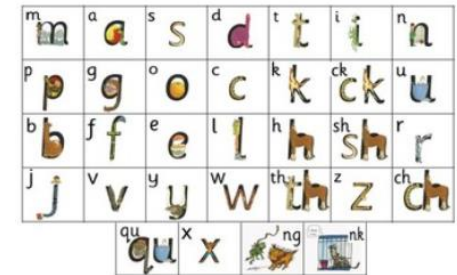


**Laygate Community School**  
**Spelling Progression EYFS & KS1**

- In Nursery, oral / aural skills help to prepare children for phonics e.g., auditory discrimination, rhymes and songs alongside the physical development needed for handwriting e.g., activities which develop gross and fine motor skills across the areas of the EYFS Framework
- ‘Dough Disco’ and ‘Squiggle while you Wiggle’ help to improve fine muscle control and also practise important movements needed for future letter formation
- Nursery children learn to recognise familiar graphemes e.g., initial letters in their names
- In Reception & KS1, the children learn to spell the corresponding graphemes for the phonemes learnt using the RWInc Phonics Programme (GPCs)
- The children learn these graphemes in the order of the Set 1, Set 2, Set 3 and Set 3 Additional ‘Speed Sounds’
- Once oral blending is secure, they begin to encode using a range of segmenting strategies including ‘Fred Talk’, ‘Fred Fingers’ and magnetic letters
- Using the RWInc Ditty and Storybook activities the children practise writing and spelling simple CV, VC, CVC, CCVC, CVCC words using previously learnt graphemes
- Dictation sentences allow them to rehearse / practise and apply spellings at sentence level e.g., simple phrases and sentences
- The spelling of the basic common exception words is introduced during Reception e.g., a, I, the
- As the children move through the programme they learn to read and spell a growing number of words which contain vowel digraphs, split digraphs and trigraphs
- Regular RWInc assessments ensure the Reception and KS1 children are grouped according to their phonics ability
- By working in these homogenous groups, they can revisit and build on and apply previous spelling skills
- N.B. Many of the National Curriculum Year 1 spelling rules in Appendix 1, are covered during the RWInc Phonics Programme and are displayed as alternative ways to spell a sound on the ‘Sound Posters’
- In Year 1, the children also develop their spelling strategies during the daily English lessons and the wider curriculum

*Set 1 Sounds*



*Set 2 Sounds*



*Set 3 Sounds*



**Year 1 Spellings**

The sounds <i>f, l, s, z</i> and <i>k</i> spelt <b>ff, ll, ss, zz, ck</b>	Adding <b>-er</b> and <b>-est</b> to adjectives where no change is needed to the root word
Spelling <b>nk</b>	Words ending in <b>-y</b>
Division of words into syllables	New consonant spellings <b>ph</b> and <b>wh</b> (Set 3 additional sounds)
Spelling <b>-tch</b>	
The <b>v</b> sound at the end of words spelt as <b>ve</b>	Adding the prefix <b>-un</b>
Adding <b>s</b> and <b>es</b> to words (plurals)	Compound words
Adding the endings <b>-ing, -ed</b> and <b>-er</b> where no change is needed to the root word	

**Year 1 Common Exception Words**

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 – and/or others, according to the programme used

**Laygate Community School**  
**Spelling Progression – Year 2**

**Year 2 Spellings**

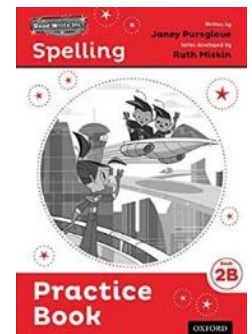
The <i>or</i> sound spelt <b>a</b> before l and ll e.g., ball, call	The <i>r</i> sound spelt <b>wr</b> at the beginning of words e.g., wrist
Soft <b>c</b> e.g., race, city	Adding <b>-er</b> or <b>-est</b> to a root word
Adding the Suffix <b>-y</b> e.g. spotty, runny, shiny (leave the root word alone, double or drop)	The <i>ee</i> sound spelt <b>-ey</b> e.g., key, donkey
Homophones and near homophones	The suffixes <b>-ment, -ness, -ful, -less, -ly</b>
Adding the Suffix <b>-ly</b> e.g., softly, slowly	Words ending in <b>-il</b> e.g., pencil
The <i>n</i> sound spelt <b>kn</b> and <b>gn</b> e.g., know and gnat	Words where the <i>s</i> makes the <i>zh</i> sound e.g., pencil, stencil or ending in <b>-il</b> e.g., peril, nostril
The <i>igh</i> sound spelt <b>y</b> e.g., sky, cry, reply	Words ending in <b>-le</b> e.g., kettle, table, little
Adding the suffix <b>-ing</b>	The <i>l</i> sound spelt as <b>-el</b> on the end of words e.g., camel
The <i>j</i> sound spelt <b>-dge</b> and <b>-ge</b> e.g., hedge and huge	Spelling <b>-al</b> at the end of words e.g., metal, pedal
The <i>j</i> sound spelt as <b>g</b> e.g., gem, magic	The <i>ir</i> sound spelt <b>or</b> after <b>w</b> e.g., worm, world, password
Contractions and apostrophes	Words ending in <b>-tion</b> e.g., potion, station
The <i>o</i> sound spelt <b>a</b> after w and qu e.g, watch, squash	Adding <b>-es</b> to nouns and verbs ending in <i>-y</i> e.g., babies, carries
Adding the suffix <b>-ed</b>	Doubling the last consonant e.g., humming, hopping
The <i>u</i> sound spelt <b>o</b> e.g., other, mother, Monday	The <i>sh</i> sound spelt <b>s</b> e.g., treasure, usual
The <i>or</i> sound spelt <b>-ar</b> e.g., war, warm	
The possessive apostrophe in singular nouns	

**Year 2 Common Exception Words**

*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 – and/or others according to programme used.*

*Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.*

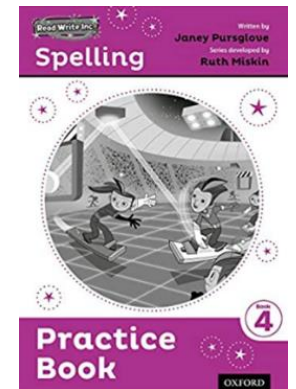
- In Year 2, the children continue to develop their spelling strategies during the daily phonics sessions, the daily English lessons and the wider curriculum
- The RWInc Year 2 Spelling Practice Books are introduced, for those Year 2 children who have completed the RWInc Programme (Grey Storybooks)
- These Spelling Books cover the remaining requirements of the English Curriculum for Year 2 (Appendix 1)



**Laygate Community School  
Spelling Progression – LKS2**

Year 3 Spellings	Year 4 Spellings	Year 3 & 4 Spelling List (Appendix 1 from the English National Curriculum)
Adding the prefixes <b>dis-</b> and <b>in-</b>	Adding the prefix <b>mis-</b> and revising <b>un-</b> , <b>in-</b> , <b>dis-</b>	<i>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 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</i>
Adding im- to root words beginning with <b>m</b> or <b>p</b>	Words ending in <i>zhuh</i> spelt <b>-sure</b>	
Adding the suffix <b>-ous</b>	The short <i>u</i> sound spelt <b>ou</b>	
Adding the suffix <b>-ly</b>	Adding the prefix <b>auto-</b>	
Words ending in <b>-ture</b>	Adding the suffix <b>-ly</b>	
Homophones	Adding the prefix <b>inter-</b>	
Adding <b>-ation</b> to verbs to form nouns	Homophones	
Words with the <i>c</i> sound spelt <b>ch</b>	Words with the <i>ay</i> sound spelt <b>eigh, ei, ey</b>	
Words with the <i>sh</i> sound spelt <b>ch</b>	Words ending in <b>-ous</b>	
The short <i>i</i> sound spelt <b>y</b>	Words with the <i>s</i> sound spelt <b>sc</b>	
Adding the suffix <b>-ion</b>	Possessive apostrophes with plural words	
Adding the suffix <b>-ian</b>	Words ending in <i>zhun</i> spelt <b>-sion</b>	
Adding the prefix <b>re-</b>	Adding <b>il-</b> and revising <b>un-</b> , <b>in-</b> , <b>mis-</b> , <b>dis-</b>	
Adding the prefix <b>anti-</b>	The <i>c</i> sound spelt <b>-que</b> and the <i>g</i> sound spelt <b>-gue</b>	
Adding the prefix <b>super-</b>	Adding <b>ir-</b> to words beginning with <i>r</i>	
Adding the prefix <b>sub-</b>	Adding the suffix <b>-ion</b>	

- *Spellings are taught discretely within basic skills sessions, alongside the vocabulary found in the Literacy Spine texts during English lessons*
- *There are further opportunities to teach spellings through the vocabulary needed across the wider curriculum*
- *KS2 pupils use a Spelling Journal to practise their spelling strategies*
- *Spellings will be taught using a variety of strategies e.g., Look, Say, Cover, Write and Check; dictation sentences; dots and dashes to represent graphemes; circling silent letters; cloze procedure; using 'spelling partners' within spelling activities; a range of visual / fine motor activities (rainbow spelling, pyramid spelling, staircase letters)*
- *Activities from the RWInc Year 3 & 4 Spelling Practice Books are available for additional activities*
- *There are also opportunities to revise / revisit spelling rules previously covered e.g., applying KS1 phonics skills to spellings in Year 3*
- *Spelling lists are shared with the children and parents as part of their homework and spelling lists are adapted for SEND and EAL pupils where appropriate*
- *Spellings are assessed using weekly / fortnightly spelling tests and a termly spelling age test which is monitored by the SLT*



**Laygate Community School  
Spelling Progression – UKS2**

Year 5 Spellings	Year 6 Spellings	Year 5 & 6 Spelling List (Appendix 1 from the English National Curriculum)
Words with silent letter <b>b</b>	Suffixes: comparatives & superlatives (-er / -est); -ing and -ed; -ly, -ant and -tion; -less, -ness, -ful and -ment; -en Spelling rule ‘double, drop or swap’	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 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
Words that contain the letter string <b>ough</b>	Words that contain the letter string <b>ough</b>	
Words ending in <b>-ible</b>	The <i>sh</i> sound spelt <b>ti</b> or <b>ci</b>	
Words ending in <b>-able</b>	The <i>sh</i> sound spelt <b>si</b> or <b>ssi</b>	
Words with silent letter <b>t</b>	Silent letters	
Words ending in <b>-ibly</b> and <b>-ably</b>	The spellings <b>ei</b> and <b>ie</b>	
Homophones and other words that are easily confused	Hyphens e.g., <b>co-</b> and <b>re-</b>	
Words ending in <b>-ent</b>	Words ending in <b>-ible</b> and <b>-able</b>	
Words ending in <b>-ence</b>	Common mistakes	
The <i>ee</i> sound spelt <b>ei</b>	Plural nouns: adding <b>-es</b> to nouns ending in <b>-s</b> , <b>-ss</b> , <b>-x</b> , <b>-sh</b> , <b>-tch</b> or <b>-ch</b> and swap the <b>y</b> for an <b>i</b> before adding <b>-es</b>	
Words ending in <b>-ant</b> , <b>-ance</b> and <b>-ancy</b>	Plural nouns: if a noun ends in a consonant + <b>o</b> we often add <b>-es</b> to make it plural and if a noun ends in <b>f</b> or <b>fe</b> , we usually swap <b>f / fe</b> for <b>v</b> before adding <b>-es</b>	
Words ending in <i>shus</i> spelt <b>-cious</b>		
Words ending in <i>shus</i> spelt <b>-tious</b>		
Words ending in <i>shul</i> spelt <b>-cial</b> or <b>-tial</b>		

- *Spellings are taught discretely within basic skills sessions, alongside the vocabulary found in the Literacy Spine texts during English lessons*
- *KS2 pupils use a Spelling Journal to practise their spelling strategies*
- *Spellings will be taught using a variety of strategies e.g., Look, Say, Cover, Write and Check; dictation sentences; dots and dashes to represent graphemes; circling silent letters; cloze procedure; using 'spelling partners' within spelling activities; a range of visual / fine motor activities (rainbow spelling, pyramid spelling, staircase letters)*
- *Activities from the RWInc Year 5 & 6 Spelling Practice Books are available for additional activities*
- *There will also be opportunities to revise / revisit spelling rules previously covered e.g., applying the Year 3 and 4 Spelling lists to their writing*
- *Spelling lists are shared with the children and parents as part of their homework and spelling lists are adapted for SEND and EAL pupils where appropriate*
- *Spellings are assessed using weekly / fortnightly spelling tests and a termly spelling age test which is monitored by the SLT*

