

# St Peter's Catholic Primary School



## Progression of skills: Spelling Sequences

EYFS	KSI		LKS2		UKS2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Phase 1:</b> children begin to orally blend and start segmenting.</p> <p><b>Phase 2:</b> children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple CVC words using phase 2 phonemes (19).</p> <p><b>Set 1</b> - s, a, t, p  <b>Set 2</b> - i, n, m, d  <b>Set 3</b> - g, o, c, k  <b>Set 4</b> - ck, e, u, r  <b>Set 5</b> - h, b, f, ff, l, ll, ss</p> <p><b>Phase 3:</b> 25 new graphemes are introduced (one at a time). Set 6: j, v, w, x Set 7: y, z, zz, qu</p>	<p>Revise work from EYFS</p> <p>The sounds f, l, s, z and k, spelt ff, ll, ss, zz and ck.</p> <p>The n sound spelt before k (e.g. bank, think, honk).</p> <p>Division of words into syllables. (e.g. sunset, thunder, carrot, rabbit).</p> <p>Words spelt -tch if it comes after a single vowel.</p> <p>The v sound at the end of words, usually adding an e.</p> <p>Adding s and es to words Adding -ed, -ing and -er to root words.</p> <p>Adding -er and -est if the adjective ends in two consonant letters.</p>	<p>Review Y1 common exception words</p> <p>Review single-syllable words ending with consonant digraphs</p> <p>Review the /tʃ/ sound spelt tch at the end of words or syllables</p> <p>Review adding -ed and -ing with no change to the root word</p> <p>Review the /dʒ/ sound spelt j or g</p> <p>Teach the /dʒ/ sound spelt -dge at the end of words or syllables</p> <p>Teach the /dʒ/ sound spelt -ge at the end of words or syllables</p>	<p>Revise spelling rules from previous years including Year 2 common exception words</p> <p>Review vowel digraphs: ai, ay, a-e, a (/eɪ/)</p> <p>Review vowel digraphs: ee, ea, e-e (/i:/)</p> <p>Review vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/)</p> <p>Review vowel digraphs: ow, oa, oe, o (/əʊ/)</p> <p>Review vowel digraphs: oo, ou, ue (/u:/)</p> <p>Review vowel digraphs: oi, oy (/ɔɪ/) &amp; ow, ou (/aʊ/)</p> <p>Review common</p>	<p>Revise spelling rules from previous years including Year 3/4 common exception words</p> <p>Review controlled vowel sounds from KSI: ir (/ɜ:/)</p> <p>Review r controlled vowel sounds from KSI: air (/eə/)</p> <p>Review Year 2 common exception words and other high frequency words</p> <p>Review vowel suffixes -ed, -ing: chop, change and double</p> <p>Review vowel suffixes -y, -er, est to create adjectives: chop, change and double</p>	<p>Revise spelling rules from previous years including Year 3/4 common exception words</p> <p>Review frequently misspelt words including some homophones and near homophones</p> <p>Review plurals - adding -s, -es, -ies, -ves</p> <p>Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly (Including non-statutory: enjoyment, sadness, careful, playful, hopeless, plainness, badly)</p> <p>Review suffixes beginning with vowel letters to words</p> <p>Review suffixes beginning with vowel letters to words</p> <p>Focus on morphology</p>	<p>Revise spelling rules from previous years including Year 5/6 common exception words</p> <p>Review words with unexpected letters from Y3/4 statutory word list</p> <p>Review homophones and near homophones</p> <p>Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly</p> <p>Review suffixes beginning with vowel letters to words</p> <p>Focus on doubling the consonant after a short vowel: words from the Y5/6 statutory word list</p>

<p><b>Consonant digraphs:</b> ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo(long and short), ar, or, ur, ow, oi, ear, air, ure, er</p> <p><b>Phase 4:</b> children learn to read and spell words containing adjacent consonants e.g. went, frog, stand, jumps, shrink) Children to read &amp; write CCVC and CVCC words.</p> <p><b>Read and write words with initial and/or final blends:</b> st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</p>	<p>Words ending in y. Words that spell the sounds ph and wh.</p> <p>Words spelt using k, rather than c before e, I and y. Adding the prefix un-.</p> <p>Spell some compound words.</p> <p><b>Revise phase 4 words:</b> said, so, have, like, some, come, were, there, little, one, do, when, out, what</p> <p><b>Revise Phase 5 words:</b> oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p>	<p><b>Review</b> of plurals adding -s or -es with no changes to the root word</p> <p><b>Teach</b> the /s/ sound spelt c before e, i and y</p> <p><b>Teach</b> Y2 common exception words</p> <p><b>Review</b> the sound /e/ spelt ai or ay, a, or a-e</p> <p><b>Review</b> adding -ed or -ing to words containing ai or ay</p> <p><b>Review</b> the /i:/ sound spelt ee or ea</p> <p><b>Review</b> the /i:/ sound spelt y</p> <p><b>Review</b> adding the suffix -y where there is no change to the root word</p> <p><b>Review</b> the /i:/ sound spelt e-e or ie</p> <p><b>Review</b> the /a:/ sound spelt igh, i, ie, and teach the /a:/ sound spelt y</p>	<p>exception words from KSI</p> <p><b>Review</b> plurals ending vowel suffix -es, changing y to i and adding es and words ending ey</p> <p><b>Review</b> adding vowel suffixes -ed, - ing, when keeping ending or, changing y to is or chopping the final e</p> <p><b>Review</b> adding vowel suffixes -ed, - ing, when doubling the final consonant</p> <p><b>Review</b> vowel suffixes -er and -est Review -le at the end of words</p> <p><b>Review</b> -el or -il at the end of words</p> <p><b>Review</b> -al at the end of words</p> <p><b>Explore</b> homophones and near homophones</p> <p><b>Review</b> apostrophes for contraction</p> <p><b>Review</b> apostrophe for possession</p>	<p><b>Review</b> consonant suffixes -ment, -ness, -ful, -less</p> <p><b>Review</b> the suffixes -ly and -ally</p> <p><b>Review</b> -tion and -ation endings</p> <p><b>Explore</b> -sion and -ssion endings</p> <p><b>Explore</b> -cian endings</p> <p><b>Focus</b> on vowel digraphs: words from the Y3/4 statutory word list</p> <p><b>Review</b> of prefixes: dis-, mis-, in-, im-, il-, ir-, anti-</p> <p><b>Explore</b> more prefixes: sub-, inter-, super-, re-, auto-</p> <p><b>Focus on multi-syllabic words including prefixes and suffixes:</b> words from the Y3/4 statutory word list</p> <p><b>Review</b> the /ɔ:/ sound spelt or, ore, aw and other variations</p> <p><b>Review</b> the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound</p>	<p><b>Review</b> suffixes beginning with vowel letters to words with unstressed syllables</p> <p><b>Review</b> soft c- words in statutory list</p> <p><b>Explore</b> words with the /i:/ sound spelt ei after c</p> <p><b>Review</b> word endings that sound like el</p> <p><b>Explore</b> words with -cial or -tial endings</p> <p><b>Explore</b> words ending in -cially or -tially</p> <p><b>Review</b> words from Y3/4 statutory word list</p> <p><b>Explore</b> words ending with -able and -ible</p> <p><b>Explore</b> words ending with -ably and -ibly</p> <p><b>Explore</b> words with -cious or -tious endings</p> <p><b>Explore</b> words ending in -ent, -ence, -ency</p> <p><b>Explore</b> words ending in -ant, -ance, -ancy</p> <p><b>Focus on words with affixes from Y3/4 and Y5/6 statutory word list</b></p>	<p><b>Explore</b> suffixes beginning with vowel letters to words ending in -fer</p> <p><b>Review</b> -cial, - tial, -cially and -tially endings</p> <p><b>Review</b> -able, -ably, -ible and -ibly endings</p> <p><b>Review</b> -cious and -tious endings</p> <p><b>Review</b> words with the /i:/ sound spelt ei after c</p> <p><b>Review</b> -ent, -ence, -ency, -ant, -ance and -ancy endings</p> <p><b>Review</b> -tion, -ation, - cian, -ssion and -ssion endings</p> <p><b>Review</b> -sure and -ture endings</p> <p><b>Review</b> all suffixes</p> <p><b>Review</b> words with silent letters b, k, l, h, t</p> <p><b>Focus on unstressed vowels:</b> words from the Y5/6 statutory word list</p>
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		<p><b>Teach</b> adding -ing to words with i-e: removing the e before adding -ing</p> <p><b>Review</b> the /əʊ/ sound spelt ow or ou</p> <p><b>Review</b> the /ɔɪ/ sound spelt oy or oi</p> <p><b>Review</b> the /əʊ/ sound spelt oa, oe, ow, oe and o</p> <p><b>Review</b> the /u:/ sound spelt oo, ue, ew or ue</p> <p><b>Teach</b> homophones (there, their, they're, blue, blue)</p> <p><b>Review</b> /ɜ:/ sound spelt er, ir, ur or u</p> <p><b>Review</b> the unstressed sound /ə/ spelt er and or; adding the suffix -er with no change to the root word</p> <p><b>Teach</b> -le following adjacent consonants and at the end of words containing a long vowel or short vowel sound</p>	<p><b>Review</b> suffix -ly (with a consonant before it)</p> <p><b>Explore</b> suffix -ally</p> <p><b>Review</b> consonant suffixes -ment and -ness</p> <p><b>Review</b> consonant suffixes -ful and -less</p> <p><b>Explore</b> the suffixes -tion and -ation</p> <p><b>Explore</b> the -sion suffix</p> <p><b>Explore</b> prefixes un-, dis-, mis-, in- re-, super-</p> <p><b>Focus</b> on the short vowel sound /ʌ/ spelt ou</p> <p><b>Explore</b> the vowel suffix -ous</p> <p><b>Explore</b> words with the long vowel sound /eɪ/ spelt ei, eigh, or ey</p> <p><b>Explore</b> words with the short vowel sound /ɪ/ sound spelt y in the middle of words</p> <p><b>Explore</b> words with the phoneme s spelt sc</p> <p><b>Explore</b> words containing silent letters</p>	<p>spelt or after w; the /ɔ:/ sound spelt ar after w</p> <p><b>Review</b> words with the /eɪ/ sound spelt ei, eigh, ey</p> <p><b>Focus on vowels:</b> words from the Y3/4 statutory word list</p> <p><b>Review Y3/4 Common Exception words</b></p> <p><b>Focus</b> on vowels: words from the Y3/4 statutory word list</p> <p><b>Review</b> homophones</p> <p><b>Explore</b> apostrophes for possession</p> <p><b>Explore</b> words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)</p> <p><b>Explore</b> the suffix -ous and ious/ eous</p> <p><b>Explore</b> suffixes beginning with vowel letters to words of more than one syllable</p> <p><b>Review</b> the soft g sound /dʒ/ spelt g, ge or dge</p>	<p><b>Review</b> commonly used and frequently misspelt words</p> <p><b>Explore</b> words with silent letters such as b,k, or g</p> <p><b>Explore</b> words containing the letters ough</p> <p><b>Focus</b> on words with unstressed vowels from the statutory word list</p> <p><b>Review</b> use of apostrophe for contraction</p> <p><b>Review</b> use of apostrophe for possession</p> <p><b>Explore</b> homophones and near homophones</p> <p><b>Explore</b> use of hyphen to create compound words</p> <p><b>Focus</b> on morphology and etymology</p>	<p><b>Review affixes:</b> Morphology</p> <p><b>Review affixes:</b> words from the Y5/6 statutory word list</p> <p><b>Review</b> words containing ough</p> <p><b>Review words containing rarer letter combinations:</b> words from the Y3/4 and 5/6 statutory word list</p> <p><b>Focus on etymology:</b> words from the Y5/6 statutory word list</p> <p><b>Review</b> homophones and commonly confused words</p> <p><b>Review</b> use of hyphen</p> <p><b>Review</b> use of apostrophe for contraction</p> <p><b>Review</b> use of apostrophe for possession</p> <p><b>Review</b> commonly misspelt words from the class</p> <p><b>Focus</b> on morphology and etymology</p> <p><b>Revision</b> of strategies to spell words</p>
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**Teach** -el, al, il at the end of words

**Teach** Y2 common exception words

**Teach** the /ʌ/ sound spelt o

**Review** the /v/ sound spelt ve at the end of words

**Review** the /ɔ:/ sound spelt or/ore, aw or au

**Teach** the sound /ɔ:/ spelt a before l and ll

**Review** the /ɑ:/ sound spelt ar

**Review** the /eə/ sound spelt are, air or ear

**Review** the /ɪə/ sound spelt ear

**Review** the /ɛ/ sound spelt ea

**Teach** homophones

**Review** adding the suffix -est with no change to the root word

**Teach** irregular plurals and plurals

written kn, gn, wr, wh

**Focus** on silent letters: words from the Y3/4 statutory word list

**Explore** words ending with the /g/ sound spelt -gue

**Explore** words ending with the /k/ sound spelt -que

**Explore** words with the /ʃ/ sound spelt ch-

**Explore** words with the /k/ sound spelt ch

**Explore** words with the /s/ sound spelt sc

**Explore** etymology of words

**Focus** on unstressed vowels: words from the Y3/4 statutory word list

**Focus** on silent letters: words from the Y3/4 statutory word list

of words ending in  
y

**Review** compound  
words

**Review** adding the  
prefix un-,

**Review** adding the  
suffix -ed, -ing, -  
er, -est to words  
ending in e.

**Teach** adding -y to  
words ending in e,  
ed, -er or -est

**Teach** adding the  
suffix -ly with no  
change to the root  
word, and -ly to  
words ending in y.

**Teach** adding the  
prefix un- to words  
with suffixes

**Review** the /k/  
sound spelt k

**Review** the /w/  
sound spelt wh at  
the beginning of  
words

**Review** the /f/  
sound spelt ph at  
the beginning of  
words

**Teach** the /n/  
sound spelt kn or  
gn at the beginning  
of words

**Teach** the /r/  
sound spelt wr at  
the beginning of  
words

**Teach** the past  
tense of irregular  
verbs

**Teach** apostrophes  
for contraction

**Teach** adding -ing,  
-ed, -er and -est to  
words and  
doubling the final  
consonant

**Teach** adding the  
suffix -ful, -less -  
ment and -ness

**Teach** the /v/  
sound spelt a after  
w and q

**Teach** the /z/  
sound spelt or / ar  
after w

**Teach** words  
ending in en and -  
tion

**Teach** words  
ending in /z/ spelt  
s

		<p><b>Review</b> creating plurals of words</p> <p><b>Review</b> apostrophes for contraction</p> <p><b>Teach</b> the apostrophe for possession</p> <p><b>Review</b> compound words, commonly misspelt words, suffixes</p>			
<b>High Frequency Words and Common Exception Words EYFS and KSI</b>		<b>Common Exception Words Year 3/4</b>		<b>Common Exception Words Year 5/6</b>	
<p>the, to, I, no, go he, she, we, me, be, was, my, you, they, her, all, are Phase 4: said, so, have, like, some, come, were, there, little, one, do, when, out, what</p> <p><b>Phase 5:</b> oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p> <p><b>High Frequency Words:</b> the that not look put and with then don't could a all were come house to we go will old said can little into too in are as back by he up no from day I had mum children made of my one him time it her them Mr I'm was what do get if you there me just help they out down now Mrs on this dad came called she have big oh here is is went when about for be it's got asked at like see their saw his some looked people make but so very your an</p>	<p><b>Revise phase 4:</b> said, so, have, like, some, come, were, there, little, one, do, when, out, what</p> <p><b>Phase 5:</b> oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p> <p><b>High Frequency Words:</b> the that not look put and with then don't could a all were come house to we go will old said can little into too in are as back by he up no from day I had mum children made of my one him time it her them Mr I'm was what do get if you there me just help they out down now Mrs on this dad came called she have big oh here is is went when about for be it's got asked at like see their saw his some looked people make but so very your an</p>	<p><b>Word List - Years Three and Four</b> 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</p>	<p><b>Word List - Years Five and Six</b> 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 equipped equipment 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</p>		

