

Walkeringham Primary School

Progression map – Reading



	Willow Class				Sycamore Class			
	Early Learning Goals and development Matters 3/4 Year Olds	Early Learning Goals and development Matters Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	From Nursery to Reception we follow Little Wandle Letters and Sounds Revised.				From Year 2 to Year 6 we follow The Spelling Shed scheme of work. We have a 2-year rolling programme within each class. The full scheme can be found on their website.			
	Please see Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews. (in appendix)				Please see Spelling Shed spelling lists (in appendix)			
	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother 	To read individual letters by saying the sounds for them. To blend sounds into words, so that they can read short words made up of letter-sound correspondences. To read some letter groups that each represent one sound and say sounds for them. To read simple phrases and	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

		<p>sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>		<p>-sion, -tion, -cial, -tial,</p> <p>-ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	
<u>Common Exception Words</u>		<p>To read a few common exception words (tricky words) matched to The Little Wandle Letters and Sounds revised programme.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
<u>Fluency</u>	<p>To understand the five key concepts about print:</p>	<p>To blend sounds into words, so that they can read short</p>	<p>To accurately read texts that are consistent with</p>	<p>To read aloud books (closely matched to their improving</p>	<p>In Key Stage 2, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. Much of this is done through</p>			

	<ul style="list-style-type: none"> • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom 	<p>words made up of letter-sound correspondences.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To re-read texts to build up fluency and confidence in word reading.</p>	<p>phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To re-read these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>use of the online reading program, 'Reading Plus'.</p>
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<p style="text-align: center;"><u>Understanding and Correcting Inaccuracies</u></p>	<p>To enjoy listening to longer stories and can remember much of what happens.</p> <p>To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
<p style="text-align: center;"><u>Comparing, Contrasting and Commenting</u></p>	<p>To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>To compare and contrast characters from stories, including figures from the past.</p> <p>To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary</p>

		<p>To 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.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To anticipate (where appropriate) key events in stories.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when</p>
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								<p>participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
<p>Words in Context and Authorial Choice</p>	<p>To use a wider range of vocabulary.</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p>	<p>To learn new vocabulary.</p> <p>To use new vocabulary throughout the day.</p> <p>To retell the story, once they have developed a deep familiarity with the text; some as exact</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>To discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor,</p>

		<p>repetition and some in their own words.</p> <p>To use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To use and understand recently introduced vocabulary during</p>						<p>simile, analogy, imagery, style and effect.</p>
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		discussions about stories, non-fiction, rhymes and poems and during role-play.						
<u>Inference and Prediction</u>	To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To anticipate (where appropriate) key events in stories.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
<u>Poetry and Performance</u>	To sing a large repertoire of songs. To know many rhymes, be able to talk about familiar books, and be able to tell a long story. To take part in simple pretend play, using an object to represent something else even though they are not similar.	To engage in story times. To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To learn rhymes, poems and songs. To sing in a group or on their own,	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

	<p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>To remember and sing entire songs.</p> <p>To sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>To create their own songs, or improvise a song around one they know.</p>	<p>increasingly matching the pitch and following the melody.</p> <p>To develop storylines in their pretend play.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To make use of props and materials when role-playing characters in narratives and stories.</p> <p>To invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to</p>				<p>when reading aloud.</p>		
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		music.						
<u>Non-Fiction</u>	<p>To engage in non-fiction books.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

Appendix

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none">• words with –s/s/ added at the end (hats sits)• words ending –s/z/(his) and with –s/z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
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ai ee igh oa oo oo ar or ur ow oi ear air er

- words with double letters
- longer words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes

Review Phase 3

- longer words, including those with double letters
- words with -s /z/ in the middle
- words with -es /z/ at the end
- words with -s /s/ and /z/ at the end

No new tricky words

Review all taught so far

Summer 1 Phase 4

Short vowels with adjacent consonants

- CVCC CCVC CCVCC CCCVC CCCVCC
- longer words and compound words
- words ending in suffixes:

-ing, -ed /t/, -ed /id/ /ed/, -est

New tricky words

said so have like some come loved were here little says there when what one out today

Summer 2 Phase 4 graphemes

Phase 3 long vowel graphemes with adjacent consonants

- CVCC CCVC CCCVC CCV CCVCC
- words ending in suffixes:

-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est

- longer words and compound words

No new tricky words

Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
<p>Review Phase 3 and 4</p> <p>Phase 5</p> <p>/ai/ ay play</p> <p>/ow/ ou cloud</p> <p>/oi/ oy toy</p> <p>/ea/ ea each</p>	<p>Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>

*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
<p>/ur/ ir bird</p> <p>/igh/ ie pie</p> <p>/oo/ /yoo/ ue blue rescue</p> <p>/yoo/ u unicorn</p> <p>/oa/ o go</p> <p>/igh/ i tiger</p> <p>/ai/ a paper</p> <p>/ee/ e he</p> <p>/ai/ a-e shake</p> <p>/igh/ i-e time</p> <p>/oa/ o-e home</p> <p>/oo/ /yoo/ u-e rude cute</p> <p>/ee/ e-e these</p> <p>/oo/ /yoo/ ew chew new</p> <p>/ee/ ie shield</p> <p>/or/ aw claw</p>	<p>their people oh your Mr Mrs Ms ask*</p> <p>could would should our house mouse water want</p>

*The tricky word ‘ask’ may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes

/ee/ y funny
/e/ ea head
/w/ wh wheel
/oa/ oe ou toe shoulder
/igh/ y fly
/oa/ ow snow
/j/ g giant
/f/ ph phone
/l/ le al apple metal
/s/ c ice
/v/ ve give
/u/ o-e o ou some mother young
/z/ se cheese
/s/ se ce mouse fence
/ee/ ey donkey
/oo/ ui ou fruit soup

New tricky words

any many again
who whole where two school call different
thought through friend work

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Progression map – Reading



Spring 2 Phase 5 graphemes	New tricky words
<p>/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p>	<p>once laugh because eye</p>

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

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Progression map – Reading



Summer 2 Phase 5 graphemes	New tricky words
<p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p>	<p>busy beautiful pretty hour move improve parents shoe</p>

Walkeringham Primary School

Progression map – Reading

Spelling lists – Stage 2



1. The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds.
2. The /j/ sound spelled -ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'
3. The /j/ sound spelled with a g.
4. The /s/ sound spelled c before e, i and y.
5. The /n/ sound spelled kn and gn at the beginning of words.
6. Challenge Words
7. The /r/ sound spelled 'wr' at the beginning of words.
8. The /l/ or /ul/ sound spelled '-le' at the end of words.
9. The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
10. The /l/ or /ul/ sound spelled '-al' at the end of words.
11. Words ending in '-il.'
12. Challenge Words
13. The long vowel 'i' spelled with a y at the end of words.
14. Adding '-es' to nouns and verbs ending in 'y.'
15. Adding '-ed' to words ending in y. The y is changed to an i.
16. Adding '-er' to words ending in y. The y is changed to an i.
17. Adding 'ing' to words ending in 'e' with a consonant before it.
18. Challenge Words
19. Adding 'er' to words ending in 'e' with a consonant before it.
20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
21. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
22. The 'or' sound spelled 'a' before ll and ll
23. The short vowel sound 'a.'
24. Challenge Words
25. The /ee/ sound spelled '-ey'
26. Words with the spelling 'a' after w and qu.
27. The /er/ and /or/ sound spelled with or or ar.
28. The /z/ sound spelled s.
29. The suffixes '-ment' and '-ness'
30. The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
33. Words ending in '-tion.'
34. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.
35. The possessive apostrophe (singular)
36. Challenge Words

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Progression map – Reading

Spelling lists – Stage 3



1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a 'y.'
4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
6. Challenge words
7. Words with the prefix 're-' 're-' means 'again' or 'back.'
8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. The prefix 'mis-' This is another prefix with negative meanings.
10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
12. Challenge words
13. The long vowel /a/ sound spelled 'ai'
14. The long /a/ vowel sound spelled 'ei.'
15. The long /a/ vowel sound spelled 'ey.'
16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
17. Homophones – words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. The /l/ sound spelled '-al' at the end of words.
20. The /l/ sound spelled '-le' at the end of words.
21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
23. Adding the suffix -ly. Words which do not follow the rules.
24. Challenge Words
25. Words ending in '-er' when the root word ends in (t)ch.
26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.
28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.
29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
30. Challenge Words
31. The suffix '-sion' pronounced /ʒən/
32. Revision – spelling rules we have learned in Stage 3.
33. Revision – spelling rules we have learned in Stage 3.
34. Revision – spelling rules we have learned in Stage 3.
35. Revision – spelling rules we have learned in Stage 3.
36. Revision – spelling rules we have learned in Stage 3.

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Progression map – Reading

Spelling lists – Stage 4



1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
2. The prefix 'in-' can mean both 'not' and 'in/into.' In these spellings the prefix 'in-' means 'not.'
3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
4. The prefix 'sub-' which means under or below.
5. The prefix 'inter-' means between, amongst or during.
6. Challenge Words
7. The suffix '-ation' is added to verbs to form nouns.
8. The suffix '-ation' is added to verbs to form nouns.
9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
11. Word with the 'sh' sound spelled ch. These words are French in origin.
12. Challenge Words
13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
14. Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.
15. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
16. The 'ee' sound spelled with an 'i.'
17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.
18. Challenge Words
19. The 'au' digraph
20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
24. Challenge Words
25. Homophones – words which have the same pronunciation but different meanings and/or spellings.
26. The /s/ sound spelled c before 'i' and 'e'.
27. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
29. Prefixes – 'super-' 'anti' and 'auto.'
30. The prefix bi- meaning two.
31. Challenge Words
32. Plural possessive apostrophes.
33. Revision – spelling rules we have learned in Stage 4.
34. Revision – spelling rules we have learned in Stage 4.
35. Revision – spelling rules we have learned in Stage 4.
36. Revision – spelling rules we have learned in Stage 4.

Spelling lists – Stage 5



1. Words ending in '-ious.'
2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
4. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
5. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
6. Challenge words
7. Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
8. Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.
9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
10. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
11. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. '-y' endings comply with previously learned rules and is replaced with 'l' as in rely > reliably
12. Challenge Words
13. Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. 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. If the -fer is not stressed then the r isn't doubled.
16. Words with 'silent' letters at the start.
17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18. Challenge Words
19. Words spelled with 'ie' after c.
20. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/. However there are exceptions like those in the spellings.
21. Words containing the letter string 'ough' where the sound is /aw/.
22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
23. Adverbs of possibility. These words show the possibility that something has of occurring.
24. Challenge Words
25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
26. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
27. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
30. Challenge Words
31. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
32. Challenge Words
33. Revision: Year 5 words
34. Revision: Year 5 words
35. Revision: Year 5 words
36. Revision: Year 5 words

Walkeringham Primary School
Progression map – Reading



Spelling lists – Stage 6

1. Challenge Words
2. Challenge Words
3. Challenge Words
4. Challenge Words
5. Challenge Words
6. Challenge Words
7. Challenge Words
8. Challenge Words
9. Challenge Words
10. Challenge Words
11. Spelling Rules: Words with the short vowel sound /ɪ/ spelled y
12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
13. Spelling Rules: Adding the prefix '-over' to verbs.
14. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'
15. Spelling Rules: Words which can be nouns and verbs.
16. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'
17. Spelling Rules: Words with a 'soft c' spelled /ce/.
18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite
19. Spelling Rules: Words with the /f/ sound spelled ph.
20. Spelling Rules: Words with origins in other countries
21. Spelling Rules: Words with unstressed vowel sounds.
22. Spelling Rules: Words with endings /shuh/ after a vowel letter.
23. Spelling Rules: Words with endings /shuh/ after a consonant letter.
24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.
25. Spelling Rules: Words ending in '-ably.'
26. Spelling Rules: Words ending in '-ible'
27. Spelling Rules: Adding the suffix '-ibly' to create an adverb.
28. Spelling Rules: Changing '-ent' to '-ence.'
29. Spelling Rules: -er, -or, -ar at the end of words.
30. Spelling Rules: Adverbs synonymous with determination.
31. Spelling Rules: Adjectives to describe settings
32. Spelling Rules: Vocabulary to describe feelings.
33. Spelling Rules: Adjectives to describe character
34. Grammar Vocabulary
35. Grammar Vocabulary
36. Mathematical Vocabulary