



St Mary's Catholic Primary School and Nursery

Progression of Spelling Knowledge Skills and Concepts

	Nursery	Reception	Year 1	Year 2	End of Key Stage 1
Sound Progression	To continue a rhyming string.	Phase 2: s a t p l n m d g o c k ck e u r h b f/ff l/ll ss.	Phase 3: j v w x y z zz qu ch sh th ng ai ee igh oa oi oo (long) oo (short) ow ar air ear er ur or ure.	c - circus g – gem ou – group, boulder.	badge / edge / bridge dodge / fudge / age / huge change / charge / bulge village / gem / giant / magic giraffe / energy / jacket / jar jog / join / adjust / race / ice cell / city / fancy / knock know / knee / gnat / gnaw write / written / wrote / wrong wrap / camel / tunnel / pencil squirrel / travel / towel tinsel / metal / pedal / capital
	To hear and say the initial sound in words.	Join in with songs and rhymes.	Phase 4: The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	hospital / animal / fossil nostril / cry / fly / dry / try reply / July / flies / tries replies / copies / babies carries / copied / copier happier / happiest / cried replied ...but copying/ crying / replying / hiking hiked / hiker / nicer / nicest shiny / patting / patted humming / hummed dropping / dropped / sadder saddest / fatter / fattest runner / runny / all / ball / call walk / talk / always / other mother / brother / nothing
	Notice sounds around them.	Recognise familiar rhythms and rhymes.		The /s/ sound spelt c before e, i and y.	
	Recognise that different objects make different sounds.	Recognise that words rhyme.		The /n/ sound spelt kn and (less often) gn at the beginning of words.	
	Start to identify and name sounds.	Copy and keep a simple beat.		The /r/ sound spelt wr at the beginning of words.	
	Talk about environmental sounds, describing and comparing them.	Join in and copy breaking words into syllables with a beat.		The // or /ə/ sound spelt –le at the end of words.	
		Play with rhyme. Make up their own rhyming words.	CVCC words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words.	The /aɪ/ sound spelt –y at the end of words.	
		Complete sentences with their own rhymes orally.	CCV- words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words.	The /ɔ:/ sound spelt a before l and ll.	
		Break words down into syllables with a beat.	CCVCC words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words.		



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		<p>Create their own beat.</p> <p>Explore initial sounds of words.</p> <p>Select objects with a given initial sound from a choice of two.</p> <p>Identify initial sounds of words.</p> <p>Match to objects with the same initial sound.</p> <p>Play with alliteration.</p> <p>Identify the initial sounds of words.</p> <p>Build awareness that words can be broken up into sounds.</p> <p>Choose the correct object when hearing the word broken into single sounds.</p>	<p>CCVC words/CCVC words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words.</p> <p>Phase 5: ou ea ie ir oy ay ey aw ue wh ph ew oe au a-e e-e i-e o-e u-e (/3/ spelt as s -Y2).</p>	<p>The /i:/ sound spelt –ey.</p> <p>The /b/ sound spelt a after w and qu.</p> <p>The /3/ sound spelt s.</p>	<p>Monday / key / donkey monkey / chimney / valley want / watch / wander quantity / squash / word work / worm / world / worth war / warm / towards television / treasure / usual</p>
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		<p>Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</p> <p>Segment CVC and VC words into their individual sounds.</p>			
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<p>Spelling Rules</p>	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p>	<p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To begin to recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>Identify the initial sounds of words.</p> <p>Build awareness that words can be broken up into sounds.</p> <p>Choose the correct object when hearing the word broken into single sounds.</p>	<p>Division of words into syllables.</p> <p>The /v/ sound at the end of words.</p> <p>To spell simple compound words.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p> <p>All letters of the alphabet and the sounds which they most commonly represent.</p> <p>Consonant digraphs which have been taught and the sounds which they represent.</p> <p>Vowel digraphs which have been taught and the sounds which they represent.</p> <p>The process of segmenting spoken words into sounds</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Spell common exception words.</p> <p>Spell more words with contracted forms.</p> <p>Use the possessive apostrophe (singular), for example, the girl's book.</p> <p>Distinguish between homophones and near homophones.</p> <p>Add suffixes to spell longer words, for example, '- ment', '- ful', '-less', '-ly'.</p>
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		<p>Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</p> <p>Segment CVC and VC words into their individual sounds.</p> <p>Start to blend the sounds of longer words.</p> <p>Identify how many sounds are in a CVC or VC word.</p>	<p>before choosing graphemes to represent the sound.</p> <p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p>		<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
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<p>Prefixed and suffixes</p>		<p>To begin to use –s to form regular plurals.</p> <p>To begin to add the suffixes –ing and –er to root words where no change is needed in the spelling of the root words.</p>	<p>Adding s and es to words (plural of nouns and the third person singular of verbs).</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word.</p> <p>Adding –er and –est to adjectives where no change is needed to the root word.</p> <p>Adding the prefix un.</p>	<p>The suffixes –ment, –ness, –ful , –less and –ly.</p> <p>Adding –es to nouns and verbs ending in –y.</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.</p> <p>Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.</p>	<p>enjoyment / sadness careful / playful / hopeless plainness (plain + ness) badly / merriment happiness / plentiful penniless / happily station / fiction / motion national / section</p>
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Alternative Vowel Spellings			ai : ai – rain ay – day a-e – made oi: – boil oy – toy ee – bee ea – each -y – very ie – chief e-e – theme igh – high -ie(d, s) – lie, cried ie – like oa – boat oe – toe o-e – woke ow – own o – don't (HFW) oh – (HFW) ow – now ou – ground ough – plough oo – too ew – grew ue – clue u-e – rule o – do (HFW) y-oo ew – news ue – Tuesday u-e – amuse u – unit eu – feud air- chair are – care ear – bear ere – where ar – hard al – calm a – drama are ear – heart ear – rear eer – deer ere – here ier – pier or – torch au – August aw – draw ore – before ur – turn ir – girl er – her ear – search our – journey were e – slept ea – head ie – friend ai – said oo – flood	ea – break a – April -ey – key e – he (HFW) eo – people -y – by i – kind eir – their a – ball oor – door ar – warm oar – board al – talk or – word a – many o – odd a – want u – ugly o – done	Homophones- there / their / they're here / hear quite / quiet see / sea bare / bear one / won sun / son to / too / two be / bee blue / blew night / knight Contractions- can't didn't hasn't couldn't it's I'll
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Alternative Consonants Spellings			c – come ck – sock k – kick k (e, i, y) – keep f – funny ff – fluff mn – column mm – must, summer n/nn – nice, winning kn – knit gn – gnaw r – race rr – squirrel wr – wrote s – so ss – class v – vanish ve – have b – bus bb – bubble d – do dd – ladder ed – played g – go gg – giggle gh – gherkin gu – guitar gue – league t – best tt – button ed – helped z – zoo zz – buzz se – browse ze – breeze those sh – dish s – sugar	ph – dolphin j – jam dge – bridge ge – change g (i, e, y) – gem h – have wh – whole c (e, i, y) race se – horse st – listen w – swim wh – wheel l – loud ll – call le – table el – camel al – metal il – pencil t(i) – station vision	
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Common Exception words	To write their own name.	<p>To write some irregular common words.</p> <p>a / an / as / at / if / in / is it / of / off / on / can / dad had / back / and / get / big him / his / not / got / up mum / but / put / will / that this / then / them / with see / for / now / down look / too / the / to / I / no go / into / he / she / we me / be / was / you / they all / are / my / her / six / ten</p> <p>...and for those looking for a challenge: went / it's / from / children / just / help said / have / like / so / do some / come / were there / little / one / when out / what / three / seven</p>	<p>The / A / Do / To / Today / Of Said / Says / Are / Were / Was Is / His / Has / I / You / Your They / Be / He / Me / She / We No / Go / So / By / My / Here There / Where / Love / Come Some / One / Once / Ask Friend / School / Put / Push Pull / Full / House / Our</p>	<p>Door / floor / poor / mind because / find / kind behind / child / children wild / climb / most / only both / old / cold / gold hold / told / every everybody / even / great break / steak / pretty beautiful / after / fast / last past / father / class / grass pass / plant / path / bath hour / move / prove improve / sure / sugar eye / could / should / any would / who / whole many / clothes / busy people / water / again half / money / Mr / Mrs parents / Christmas</p>	<p>don't / old / I'm / by / time house / about / your / day made / came / make / here saw / very / put / oh / their people / Mr / Mrs / looked called / asked / could / water away / good / want / over how / did / man / going where / would / or / took school / think / home / who didn't / ran / know / bear can't / again / cat / long things / new / after / wanted eat / everyone / our / two has / yes / take / thought dog / well / find / more / I'll round / tree / magic / us shouted / other / food / fox through / way / been / stop must / red / door / right / sea these / began / boy / animals never / next / first / work lots / need / that's / baby fish / gave / mouse / bed something / may / still / say found / live / soon / night narrator / small / car couldn't / three / head / king town / I've / around / every</p>
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					garden / fast / only / many laughed / let's / much / told suddenly / another / great why / cried / keep / room last / jumped / because / am even / before / gran / clothes tell / key / fun / place / sat mother / boat / window / let sleep / feet / morning / its queen / each / book / green different / girl / which / inside run / any / under / hat / snow air / trees / bad / tea / top eyes / fell / friends / box dark / grandad / There's looking / end / than / best better / hot / sun / across gone / hard / floppy / really wind / wish / eggs / once please / thing / stopped ever / miss / most / cold park / lived / birds / duck horse / rabbit / white / hes coming / river / liked / giant looks / use / along / plants dragon / pulled / we're / fly grow / one / two / four / five eight / nine / eleven / twelve
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					thirteen / fourteen / fifteen sixteen / seventeen eighteen / nineteen / twenty Monday / Tuesday Wednesday / Thursday Friday / Saturday / Sunday
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	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2
Spelling Rules	<p>The /ʌ/ sound spelt ou.</p> <p>These words should be learnt as needed.</p> <p>young / touch / double trouble / country / light / sight / might / knight / slight / tight / ear / fear / near / rear / appear / year / pear (exception)</p> <p>Plurals adding 's', 'es' (audible 'iz' extra syllable to the word) and 'ves'.</p> <p>Birthdays / boys / days / chimneys / cowboys / donkeys / journeys / keys / monkeys / trays / valleys / elves / halves / knives / scarves / selves / shelves / thieves / boxes / foxes / churches / echoes / heroes / potatoes.</p>	<p>Words with endings sounding like /ʒə/ or /tʃə/.</p> <p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>measure / treasure / pleasure / enclosure / creature / furniture / picture / nature / adventure</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher / catcher / richer / stretcher / measure / treasure / pleasure / enclosure / creature / furniture / picture / nature / adventure</p> <p>'Le' at the end of words. apple / bottle / bundle / grumble / handle / little</p>	<p>Words containing the letter string ough. Ough</p> <p>ought / bought / thought / nought / brought / fought / rough / tough / enough / cough / though / although / dough / through / thorough / borough / plough / bough</p> <p>Words with the /i:/ sound spelt ei after c The 'i' before e.</p> <p>Except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: protein / caffeine / seize (and either and neither if pronounced with an initial /i:/ sound). Deceive / conceive / receive / perceive / ceiling</p>	<p>Words containing the letter string ough.</p> <p>Ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p> <p>ought / bought / thought / nought / brought / fought / rough / tough / enough / cough / though / although / dough / through / thorough / borough / plough / bough</p> <p>Words with the /i:/ sound spelt ei after c The 'i' before e.</p> <p>Except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: protein / caffeine / seize (and either and neither if pronounced with an initial /i:/ sound).</p>	<p>Words with the /i:/ sound spelt ei after c</p> <p>The 'i' before except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: protein / caffeine / seize (and either and neither if pronounced with an initial /i:/ sound). deceive / conceive / receive / perceive / ceiling</p> <p>Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.</p> <p>Exception: anxious.</p> <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends</p>



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<p>Plural of root words ending in a 'y'. baby – babies / flies tries / copies / babies carries / relies / armies centuries / cities countries / diaries dictionaries / enemies fairies / factories families / hobbies injuries / jellies / ladies libraries / lollies / lorries</p> <p>Double letter after a short vowel sound. super / supper / hoping hopping / common rotten / daddy / funny swimming</p> <p>Adding 'er' the last consonant is doubled to maintain the 'short' vowel sound. beginner / bigger runner / robber planner / shopper</p>	<p>table / trouble / cattle / giggle</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey vein / weigh / eight / neighbour they / obey adding 'er' and 'est' to words that end with a 'y'. happier / angrier / clumsier / chillier / crazier dirtier / dustier / funnier heavier / lazier / lonelier luckier / merrier / nastier noisier / sillier. Same with 'est' happiest / angriest etc.</p>		<p>Deceive / conceive receive / perceive / ceiling</p>	<p>in a vowel letter and the root word also begins with one.</p>
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Prefix and Suffix	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and decorrectly.</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules.</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir- , sub-, super-, anti-, auto-, inter-, ex- and non.</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule.</p> <p>The suffix -ation.</p>	<p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. in -: inactive / incorrect / inaccurate Inconsiderate / inability include / inelegant.</p> <p>Suffix : Endings which sound like /jəs/ spelt -cious or -tious.</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer.</p>	<p>Endings which sound like /jəl/ -cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Use -ant and -ance/- ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; - ation endings are often a clue. Use -ent and -ence/- ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu.</p>	<p>cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial / financial commercial / provincial (the spelling of the last three is clearly related to finance, commerce and province).</p> <p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>
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Homophones	<p>To spell more complex homophones and near - homophones, including here / hear, brake / break and mail / male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals.</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near - homophones, including who's / whose and stationary / stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/ -cy and verbs that end in -se/ -sy.</p> <p>To spell words that contain hyphens.</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>	<p>descent: the act of descending (going down). dissent: to disagree / disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>
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Statutory Word list	actual / learn / group heard / arrive / circle often / build / eight caught / centre / busy century / heart / early breath / continue decide / island minute / difficult earth / consider enough / perhaps address / guard material / recent guide / forward fruit / though / notice quarter / length library / famous describe / mention answer / appear actually / extreme February / certain height / history imagine / increase interest / important	accident / believe / strange reign / interest / various possible/ grammar woman / women promise / therefore opposite / ordinary perhaps / pressure particular / calendar popular / position possess / possession purpose / potatoes different / exercise regular / complete remember / sentence separate / special thought / weight straight / favourite strength / suppose surprise / bicycle business / medicine natural / naughty peculiar / occasion occasionally / probably knowledge / experiment experience / question disappear / important	occur / accompany / forty according / achieve aggressive / ancient / apparent occupy / attached / available average / awkward / bargain bruise / category / cemetery critic / community communicate / competition conscience / conscious dictionary / equipped curiosity / definite / harass foreign / controversy convenience / correspond criticise / desperate determined / disastrous embarrass / environment equipment / especially exaggerate / hindrance excellent / existence explanation / familiar amateur / frequently government / guarantee immediate / knowledge experiment / experience business / possession disappear / weight separate	individual / interfere interrupt / language leisure / lightning marvellous / mischievous muscle / necessary recommend / relevant restaurant / signature sincere / immediately soldier / stomach sufficient / suggest twelfth / variety / vegetable vehicle / yacht / neighbour nuisance / appreciate accommodate opportunity / parliament persuade / physical prejudice / privilege profession / programme pronunciation / queue recognise / symbol system / temperature thorough / committee environment / government communicate / rhyme accommodate embarrass / rhythm sacrifice / secretary shoulder / appreciate conscious / competition	accommodate / accompany according / achieve aggressive / amateur ancient / apparent appreciate / attached available / average awkward / bargain / bruise category / cemetery committee / communicate community / competition conscience* / conscious* controversy / convenience correspond / curiosity criticise (critic + ise) definite / desperate determined / develop dictionary / disastrous embarrass / environment equip (–ped, –ment) especially / exaggerate excellent / existence explanation / familiar foreign / forty / frequently government / guarantee harass / hindrance / identity immediate(ly) / individual interfere / interrupt language / leisure
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				definite / convenience desperate / disastrous especially / equipment foreign / familiar frequently / government guarantee / immediate	lightning / marvellous mischievous / muscle necessary / neighbour nuisance / occupy / occur opportunity / parliament persuade / physical prejudice / privilege profession / programme pronunciation / queue recognise / recommend relevant / restaurant rhyme / rhythm / sacrifice secretary / shoulder signature / sincere(ly) soldier / stomach sufficient / suggest / symbol system / temperature thorough / twelfth / variety vegetable / vehicle / yacht
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