



Dial Park Primary School Whole School Progression in Spelling

	EYFS 3 and 4 year olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and spellings	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>To know all letters of the alphabet and the sounds they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance.</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g., bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance.</p>	<p>To spell words with:</p> <p>/eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g., vein, weigh, eight, neighbour, they, obey).</p> <p>/ɪ/ sound spelt 'y' in a position other than at the end of words (e.g., mystery, gym).</p> <p>/k/ sound spelt with 'ch' (e.g., scheme, chorus, chemist, echo, character).</p> <p>ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g., league, tongue, antique, unique).</p> <p>/sh/ sound spelt with 'ch' (e.g., chef, chalet, machine, brochure).</p> <p>a short /u/ sound spelt with 'ou' (e.g., young, touch, double, trouble, country).</p> <p>an ending with the /zher/ sound spelt with 'sure' (e.g., measure, treasure, enclosure).</p> <p>with the /cher/ sound spelt with 'ture' (e.g., creature, furniture)</p>	<p>To spell words with:</p> <p>/ shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g., division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g., expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g., musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g., sound spelt with 'sc'</p>	<p>To spell words with:</p> <p>endings that sound like / shuhs/ spelt with -cious (e.g., vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>endings that sound like / shuhs/ spelt with -tious or -ious (e.g., ambitious, cautious, fictitious, infectious, nutritious).</p> <p>'silent' letters (e.g., doubt, island, lamb, solemn, thistle, knight).</p> <p>the letter string 'ough' (e.g., ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words:</p> <p>ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>