling of words (EXS KS2, some for WTS KS2)**
* 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 (EXS KS2, some for WTS KS2)**
* 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
* 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 (EXS KS2, some for WTS KS2)**
* 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?’)