



SPELLING AT WOODHALL PRIMARY SCHOOL



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Segment spoken words into individual phonemes and represent them with graphemes, spelling some correctly.	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	Use the prefixes un-, dis-, mis-, re-, pre	Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-	Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.	Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
Spell words containing each of the 40+ phonemes already taught.	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.	Understand and add the suffixes -ation, -ous.	Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.	Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
Spell some common exception words.	Spell many common exception words.	Use the suffix -ly	Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.	Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.	Distinguish between homophones and other words which are often confused with reference to English Appendix 1
Spell the days of the week	Spell most common exception words.	Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.	Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.	Spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.	Use dictionaries to check the spelling and meaning of words. I can use dictionaries to check the spelling and meaning of words.



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Name the letters of the alphabet in order	Spell some words with contracted forms.	Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear,heel/heal/h e'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.	Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.	Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.	Spell most of the year 5 and 6 words correctly with reference to English Appendix 1.
Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.	Spell most words with contracted forms.	Spell words that are often misspelt with reference to English Appendix 1.	Spell more complex words that are often misspelt for years 3 and 4 with reference to English Appendix 1.	Spell some words with 'silent' letters e.g. knight, psalm, solemn.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.
Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	Spell by learning the possessive apostrophe (singular) e.g. the girl's book	Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym.	Spell words with the 's' sound spelt 'sc' e.g. science, scene.	Spell some of the year 5 and 6 words correctly with reference to English Appendix 1.	Use a thesaurus with confidence



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<p>Add prefixes and suffixes using the prefix un-.</p>	<p>Spell by distinguishing between homophones and near-homophones.</p>	<p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p>	<p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p>	<p>Secure skills from KS2.</p>
<p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p>	<p>Add suffixes to spell some/ most longer words correctly, including -ment, -ness, -ful, -less, -ly</p>	<p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p>	<p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>	<p>Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</p>	
<p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p>	<p>Apply spelling rules and guidance, as listed in English Appendix 1.</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary</p>		<p>Use a thesaurus.</p>	
<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>		