

Summerfields Primary School Writing Progression

Our Ultimate End Goal:

At Summerfields Primary, we believe that writing is an integral part of education and success in society. We aim to provide a high-quality writing curriculum that teaches children how to speak and listen effectively, and to write and communicate ideas effectively for a variety of purposes and audiences. This will help to fully prepare our pupils for the next step of their learning journey. The children will understand that grammar helps them say what they truly mean and for their writing to be read as they intended. Our children will have a strong sense of language and the written word, writing independently and recognising what a powerful tool writing can be. We are determined that every child will learn to write with fluency and automaticity which enables them to flourish in all aspects of the school curriculum and in their future lives.

Writing for a Purpose

At Summerfields, we focus on authentic and purposeful writing that has impact. By giving children a concrete audience and purpose, they can see the point of writing. In order for children to build agency as writers, they are supported to think like an author, making choices because they are effective for their purpose. Children are given opportunities to read as a writer by pulling apart texts and discussing their effectiveness. When capturing ideas for writing, teachers scaffold pupils learning to enable them to choose the content most appropriate for their purpose and audience, so when they write, they really write with a purpose in mind.

Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Discuss
<p>Possible Outcomes:</p> <ul style="list-style-type: none"> Recount Letter Instructions Explanation Recount Letter Biography Report 	<p>Possible Outcomes:</p> <ul style="list-style-type: none"> Stories (including re-telling) Descriptions Poetry In-character/role Narrative Descriptions Poetry Characters/settings 	<p>Possible Outcomes:</p> <ul style="list-style-type: none"> Advertising – leaflets, posters, brochures, website Letter Speech Poster Advertising Letter Speech Campaign 	<p>Possible Outcomes:</p> <ul style="list-style-type: none"> Answering a posed question Balanced argument Newspaper article Review

Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

EYFS

Communication and Language

Listening, Attention and Understanding ELG

- Children at the expected level of development will:

Literacy

Comprehension ELG

- Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

- Children at the expected level of development will:
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Writing ELG

- Children at the expected level of development will:
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Year 1

Spelling
 Children are taught to spell words containing each of the 40+ phonemes already taught. Children spell common exception words and spell the days of the week. Children are taught to name the letters of the alphabet, naming the letters of the alphabet in order. Children are taught to use letter names to distinguish between alternative spellings of the same sound. Children will be taught to add prefixes and suffixes. Children will apply simple spelling rules and guidance, as listed in English Appendix 1. Children will write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting
 Children are taught to: sit correctly at a table, holding a pencil comfortably and correctly. They begin to form lower-case letters in the correct direction, starting and finishing in the right place. Children form capital letters, form digits 0-9 and understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.

Composition
 Children are taught to write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives and rereading what they have written to check that it makes sense. Children discuss what they have written with the teacher or other children, reading aloud their writing clearly enough to be heard by their peers and the teacher..

Grammar and Punctuation
 Children are be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words, joining words and joining clauses using and. They begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. They are taught to use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

YEAR 2**Spelling**

Children are taught to spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. They 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. Children learn to spell common exception words and learn to spell more words with contracted forms. They are taught to use the possessive apostrophe. Children distinguish between homophones and near-homophones. They add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. apply spelling rules and guidance, as listed in Children write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Grammar and Punctuation Children learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive. They learn how to use sentences with different forms: statement, question, exclamation, command. They are taught to use expanded noun phrases to describe and specify. Children learn the present and

Handwriting

Children are taught to form lower-case letters of the correct size relative to one another. They start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. They use spacing between words that reflects the size of the letters.

Composition

Children are taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). They are taught to write about real events. They write poetry. They write for different purposes, considering what they are going to write before they do. Children are taught to plan, saying out loud what they are going to write about. They write down ideas and/or key words, including new vocabulary. They encapsulate what they want to say, sentence by sentence. Children make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense. They use verbs to indicate time correctly and consistently, including verbs in the continuous form. Children are taught to proofread to check for errors in spelling, grammar and punctuation. They read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar and Punctuation

Children learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive. They learn how to use sentences with different forms: statement, question, exclamation, command. They are taught to use expanded noun phrases to describe and specify. Children learn the present and past tenses correctly and consistently including the progressive form. They are taught how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Children are taught features of written Standard English. They use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

<p>past tenses correctly and consistently including the progressive form. They are taught how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Children are taught features of written Standard English. They use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>			
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YEAR 3 & YEAR 4

<p>Spelling Children are taught to use further prefixes and suffixes and understand how to add them. They learn to spell further homophones. They are taught to spell words that are often misspelt. They learn to place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). They learn to use the first 2 or 3 letters of a word to check its spelling in a dictionary. They are taught to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Handwriting Children are taught to Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They are taught to increase the legibility, consistency and quality of their handwriting for example by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Composition Children are taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. They are taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. They learn how to organise paragraphs around a theme. Children are taught to write narratives, creating settings, characters and plot. Children learn in non-narrative material, to use simple organisational devices, for example, headings and subheadings. They are taught to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Children learn to</p>	<p>Grammar and Punctuation Children are taught to develop their understanding of the concepts set out in English extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. They are taught to use the present perfect form of verbs in contrast to the past tense. They learn to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Children are taught to use conjunctions, adverbs and prepositions to express time and cause and to use fronted adverbials. They learn the grammar for years 3 and 4 in the NC English appendix. Children learn to indicate grammatical and other features by using commas after fronted adverbials, indicate possession by using the possessive apostrophe with plural nouns, use and punctuate direct speech, use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their</p>
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		<p>proofread for spelling and punctuation errors. They read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>writing and reading.</p>
YEAR 5 & YEAR 6			
<p>Spelling Children use further prefixes and suffixes and understand the guidance for adding them. They spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. Children continue to distinguish between homophones and other words which are often confused. They use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Children use dictionaries to check the spelling and meaning of words. They use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. They use a thesaurus.</p>	<p>Handwriting Children write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Children choose the writing implement that is best suited for a task.</p>	<p>Composition: Children plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. They note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, they consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. They draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, they describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. They use a wide range of devices to build cohesion within and across paragraphs. Children use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. They evaluate and edit by: assessing the effectiveness of their own and others’ writing. They propose changes to vocabulary, grammar and punctuation to enhance effects and</p>	<p>Grammar and Punctuation: Children develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. They use passive verbs to affect the presentation of information in a sentence. Children use the perfect form of verbs to mark relationships of time and cause. They use expanded noun phrases to convey complicated information concisely. They use modal verbs or adverbs to indicate degrees of possibility. Children use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. They learn the grammar for years 5 and 6 in English Appendix 2. Children indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, punctuating bullet points consistently and use and understand</p>

		clarify meaning. Children ensure the consistent and correct use of tense throughout a piece of writing. They ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Children proof-read for spelling and punctuation errors. They perform their own compositions, using appropriate intona	the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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A note about the pedagogy (if required):

Procedural Knowledge – What skills do we want our pupils to have to support writing?

How will these skills build on what went before and help prepare our children for what is coming next?

The English curriculum is both cumulative and recursive. Pupils use the same basic skills every time they write:

- Sentence structure: Progression focuses on aspects such as varying sentence form, sentence type, using a range of conjunctions and developing complex structures Punctuation: Progression through the use of simple to complex sentence punctuation and deliberate, controlled use
- Word level: Emphasis on improving vocabulary through noun phrases, precise language choices, technical vocabulary
- Text structure and organisation: Cohesion within and across paragraphs, cohesive devices, layout suitable for purpose etc
- Spelling

PROGRESSION IN SENTENCES

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then,	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Use of the passive to affect the presentation of information in a sentence The difference

		<p>phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>[for example, Later that day, I heard the bad news.]</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>Or modal verbs [for example, might, should, will, must]</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>between structures typical of informal speech and structures appropriate for formal speech and writing eg use of subjunctive forms</p> <p>Use expanded noun phrases to convey complicated information concisely</p>
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PROGRESSION IN PUNCTUATION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun 'I'</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semicolon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity</p>

PROGRESSION IN DIALOGUE SKILLS AND KNOWLEDGE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Write simple sentences beginning with personal pronouns</p> <p>Write simple sentences starting with nouns/proper nouns</p> <p>Compose a sentence orally before writing it</p> <p>Use simple word choice that helps to convey information and ideas</p>	<p>Write questions beginning with who, where, when, which and how etc</p> <p>Write commands using imperative verbs</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Selection of content shows an awareness of purpose and emerging awareness of audience</p>	<p>In narrative, create setting, characters and plot</p> <p>Use some variation in sentence types (statement, command, question, exclamation)</p> <p>Use inverted commas to punctuation direct speech</p>	<p>Use inverted commas and other punctuation to indicate direct speech, eg a comma after the reporting clause; end punctuation within inverted commas:</p> <p>The conductor shouted, "Sit down!"</p> <p>Viewpoint is consistently maintained, eg word choice indicates a child's viewpoint</p>	<p>Use of the appropriate register, including colloquial language within dialogue</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Assured and conscious control over levels of formality</p> <p>The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing</p> <p>In narrative, integrate dialogue to convey character and advance action</p>

PROGRESSION IN WORD LEVEL SKILLS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly</p> <p>Use –ly to turn adjectives into adverbs – slow/ slowly</p> <p>Use some features of</p>	<p>Use adverbs and prepositions to express time, place and cause</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in</p>	<p>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and</p>

		written Standard English		sentences	Use knowledge of morphology and etymology in spelling	clarify meaning Use knowledge of morphology and etymology in spelling
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PROGRESSION IN COHESION & PARAGRAPH SKILLS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material	Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

PROGRESSION IN EDITING – NC COMPOSITION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Re-reading what they have written to check that it makes sense	Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that	Evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors		Evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and 	

		verbs to indicate time are used correctly and consistently, including verbs in the continuous for proof-reading to check for errors in spelling, grammar and punctuation	choosing the appropriate register Proof-read for spelling and punctuation errors
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PROGRESSION IN SPELLING (NC)

Summerfields Primary follow the structure of Essential Letters and Sounds to teach the knowledge of grapheme/phoneme awareness. Therefore the children may not encounter the prescribed grapheme/phoneme in the order of the National Curriculum as set out below but will have met all the statements by the end of Year 2. While ELS is a reading programme, it also supports spelling.

In EYFS, literacy development involves encouraging children to link sounds and letters and to begin to read and write.

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using phonic knowledge and skills they have already learnt. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term "harder to read and spell words" is used throughout the programmes of study for such words. Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. They are introduced to 'Have a go strategies' – segmentation, using a GPC chart, word sort, which one looks right? Children begin checking spellings whilst proof-reading their writing using word banks and other resources. Classrooms EYFS to Year 4 have a class display of 'Harder to Read and Spell words' on pencils so children can be independently checking their spelling. In Year 2, children will check writing for common exception spelling errors using the display and GPC charts. It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way words are now pronounced, such as the "le" ending in table.

In Years 3 and 4, pupils' spelling of common words should be correct, including "harder to read and spell words" and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. It is important that they pay special attention to the rules for adding suffixes. By the end of KS2, pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learn about how spelling works in English.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>To know all letters of the alphabet and the sounds which 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.</p> <p>To apply Y1 spelling rules and guidance*, which includes: The sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables</p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt -le at the end of words</p> <p>The /l/ or /əl/ sound spelt -el at the end of words</p> <p>Words ending -il (pencil, fossil, nostril)</p> <p>The /aɪ/ sound spelt -y at the end of words (cry, fly, dry)</p> <p>Adding -es to nouns and verbs ending in -y</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten)</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words (myth, pyramid, Egypt)</p> <p>The /ʌ/ sound spelt ou (young, touch, double, trouble, country)</p> <p>More prefixes: dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect il-: illegal, illegible im-: immature, immortal, impossible, impatient, imperfect ir-: irregular, irrelevant, irresponsible</p> <p>re- means 'again' or 'back'. re-: redo, refresh, return, reappear, redecorate sub- means 'under'. sub-: subdivide, subheading, submarine, submerge inter- means 'between' or 'among'. inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super- means 'above'. super-: supermarket, superman, superstar anti- means 'against'. anti-: antiseptic, anticlockwise, antisocial auto- means 'self' or 'own'. auto-: autobiography, autograph The suffix -ation is added to verbs to form</p>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/ (official, special, artificial, partial, confidential, essential)</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer (referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference)</p> <p>Use of the hyphen Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. co-ordinate, re-enter, co-operate, co-own</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight</p> <p>Homophones and other words that are often confused (See NC Appendix for clarification)</p>		

	<p>-tch (catch, match)</p> <p>The /v/ sound at the end of words (have)</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (hunt, hunted, hunter, hunting)</p> <p>Adding –er and –est to adjectives where no change is needed to the root word (faster, fastest)</p> <p>- ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil)</p> <p>- ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy);</p> <p>- a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);</p> <p>- ‘ar’ (e.g. car, park)</p> <p>- ‘ee’ (e.g. green,</p>	<p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (cried, crying)</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll (all, fall, tall, ball)</p> <p>The /ʌ/ sound spelt o (other, mother, nothing)</p> <p>The /i:/ sound spelt –ey (donkey, chimney)</p> <p>The /ɒ/ sound spelt a after w and qu (wander, want, squash)</p> <p>The /z:/ sound spelt</p>	<p>nouns. (information, adoration, sensation, preparation, admiration)</p> <p>The suffix –ly The suffix –ly is added to an adjective to form an adverb (sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly))</p> <p>Words with endings sounding like /ʒə/ or /tʃə/ The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure.</p> <p>Endings which sound like /ʒən/ (division, invasion, confusion, decision, collision, television)</p> <p>The suffix –ous (mountainous, famous, various tremendous, enormous, spontaneous, courteous)</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure</p> <p>Words with the /ʃ/ sound spelt ch (mostly</p>	<p>Year 5 & 6 Statutory spelling word list</p>
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	<p>week) - 'ea' (e.g. sea, dream) - 'ea' (e.g. meant, bread) - 'er' stressed sound (e.g. her, person) - 'er' unstressed schwa sound (e.g. better, under) - 'ir' (e.g. girl, first, third) - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach) - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound) - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show) - 'ue' (e.g. true, rescue, Tuesday) - 'ew' (e.g. new, threw) - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right) - 'or' (e.g. short, morning) - 'ore' (e.g. before, shore) - 'aw' (e.g. yawn, crawl) - 'au' (e.g. author,</p>	<p>or after w (worm, word) The /z/ sound spelt s (treasure, television) The suffixes -ment, -ness, -ful, -less and -ly Contractions The possessive apostrophe (singular nouns) Words ending in -tion Common exception words (harder to read and spell words)</p>	<p>French in origin) chef, chalet, machine, brochure Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) league, tongue, antique, unique Words with the /s/ sound spelt sc (Latin in origin) In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/. science, scene, discipline, fascinate, crescent Words with the /ei/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey Possessive apostrophe with plural words: girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population) Homophones and near-homophones: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's Year 3 & 4 Statutory spelling word list</p>	
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	<p>haunt) - 'air' (e.g. hair, chair) - 'ear' (e.g. beard, near, year) - 'ear' (e.g. bear, pear, wear) - 'are' (e.g. bare, dare, scared)</p> <p>Spelling words ending with -y (e.g. funny, party, family); Spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while) Using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p> <p>To spell all Y1 common exception words correctly.* To spell days of the week correctly</p>			
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Key Vocabulary: Vocabulary is important because it embodies and communicates concepts.
 The following terminology is statutory guidance from Appendix 2 of the National Curriculum.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe,	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

		comma	inverted commas (or 'speech marks')			
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