Example primary spelling progression

HIAS English Team

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Final version

Overview

This document

- This example spelling progression demonstrates how spelling teaching could be sequenced in the primary phase.

Points to consider when using this resource

- The document assumes Year 1 spelling content is delivered in line with the school's phonics programme, and in additional sessions where appropriate. Refer to National Curriculum Appendix 1 for Year 1 spelling content and further examples.
- This progression is an example only and should be adapted and expanded as required.

The progression is organised using the following key spelling strands:

Spelling principles used as strands	***Phonological knowledge*** **Knowledge of grapheme-phoneme correspondences is crucial for effective spelling.**
	Orthographic knowledge **Orthography relates to the conventions of our spelling system, such as which patterns of letters are possible and plausible. Approaches that link to phonological knowledge are useful alongside overlearning for exception words here.**
	Morphological and etymological knowledge **Morphology is the study of words and how they are formed. Morphology analyses parts of words (morphemes), such as root words, prefixes and suffixes.** **Etymology is the study of the origin of words.**

		Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		**Revision: closing any gaps in using phonics for spelling from previous year** The /aɪ/ sound spelt –y at the end of words (cry, fly)	**Revision as needed** Best guess, investigation and word families for spelling alternative GPCs Use pupils' writing to decide on priority areas		Review importance of hearing syllables and stressed and unstressed vowels to support spelling Words from Year 5/6 list average, awkward, category cemetery, controversy, definite, desperate, develop, dictionary, embarrass, familiar, necessary, secretary, vegetable, harass, suggest, system	
		Revision of Year 1 CEW Introducing common exception words (CEW) for Year 2	Use word class/function where possible to make distinctions e.g. *there/where/here two/twelve/twenty* Selected words from statutory NC list (Year 3/4)	Our commonly misspelt words: what cues could we use to learn them? Selected words from statutory NC list (Year 3/4)	Homophones linked to word class/function Investigating patterns in verb and noun spellings e.g. *license/licence devise/device practise/practice advise/advice* Selected words from statutory NC list (Year 5/6)	Homophones and near homophones linked to word class/function e.g. affect verb/ effect noun guessed verb/ guest noun passed verb/ past noun Selected words from statutory NC list (Year 5/6)
		Revision of Year 1 affixes Adding-es to nouns and verbs ending in -y Vowel suffixes focus (chop, change and double) -ing, -ed, -er, est, -y (hike/hiking, try/tries, drop/dropped)	Root words and affixes: -ed, -ing, -ly, -er, -est, -ness, -ful (see NC Appendix 1) Apostrophes for contracted forms	Dictionary work Plural and possessive 's'	Verb prefixes e.g. dis-, de-, mis-, over-, re- Vowel suffixes revision (chop, change and double)	Synonyms and antonyms: which words have opposites and are there options?

Autumn 2					
	The /ɜː/ sound spelt or after w (word, work) The /ɔː/ sound spelt ar after w (war, warm)	Best guess, investigation and word families for alternative GPCs Syllables: stressed and unstressed vowels. Vowels in red cannot be reliably heard (words from statutory 3/4 list): cal**e**nd**ar**, d**e**cide, d**e**scribe, diff**e**rent, diff**i**cult, ex**er**cise, exper**ie**nce, forw**ar**d(s), gramm**ar**, sent**e**nce, sep**ar**at**e**, med**ic**in**e**, particul**ar**, pecul**iar**, ordin**ar**y, popul**ar**, press**ure**, prob**a**bly, purp**o**se, regul**ar**		Words from statutory list with unusual GPC: *amateur ancient, attached, bargain, bruise, determined, embarrass, foreign, forty, necessary, guarantee, rhyme, rhythm, stomach, individual, language, leisure, lightning, neighbour, persuade, privilege, programme, queue, restaurant, shoulder, soldier, thorough, vehicle, yacht*	
		With the word groups above, sound cues alone can let the learner down. <u>Cues to try:</u> *Groups of words with the same grapheme/letter string* (e.g. bruise, cruise; shoulder, boulder, smoulder) *Overpronunciation* (bar-gayn, sto-match, ve-hicle)			
	CEW Words ending -il (pencil, fossil)	Statutory list words Further homophones		Statutory list words Homophones and commonly misspelt words	
	-er and –est to form comparative adjectives -ly to turn adjectives into adverbs	Dictionary work Forming nouns from prefixes Explore links between words: *medical/medicine, opposite/oppose, cycle/bicycle* (see NC Appendix 1) *Word matrices/webs could be used effectively here*	Review and extend knowledge of adding –ly to form an adverb. Investigate exceptions to the rule (see NC Appendix 1) French roots in *chef, chalet, machine, brochure, league, tongue, unique antique*	Verb suffixes (noun to verb) e.g. –ate, -ise, -ify Silent letters linked to etymology – used to be pronounced. Look at word families and how pronunciation can shift e.g. *knight, doubt, lamb, solemn, island*	Words from statutory list with a root that can be built in to a word web: *achieve, aggressive, communicate, community, committee, conscience* conscious*, criticise (critic + ise), definite, dictionary (dictate, diction), environment, familiar, muscle (muscular), physical, rhyme, rhythm, sacrifice, signature (sign, design, signal), twelfth (two, twelve, twenty), symbol, occupy, occur, temperature.*

Spring 1	🔊	The /s/ sound spelt c before e, i and y (race, ice) The /ɔ:/ sound spelt a before l and ll (ball, walk) The /ʌ/ sound spelt o (other, brother)	Alternative graphemes for /eɪ/ (/ay/) sound (*vein, weigh, eight, neighbor, they, obey*)	-sure and -ture endings (treasure, furniture)	Syllabification and linking spelling of new words to phonic knowledge	Syllabification and linking spelling of new words to phonic knowledge
	⚠️	Begin to distinguish between homophones and near homophones (e.g. *there/their/they're, here/hear, quite/quiet, one/won, sun/son, to/too/two, be/bee*)	Statutory list words Homophones and near homophones: *accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's*		Statutory list words Words containing the letter-string *ough* (bought, rough, though, borough, plough)	
	🟩	Apostrophes for common contracted forms e.g. *can't, didn't, hasn't, couldn't, it's, I'll*	Roots and affixes – Prefixes for opposites or negatives: un-, dis-, mis-, -in (-in can mean both 'not' and 'into') *Word matrices/webs could be used effectively here*	Plural nouns of words ending in 'o' (*hero, heroes*) Revise apostrophe use and include use for possession with plural nouns and those ending in 's'	Adding suffix: able/ible to make adjectives Investigate if there is a best guess according to the nature of the root word (-ably / -ibly also) *Etymological and morphological approaches to NC content (e.g. word matrices)*	Formal equivalents e.g find out – discover ask for – request go in – enter Use of the hyphen (re-enter, co-own)

	The /ʒ/ sound spelt s (usual, television)	y as I: *myth, gym, Egypt, pyramid, mystery*	Syllabification and linking spelling of new words to phonic knowledge	Syllabification and linking spelling of new words to phonic knowledge	Syllabification and linking spelling of new words to phonic knowledge
	CEW Homophones	Statutory list words Homophones		Statutory list words Homophones and commonly misspelt words (see NC Appendix 1)	
Spring 2	Suffixes -ment, -ness, -ful, -less and -ly *Word matrices/webs could be used effectively here* Apostrophe for singular possession	Roots and affixes – suffixes – adding to words of more than 1 syllable: doubling consonant depends on where the stress is placed in the word e.g. *beginning, limiting* Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. *solve, solution, solver, dissolve, insoluble* *Word matrices/webs could be used effectively here*	Adding -ous suffix Roots and affixes – how roots create a family: word webs e.g. *solve (solution, solver, dissolve, insoluble, sign (signal, design, designate, signify), long (length), strong(strength), pose (oppose, impose, suppose)* Classical roots in - Greek /k/ sound spelt ch: *scheme, chorus, chemist, echo* Latin - /s/ sound spelt sc: *science, scene, discipline, fascinate, crescent*	Suffixes: words ending in –ant, –ance/–ancy, –ent, –ence/–ency Adding suffixes beginning with vowel letters to words ending in –fer (*transferring, transferred reference, referee* – see NC Appendix 1) *Etymological and morphological approaches to NC content (e.g. word matrices)*	Words from statutory list where seeing affixes can help in learning correct spelling: Prefix: *accommodate, accompany, according, apparent, appreciate, conscience conscious, correspond, recommend, interfere, interrupt* Suffix: *available, competition, explanation, pronunciation, profession, convenience, hindrance, criticise (critic + ise), curiosity, identity, opportunity, disastrous, marvelous, mischievous, environment, government, equip (–ment), parliament, exaggerate, excellent, sufficient, relevant, existence, nuisance, especially, frequently, immediate(ly), sincere(ly)*

Summer 1	🔊	The /i:/ sound spelt –ey (key, monkey) The /ɒ/ sound spelt a after w and qu (squash, watch)	Alternative phonemes for 'ou' grapheme *young, touch, double, trouble, country*	Syllabification and linking spelling of new words to phonic knowledge	Syllabification and linking spelling of new words to phonic knowledge	Syllabification and linking spelling of new words to phonic knowledge
	⚠️	The /l/ or /əl/ sound spelt –le at the end of words (table, apple) The /l/ or /əl/ sound spelt –el at the end of words (camel, tunnel) The /l/ or /əl/ sound spelt –al at the end of words (metal, pedal)	Words from statutory Year 3/4 list with unusual GPC: *answer, build, breath, breathe, believe, caught, consider, continue, decide, early, earth, eight/eighth, weight, enough (Anglo Saxon: rough, tough), exercise, famous/various, island favourite, February, fruit, group, guard, guide, heard, heart, height, history, imagine, learn, material, minute, naughty, notice, often, particular, perhaps (tends not to be pronounced in a way that matches spelling, even though GPC not unusual), potatoes, promise, purpose, quarter, recent, reign, special, straight, surprise, though/although, thought, through, woman/women*		Statutory list words Homophones and commonly misspelt words (see NC Appendix 1)	
	🟩	The /n/ sound spelt kn and (less often) gn at the beginning of words (link to archaic pronunciation) The /r/ sound spelt wr at the beginning of words (link to archaic pronunciation)	Roots and affixes (see NC Appendix 1) Prefixes: more opposites: il-, ir-, im-, re- *Word matrices/webs could be used effectively here* Review apostrophe for possession	Roots and affixes (see NC Appendix 1) Adding –tion, -sion, -ssion, -cian (explore music→musician, magic→magician etc.) *Etymological and morphological approaches to NC content (e.g. word matrices)*	Suffixes cial/tial for making adjectives *Etymological and morphological approaches to NC content (e.g. word matrices)*	Further root words and affixes *Etymological and morphological approaches to NC content (e.g. word matrices)*

Summer 2	🔊	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 (see NC Appendix 1)	Review application of best guess for GPC as needed – use pupils' own issues in writing to drive sessions Using syllables to support spelling	Words with the /iː/ sound (/ee/) spelt ei after c and exceptions (*deceive, receive*)	Syllabification and linking spelling of new words to phonic knowledge
	⚠️	CEW Homophones	Statutory list words Homophones	Statutory list words Homophones and commonly misspelt words (see NC Appendix 1)	
	🟩	Suffix revision (see NC Appendix 1) Words ending in -tion (*station, fiction, motion, national, section*)	More prefixes: super-, auto-, inter-, sub- Vowel suffixes revision (chop, change and double) / Suffix -ation: adding to verbs to from nouns (information, sensation) Vowel suffixes revision (chop, change and double) Words from statutory list with affixes: Prefix: *accident, address, bicycle, disappear, increase, interest, important, remember* Suffix: *accidentally, actually, probably, occasion(ally), busy/business, complete, experiment, extreme, mention, position, question, possess(ion), possible, various, famous* *Word matrices/webs could be used effectively here*	Suffixes cious/tious for making adjectives: investigate if there is a best guess according to the nature of the root word *Etymological and morphological approaches to NC content (e.g. word matrices)*	Word origins investigations. *Etymological and morphological approaches to NC content (e.g. word matrices)*

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