

Harwell Primary School
Spelling Curriculum Progression

Intent:

At Harwell School, our children will write clearly, accurately and comprehensively, adapting their language and style for a range of contexts, purposes and audiences. They will learn to use the correct grammar, vocabulary and spellings confidently and consistently. We intend for our children to find writing engaging and purposeful by learning about a range of exciting, diverse genres and texts following the Talk for Writing Storytelling process. This fundamental life-long skill inspires and promotes aspirations for their future.

Implementation:

Spelling and sounds that are introduced (previous years content should be revisited and consolidated) -

FC	Statutory Framework Birth to 5 Matters Guidance - begins to break the flow of speech into words, to hear and say the initial sound in words - start to segment the sounds in words and blend them together - develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in a sequence, such as in their own name -use their developing phonic knowledge to write things such as labels, captions and simple sentences ELG: <u>Writing</u> - spell words by identifying sounds in them and representing the sounds with a letter or letters.
Year 1	- common exception words (CEW) - compound words e.g. football, laptop, playground - days of the week - numbers to 20 - VC words - CVC words with short vowels - CVC words with long vowels - words with adjacent consonants words with consonant digraphs and some vowel digraphs / trigraphs - alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/ - new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel - words ending in -y e.g. very, happy, funny - words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) - the /ng/ sound spelt n before k - words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') - plurals of nouns adding -s and -es to words - verbs where no change is needed to the root word: adding endings -ing, -ed, -er - adjectives where no change is needed to the root word: adding -er and -est - words with the addition of the prefix un
Year 2	- common exception words (CEW) - homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea - words with alternative pronunciations from Letters and Sounds Phase 5 - words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) - words with the /s/ sound spelt 'c' before 'e', 'i', 'y' - words ending -le, -el, -al and -il - adding -ies to nouns and verbs ending in 'y' - adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it - adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it

	- adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel - words with the suffixes -ment, -ness, -ful, -less and -ly - words ending in -tion - words with the /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words - words with the /r/ sound spelt ‘wr’ at the beginning of words - words with contractions e.g. can’t, didn’t - words using the possessive apostrophe (singular nouns) e.g. the man’s, Claire’s
Year 3 and 4	- words from the National Curriculum word list for Years 3 and 4 - revision of KS1 rules - the /i/ sound spelt ‘y’ elsewhere than at the end of words e.g. myth, pyramid, gym - words with the /ai/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ e.g. vein, eight - words containing the /u/ sound spelt ‘ou’ e.g. double, trouble - homophones and near homophones e.g. affect/ effect, berry/bury, fair/fare, male/mail - adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding ‘ing’) - words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- - words using suffixes: -ly, -ation, -ous - words with endings sounding /shun/: -tion, -sion, -ssion, -cian - words ending with the schwa sound: measure, creature - words with the /k/ sound spelt ‘ch’ (Greek in origin) e.g. scheme, chemist - words with the /sh/ sound spelt ‘ch’ (mostly French in origin) e.g. chef, machine - words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique - words with the /s/ sound spelt ‘sc’ (Latin in origin) e.g. science, scene - possessive apostrophe with plural words e.g. girls’ boys’ babies’ children’s
Year 5 and 6	- words from the National Curriculum word list for Years 5 and 6 - words containing the letter string ‘ough’ e.g. bought, rough, cough, through, although, thorough, plough - homophones and other words that are often confused e.g. practise/practice, advise/advice, past/passed - words with the /ee/ sound spelt ‘ei’ after ‘c’ e.g. receive, receipt, ceiling plus exceptions protein and seize - words with the ending /shus/ spelt -cious or -tious - words with the ending /shul/ spelt -cial or -tial - words with the endings -ant, -ance/-ancy, -ent, -ence/-ency - words ending in -able and -ible - words ending in -ably and -ibly - adding suffixes beginning with vowel letters to words ending in -fer (The ‘r’ is doubled if the -fer is still stressed when the ending is added. The ‘r’ is not doubled if the –fer is no longer stressed) - words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb - words using a hyphen to link a prefix to a root word e.g. coordinate, re-iterate, co-own

Impact:

By the end of the year the children should:

EYFS	- represent and spell some words
Year 1	- spell year 1 common exception words - write most words phonetically

	- know and confidently recite the alphabet - recognise familiar word patterns and groups of letters to help spell new words
Year 2	- spell year 2 common exception words - make links to phonics sessions to help spell new words - confidently know all of the phases of sounds
Year 3	- spell year 3 and 4 common exception words - use phonics knowledge to spell words - recognise words that have been spelt incorrectly - use dictionaries to check spellings of words
Year 4	- spell year 3 and 4 common exception words - confidently spell new words using phonics and spelling rules knowledge - use their reading skills to learn and spell more complex words - use dictionaries to check spellings of words
Year 5	- spell year 5 and 6 common exception words - spell more complicated words with increased accuracy - use their reading skills to learn and spell more complex words - use dictionaries to check spellings of words
Year 6	- spell year 5 and 6 common exception words - spell complicated words with increased accuracy - use their reading skills to learn and spell more complex words - use dictionaries to check spellings of words