

Spelling progression at Pathfinder Schools

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Phonic & Whole word spelling</p> <p>Please see the English Appendix 1 document for further guidance and examples</p> <p>For YR please refer to the EYFS Framework</p>	<p>Attempt to write words and sounds using recognisable letters (most of which are correctly formed)</p> <p>Use their phonic knowledge to write letters and words in ways which match their spoken sounds.</p> <p>Write some taught CEW/high frequency words e.g. the</p>	<p>Use the 40+ phonemes taught to:</p> <ul style="list-style-type: none"> - Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red - Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations - Segment words into syllables. <p>Begin to use letter names to distinguish between alternative spellings of the same sound.</p>	<p>Spell by segmenting words in to phonemes and represent them using the correct graphemes.</p> <p>Spell all of the Y2 CEW (appendix 1 p10)</p> <p>To spell words with:</p> <ul style="list-style-type: none"> - J sound spelt as ge/dge e.g. badge/age - J sound spelt as a g e.g. gem - S sound spelt as a c before e, l and y e.g. race - N sound spelt as kn/gn e.g. knee/gnaw - R sound spelt as wr e.g. wrong - OR sound spelt as a before l/l e.g. ball 	<p>Spell some of the Y3&4 CEW (appendix 1 p16)</p> <p>To spell some words with the:</p> <ul style="list-style-type: none"> - I sound spelt as a y e.g. Gym - U sound spelt as a ou e.g. touch - K sound spelt as ch e.g. chorus - S sound spelt as ch e.g. chef - S sound spelt as sc e.g. scene - E sound spelt as ei/eigh/ey e.g. vein/eight/they <p>To be spell some words ending in:</p> <ul style="list-style-type: none"> - ue e.g. league/antique - ure e.g. measure - sion/tion e.g. division/injection 	<p>Spell all of the Y3&4 CEW (appendix 1 p16)</p> <p>To spell words with the:</p> <ul style="list-style-type: none"> - I sound spelt as a y e.g. Gym - U sound spelt as a ou e.g. touch - K sound spelt as ch e.g. chorus - S sound spelt as ch e.g. chef - S sound spelt as sc e.g. scene - E sound spelt as ei/eigh/ey e.g. vein/eight/they <p>To be spell words ending in:</p> <ul style="list-style-type: none"> - ue e.g. league/antique - ure e.g. measure - sion/tion e.g. division/injection 	<p>Spell some of the Y5&6 CEW (appendix 1 p23)</p> <p>To spell some words with the:</p> <ul style="list-style-type: none"> - I sound spelt ei after a c e.g. deceive - Letter string ough e.g. bought - Silent letters e.g. doubt <p>To be spell some words ending in:</p> <ul style="list-style-type: none"> - cious/tious e.g. vicious/cautious - cial/tial e.g. special or partial - ant e.g. observant - ance/ancy e.g. tolerant/toleranc e - ent e.g. innocent - ence/ency e.g. decence/decen cy 	<p>Spell all of the Y5&6 CEW (appendix 1 p23)</p> <p>To spell words with the:</p> <ul style="list-style-type: none"> - I sound spelt ei after a c e.g. deceive - Letter string ough e.g. bought - Silent letters e.g. doubt <p>To be spell words ending in:</p> <ul style="list-style-type: none"> - cious/tious e.g. vicious/cautious - cial/tial e.g. special or partial - ant e.g. observant - ance/ancy e.g. tolerant/toleranc e - ent e.g. innocent - ence/ency e.g. decence/decen cy

		<p>Spell all of the Y1 CEW (appendix 1 p6)</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p>	<p>- U sound spelt as o e.g. other</p> <p>-ER sound spelt as or/ar e.g. work/warm</p> <p>- Z sound spelt as an s e.g. pleasure</p> <p>- O sound spelt as an a after w/qu e.g. watch/squash</p> <p>To spell words ending in:</p> <p>- le e.g. table</p> <p>- el e.g. camel</p> <p>- al e.g. metal</p> <p>- il e.g. pencil</p> <p>- y e.g. fly</p> <p>- ey e.g. key</p> <p>- tion e.g. fiction</p>			<p>- able/ably e.g. adorable/adorably</p> <p>- ible/ibly e.g. possible/possibly</p>	<p>- able/ably e.g. adorable/adorably</p> <p>- ible/ibly e.g. possible/possibly</p>
<p>Other spellings and word Structures</p> <p>Please see the English Appendix 1 document for further guidance and examples</p>	<p>To begin to recognise the need for spelling some words with capital letters.</p> <p>To begin to use an 's' for plural nouns</p>	<p>Add regular plural noun suffixes 's' or 'es' e.g. cats</p> <p>Add suffixes ing, ed, er to verbs where no change to the root word is needed e.g. hunted</p> <p>Add suffixes er and est to adjectives where no change is needed to the root word e.g. grandest</p>	<p>Add suffixes such as ed, ing, er, es, est and y using the appropriate spelling rule/pattern to words:</p> <p>- Ending in a y with a consonant before it e.g. cried/cries</p> <p>- Ending in an e with a consonant before it e.g. hiking/hiked</p> <p>- of one syllable with a short vowel sound ending in a single consonant e.g. patting</p>	<p>Begin to use prefixes such as un, dis, mis, in, il, im, ir, re, sub, inter, super, anti and auto.</p> <p>Use prefixes on words with more than one syllable</p> <p>Begin to use suffixes such as ation, ly, ous,</p> <p>Use of 'a' or 'an' if the next word begins with a vowel or consonant</p>	<p>Use prefixes such as un, dis, mis, in, il, im, ir, re, sub, inter, super, anti and auto.</p> <p>Use prefixes on words with more than one syllable</p> <p>Use suffixes such as ation, ly, ous,</p> <p>The grammatical difference between plural and possessive –s including the use of an apostrophe</p>	<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p>Use a hyphen</p> <p>Add suffixes to words ending in fer e.g. referring/referenc e</p>	<p>Differences between vocabulary for informal speech, and formal speech and writing (e.g. <i>said</i> versus <i>alleged</i>)</p> <p>synonyms and antonyms</p> <p>Use a hyphen</p> <p>Add suffixes to words ending in fer e.g. referring/referenc e</p>

		<p>Add the prefix 'un' and understand that it changes the meaning of verbs and adjectives e.g. unhappy</p> <p>Spell some compound words e.g. football</p>	<p>Form nouns using suffixes 'ness' 'er' and ment</p> <p>Form adjectives using suffixes 'ful' 'less'</p> <p>Form adverbs using the suffix 'ly;</p> <p>Use suffixes 'er' and 'est' to form comparisons of adjectives and adverbs</p> <p>Use apostrophes for contracted forms e.g. can't</p> <p>Use possessive apostrophes for singular nouns e.g. the girl's</p> <p>Understand the meanings frequently used homophones and how to spell them.</p>	<p>Word families based on common words related in meaning or form.</p> <p>Use the possessive apostrophe for plural words.</p> <p>Spell a range of homophones</p> <p>Use the first 2 or 3 letters to check a words spelling in a dictionary.</p>	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or <i>I did</i> instead of <i>I done</i>)</p> <p>Spell a further range of homophones</p> <p>Use the first 2 or 3 letters to check a words spelling in a dictionary.</p>	<p>Use the first 3 or 4 letters to check a words spelling or meaning in a dictionary.</p> <p>Spell a wide range of homophones and other often confused words (p21/22)</p>	<p>Use the first 3 or 4 letters to check a words spelling or meaning in a dictionary.</p> <p>Spell a wide range of homophones and other often confused words (p21/22)</p>
Common Exception Words		<p>the a do to today of said says are were was is his</p>	<p>door floor poor because find kind mind behind child children wild climb most only every everybody even great break steak pretty</p>	<p>actual address answer appear arrive bicycle build busy</p>	<p>accident accidentally actually believe breath breathe business calendar</p>	<p>accompany according amateur ancient apparent attached average awkward</p>	<p>accommodate aggressive appreciate available committee communicate community competition</p>

		<p>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>beautiful after fast last past father class grass pass plant bath path hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas</p>	<p>caught centre century circle decide describe different difficult early earth eight eighth enough famous February forward forwards fruit group guard guide heard heart height history imagine important interest island learn length library minute notice often perhaps popular quarter recent regular reign</p>	<p>certain complete consider continue disappear exercise experience experiment extreme favourite grammar increase knowledge material medicine mention natural naughty occasion occasionally opposite ordinary particular peculiar position possess possession possible potatoes pressure probably promise purpose question remember sentence separate straight strength suppose surprise</p>	<p>bargain bruise category cemetery curiosity definite develop dictionary disastrous embarrass excellent familiar foreign forty government harass identity leisure muscle occupy occur persuade physical queue recognize relevant rhyme rhythm shoulder signature sincere sincerely soldier stomach suggest symbol system temperature twelfth variety</p>	<p>conscience conscious controversy convenience correspond criticise desperate environment equipment equipped especially exaggerate existence explanation frequently guarantee hindrance immediate individual interfere interrupt language lightning marvellous mischievous necessary neighbour nuisance opportunity parliament privilege profession programme pronunciation recommend restaurant sacrifice secretary thorough</p>
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