

Djanogly Sherwood Academy

Progression of Disciplinary Knowledge in English - spelling

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key	Written in red/italics - examples of words *not covered within the Sounds and Syllables scheme						
HFV	Write some irregular common words Use phonetic knowledge to sound out words	Spell words with each of the 40+ phonemes and common exception words taught within letters and sounds	Spell many common exception words correctly	Spell some words from the year 3+4 spelling list correctly	Spell most words from the year 3+4 spelling list correctly	Spell some words from the year 5+6 spelling list correctly	Spell most words from the year 5+6 spelling list correctly
Suffixes		___ing <i>jumping</i> ___ed <i>hunted</i> ___er <i>buzzer</i> ___est <i>quickest</i> When no change is made to the root word	___ing/ed/er/est - to words ending in y <i>happier, copied, copying, hiking, shiny</i> ___ing/ed/er/est - to words ending in single consonant <i>hopping, runner, saddest</i> ___ment <i>enjoyment</i> ___ness <i>sadness</i> ___ful <i>careful</i> ___less <i>hopeless</i> ___ly <i>proudly, quietly</i> ___tion <i>station</i>	Add suffixes to words with more than one syllable ___ily <i>happily</i> ___ure <i>enclosure</i> ___ous <i>dangerous</i>	Add suffixes to words with more than one syllable <i>forgetting, beginner, gardening</i> ___ion <i>invasion, impression, invention</i> ___ian <i>musician</i> ___ation <i>information</i> ___ally <i>basically</i> ___(e)ous <i>courageous</i>	___ant/ance/ancy <i>observant, tolerance, hesitancy</i> ___able/ible <i>adorable, possible</i> ___ive ___ary/ory/ery ___ty ___ial ___eous/iuous	___cious/scious/tious/xious <i>vicious, ambitious, conscious, anxious</i> ___ent/ence/ency <i>decent, innocence, frequency</i> ___cial/tial/sial ___ent ___ate ___ably/ibly Suffixes to words ending in fer <i>referring, preferred</i>
Prefixes		un ___ <i>unhappy</i>		un ___ dis ___ <i>disappoint</i> mis ___ <i>misbehave</i> re ___ pre ___ super ___ <i>supermarket</i> *anti ___ <i>antiseptic</i>	in ___ <i>inactive</i> im ___ <i>immature</i> il ___ <i>illegal</i> ir ___ <i>irregular</i> sub ___ <i>subdivide</i> ante ___ auto ___ *inter ___ <i>interact</i> *auto ___ <i>automatic</i>	___em ___en	re ___ com/con ___ sym/syn ___ sub ___

Plurals		___s and ___es for plurals and 3 rd person verbs <i>dogs, thanks, catches</i>	___es to nouns and verbs ending in y: <i>tries,</i> <i>babies, donkeys</i>				
Silent letters			*kn___ <i>knot</i> *gn___ <i>gnat</i> *wr___ <i>write</i>	kn___ <i>knot</i> gn___ <i>gnat</i> wr___ <i>write</i> ___mb <i>lamb</i> ___mn <i>autumn</i>		*doubt, island, thistle	
Punctuation marks in spelling			*The apostrophe shows where the letter is missing: <i>can't, don't, hasn't, it's</i> *The possessive apostrophe: <i>Megan's, the</i> <i>girl's</i>		*possessive apostrophe is placed after the plural form of the word: <i>girls',</i> <i>children's</i>	*use of the hyphen <i>Co-ordinate, re-enter</i>	
homophone s			*Distinguish homophones and near homophones <i>their, there, they're</i> <i>hear/here sea/see</i>	*spell homophones and near homophones <i>main/mane</i> <i>peace/piece</i> <i>meet/meat</i>	*Spell more complicated near homophones <i>weather/whether</i> <i>affect/effect</i> <i>accept/except</i>	*homophones and other words that are often confused <i>advice/advice</i> <i>morning/mourning</i>	*homophones and other words that are often confused <i>prophecy/ prophesy</i> <i>guessed/guest</i> <i>principal/principle</i>