



**Wortham Primary School**  
**EYFS Progression of Skills and Knowledge**  
**Subject area: Spelling**

**Age 3 to 4**

**Literacy Writing**

- 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; writing 'm' for mummy.
- Write some or all of their name.

**Reception**

**Literacy Writing**

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop

**ELG**

**ELG: Writing**

- Spell words by identifying sounds in them and representing the sounds with a letter or letters

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 NB below
<b>Vowel graphemes</b>	See Bug Club Progression					
<b>Sounds</b>	<ul style="list-style-type: none"> <li>• The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>• The /ŋ/ sound spelt n before k</li> <li>• -tch</li> <li>• The /v/ sound at the end of words</li> <li>• Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>• Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</li> <li>• Adding –er and –est to adjectives where no change is needed to the root word</li> <li>• Words ending –y (/i:/ or /ɪ/)</li> <li>• New consonant spellings ph and wh</li> <li>• Using k for the /k/ sound</li> </ul>	<ul style="list-style-type: none"> <li>• The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>• The /s/ sound spelt c before e, i and y</li> <li>• The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>• The /r/ sound spelt wr at the beginning of words</li> <li>• The /l/ or /əl/ sound spelt –le at the end of words</li> <li>• The /l/ or /əl/ sound spelt –el at the end of words</li> <li>• The /l/ or /əl/ sound spelt –al at the end of words</li> <li>• The /aɪ/ sound spelt –y at the end of words</li> <li>• The /ɔ:/ sound spelt a before l and ll</li> <li>• The /ʌ/ sound spelt o</li> <li>• The /i:/ sound spelt –ey</li> <li>• The /ɒ/ sound spelt a after w and qu</li> <li>• The /ɜ:/ sound spelt or after w</li> <li>• The /ɔ:/ sound spelt ar after w</li> <li>• The /z/ sound spelt s</li> </ul>	<ul style="list-style-type: none"> <li>• The /ɪ/ sound spelt y elsewhere than at the end of words</li> <li>• The /ʌ/ sound spelt ou</li> <li>• Words with endings sounding like /zə/ or /tʃə/</li> <li>• Endings which sound like /zən/ <ul style="list-style-type: none"> <li>• Words with the /k/ sound spelt ch (Greek in origin)</li> <li>• Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</li> <li>• Words with the /s/ sound spelt sc (Latin in origin)</li> </ul> </li> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>• Words where ‘ou’ makes an /ow/ sound</li> <li>• Words with the ‘ai’ digraph</li> </ul>	<ul style="list-style-type: none"> <li>• Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</li> <li>• Words with the /ʃ/ sound spelt ch (mostly French in origin)</li> <li>• Words where ‘i’ makes an /ee/ sound</li> <li>• Words where ‘au’ makes an /or/ sound</li> </ul>	<ul style="list-style-type: none"> <li>• Endings which sound like /ʃəs/ spelt –cious or –tious</li> <li>• Endings which sound like /ʃəl/</li> <li>• Words with the /i:/ sound spelt ei after c</li> </ul>	<ul style="list-style-type: none"> <li>• Words with an /oa/ sound spelled ‘ou’ or ‘ow’</li> <li>• Words with a soft c spelled ce</li> <li>• Words with a /f/ sound spelled ph</li> <li>• Words with unstressed vowel sounds</li> </ul>

<p><b>Prefixes</b></p>	<ul style="list-style-type: none"> <li>• Adding the prefix –un</li> </ul>		<ul style="list-style-type: none"> <li>• dis, mis,</li> <li>• re</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix in-</li> <li>• Before a root word starting with l, in– becomes il. Before a root word starting with m or p, in– becomes im–.</li> <li>• Before a root word starting with r, in– becomes ir–.</li> <li>• Prefix sub-, inter, super, anti-, -auto</li> <li>• Prefix bi-</li> </ul>		<ul style="list-style-type: none"> <li>• Adding the prefix -over</li> <li>• Words with the prefixes dis-, un-, over-, and im-</li> <li>• Words beginning with ‘acc’</li> </ul>
<p><b>Suffixes</b></p>		<ul style="list-style-type: none"> <li>• Adding –es to nouns and verbs ending in –y</li> <li>• Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</li> <li>• Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</li> <li>• Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>• The suffixes –ment, –ness, –ful, –less and –ly</li> <li>• Words ending in –tion</li> </ul>	<ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• The Suffix ly Exceptions: 2) If the root word ends with –le, the –le is changed to –ly. 3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. 4) The words truly, duly, wholly.</li> <li>• Words ending in ‘al’</li> <li>• Words ending in ‘le’</li> <li>• Words ending in -er when the root word ends in ‘ch’</li> </ul>	<ul style="list-style-type: none"> <li>• The suffix –ation</li> <li>• The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words</li> <li>• The Suffix ly Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</li> <li>• The suffix –ous</li> </ul>	<ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words ending in –fer</li> <li>• Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</li> <li>• Words ending in –able and –ible Words ending in –ably and –ibly</li> <li>• Words ending in ‘-able’ where the ‘e’ from the root word remains</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix -ful</li> <li>• Suffix –ably</li> <li>• Suffix –ible</li> <li>• Adding the suffix ‘ibly’ to create an adverb</li> <li>• Words ending in ‘er’, ‘or’, and ‘ar’</li> <li>• Words ending in ‘ent’ and ‘ence’</li> <li>• Words ending with /shuhl/ spelled cial and tial</li> </ul>

<p><b>Word</b></p>	<ul style="list-style-type: none"> <li>• Division of words into syllables</li> <li>• Compound words</li> </ul>	<ul style="list-style-type: none"> <li>• Words ending –il</li> <li>• Contractions</li> <li>• The possessive apostrophe (singular nouns)</li> <li>• Homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive apostrophe with plural words</li> <li>• Homophones and near-homophones</li> <li>• Words spelled with ‘c’ before ‘l’ and ‘e’</li> <li>• Words containing ‘sol’ and ‘real’</li> <li>• Words containing ‘phon’ and ‘sign’</li> <li>• Words that are adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the hyphen</li> <li>• Words containing the letter-string ough</li> <li>• Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> <li>• Homophones and other words that are often confused</li> <li>• Words that are adverbs of time</li> <li>• Words spelling with ‘ie’ after c</li> <li>• Adverbs of possibility and frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Words with the short vowel sound /i/ spelt ‘y’</li> <li>• Words with the long vowel sound /igh/ spelt ‘y’</li> <li>• Words that can be nouns and verbs</li> <li>• Words with origins from other countries and languages</li> <li>• Adverbs synonymous with determination</li> <li>• Adjectives to describe settings, feelings and characters</li> <li>• Grammar vocabulary</li> <li>• Mathematical vocabulary</li> </ul>
<p><b>Common Exception Words</b></p>	<p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	<p>mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>accident, accidentally, address, answer, arrive bicycle, breathe, build centre, century, certain circle, consider, decide describe, difficult, disappear, early, earth eight, enough, experience fruit, guard, heard, heart history, imagine, important, island, learn length, library, mention minute, natural, notice, occasionally, often, ordinary, peculiar, perhaps, popular, position, possible pressure, probably</p>	<p>accident, actually, appear, believe, breath Busy, business, calendar Caught, complete, continue, different Eighth, exercise Experiment, exercise Extreme, famous Favourite., February forward(s), grammar group, guide, height increase, interest knowledge, material medicine, naughty occasion, opposite, particular, possess, possession, potatoes remember, separate</p>	<p>accommodate, accompany, amateur ancient, appreciate available, awkward cemetery, communicate conscience, conscious controversy, convenience criticise, desperate dictionary, disastrous environment, equip equipment, excellent foreign, immediate immediately, interfere language, marvellous nuisance, opportunity pronunciation, queue restaurant, rhythm secretary, sincere (ly)</p>	<p>All Y5 &amp; Y6 words are taught. Words in black are revised from being taught in Y5 and words in blue are newly taught in Y6 Accommodate, accompany, <b>according</b> <b>Achieve</b>, <b>aggressive</b> Amateur, ancient <b>Apparent</b>, appreciate <b>Attached</b>, available Awkward, <b>bargain</b> <b>Bruise</b>, <b>category</b> Cemetery, <b>committee</b> Communicate, <b>community</b> <b>Competition</b>, conscience Conscious, controversy Convenience, <b>correspond</b></p>

			<p>promise, purpose  quarter, question, recent,  regular, reign, sentence,  special, strange  suppose, therefore,  various, weight</p>	<p>straight, strength  surprise, though  although, thought  through, woman, women</p>	<p>sufficient, suggest,  symbol, thorough, twelfth  vegetable, yacht</p>	<p>Criticise, curiosity, definite  Desperate, determined  Develop, dictionary  Disastrous, embarrass  Environment, equip  Equipment, especially  Exaggerate, excellent  Existence, explanation  Familiar, foreign, forty  Frequently, government  Guarantee, harass  Hinderance, identity  Immediate, immediately  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>
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\*NB – Revision of Y5 and Y6 spelling rules and ensuring all children are secure with these will take priority over teaching and learning the additional Y6 spellings listed here which are not included in the national curriculum.