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| **Writing: Spelling** | | | | | | |
| **Rec/ELG** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Use **phonic knowledge** to write words in ways which match spoken sounds.  ELG.  Some words are spelt correctly and others are **phonetically plausible**.  ELG  Write some common **irregular** words.  ELG | Spell words containing each of the 40+ **phonemes** already taught | Spell by segmenting words into **phonemes** and representing these by graphemes, spelling many correctly |  | |  | |
|  | Learn new ways of spelling **phonemes** for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones. |  | |  | |
| Spell common **exception words** | Spell common **exception** **words** |  | |  | |
|  | Spell more words with **contracted** forms |  | |  | |
|  | Distinguish between **homophones** and near homophones | Spell further **homophones** | | Continue to distinguish between **homophones** and other words which are often confused. | |
| Spell **days** of the week |  |  | |  | |
|  |  | Spell words that are often misspelt.\* | |  | |
| Name the letters of the **alphabet**:   * name in order * use letter names to distinguish between alternative spellings of same sound |  | Use the first two or three letters of a word to check its spelling in a **dictionary** | | Use the first three or four letters of a word to check spelling, meaning or both of these in a **dictionary**.  Use **dictionaries** to check the spelling and meaning of words.  Use a **thesaurus.** | |
| Add **prefixes & suffixes**:   * -s or – es * un- * -ing, -ed, -er and –est (where no change is needed in the spelling of the root words) | Add **suffixes** to spell longer words: -ment, -ness, -ful, –less & -ly. | Use further **prefixes** **& suffixes** and understand how to add them.\* | | Use further **prefixes & suffixes** and understand the guidance for adding them | |
| **Write** **from memory** simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | Write **from memory** simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. | |  | |
|  | Spell by learning the possessive apostrophe (singular). | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. | |  | |
|  |  |  | | Spell words with **silent letters** | |
|  |  |  | | Use knowledge of **morphology & etymology** in spelling and understand that the spelling of some words needs to be learnt specifically.\* | |