



Spelling Progression at St Michael's

ENGLISH

National Curriculum Expectations

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



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Statutory and Non-Statutory Frameworks:

KS1 and KS2	National Curriculum: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf
Development Matters: Birth to three	<ul style="list-style-type: none">• Enjoy songs and rhymes, tuning in and paying attention.• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.• Say some of the words in songs and rhymes.• Copy finger movements and other gestures.• Sing songs and say rhymes independently, for example, singing whilst playing.• Enjoy sharing books with an adult.• Pay attention and respond to the pictures or the words.• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.• Repeat words and phrases from familiar stories.• Ask questions about the book. Makes comments and shares their own ideas.• Develop play around favourite stories using props.• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.• Enjoy drawing freely.• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."• Make marks on their picture to stand for their name



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<p>Development Matters: Three to Four</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately
<p>Statutory Framework for the early years foundation stage</p> <p>ELG:</p>	<p>Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Literacy ELG: Comprehension Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p>



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- Children at the expected level of development will:
- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.



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Writing at St Michael's CE Primary School

Our Writing provision aims to equip pupils with the skills and necessary to become confident writers who can form, articulate and communicate their ideas effectively.

Children show respect for the discipline developing a range of writer techniques. They are resilient in developing accuracy in spelling, grammar and punctuation and take responsibility for improving their work through editing and redrafting.



Big Ideas

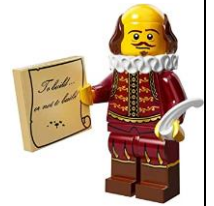
Transcription (spelling and handwriting) – spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).

Composition (articulating ideas and structuring them in speech and writing – forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.

Vocabulary, grammar and punctuation - increasingly wider range of vocabulary and grammar, understanding nuances/relationships between words; gives more conscious control and choice over language.

'I can shake off everything as I write; my sorrows disappear, my courage is reborn.'

Anne Frank



Links with other subjects

High quality texts linked to cross curricular learning

- Vocabulary
- Reasoning and inference skills linked to subjects
- Non-fiction writing

Pedagogy

Varied teaching and learning activities

- Regular low stakes quizzes around vocabulary and spelling patterns.
- Thoughtful sequencing of content
- Specific teaching of vocabulary

Progress

Regular assessments carried out by RWI Leader to ensure gaps are filled
Regular formative assessment and assessment for learning ensures gaps are filled

Progress and attainment within Accelerated Reader is recorded and shared with staff.

Opportunity for revisiting content or apply learning to a wide of genres and audiences

Support

For staff:

- National Curriculum
- Subject associations –
- [RWinc](#)
- [Power of Reading](#) text and planning suggestions
- [Literacy Shed+](#)

For Pupils:

- Spelling Frame



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Progression	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2			
Spelling	<p><i>Throughout their primary school years all children should learn to:</i></p> <ul style="list-style-type: none"> Develop effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. 						
	Sound Progression: National Curriculum Phases (RWInc used at St Michael's)						
	Phase 2	Phase 3	Phase 4	Phase 5	Alternative Pronunciations Year 1	Alternative Pronunciations Year 2	Alternative Pronunciations Year 3 and 4
	s a t p l n m d g o c k c k e u r h b f/ff l/l ss	v w x y z zz qu ch sh th ng ai ee igh oa oi oo (long) oo (short) ow ar air ear er ur or ure	Consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. CVCC words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words CCV- words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words CCVCC words: containing phase 2 letters, containing phase 3 graphemes and	ou ea ie ir oy ay ey aw ue wh ph ew oe au a-e e- e i-e o-e u-e (/z/ spelt as s -Y2)	y – happy ea - sea ie - chief er – herb ow - show ng/ (n)k ch/tch a – angel e – be i – blind o – old u – music	c - circus g – gem ou – group, boule	ch – echo ey – obey could



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
			polysyllabic words CCCVC words/CCCVCC words: containing phase 2 letters, containing phase 3 graphemes and polysyllabic words				
High Frequency decodable Words	Phase 2: a an as at and back big but can dad had get got him his if in is it mum not on of off up Phase 3: down for look now see that them this then too will with Phase 4: went children it's just from help Phase 5: don't day old made I'm came by make time here saw house very about your						
Tricky High Frequency words	Phase 2: the no to into go I Phase 3: all are be he her me my she they was we you Phase 4: come do have like little one out said so some there were what when Phase 5: oh their people Mr Mrs looked called asked could						
Alternative Vowel Spellings	Sound	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	ai	ai – rain ay – day a-e – made	ea – break a – April	ey – survey eigh – eight ei – vein aigh – straight	ey – survey eigh – eight ei – vein aigh – straight		
	Oi	oi – boil oy – toy					



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Alternative Vowel Spellings	Sound	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	ee	ee – bee ea – each -y – very ie – chief e-e – theme	ey – key e – he (HFW) eo – people			ei-ceiling	ei - ceiling
	igh	h – high -ie(d, s) – lie, cried i-e – like	y – by i – kind	eigh – height ye - bye	eigh – height ye - bye		
	oa	oa – boat oe – toe o-e – woke ow – own o – don't (HFW) oh – (HFW)		ough – though	ough – though	ou – shoulder	ou – shoulder
	ow	ow – now ou – ground				ough -plough	
	oo	oo – too ew – grew	ue – clue u-e – rule o – do (HFW)	ui – fruit o-e – lose u – super ough – through	ui – fruit o-e – lose u – super ough – through		
	Y oo	y-oo ew – news	ue – Tuesday u-e – amuse u – unit				



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Alternative Vowel Spellings	Sound	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	air	air- chair are – care ear – bear ere – where	eir – their				
	ar	ar – hard al – calm a – drama are ear – heart					
	ear	ear – rear eer – deer ere – here ier – pier					
	or	or – torch au – August aw – draw ore – before	a – ball oor – door ar – warm oar – board al – talk	augh – caught		ough- bought	
	ur	ur – turn ir – girl er – her ear – search our – journey were	or – word				
	schwa e*	e – slept ea – head ie – friend ai – said	a – many				



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Alternative Vowel Spellings	Sound	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	i			i- if y - gym ui - build u - busy			
	o		o - odd a - want			ou - cough au - fault	
	u	oo-flood	U - ugly o done			Oe -does Ou -tough	
Alternative Consonant Spellings	Sound	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	k	c- come ck - sock k -kick k(e,i,y) - keep			ch - chemist		
	f	f - funny ff- fluff	ph - dolphin		cough		



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Alternative Consonant Spellings	Sound	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	j		J – jam dge – bridge Ge – change g (l,e,y) gem				
	h		Have whole				
	m	mn column mm- summer				Mb - thumb	
	n/nn	Nice	Kn – knit Gn – gnaw Nn - winning				
	r	race	rr –squirrel wr - wrote			rhyme	rhythm
	s	s- so ss-class	C(e,i,y) race Se –horse st – listen	Sc - scene			



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Alternative Consonant Spellings	Sound	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	v	V – vanish Ve -have					
	w		Swim wh-wheel				
	b	b- bus	bb - bubble				
	d	d- do ed - played	dd – ladder				
	g	G –go	Gg -giggle		gue - league		
	l		L –loud ll- call le –table el – camel al – metal il - pencil				



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Alternative Consonant Spellings	Sound	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	t	t -best	tt – button ed - helped				
	z	z –zoo zz – buzz		surprise scissors			
	sh	sh - dish	sugar				
	ch		t(i)on - station	ch –chef ss - missiion			c(i) -facial
	zh ge		vision	ge –beige s(l, u) measure			
Spelling Rules		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Division of words into syllables The /v/ sound at the end of words To spell simple	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt	Adding suffixes beginning with vowel letters to words of more than one	Endings which sound like /ʒən/ Endings which sound like /ʃən/, spelt	Words containing the letter-string ough	Endings which sound like /ʃəs/ spelt –cious or –tious



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		<p>compound words To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il Words ending -tion The /ɔ:/ sound spelt a before l and ll The /i:/ sound spelt -ey The /ɒ/ sound</p>	<p>syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ Words with the /k/ sound spelt ch (Greek in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words</p>	<p>-tion, -sion, -ssion, -cian Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To spell homophones and near homophones that include nouns that end in -ce/-cy and</p>	<p>Endings which sound like /ʃəl/ Use of the hyphen Words with the /i:/ sound spelt ei after c To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of</p>



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
			<p>spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ɜ:/ sound spelt s Homophones and near-homophones To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and</p>			<p>verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise). To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>	<p>some words needs to be learnt specifically.</p>



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
			<p>punctuation taught so far. 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. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				
Common Exception words		<p>To spell all Y1 common exception words correctly To spell days of the week correctly</p>	<p>To spell all Year 1 and Year 2 common exception words correctly.</p>	<p>To spell many of the Year 3 and Year 4 statutory spelling words correctly</p>	<p>To spell most of the Year 3 and 4 statutory spelling words correctly</p>	<p>To spell many of the Year 5 and Year 6 statutory spelling words correctly.</p>	<p>To spell most of the Year 5 and Year 6 statutory spelling</p>



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
							words correctly.
Prefixes and suffixes		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change is needed to the root word Adding the prefix un	The suffixes -ment, -ness, -ful, -less and -ly Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -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	The suffix -ous -ation -ly Prefixes un- dis- mis- in- il- im- ir- re- sub- inter- super- anti- auto-	consolidate work	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able -ible -ably and -ibly	Adding suffixes beginning with vowel letters to words ending in -fer



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
			consonant letter after a single vowel letter				






Promoting SMSC and British Values in English

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Awe and Wonder – continuing to plan exciting opportunities to give children the chance to discuss, celebrate and share work with others. • Self and Peer-Assessment. Pupil Choice – freedom to choose how they want to present published work, planning and drafting in ways they chose and that they feel works best for them. • Cross Curricular writing – Science/Geography/etc led topics. • Stimulating learning environments. • Current Affairs – many classes watch Newsround in the afternoon and then use this to spark debates. 	<ul style="list-style-type: none"> • Use of drama/role play when discussing different scenarios – this can be used across the curriculum. • stories to discuss and debate moral issues. Value of the Week assemblies. • Discussions about cause and effect in fictional scenarios. • Discussions about what characters could do and what they should do, allowing children to draw on real-life experiences. • Discussion LOs in each year group, encouraging children to investigate and explore their view on moral and ethical issues in the book. 	<ul style="list-style-type: none"> • Inviting other year groups to Topic Outcomes. Debating and writing about different social, religious and economic backgrounds using non-fiction texts. • Discussion about conflicts arising in fiction books. 	<ul style="list-style-type: none"> • Weekly Spelling Lessons: exploring and investigating origins of words, grammar. • Texts are chosen are carefully selected so as not to reinforce stereotypes and to actively challenge preconceptions.



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<ul style="list-style-type: none"> • Wide range of characters and scenarios in books encourage children to reflect on different beliefs, viewpoints and experiences. • LOs across the year groups encouraging children to think about how characters feel – allows children to reflect on their own experiences. • Discussion of class book. 			
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Democracy 	The Rule of Law 	Individual Liberty 	Respect 	Tolerance of those with different faiths 
<ul style="list-style-type: none"> ○ Teaching about rules, laws, models of decision making, power and democracy – links to the School Values. ○ Group work with mixed groupings, encouraging children to work actively and fairly, supporting their peers. Debates, class votes. ○ Taking turns during discussion and debate lessons. ○ Ensuring everyone's view is heard in discussion lessons. 	<ul style="list-style-type: none"> ○ Consistently referring to School Rules when teaching. ○ Selecting stories and texts to share with the children that promote these values – assemblies, story time. ○ Discussing and debating whether a character has done the right thing in a book. 	<ul style="list-style-type: none"> ○ Freedom to make their own choices with their learning – choosing how to draft and publish their writing to help them take ownership. ○ Empowering children to take chances and risks with their learning. ○ Children to work with the teacher when choosing writing targets. ○ Choice over book to read. 	<ul style="list-style-type: none"> ○ Support for each other in lessons when working – whether independently, group or partner work. ○ Listen to others as we would like to be listening to and value all opinions. ○ Respect for each other in discussions. ○ Respect for the views of others in the class. ○ Discussing characters' opinions and actions. 	<ul style="list-style-type: none"> ○ Stories and settings chosen to support lessons which challenge stereotypes and preconceptions ○ Discussion of any issues of intolerance in fiction books.