



SGSM Whole School Spelling Progression



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>Early Learning Goals Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Reception Writing I can spell words by identifying the sounds and then writing the sound with letter/s. I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>***Phonics focus- see Phonics progression</p>	<p>***Phonics focus- see Phonics progression.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding -s or -es as the</p>	<p>***Phonics focus- see Phonics progression.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and make phonetically plausible attempts at others.</p> <p>Learn new ways of spelling 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 many common exception</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Form nouns using a range of prefixes.</p> <p>Use a or an accurately.</p> <p>Word families - related in form and meaning.</p> <p>Spell words that are often misspelt see N/C.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Understand difference with 's' for plurals (books) and possessives (its, theirs)</p> <p>Use Standard English instead of local spoken forms (we were, I did)</p> <p>Spell words that are often misspelt see N/C.</p> <p>Place the possessive apostrophe accurately in</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify)</p> <p>Verb prefixes (dis-, de-, mis-, over- and re-)</p> <p>Use knowledge of morphology and</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Understand the difference between vocabulary typical of informal speech and formal speech and writing.</p> <p>Use synonyms and antonyms.</p>	<p>Pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in KS1 and 2 N/C</p> <p>Use Standard English confidently in their own writing and speech.</p>

	<p>plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un-</p> <p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance, as listed in the N/C</p> <p>Write from memory simple Sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Words.</p> <p>Learn to spell more words with contracted forms. Learn the possessive apostrophe (singular)</p> <p>Distinguish between homophones and near homophones.</p> <p>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.</p> <p>Make nouns using suffixes such as 'ness' and 'er'</p> <p>Make nouns which are compound words.</p> <p>Make adjectives using suffixes such as 'ful' 'less'</p> <p>Use the suffixes 'er' and 'est' in Adjectives.</p> <p>Turn adjectives into adverbs</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>words with regular and irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N/C.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N/C.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p>	
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		<p>using suffix 'ly'</p> <p>Apply spelling rules and guidance, as listed in the N/C.</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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