



ENGLISH - Spelling – Overview and End Points

Year	EYFS	Year 1	Year 2
Spelling Rules	Read Write Inc Phonics	Read Write Inc Phonics	<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> <ul style="list-style-type: none"> • the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust) • the n sound spelt "kn" and "gn" (e.g. knight and gnome) • the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril) • the /az/ sound spelt 'y' (e.g. cry, fly, July) • adding -es to nouns and verb ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); <ul style="list-style-type: none"> • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always) • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother) • the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards) • the /z/ sound spelt 's' (e.g. television, usual)



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Prefixes and Suffixes	Read Write Inc Phonics	Read Write Inc Phonics	<ul style="list-style-type: none"> adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions); adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions)
Common Exception Words	Read Write Inc Phonics	Read Write Inc Phonics	All Y2 Common Exception Words



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Further Spelling Conventions	Read Write Inc Phonics	Read Write Inc Phonics	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>

	EYFS	Year 1	Year 2
Spelling Coverage	Read Write Inc Phonics	Read Write Inc Phonics	<p style="text-align: center;">Read Write Inc Phonics</p> <p style="text-align: center;">(recap as necessary)</p> <p style="text-align: center;">All Year 2 Spelling Objectives</p>



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Year	Year 3	Year 4	Year 5	Year 6
Spelling Rules	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (vein, weigh, eight, they)</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (mystery, gym)</p> <p>To spell words with a /k/ sound spelt with 'ch' (scheme, chorus)</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (league, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (chef, machine)</p> <p>To spell words with a short /u/ sound spelt with 'ou' (young, touch)</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (creature, feature)</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd' (division, invasion, decision)</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit' (expression, discussion, confession, permission)</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, (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' (musician, electrician)</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (vicious, precious, conscious, delicious, malicious)</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (ambitious, cautious, fictitious, infectious)</p> <p>To spell words with 'silent' letters (doubt, island, lamb, solemn, thistle, knight)</p> <p>To spell words containing the letter string 'ough' (ought, bought, thought)</p>	<p>To spell words ending in -able and -ably (adorable/ adorably, applicable/ applicably)</p> <p>To spell words ending in -ible and -ibly (possible/possibly, horrible/horribly)</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (deceive, conceive, receive, perceive, ceiling) and exceptions (protein, caffeine, seize)</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (official, special, artificial)</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (partial, confidential, essential)</p>



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Prefixes and Suffixes	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (disobey, mistreat, bicycle, reapply, defuse)</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, (limiting, offering)</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable) (forgotten beginning)</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-</p> <p>(incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (information, adoration, sensation, preparation, admiration)</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (joyous, fabulous, mysterious, rigorous, famous)</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (activate, motivate communicate)</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (criticise, advertise, capitalise)</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (signify, falsify, glorify)</p> <p>To convert nouns or adjectives into verbs using the suffix -en (blacken, brighten, flatten)</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (observant, observance, expectant, hesitant, hesitancy)</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (innocent, innocence, decent, decency)</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (referring, referred, referral, preferring, preferred)</p>
Common Exception Words	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.



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Year	Year 3	Year 4	Year 5	Year 6
Further Spelling Conventions	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (girls', boys', babies', children's, men's)</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (practice/ practise, licence/license)</p> <p>To spell words that contain hyphens (co-ordinate, re-enter, co-operate, co-own)</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms</p>



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	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6
Spelling Coverage	All Year 2 Spelling Objectives All Year 3 Spelling Objectives	Recap Year 2 Spelling Objectives All Year 3 Spelling Objectives All Year 4 Spelling Objectives	Recap Year 2 Spelling Objectives if necessary Recap Year 3 Spelling Objectives if necessary All Year 4 Spelling Objectives All Year 5 Spelling Objectives	Recap Year 2 Spelling Objectives if necessary Recap Year 3 Spelling Objectives if necessary All Year 4 Spelling Objectives All Year 5 Spelling Objectives All Year 6 Spelling Objectives	Recap Year 2 Spelling Objectives if necessary Recap Year 3 Spelling Objectives Recap Year 4 Spelling Objectives Recap Year 5 Spelling Objectives Recap Year 6 Spelling Objectives