

Whole School Progression in Spelling, Punctuation and Grammar.



Developed by the WLCT literacy hub for Wednesbury schools.

Content includes handwriting and was drawn from new curriculum (some elements have been adjusted to create more challenge).

Updated March 2014

EYFS – Talking to writing (Think it, say it, write it).

This is a progression across Nursery & Reception that requires delivery of the Letters and Sounds Teaching Programme. Some pupils will be capable of moving onto Year 1 expectations.

Word Structure / Spelling <i>Phonics – Letters & Sounds</i>	Sentence structure <i>Talking to Writing</i>	Handwriting	Punctuation	Terminology for pupils (Teach the concept then provide the language)
<p>Nursery: Secure at all aspects of phase 1 to ensure embedded sound discrimination at phase 2</p> <p>Orally using regular plural noun suffixes –s or –es</p> <p>Orally use suffixes that can be added to verbs.</p> <p>Reception: Secure at phase 2 & 3 Working confidently at phase 4.</p> <p>Introduce vowels and consonants.</p>	<p>Orally using pronouns (he, she, it, his, her).</p> <p>Orally use determiners (the, a, an)</p> <p>Orally using simple adjectives</p> <p>Orally use causal connective (because) in response to a question.</p> <p>Speaking in full sentences (ensure sentence makes sense)</p> <p>Using ‘and’ orally then moving onto writing a simple sentence.</p> <p>Begin to write words and simple sentences moving into joining ideas using simple connectives (and, but, so, until, who, because).</p>	<p>EYFS PD 30-50 Draws lines and circles using gross motor movements</p> <p>Holds pencil between thumb and two fingers, no longer using whole hand grasp</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control</p> <p>EYFS PD 40-60 Shows a preference for a dominant hand</p> <p>Begins to use anti-clockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><i>ELG The children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></p> <p>Y1: Begin to form lower case letters in the correct direction, starting and finishing in the right place</p>	<p>Introduce oral punctuation (with actions) when oral story telling e.g. The elephant trampled across the plains “full stop”. Also, introduce ? !.</p> <p>Encourage use of intonation.</p> <p>As part of reading discussion and when moving into writing expect:</p> <p>Finger spaces Capital letters (sentence and names) Full stops Question marks Exclamation mark</p>	<p>Sound Letter Word Sentence Full stop Capital letter Question mark Exclamation mark Punctuation Connective/conjunction Adjectives Vowels</p>

Year 1 – Talking to writing (Think it, say it, write it, check it).

This is a progression across Year 1. Some pupils will be capable of moving onto Year 2 expectations.

EYFS expectations should be consolidated.

Word Structure <i>Phonics – Letters & Sounds</i>	Sentence structure <i>Talking to Writing</i>	Handwriting	Punctuation	Terminology for pupils (Teach the concept then provide the language)
<p>Revision of phase 4.</p> <p>Phase 5</p> <p>Introduction of phase 6 strategies to include: Write regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes).</p> <p>Suffixes that can be added to verbs (e.g. <u>helping</u>, <u>helped</u>, <u>helper</u>).</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat).</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives & adverbs (science recount e.g. brighter, brightest, louder, loudest).</p> <p>Days of the week.</p> <p>Common exception words (L&S non-decodable)</p>	<p>How words can combine to make sentences.</p> <p>How simple connectives can join words and join sentences. (See EYFS connectives plus or, so that, then, that, while, when, where).</p> <p>Use simple expanded noun phrases for description (e.g the blue butterfly, plain flour).</p> <p>Orally use adverbs (ly) to expand on verbs (add it to the verb).</p> <p>Alliteration e.g. dangerous dragon, slimy snake</p> <p>Similes using as ...as... e.g. as tall as a house, as red as a radish</p> <p>Form sentence in the correct tense.</p>	<p>Pupils should be taught to: Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Continue to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting families (ie. Letters that are formed in similar ways) and to practise these..</p>	<p>Separation of words with spaces.</p> <p>Use capital letters, full stops consistently.</p> <p>Begin to use capital letters for proper nouns people, places, days of the week and the personal pronoun I.</p> <p>Begin to use question marks, exclamation marks and commas in lists to demarcate sentences.</p>	<p>As in previous years, plus:</p> <p>Nouns</p> <p>Verb</p> <p>Singular</p> <p>Plural</p> <p>Adverbs</p> <p>Commas</p> <p>Tense – past/present</p> <p>Consonant</p> <p>Vowels</p> <p>Proper nouns</p> <p>Question</p>

Work for Year 1 - Full coverage of the Letters & Sounds Programme is essential in addition to the following:

Statutory requirements	Rules and guidelines (non-statutory)	Example words (non-statutory)		
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back		
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel is unclear so the spelling of this vowel may need to be learnt.	pocket, rabbit, carrot, thunder, sunset		
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch		
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give		
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches		
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper		
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest		
Vowel digraphs and trigraphs	Some may already be known, depending on the programmes used in reception, but some will be new. The endings -ing, -ed, -er and -est , if relevant, can be added straight on to all the words which can function as verbs or adjectives, except for those in italics.			
Words ending -y (/i:/ or /ɪ/ depending on accent)		very, happy, funny, party, family		
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while		
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky		
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock		
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry		

Year 2 – Talking to writing (Think it, say it, write it, check it).

This is a progression across Year 2 that requires delivery of the Letters and Sounds Teaching Programme. Some pupils will be capable of moving onto Year 3 expectations.

Year 1 expectations should be consolidated.

Word Structure <i>Phonics – Letters & Sounds</i>	Sentence structure	Handwriting	Punctuation	Terminology for pupils (Teach the concept then provide the language)
<p>Revision of phase 5 within phase 6</p> <p>Formation of nouns using suffixes such as –ness, -er or -ment.</p> <p>Formation of adjectives using suffixes such as –full, -less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives & adverbs within writing.</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. <u>a</u> rock, <u>an</u> apple).</p> <p>Introduction of homophones and near homophones</p> <p>Contractions</p> <p>Common exception words e.g. <u>st</u>ea<u>k</u>, <u>pr</u>etty, <u>ma</u>ny.</p>	<p>In writing begin use subordination (using when, if, that or because) and co-ordination (using or, and, but).</p> <p>Use expanded noun phrases for description and specification (e.g. the <i>ferocious</i> tiger, the man <i>on the moon</i>, the boy lived <i>down the road</i>).</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Similes using ...like... e.g. ...like sizzling sausages ...hot like a fire</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming</i>, <i>he was shouting</i>)</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p>	<p>Pupils should be taught to:</p> <p>Form lower case letters of the correct size relative to one another.</p> <p>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 un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Separation of words with spaces.</p> <p>Use capital letters, full stops, question marks, exclamation marks consistently.</p> <p>Consistently use capital letter for proper nouns: people, places, days of the week and the personal pronoun I.</p> <p>Continue to use commas to separate items in a list (within a sentence).</p> <p>Begin to use commas after fronted adverbials (openers) e.g. First, Once upon a time, Early one morning, silently.</p> <p>Introduction to speech marks to punctuate direct speech.</p> <p>Apostrophes to mark contracted forms in spelling and to mark singular possession in nouns (e.g. <i>The girl's name</i>).</p>	<p>As in previous years, plus:</p> <p>Paragraphs</p> <p>Apostrophes</p> <p>Suffix</p> <p>Prefix</p> <p>Direct speech</p> <p>Speech marks</p> <p>Homophone</p> <p>Noun phrase</p> <p>Statement</p> <p>Command</p> <p>Compound sentence</p> <p>Future tense</p>

Year 2

New work for Year 2 - Full coverage of the Letters & Sounds Programme is essential in addition to the following:		
Statutory requirements	Rules and guidelines (non-statutory)	Example words (non-statutory)
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	The letter j is never used for the /dʒ/ (“dge”) sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sounds (sometimes called “short” vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y . The /dʒ/ sound is always spelt as j before a, o and u .	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w .	camel, tunnel, squirrel, tinsel, travel, towel
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in consonant-letter-y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to root words ending in consonant-letter-y	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in vowel-letter-consonant-letter-e	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added.	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (“or”) is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys</i> etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ (“hot”) sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	Very few words spell the /ɜ:/ sound (“ <u>bu</u> rn”) this way.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	Very few words spell the /ɔ:/ sound (“or”) this way.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful and –less	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in a consonant letter followed by y – see above.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness)
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

Year 3 – Talking to writing (Think it, say it, write it, check it).

This is a progression across Year 3. Some pupils will be capable of moving onto Year 4 expectations.

Year 2 expectations must be consolidated.

Word Structure / Spelling <i>Phonics – Letters & Sounds</i>	Sentence structure	Handwriting	Punctuation	Terminology for pupils (Teach the concept then provide the language)
<p>Consolidation of phase 6 strategies.</p> <p>Y as // not at the end of a word</p> <p>ei / eigh / ey</p> <p>‘u’ as ou e.g. tough</p> <p>Word endings: -sure –ture</p> <p>Suffix: -ly (to form adverbs)</p> <p>Revision of contractions</p> <p>Possessive apostrophe</p> <p>Formation of nouns using a range of common prefixes, such as <i>-dis-, -mis -un, super-, anti- & auto-</i>,</p> <p>Introduce collective nouns (army, flock, crowd)</p> <p>Homophones & near homophones</p> <p>Spelling of words from years 3 & 4 word list</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>).</p> <p>Fronted adverbials (During the afternoon, In the morning, Last thing at night, Cautiously, she...)</p> <p>Consistently use subordination.</p> <p>Introduce the term main & subordinate clause.</p> <p>Introduce the term synonym.</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>We were</i> instead of <i>we was</i>; or <i>I did</i> instead of <i>I done</i>; <i>We went</i> instead of <i>we gone</i>; <i>are</i> instead of <i>is</i> or <i>am</i>).</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</p>	<p>Pupils should be taught to:</p> <p>Use the diagonal and horizontal strokes that are used to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. ensure the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Use of speech marks to punctuate direct speech.</p> <p>Consistent use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Introduce the term inverted commas to refer to speech marks to punctuate direct speech.</p> <p>Bullet points to list information</p>	<p>As in previous years, plus:</p> <p>Word families</p> <p>Prepositions</p> <p>Conjunctions (co-ordinating FANBOYS & subordinating)</p> <p>Adverbial</p> <p>Inverted commas</p> <p>Speech marks</p> <p>Subordinating clause</p> <p>Main clause</p> <p>Synonym</p> <p>Bullet point</p>

Year 3

Revision of work from Years 1 and 2	Pay special attention to the rules for adding suffixes.	
New work for Year 3		
Statutory requirements	Rules and guidelines (non-statutory)	Example words (non-statutory)
The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.</p>	<p>dis-, mis-, in- disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell)</p> <p>super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antidote auto-: automatic, autograph</p>
The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>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. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).	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 or 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

For manageability you might want to split these words in half across year 3 & 4, some may fit better into specific topics in science, history, geography or appear in key texts that you use in those year groups. Avoid teaching these in isolation through testing and use games and application through reading and writing.

Word list for Years 3 and 4

accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	straight
appear	decide	fruit	library	possess(ion)	strange
arrive	describe	grammar	material	possible	strength
believe	different	group	medicine	potatoes	suppose
bicycle	difficult	guard	mention	pressure	surprise
breath	disappear	guide	minute	probably	therefore
breathe	early	heard	natural	promise	though/although
build	earth	heart	naughty	purpose	thought
business	eight/eighth	height	notice	quarter	through
calendar	enough	history	occasion(ally)	question	various
caught	exercise	imagine	often	recent	weight
centre	experience	increase	opposite	regular	woman
century	experiment	important	ordinary	reign	women
certain	extreme	interest	particular	remember	

Many root words simply need to be learnt, but once they are learnt, and the rules and guidelines for adding prefixes and suffixes are known, many longer words can be spelt correctly. Examples:

business (**busy** + **ness**, with the **y** of **busy** changed to **i** according to the rule).

disappear (just add **dis-** to **appear**).

Understanding relationships between words can also help with spelling. Examples

bicycle is *cycle* (from the Greek for *wheel*) with **bi-** (meaning *two*) before it.

medicine is related to *medical* so the /s/ sound is spelt as **c**.

opposite is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

Year 4 – Talking to writing (Think it, say it, write it, check it).

This is a progression across Year 4. Some pupils will be capable of moving onto Year 5 expectations.

Year 3 expectations must be consolidated.

Word Structure / Spelling	Sentence structure	Handwriting	Punctuation	Terminology for pupils (Teach the concept then provide the language)
<p>The grammatical difference between plural and possessive –s</p> <p>Revision of phase 6 suffixes</p> <p>New suffixes & exceptions (see appendix)</p> <p>Extend range of prefixes and distinguish verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p> <p>Word endings: -sion, -tion, -ssion & -cian</p> <p>Foreign origin words (see appendix)</p> <p>Sort nouns into: common, proper and collective.</p> <p>Homophones and near homophones continued.</p> <p>Spelling of words from years 3 and 4 word list</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</p> <p>Noun phrases expanded by modifying adjectives, nouns and prepositional phrases (e.g. <i>The teacher</i> expanded to <i>The strict maths teacher with the curly hair</i>).</p>	<p>Pupils should be taught to:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of the handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name</i>, <i>the boys' boots</i>).</p> <p>Consistently use inverted commas/speech marks to punctuate direct speech.</p> <p>Introduce a range of punctuation within speech. ("Look at that elephant!" cried the little boy, "it's flapping its ears".)</p> <p>Use of a comma after the reporting clause (e.g. <i>The conductor shouted</i>, "<i>Sit down!</i>")</p> <p>Introduce brackets to indicate parenthesis.</p>	<p>As in previous years, plus:</p> <p>Pronoun</p> <p>Possessive pronoun</p> <p>Brackets</p> <p>Common nouns</p> <p>Proper nouns</p> <p>Collective nouns</p> <p>Determiner (e.g. <i>a</i>, <i>the</i>, <i>my</i>, <i>their</i>)</p>

For manageability you might want to split these words in half across year 3 & 4, some may fit better into specific topics in science, history, geography or appear in key texts that you use in those year groups. Avoid teaching these in isolation through testing and use games and application through reading and writing.

Word list for Years 3 and 4

accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	straight
appear	decide	fruit	library	possess(ion)	strange
arrive	describe	grammar	material	possible	strength
believe	different	group	medicine	potatoes	suppose
bicycle	difficult	guard	mention	pressure	surprise
breath	disappear	guide	minute	probably	therefore
breathe	early	heard	natural	promise	though/although
build	earth	heart	naughty	purpose	thought
business	eight/eighth	height	notice	quarter	through
calendar	enough	history	occasion(ally)	question	various
caught	exercise	imagine	often	recent	weight
centre	experience	increase	opposite	regular	woman
century	experiment	important	ordinary	reign	women
certain	extreme	interest	particular	remember	

Many root words simply need to be learnt, but once they are learnt, and the rules and guidelines for adding prefixes and suffixes are known, many longer words can be spelt correctly. Examples:

business (**busy** + **ness**, with the **y** of **busy** changed to **i** according to the rule).

disappear (just add **dis-** to **appear**).

Understanding relationships between words can also help with spelling. Examples

bicycle is *cycle* (from the Greek for *wheel*) with **bi-** (meaning *two*) before it.

medicine is related to *medical* so the /s/ sound is spelt as **c**.

opposite is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

Year 4

Revision of work from Year 3	Pay special attention to the rules for adding suffixes and prefixes.	
New work for Year 4		
Statutory requirements	Rules and guidelines (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
More prefixes	The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l , in- becomes il Before a root word starting with m or p , in- becomes im- . Before a root word starting with r , in- becomes ir- . re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'.	illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related)
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The -ly suffix starts with a consonant letter, so it is added straight on to most root words unless they end with y . If the root word ends with y , the y is changed to i . Exceptions: 1. If the root word ends with -le , the -le is changed to -ly . 2. If the root word ends with -ic , -ally is added rather than just -ly , except in the word <i>publicly</i> . 3. The words <i>truly</i> , <i>duly</i> , <i>wholly</i> .	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion .	division, invasion, confusion, decision, collision, television
The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous

	<p>–our is changed to –or before –ous is added. A final ‘e’ must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>
Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the endings are –ion and –ian. Clues about whether to put t, s, ss or c before these endings often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t (invent) or te (hesitate).</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: attend – attention, intend – intention</p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly 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)		science, scene, discipline, fascinate, crescent
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an <i>s</i> use the ‘s suffix e.g. Cyprus’s population.)
Homophones or 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 5 – Talking to writing (Think it, say it, write it, check it).

This is a progression across Year 5. Some pupils will be capable of moving onto Year 6 expectations.

Year 4 expectations should be consolidated.

Word Structure / Spelling	Sentence structure	Handwriting	Punctuation	Terminology for pupils (Teach the concept then provide the language)
<p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>)</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with silent letters (See appendix)</p> <p>Continue to distinguish between homophones and near homophones(See appendix)</p> <p>Use knowledge of word origins and understand that some words need to be learnt specifically as listed in appendix.</p> <p>(See appendix for detailed breakdown)</p>	<p>Relative clauses beginning with <i>who, which, where, why, or whose</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)</p> <p>Introduce the use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken</i>)</p> <p>Introduce appropriate use of reported speech.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Cody saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p>Moving sentence chunks</p>	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters under guidance.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Introduce the use of the colon and dash to indicate a stronger subdivision of a sentence than a comma (e.g. <i>It's raining: I'm fed up</i>)</p> <p>Introduce the use of the semi-colon in extended lists.</p>	<p>As in previous years, plus:</p> <p>Relative clause</p> <p>Modal verb</p> <p>Relative pronoun</p> <p>Parenthesis</p> <p>Active voice</p> <p>Passive voice</p> <p>Dash/hyphen</p> <p>Determiner</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Embedded clause</p> <p>Antonym</p> <p>Colon</p> <p>Semi-colon</p>

	<p>(how, when, where) around for different effects</p> <p>e.g. The siren echoed loudly ...through the lonely streets... at midnight</p> <p>Introduce embedded clause.</p>			
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Year 5

Revision of work from Year 4		
New work for Year 5		
Statutory requirements	Rules and guidelines (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i></p> <p>Exception: <i>anxious.</i></p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ /sound) and qu, or if there is a related word with a clear /ε/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedie<u>n</u>ce, independ<u>e</u>nt, independ<u>e</u>nce</p>

<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>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.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>
<p>Words with the /i:/ sound spelt ei after c</p>	<p>The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>

Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end –ce and verbs end –se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change.</p>	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon

	<p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
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Year 6 – Talking to writing (Think it, say it, write it, check it).

This is a progression across Year 6. Some pupils will be capable of moving onto Year 7 expectations.

Year 5 expectations should be consolidated.

Word Structure / Spelling	Sentence structure	Handwriting	Punctuation	Terminology for pupils (Teach the concept then provide the language)
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>Introduce abstract nouns.</p> <p>CONSOLIDATION OF ALL YEAR 5 SPELLING (SEE YEAR 5 APPENDIX AND YEAR 5 and 6 WORD LIST)</p>	<p>Consolidate use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>).</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> or the use of the subjunctive in some very formal writing and speech).</p> <hr/> <p>Moving to a higher level: Manipulation of subordinating connectives for emphasis or nominalisation for succinctness e.g. because of that, he failed. Modifiers are used to qualify, intensify or emphasise e.g. extremely intelligent, exceptional result, insignificant amount (shades of meaning).</p>	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters under guidance.</p> <p>Choosing the writing implement that is best suited for a task</p>	<p>Teach the most appropriate use of brackets, dashes or commas to indicate parenthesis.</p> <p>Consolidate the use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>).</p> <p>To understand that bulleted lists introduced with a colon only have a full stop at the end of the last bullet.</p> <hr/> <p>Moving to a higher level: Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures.</p>	<p>As in previous years, plus:</p> <p>Subject Object Synonym Ellipses Modifiers</p>

Word list for Years 5 and 6

For manageability you might want to split these words in half across year 3 & 4, some may fit better into specific topics in science, history, geography or appear in key texts that you use in those year groups. Avoid teaching these in isolation through testing and use games and application through reading and writing.

accommodate	conscience*	familiar	nuisance	shoulder
accompany	conscious*	foreign	occupy	signature
according	controversy	forty	occur	sincere(ly)
achieve	convenience	frequently	opportunity	soldier
aggressive	correspond	government	parliament	stomach
amateur	criticise (critic + ise)	guarantee	persuade	sufficient
ancient	curiosity	harass	physical	suggest
apparent	definite	hindrance	prejudice	symbol
appreciate	desperate	identity	privilege	system
attached	determined	immediate(ly)	profession	temperature
available	develop	individual	programme	thorough
average	dictionary	interfere	pronunciation	twelfth
awkward	disastrous	interrupt	queue	variety
bargain	embarrass	language	recognise	vegetable
bruise	environment	leisure	recommend	vehicle
category	equip (-ped, -ment)	lightning	relevant	yacht
cemetery	especially	marvellous	restaurant	
committee	exaggerate	mischievous	rhyme	
communicate	excellent	muscle	rhythm	
community	existence	necessary	sacrifice	
competition	explanation	neighbour	secretary	

