

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 1	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Common exception words (CEW) • High frequency words (HFW) - the first 100 from Letters and Sounds • Compound words • E.g. Football, lap-top, playground Plus: • Days of the week • Numbers to 20 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • VC words • CVC words with short vowels • CVC words with long vowels • Words with adjacent consonants • Words with consonant digraphs and some vowel digraphs • Graphs/trigraphs • Alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/ • New consonant spellings 'ph' and 'wh' e.g. Dolphin, alphabet, which, wheel, • Words ending in -y e.g. Very, happy, funny 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words ending 'ff', 'll', 'ss', 'zz' and • 'ck' (Usually after a short vowel letter in short words) • The /ng/ sound spelt n before k • Words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') • Plurals of nouns adding -s and -es words • Verbs where no change is needed to the root word: • Adding endings -ing, -ed, -er • Adjectives where no change is needed to the root word: • Adding -er and -est 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with the addition of the prefix un 	•	•

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Year 2	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Common exception words (CEW) • High frequency words (HFW) - the first 200 from Letters and Sounds 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Homophones and near homophones • E.g. There/their/they're, hear/here, see/sea • Words with alternative pronunciations from Letters and Sounds Phase 5 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and • 'g' (elsewhere in words) • Words with the /s/ sound spelt 'c' before 'e', 'i', 'y' • Words ending -le, -el, • -al and -il • Adding -ies to nouns and verbs ending in 'y' • Adding -ed, -ing, -er, • -est to a root word ending in 'y' with a consonant before it • Adding -ing, -ed, -er, • -est, -y to words • Ending in 'e' with a consonant before it • Adding -ing, -ed, -er, • -est and -y to words of one syllable ending in a single letter after a short vowel 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with the suffixes -ment, -ness, -ful, -less and -ly • Words ending in -tion 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • Words with the /r/ sound spelt 'wr' at the beginning of words 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with contractions e.g. Can't, didn't • Words using the possessive apostrophe (singular nouns) e.g. The man's, Claire's

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Year 3 and 4	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Common exception words (CEW) • High frequency words (HFW) - the first 200 from Letters and Sounds 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Homophones and near homophones • E.g. There/their/they're, hear/here, see/sea • Words with alternative pronunciations from Letters and Sounds Phase 5 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and • 'g' (elsewhere in words) • Words with the /s/ sound spelt 'c' before 'e', 'i', 'y' • Words ending -le, -el, -al and -il • Adding -ies to nouns and verbs ending in 'y' • Adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it • Adding -ing, -ed, -er, -est, -y to words • Ending in 'e' with a consonant before it • Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with the suffixes -ment, -ness, -ful, -less and -ly • Words ending in -tion 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • Words with the /r/ sound spelt 'wr' at the beginning of words 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with contractions e.g. Can't, didn't • Words using the possessive apostrophe (singular nouns) e.g. The man's, Claire's

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Year 5 and 6	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words from the National Curriculum word list for Years 5 and 6 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words containing the letter-string 'ough' e.g. Bought, rough, cough, through, although, thorough, plough Homophones and other words that are often confused E.g. Practise/ practice Tice, advise/ advice, past/ passed 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words with the / ee/ sound spelt 'ei' after 'c' e.g. Re- ceive, receipt, ceil- ing plus exceptions protein and seize 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words with the ending /shus/ spelt -cious or -tious Words with the ending /shul/ spelt -cial or -tial Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible Words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is dou- bled if the -fer is still stressed when the ending is add- ed. The 'r' is not doubled if the -fer is no long 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words with silent letters (i.e. Letters whose presence cannot be predicted from the pronunciation of the word) e.g. Doubt, island, lamb 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words using a hyphen to link a pre-fix to a root word E.g. Co-ordinate, re-iterate, co-own