



Northmead Junior School Progression SPELLING Framework

Spelling	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and whole word spelling	<p>Little Wandle – Phase 3-5</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spelling of the same sound</p>	<p>Little Wandle – Recap Phase 5</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words</p> <p>Distinguishing between homophones and near homophones</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelled</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelled</p>	<p>Spell words with silent letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Begin to use knowledge of morphology and etymology in spelling</p> <p>Understand that the spelling of some words needs to be learnt specifically</p>	<p>Confidently spell words with silent letters</p> <p>Confidently distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling</p> <p>Understand that the spelling of some words needs to be learnt specifically</p>
Other word building spelling	<p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix –un</p> <p>Using –ing, -ed, -er and –est where no change is needed in the spelling of root words</p>	<p>Learn the possessive apostrophe (singular)</p> <p>Learning to spell more words in a contracted form</p> <p>Add suffixes to spell longer words, including –ment, -ness, -ful, -les, -ly</p>	<p>Begin to use prefixes and suffixes and understand the guidance for adding them</p> <p>Begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 1 and 2 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Begin to use a simple</p>	<p>Use prefixes and suffixes and understand the guidance for adding them</p> <p>Place the possessive apostrophe accurately in words more accurately with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to find synonyms</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Confidently use a thesaurus to find synonyms</p>

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			thesaurus to find synonyms	Use a simple thesaurus to find synonyms		
<p>Statutory requirements Appendix 1</p>	<p>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>-tch</p> <p>The /v/ sound at the end of words</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</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Words ending -y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</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>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>Words ending -il</p> <p>The /aɪ/ sound spelt -y at the end of words</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</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 /ɑ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt Ou</p> <p>More prefixes e.g. <i>dis-: disappoint, disagree, disobey</i> <i>mis-: misbehave, mislead, misspell (mis + spell)</i> <i>in-: inactive, incorrect</i></p> <p>The suffix -ation</p> <p>The suffix -ly</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ʒən/</p> <p>The suffix -ous</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Words with the /k/sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt - gue</p>		<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</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)</p> <p>Homophones and other words that are often confused</p>	

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	<p>Using k for the /k/ sound</p> <p>Adding the prefix –un</p> <p>Compound Words</p> <p>Common Exception Words e.g. <i>the, a, do, to, today, of, said, says, are, were, was, is, his, 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.</i></p>	<p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ/ sound spelt s</p> <p>The suffixes –ment, –ness, –ful, –less and –ly</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p> <p>Homophones and near-homophones</p> <p>Common Exception Words e.g. <i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, 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</i></p>	<p>and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p>	
<p align="center">Word Lists</p>			<p align="center">Word list – Yr3 and Yr4</p> <p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes</p>	<p align="center">Word list – Yr5 and Yr6</p> <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning</p>

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			<p>pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>	<p>marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
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