

Walkeringham Primary School

Progression map - Writing



	Team Nightingale		Team Rosa		Team Greta		Team Peake	
	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
	<p>From Nursery to Reception we follow Little Wandle Letters and Sounds Revised.</p> <p>Please see Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews. (in appendix)</p>				<p>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.</p> <p>Please see Spelling Shed spelling lists (in appendix)</p>			
Phonics and Spelling Rules	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 	<ul style="list-style-type: none"> To spell words by identifying sounds in them and representing the sounds with a letter or letters To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent 	<ul style="list-style-type: none"> To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common 	<ul style="list-style-type: none"> The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. Spelling Rule: The /i/ sound spelled with a 'y.' Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 	<ul style="list-style-type: none"> Words with the 'sh' sound spelled ch. These words are French in origin. The 'ee' sound spelled with an 'i.' The 'au' digraph The /s/ sound spelled c before 'i' and 'e'. 	<ul style="list-style-type: none"> Words spelled with 'ie' after c. 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. Words containing the letter string 'ough' where the sound is /aw/. Words containing the letter string 'ough' where the 	<ul style="list-style-type: none"> Words with the short vowel sound /i/ spelled y Words with the long vowel sound /i/ spelled with a y. Words with an /o/ sound spelled 'ou' or 'ow.' Words with a 'soft c' spelled /ce/. Words with the /f/ sound spelled ph. Words with origins in other countries Words with the common letter string 'acc' at the beginning of words.

			<p>consonants.</p> <ul style="list-style-type: none"> • To accurately spell most words containing the 40+ previously taught phonemes and GPCs. • To spell some words in a phonically plausible way, even if sometimes incorrect. • To apply Y1 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> • the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; • the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, 	<p>homophones (e.g. bare/bear, blue/blew, night/knight).</p> <ul style="list-style-type: none"> • To apply further Y2 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> • the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); • the /aɪ/ sound spelt -y (e.g. cry, fly, July); • adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); • adding -ed, -ing, - 	<ul style="list-style-type: none"> • Words with endings that sound like /ch/ is often spelled - 'ture' unless the root word ends in (t)ch. • The long vowel /a/ sound spelled 'ai' • The long /a/ vowel sound spelled 'ei.' • The long /a/ vowel sound spelled 'ey.' • Homophones – words which have the same pronunciation but different meanings and/or spellings. • The /l/ sound spelled '-al' at the end of words. • The /l/ sound spelled '-le' at the end of words. • Words ending in '-er' when the root word ends in (t)ch. • Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. • Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' 	<p>sound is /o/ as in boat or 'ow' as in cow.</p>	
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			<p>live);</p> <ul style="list-style-type: none"> • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> • 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); • a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); • 'ar' (e.g. car, park); • 'ee' (e.g. green, week); • 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 	<p>er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</p> <ul style="list-style-type: none"> • adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); • the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 	<p>These words are French in origin.</p> <ul style="list-style-type: none"> • Words with the /s/ sound spelled 'sc' which is Latin in its origin. • Homophones: Words which have the same pronunciation but different meanings and/or spellings. 			
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			<ul style="list-style-type: none"> • 'er' stressed sound (e.g. her, person); • 'er' unstressed schwa sound (e.g. better, under); • 'ir' (e.g. girl, first, third); • 'ur' (e.g. turn, church); • 'oo' (e.g. food, soon); • 'oo' (e.g. book, good); • 'oa' (e.g. road, coach); • 'oe' (e.g. toe, goes); • 'ou' (e.g. loud, sound); • 'ow' (e.g. brown, down); • 'ow' (e.g. own, show); • 'ue' (e.g. true, rescue, Tuesday); • 'ew' (e.g. new, threw); • 'ie' (e.g. lie, dried); • 'ie' (e.g. chief, field); • 'igh' (e.g. bright, right); • 'or' (e.g. short, morning); • 'ore' (e.g. before, shore); • 'aw' (e.g. yawn, 	<ul style="list-style-type: none"> • 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); • the /ɜ/ sound spelt 's' (e.g. television, usual). 				
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			<ul style="list-style-type: none"> crawl); • 'au' (e.g. author, haunt); • 'air' (e.g. hair, chair); • 'ear' (e.g. beard, near, year); • 'ear' (e.g. bear, pear, wear); • 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin). 					
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	Team Nightingale		Team Rosa		Team Greta		Team Peake	
	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
Common Exception Words	Write some or all of their name.		<ul style="list-style-type: none"> To spell all Y1 common exception words correctly.* To spell days of the week correctly. 	<ul style="list-style-type: none"> To spell most Y1 and Y2 common exception words correctly. 	<ul style="list-style-type: none"> To spell many of the Y3 and Y4 statutory spelling words correctly. 	<ul style="list-style-type: none"> To spell all of the Y3 and Y4 statutory spelling words correctly. 	<ul style="list-style-type: none"> To spell many of the Y5 and Y6 statutory spelling words correctly. 	<ul style="list-style-type: none"> To spell all of the Y5 and Y6 statutory spelling words correctly.

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Spelling** Writing: Transcription	Team Nightingale		Team Rosa		Team Greta		Team Peake	
	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
Prefixes and Suffixes			<ul style="list-style-type: none"> To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). 	<ul style="list-style-type: none"> To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. 	<ul style="list-style-type: none"> Words with the prefix 're-' 're-' means 'again' or 'back.' The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. The prefix 'mis-' This is another prefix with negative meanings. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable 	<ul style="list-style-type: none"> The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' The prefix 'sub-' which means under or below. The prefix 'inter-' means between, amongst or during. The suffix '-ation' is added to verbs to form nouns. The suffix '-ation' is added to verbs to form nouns. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '- 	<ul style="list-style-type: none"> Words ending in '-ious.' Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.' Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. Words ending in '-ant.' '-ant' is used if there is an 'a' or 	<ul style="list-style-type: none"> Adding the prefix '-over' to verbs. Convert nouns or verbs into adjectives using suffix '-ful.' Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite Words with endings /shuhl/ after a vowel letter. Words with endings /shuhl/ after a consonant letter. Words ending in '-ably.' Words ending in '-ible' Adding the suffix '-ibly' to create an adverb. Changing '-ent' to '-ence.'

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					<p>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.</p> <ul style="list-style-type: none"> • Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. • Adding the suffix ‘-ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’ • Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘-ic.’ • Adding the suffix –ly. Words which do not follow the rules. • The suffix ‘-sion’ pronounced /ʒən/ 	<p>le’ become ‘-ly.’</p> <ul style="list-style-type: none"> • Adding ‘-ly’ to to turn an adjective into an adverb when the final letter is ‘l.’ • Adding the suffix ‘-ion.’ When the root word ends in ‘d,’ ‘de’ or ‘se’ then the suffix ‘-ion’ needs to be ‘-sion.’ • 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. • The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept. • 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. • The suffix ‘-ion’ 	<p>‘ay’ sound in the right place.</p> <ul style="list-style-type: none"> • Words ending in ‘-ance.’ ‘-ance’ is used if there is an ‘a’ or ‘ay’ sound in the right place. • Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. • Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’ • 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 ‘i’ as in rely > reliably • Words ending in ‘-able.’ If this is being added to a root 	<ul style="list-style-type: none"> • -er, -or, -ar at the end of words.
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						<p>when the root word ends in 't' or 'te' then the suffix becomes '-tion.'</p> <ul style="list-style-type: none"> • The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' • The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' • Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. • Prefixes – 'super-' 'anti' and 'auto.' • The prefix bi- meaning two. 	<p>word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.</p> <ul style="list-style-type: none"> • 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. • 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. 	
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	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
Further Spelling Conventions			<ul style="list-style-type: none"> To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. 	<ul style="list-style-type: none"> To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book) To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. To self-correct misspellings of 	<ul style="list-style-type: none"> Homophones – words which have the same pronunciation but different meanings and/or spellings. To use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> Homophones – words which have the same pronunciation but different meanings and/or spellings. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' Plural possessive apostrophes. To use their spelling knowledge to use a dictionary more efficiently. 	<ul style="list-style-type: none"> Adverbs of time (temporal adverbs) these are words to develop chronology in writing. Words with 'silent' letters at the start. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Adverbs of possibility. These words show the possibility that something is occurring. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. To use the first three or four letters of a word to check spelling, meaning 	<ul style="list-style-type: none"> Words which can be nouns and verbs. Words with origins in other countries Adverbs synonymous with determination. Adjectives to describe settings Vocabulary to describe feelings. Adjectives to describe character Grammar Vocabulary Mathematical Vocabulary To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling

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				words that pupils have been taught to spell (this may require support to recognise misspellings).			or both of these in a dictionary.	and meaning of words and confidently find synonyms and antonyms.
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Letter Formation Placement and Positioning	<ul style="list-style-type: none"> Write some letters accurately. 	<ul style="list-style-type: none"> To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To write recognisable and correctly formed lower-case and capital letters. 	<ul style="list-style-type: none"> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> To use a neat, joined handwriting style with increasing accuracy and speed. 	<ul style="list-style-type: none"> To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	<ul style="list-style-type: none"> To write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.

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Joining Letters		<ul style="list-style-type: none"> To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To write recognisable and correctly formed lower-case and capital letters. *** 		<ul style="list-style-type: none"> To begin to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined. 	<ul style="list-style-type: none"> To continue to use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. 	<ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. 	<ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. 	<ul style="list-style-type: none"> To recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

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Planning, Writing and Editing	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. 	<ul style="list-style-type: none"> • To write simple phrases and sentences that can be read by others. • To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To discuss what they have written with the teacher or other pupils. • To reread their writing to check that it makes sense and to independently begin to make changes. • To read their writing aloud clearly enough to be heard by their peers and the teacher. • To use adjectives to describe. 	<ul style="list-style-type: none"> • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • To reread to check that their writing 	<ul style="list-style-type: none"> • To begin to use ideas from their own reading and modelled examples to plan their writing. • To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. • To begin to organise their writing into paragraphs around a theme. • To compose and rehearse sentences orally (including dialogue). 	<ul style="list-style-type: none"> • To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion. 	<ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • To consistently link ideas across 	<ul style="list-style-type: none"> • To note down and develop initial ideas, drawing on reading and research where necessary. • To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • To use a wide range of devices to build cohesion within and across paragraphs. • To habitually proofread for spelling and punctuation errors. • To propose changes to vocabulary, grammar and punctuation to enhance effects

*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

** All Key Stage spelling rules from Year 2 onwards are broken down to match the Spelling Shed scheme that we have adopted in school. (See Appendix)

*** Our school handwriting font can be seen in our handwriting policy and in the Appendix to this document.

				<p>makes sense and that the correct tense is used throughout.</p> <ul style="list-style-type: none"> • To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). 			<p>paragraphs.</p> <ul style="list-style-type: none"> • To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. 	<p>and clarify meaning.</p> <ul style="list-style-type: none"> • To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
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	Team Nightingale		Team Rosa		Team Greta		Team Peake	
	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
Awareness of Audience, Purpose and Structure	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 	<ul style="list-style-type: none"> To write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe 	<ul style="list-style-type: none"> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives. 	<ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and 	<ul style="list-style-type: none"> To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using 	<ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using

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						to control the tone and volume so that the meaning is clear.	appropriate intonation, volume and movement so that meaning is clear.	contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
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**These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

*** All Key Stage spelling rules from Year 2 onwards are broken down to match the Spelling Shed scheme that we have adopted in school. (See Appendix)*

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	Team Nightingale		Team Rosa		Team Greta		Team Peake	
	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
Sentence Construction and Tense		<ul style="list-style-type: none"> To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> To use simple sentence structures. 	<ul style="list-style-type: none"> To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English. 	<ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. 	<ul style="list-style-type: none"> To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. 	<ul style="list-style-type: none"> To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. 	<ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

	Team Nightingale		Team Rosa		Team Greta		Team Peake	
	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
Use of Phrases and clauses			<ul style="list-style-type: none"> To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences. 	<ul style="list-style-type: none"> To use co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. The blue butterfly). 	<ul style="list-style-type: none"> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. 	<ul style="list-style-type: none"> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. 	<ul style="list-style-type: none"> To use a wide range of linking words/phrases between sentences and adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning paragraphs to build cohesion, including time with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. 	<ul style="list-style-type: none"> To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.

	Team Nightingale		Team Rosa		Team Greta		Team Peake	
	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
Punctuation		<ul style="list-style-type: none"> To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks. 	<ul style="list-style-type: none"> To use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. 	<ul style="list-style-type: none"> To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. 	<ul style="list-style-type: none"> To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

	Team Nightingale		Team Rosa		Team Greta		Team Peake	
	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
Use of Terminology			<ul style="list-style-type: none"> To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. 	<ul style="list-style-type: none"> To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. 	<ul style="list-style-type: none"> To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). 	<ul style="list-style-type: none"> To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. 	<ul style="list-style-type: none"> To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. 	<ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

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
<p style="text-align: center;">ff ll ss j v w x y z zz qu ch sh th ng nk</p> <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) 	<p style="text-align: center;">put* pull* full* as and has his her go no to into she push* he of we me be</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.

Spring 1 Phase 3 graphemes	New tricky words
<p style="text-align: center;">ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters • longer words 	<p style="text-align: center;">was you they my by all are sure pure</p>

Spring 2 Phase 3 graphemes	No new tricky words
<p style="text-align: center;">Review Phase 3</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Review all taught so far</p>

Summer 1 Phase 4	New tricky words
<p style="text-align: center;">Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	<p style="text-align: center;">said so have like some come love do were here little says there when what one out today</p>

Summer 2 Phase 4 graphemes	No new tricky words

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

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
whowholewheretwo school call different
thought through friend work

Spring 2 Phase 5 graphemes

/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

New tricky words

once laugh because eye

*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**Summer 2 Phase 5 graphemes****New tricky words**

/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

busy beautiful pretty hour move improve parents shoe

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 /ow/.
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

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 /shuhl/ after a vowel letter.
23. Spelling Rules: Words with endings /shuhl/ 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

Example of pre-cursive style taught up to Year 2

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Example of continuous cursive style (Year 2 onwards)

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

The five boxing wizards jumped quickly.