



Spelling Progression at Lodge Farm Primary School

Spelling is integral to the writing process. Our curriculum will provide confidence in spelling which frees up the working-memory to focus on the content of the writing. Our curriculum prioritises making links to previously taught rules to ensure pupils retain taught rules and conventions. Our curriculum will support pupils to become confident writers.

FINAL GOAL FOR THE END OF KS2: To be able to apply spelling rules and conventions confidently allowing pupils to focus on the content of their writing.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>*revision of previously taught grapheme-phoneme-correspondence</p> <p>*vowel diagraphs and trigraphs including alterative grapheme-phoneme-correspondence: ai, ay, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, ear and are.</p> <p>*words ending in -y</p> <p>*the sounds ph and wh</p> <p>*the prefix un-</p> <p>*compound words</p> <p>*year 1 common exception words</p>	<p>*revision of previously taught grapheme-phoneme-correspondence</p> <p>*the s sound spelt c before e, i and y</p> <p>*the n sound spelt kn and gn at the beginning of words</p> <p>*the r sound spelt wr at the beginning of words</p> <p>*the use of -le, -el and -al at the end of words</p> <p>*words ending -il</p> <p>*the sound spelt -y at the end of words</p> <p>*adding -es to nouns and verbs ending in -y</p> <p>*adding the suffixes: -ed, -ing, -er and -est -ment, -ness, -ful, -less and -ly</p> <p>*alternative grapheme-phoneme correspondents including: o, -ey, ar, or, a and s,</p> <p>*contractions</p> <p>*the possessive apostrophe (singular nouns)</p> <p>*words ending in -tion</p>	<p>*revision of previously taught grapheme-phoneme-correspondence</p> <p>*revision of previously taught rules for adding suffixes</p> <p>*homophones and near homophones</p> <p>*the suffixes: -ly, -ally, -tion, -ation, -sion, and -ous,</p> <p>*the prefixes: un-, dis-, mis-, in-, re-, anti- and super-</p> <p>*the long vowel sounds: ei, eigh and ey</p> <p>*the i sound spelt y</p> <p>*the s sound spelt sc</p> <p>*silent letters</p> <p>*words from the year 3/4 common exception word list</p>	<p>*revision of previously taught spelling rules</p> <p>*the suffixes: -sion, -cian, -ous and -ious</p> <p>*the prefixes: sub-, inter-, super-, re- and auto-</p> <p>*homophones</p> <p>*apostrophes for possession</p> <p>*the sounds: -sure, -ture -gue, -que and -ch</p> <p>*the etymology of words</p> <p>*unstressed vowels</p> <p>*silent letters</p> <p>*words from the year 3/4 common exception word list</p>	<p>*revision of previously taught spelling rules</p> <p>*i spelt ei after c</p> <p>*the suffixes: -cial, -tial, -cially, -tially, -able, -ible, -ably, -ibly, -cious, -tious, -ent, -ence, -ency, -ant, -ance, -ancy</p> <p>*common misspelt words</p> <p>*silent letters</p> <p>*ough letter string</p> <p>*unstressed vowels</p> <p>*homophones and near homophones</p> <p>*hyphens</p> <p>*morphology and etymology of words</p> <p>*words from the year 5/6 common exception word list</p>	<p>*revision of previously taught spelling rules</p> <p>*the suffix -fer</p> <p>*unstressed vowels</p> <p>*morphology and etymology of words</p> <p>*homophones and near homophones</p> <p>*words from the year 5/6 common exception word list</p>



Spelling Progression at Lodge Farm Primary School

	*homophones and near-homophones *year 2 common exception words				
--	---	--	--	--	--