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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**. ELGWrite 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.\* |