

Spelling Progression Document

Version 1

Summer 2024

From year 2 to year 6, children at Buckton Vale learn to develop their spelling skills using the Read, Write, Inc. Spelling scheme. Read Write Inc Spelling builds upon Read Write Inc Phonics which children are taught in KS1.

Children focus on one spelling pattern, or rule, for a number of sessions and develop their confidence and understanding of the words along the way. Each unit follows the same pattern, allowing the children to focus solely on learning and understanding the spellings rather than learn how to do new activities. Each lesson happens daily for 20minutes.

This document sets out an idea of progression however, some year groups may progress quicker throughout the year. Unit assessments identifies any gaps in units and then revision will be put into place with the aim to keep that child in line with expectations. Year 2 may carry over into Year 3 due to RWI Phonics and two spelling books. Spelling objectives may also be recapped through Literacy Tree for specific pieces of writing.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 2 | Spelling 2a Unit 1 The or sound spelt a before l and ll Spelling 2a Unit 2 Soft c Spelling 2a Unit 3 Adding the suffix -y (to words ending in a short vowel and a consonant) Spelling 2a Unit 4 Adding the suffix -y (to words ending in e) Spelling 2a Unit 5 Adding the suffix -ly (to make words adverbs) Practice Test 1: Y2A Units 1–5 (plus revision) Spelling 2a Unit 6 The n sound spelt kn and gn Special Focus 1a– Homophones) | Spelling 2a Unit 7 The igh sound spelt y Spelling 2a Unit 8 Adding the suffix -ing (to words ending in a short vowel and a consonant) Spelling 2a Unit 9 Adding the suffix -ing (to words ending in e or ie) Spelling 2a Unit 10 The j sound Practice Test 2: Y2A Units 6–10 (plus revision) Spelling 2a Unit 11 The o sound spelt a after w and qu Spelling 2 a Unit 12 Adding the suffix -ed (to words ending in two constant letters and words ending in a short vowel and a consonant) Special Focus 2a– Homophone | Spelling 2a Unit 13 Adding the suffix -ed (swapping y for i) Spelling 2a Unit 14 Adding the suffix -ed (dropping e to add -ed, and revision of doubling the final consonant and swapping y or i) Practice Test 3: Y2A Units 11–14 (plus revision) Special Focus 3a– Red words Special Focus 4a– Homophones Special Focus 5a– Contractions and apostrophes Special Focus 6a– The u sound sepl o, and the or sound spelt ar after w Special Focus 7a– Possessive apostrophes End of Spelling 2A Test | Spelling 2b Unit 1 The r sound spelt wr Spelling 2b Unit 2 Adding the suffixes -er or -est (words where no change is needed; words ending in e) Spelling 2b Unit 3 Adding the suffixes -er or -est (swapping y for i) Spelling 2b Unit 4 Adding the suffixes -er or -est (doubling constant, where the root word ends in short vowel plus consonant) Spelling 2b Unit 5 The ee sound spelt ey Practice Test 4: Y2B Units 1–5 (plus revision) Special Focus 1b– Red words Special Focus 2b– Homophones Special Focus 3b– Words ending in -il and words where s makes the zh sound. | Spelling 2b Unit 6 Adding the suffix -ness (adding to a root word where no change is needed to the root word) Spelling 2b Unit 7 Adding the suffix – ness (swapping y for i) Spelling 2b Unit 8 Words ending in -le Spelling 2b Unit 9 Words ending in -el Spelling 2b Unit 10 Words ending in -al Practice Test 5: Y2B Units 6–10 (plus revision) Special Focus 4b– Homophones Special Focus 5b– The ir sound spelt or after w. | Spelling 2b Unit 11 Adding the suffix -ful Spelling 2b Unit 12 Adding the suffix -less Spelling 2b Unit 13 Adding the suffix -ment Spelling 2b Unit 14 Words ending in -tion Spelling 2b Unit 15 – Adding the suffix -es Practice Test 6: Y2B Units 11–15 (plus revision) Special Focus 6b– Contractions and apostrophes Special Focus 7b– Possessive apostrophes End of Spelling 2B Test (plus revision and consolidation) |

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| <p>Year 3</p> | <p>Spelling 3 Unit 1 – Adding the prefixes dis- and in</p> <p>Spelling 3 Unit 2 – Adding im- to root word beginning with m or p</p> <p>Spelling 3 Unit 3– Adding the suffix -ous</p> <p>Consolidation Spelling 3 Session 1 (Unit 1 and 2 Oxford Owl)</p> <p>Practice Test 1: Y3 Units 1–3(plus revision)</p> <p>Spelling 3 Unit 4 – Adding the suffix -ly (to adjectives to form adverbs)</p> <p>Consolidation Spelling 3 Session 2 (Unit 3 and 4 Oxford Owl)</p> | <p>Spelling 3 Unit 5 – Words ending -ture</p> <p>Special Focus 1– Orange words</p> <p>Unit 3. 6 – Adding -ations to verbs</p> <p>Consolidation Spelling 3 Session 3 (Unit 5 and 6 Oxford Owl)</p> <p>Practice Test 2: Y3 Units 4–6 (plus revision)</p> | <p>Special Focus 2 – Homophones: to form nouns.</p> <p>Spelling 3 Unit 7 – Words with the c sound spelt ch</p> <p>Spelling 3 Unit 8 – Words with the sh sound spelt ch</p> <p>Consolidation Spelling 3 Session 4 (Unit 7 and 8 Oxford Owl)</p> <p>Practice Test 3: Y3 Units 7–8 (plus revision)</p> | <p>Spelling 3 Unit 9 – Adding the suffix -ion (to root words ending in t or te)</p> <p>Special Focus 3 – The short i sound spelt y</p> <p>Spelling 3 Unit 10 – Adding the suffix -ian (to root words ending in c or cs)</p> <p>Consolidation Spelling 3 Session 5 (Unit 9 and 10 Oxford Owl)</p> <p>Practice Test 4: Y3 Units 9–10 (plus revision)</p> | <p>Spelling 3 Unit 11 – Adding the prefix Re-</p> <p>Spelling 3 Unit 12 - Adding the prefix anti</p> <p>Consolidation Spelling 3 Session 6 (Unit 11 and 12 Oxford Owl)</p> <p>Practice Test 5: Y3 Units 11–12 (plus revision)</p> <p>Spelling 3 Unit 13 – Adding the prefix super</p> | <p>Spelling 3 Unit 14 – Adding the prefix sub</p> <p>Consolidation Spelling 3 Session 7 (Unit 13 and 14 Oxford Owl)</p> <p>Special Focus 4 – Homophones</p> <p>Practice Test 6: Y3 Units 13–14 (plus revision)</p> <p>End of Spelling 3 Test (plus revision and consolidation)</p> |
| <p>Year 4</p> | <p>Spelling 4 Unit 1 – Adding the prefixes mis- and revising un-, in-, dis</p> <p>Spelling 4 Unit 2 – Words ending in zhuh spelt -sure</p> <p>Consolidation Spelling 4 Session 1 (Unit 1 and 2 Oxford Owl)</p> <p>Spelling 4. Unit 3 – Adding the prefix auto</p> <p>Practice Test 1: Y4 Units 1–3 (plus revision)</p> <p>Spelling 4 Unit 4 – Adding the suffix -ly (to adjectives to form adverbs)</p> | <p>Consolidation Spelling 4 Session 2 (Unit 3 and 4 Oxford Owl)</p> <p>Spelling 4 Unit 5 – Adding the prefix inter</p> <p>Special Focus 1– The short u sound spelt ou</p> <p>Spelling 4 Unit 6 – Words with the ay sound spelt ei, eigh, ey</p> <p>Consolidation Spelling 4 Session 3 (Unit 5 and 6 Oxford Owl)</p> <p>Practice Test 2: Y4 Units 4–6 (plus revision)</p> | <p>Special Focus 2 – Homophones</p> <p>Spelling 4 Unit 7 – Words ending in -ous</p> <p>Spelling 4 Unit 8 – Words with the s sound spelt sc</p> <p>Consolidation Spelling 4 Session 4 (Unit 7 and 8 Oxford Owl)</p> <p>Practice Test 3: Y4 Units 7–8 (plus revision)</p> <p>Spelling 4 Unit 9 – Words ending in zhun spelt -sion</p> | <p>Special Focus 3 – Possessive apostrophes with plural words</p> <p>Spelling 4 Unit 10 – Adding il- and revising un-, in-, mis-, dis</p> <p>Consolidation Spelling 4 Session 5 (Unit 9 and 10 Oxford Owl)</p> <p>Practice Test 4: Y4 Units 9–10 (plus revision)</p> <p>Spelling 4 Unit 11 – The c sound spelt. -que and the g sound spelt -gue</p> | <p>Spelling 4 Unit 12 – Adding ir- to words beginning with r</p> <p>Consolidation Spelling 4 Session 6 (Unit 11 and 12 Oxford Owl)</p> <p>Practice Test 5: Y4 Units 11–12 (plus revision)</p> <p>Spelling 4 Unit 13 – Adding the suffix -ion</p> | <p>Spelling 4 Unit 14 – Adding the suffix -ion (2)</p> <p>Consolidation Spelling 4 Session 7 (Unit 13 and 14 Oxford Owl)</p> <p>Special Focus 4 – Homophones</p> <p>Practice Test 6: Y4 Units 13–14 (plus revision)</p> <p>End of Spelling 4 Test (plus revision and consolidation)</p> |

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| <p>Year 5</p> | <p>Selling 5 Unit 1 – Words with silent letter b</p> <p>Spelling 5 Unit 2 – Words ending in -ible</p> <p>Consolidation Spelling 4 Session 1 (Unit 1 and 2 Oxford Owl)</p> <p>Practice Test 1: Y5 Units 1–2 (plus revision)</p> <p>Spelling 5 Unit 3 – Words ending in -able</p> | <p>Special Focus 1– Words that contain the letter-string ough</p> <p>Special Focus 2– Homophones</p> <p>Spelling 5 Unit 4 – Words with the silent letter t</p> <p>Consolidation Spelling 4 Session 2 (Unit 3 and 4 Oxford Owl)</p> <p>Practice Test 2: Y5 Units 3–4 (plus revision)</p> <p>Spelling 5 Unit 5 – Words ending in -ibly and -ably</p> <p>Spelling 5 Unit 6 – Words ending in -ent</p> | <p>Consolidation Spelling 4 Session 3 (Unit 5 and 6 Oxford Owl)</p> <p>Practice Test 3: Y5 Units 5–6 (plus revision)</p> <p>Special Focus 3– Orange words</p> <p>Special Focus 4– Orange words</p> <p>Spelling 5 Unit 7 Words ending in -ence</p> <p>Spelling 5 Unit 8 – The ee sound spelt ei</p> <p>Consolidation Spelling 4 Session 4 (Unit 7 and 8 Oxford Owl)</p> <p>Practice Test 4: Y5 Units 7–8 (plus revision)</p> | <p>Special Focus 5– Homophones and other words that are easily confused</p> <p>Special Focus 6– Orange words</p> <p>Special Focus 7–Orange words</p> <p>Special Focus 8– Homophones and other words that are easily confused</p> <p>Spelling 5 Unit 9 – Words ending in -ant, -ance and -ancy</p> <p>Spelling 5 Unit 10 – Words ending in shus spelt-cious</p> <p>Consolidation Spelling 4 Session 5 (Unit 9 and 10 Oxford Owl)</p> <p>Practice Test 5: Y5 Units 9–10 (plus revision)</p> | <p>Special Focus 9–Orange words</p> <p>Special Focus 10 – Orange Words</p> <p>Spelling 5 Unit 11 – Words ending in shus spelt -tious</p> <p>Spelling 5 Unit 12 – Words ending in shul spelt -cial and -tial</p> <p>Consolidation Spelling 4 Session 6 (Unit 11 and 12 Oxford Owl)</p> <p>Practice Test 6: Y5 Units 11–12 (plus revision)</p> | <p>Special Focus 11–Orange words</p> <p>Special Focus 12– Orange words</p> <p>End of Spelling 5 Test (plus revision and consolidation)</p> |
| <p>Year 6</p> | <p>Spelling 6 Unit 1 – Suffixes – where we do not change the root word when a suffix beginning with a vowel is added.</p> <p>Spelling 6 Unit 2 – Suffixes – to root words ending in a consonant plus -e</p> <p>Consolidation Spelling 4 Session 1 (Unit 1 and 2 Oxford Owl)</p> <p>Practice Test 1: Y6 Units 1–2 (plus revision)</p> <p>Spelling 6 Unit 3 Suffixes – to root words ending in -le or a consonant plus y</p> <p>Spelling 6 Unit 4 Suffixes – beginning with vowel letters to</p> | <p>Special Focus 1– Words that contain the letter-string ough</p> <p>Special Focus 2– Orange words</p> <p>Spelling 6 Unit 5 Suffixes – adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Spelling 6 Unit 6 – The sh sound spelt ti or ci</p> <p>Consolidation Spelling 4 Session 3 (Unit 5 and 6 Oxford Owl)</p> <p>Practice Test 3: Y6 Units 5–6 (plus revision)</p> <p>Special Focus 3– Homophones and other words that are easily confused</p> | <p>Spelling 6 Unit 7 – The sh sound spelt si or ssi</p> <p>Spelling 6 Unit 8 – Words with 'silent' letters</p> <p>Practice Test 4: Y6 Units 7–8 (plus revision)</p> <p>Spelling 6 Unit 9 The spellings ei and ie</p> <p>Spelling 6 Unit 10 Words ending in -ible and -able Special</p> <p>Consolidation Spelling 4 Session 5 (Unit 9 and 10 Oxford Owl)</p> <p>Practice Test 5: Y6 Units 9–10 (plus revision)</p> <p>Special Focus 5– Orange words</p> | <p>Spelling 6 Unit 11 Plural nouns (2) Adding -es to nouns and verbs ending in -y</p> <p>Spelling 6 Unit 12 Plural nouns (2)</p> <p>Practice Test 6: Y6 Units 11–12 (plus revision)</p> <p>End of Spelling 6 Test (plus revision and consolidation)</p> <p>Special Focus 7– Orange words</p> <p>Special Focus 8– Orange words</p> | <p>Special Focus 9– Hypens</p> <p>Special Focus 10– Common mistakes</p> <p>Special Focus 11– Hypens Special</p> <p>Focus 12– Homophones and other words that easily confused</p> | <p>Consolidation</p> |

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| | words of more than one syllable and ending in -fer Practice Test 2: Y6 Units 3–4 (plus revision) | Special Focus 4– Orange words Consolidation Spelling 4 Session 6 (Unit 11 and 12 Oxford Owl) Consolidation Spelling 4 Session 7 (Unit 13 and 14 Oxford Owl) | Special Focus 6– Homophones | | | |
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The following table shows the progression of the statutory requirements for Spelling from the English Programmes of study:

Key Stages 1 and 2 National Curriculum in England.

The objectives for EYFS are taken from Development Matter Non-statutory curriculum guidance for the Early Years Foundation Stage and the Early Learning Goals from the Early Years Foundation Stage profile.

| Reception | Year 1 | Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
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| <p><u>Development Matters:</u> Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><u>ELG:</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> | <p><u>Pupils should be taught to:</u> <u>spell:</u> -words containing each of the 40+ phonemes already taught</p> <p>-common exception words</p> <p>-the days of the week</p> <p><u>name the letters of the alphabet:</u> -naming the letters of the alphabet in order</p> <p>-using letter names to distinguish between alternative spellings of the same sound</p> <p>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</p> <p>- using the prefix un–</p> <p>- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>- apply simple spelling rules and guidance, as listed in English Appendix</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><u>Pupils should be taught to:</u> <u>spell by:</u> -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>- 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</p> <p>-learning to spell common exception words</p> <p>-learning to spell more words with contracted forms</p> <p>-learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>-distinguishing between homophones and near-homophones e.g. there/their/they're, hear/here, see/ sea</p> <p>-add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly, words ending in –tion</p> <p>-apply spelling rules and guidance, as listed in English Appendix 1</p> <p>- write from memory simple sentences dictated by the teacher that include words using the</p> | <p><u>Pupils should be taught to:</u> - use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>-adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</p> <p>- words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</p> <p>- words using suffixes: -ly, ation, - ous</p> <p>- words with endings sounding /shun/: -tion, -sion, -ssion, -cian</p> <p>- words ending with the schwa sound: measure, creature</p> <p>- spell further homophones e.g. affect/ effect, berry/bury, fair/fare, male/mail</p> <p>- spell words that are often misspelt (English Appendix 1)</p> <p>-Spell words from the National Curriculum word list for Years 3 and 4 (pg 54)</p> <p>-place the possessive apostrophe accurately in words with regular plurals [for example,</p> | <p><u>Pupils should be taught to:</u> - use further prefixes and suffixes and understand the guidance for adding them.</p> <p>-words with the ending /shus/ spelt -cious or -tious</p> <p>-words with the ending /shul/ spelt -cial or -tial</p> <p>-words with the endings -ant, - ance/-ancy, -ent, -ence/ency</p> <p>-words ending in -able and -ible</p> <p>-words ending in -ably and -ibly</p> <p>-adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the –fer is still stressed when the ending is added. The 'r' is not doubled if the –fer is no longer stressed)</p> <p>- spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>-continue to distinguish between homophones and other words which are often confused d e.g. practise/practice, advise/advice, past/passed</p> <p>-use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be</p> |

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| | | <p>GPCs, common exception words and punctuation taught so far.</p> | <p>girls', boys'] and in words with irregular plurals [for example, children's]</p> <ul style="list-style-type: none"> - use the first two or three letters of a word to check its spelling in a dictionary -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | <p>learnt specifically, as listed in English Appendix 1</p> <ul style="list-style-type: none"> - Words from the National Curriculum word list for Years 5 and 6 (pg 61) - use dictionaries to check the spelling and meaning of words -use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. |
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