

**English Writing End points Aspect: Spelling**

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|  | **Autumn** | **Spring** | **Summer** |
| **Reception** | * With support for segmenting, write simple CVC words using taught phonemes from Phase 2 Letters and Sounds | * With support for segmenting, write simple words using taught phonemes, digraphs and trigraphs from Phase 3 Letters and Sounds * Write high frequency words from Phase 3 Letters and Sounds | * With support for segmenting, write simple words using adjacent consonants taught in Phase 4 Letters and Sounds * Write high frequency words from Phase 4 Letters and Sounds |
| **Year 1** | Begin to understand that some words cannot be spelled by using phonics  Spell approx. 15 of the Y1 common exception words (CEW) from memory | Write simple dictated sentences using taught CEW and phonemes  Use letter names to show alternative spellings of the same phonemes  Use the suffixes *-ing, -ed, -er* and *-est* where no change is needed in the spelling of root words  Spell approx. 30 of the Y1 common exception words from memory | Begin to spell days of the week  Spell words that use suffixes for plurals or third person (e.g. adding *s/es*)  Spell most of the 45 Y1 common exception words from memory |
| **Year 2** | Segment spoken words and record the phonemes as graphemes in multisyllabic words, making a phonetically plausible attempt  Spell some of the CEW for Y2 | * Spell longer words using suffixes such as *ment, ness, ful, less, ly* * Spell many of the CEW for Y2 | * Use apostrophes for the most common contracted words *(*e.g *don’t, I’ll, I’m, won’t*) * Spell multisyllabic words containing new spellings from Y2 * Apply knowledge of homophones and near homophones to spell them correctly in context (e.g*. there, their, they’re; here/hear; quite/quiet)* * Spell most of the CEW for KS1 |
| **Year 3** | Use the first 2 or three letters in a word to check its spelling in a dictionary  Spell some words from the Year 3 and 4 word list | * Spell words with additional prefixes and suffixes and understand how to add them to root words. (from nouns using *super, anti, auto)* * Spell correctly word families based on common words *(solve, solution, solver)* * Identify the root word in longer words. | * Recognise and spell additional homophones *(he’ll, heal, heel)* * Make comparisons from a word already known to apply to an unfamiliar word |
| **Year 4** | Competently use a dictionary in order to check spelling | * Spell words with additional prefixes and suffixes and understand how to add them to root words *(-ation, -ous, -ion, -ian)* * Use the plural *‘s’* and possessive *‘s’* correctly *(The girls were playing football. The girls’ football boots. The girl’s football boots.)* | * Recognise and spell additional homophones *(accept/except; whose/who’s; whether/weather; piece/peace; medal/meddle)* * Spell most words from the Year 3 and 4 word list |
| **Year 5** | Form verbs with prefixes, e.g. *dis, de, mis, over ,*and *re*  Use the first three or four letters of a word to check spelling, meaning or both in a dictionary  Begin to proof read work for spelling and punctuation errors | * Spell some words with a ‘silent’ letter. (e.g. *knight, psalm, solemn)* * Convert nouns and adjectives into verbs by adding a suffix, for example *ate, ise, ify* * Distinguish between homophones and other words which are often confused *guest/guessed; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principle/principal)* | * Spell many words from the Year 5 and 6 word list, drawing on knowledge of root words (e.g. *ordinary/ordinarily*) |
| **Year 6** | Use a range of spelling strategies, not just phonics  Use a dictionary to check spelling/meaning  Proof read and edit to check for errors (all KS1 and KS2 word lists)  Use the correct homophone  Spell most words with silent letters | * Change verbs into nouns by adding suffixes, (*tion/sion/ment – cancel/cancellation; expand/expansion; excite/excitement; enjoy/enjoyment)* | * Spell the vast majority of the words from the Year 5 and 6 list. |