

## Spelling - Progression of Skills

Houghton Conquest Lower School uses Letters and Sounds Phonics and SWST Spelling scheme

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
<b>Year 1</b>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193)</li> <li>• compound words e.g. football, laptop, playground</li> </ul> <p><b>Plus:</b></p> <ul style="list-style-type: none"> <li>• days of the week</li> <li>• numbers to 20</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• VC words</li> <li>• CVC words with short vowels</li> <li>• CVC words with long vowels</li> <li>• words with adjacent consonants</li> <li>• words with consonant digraphs and some vowel digraphs/trigraphs</li> <li>• alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/</li> <li>• new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel,</li> <li>• words ending in -y e.g. very, happy, funny</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words)</li> <li>• the /ng/ sound spelt n before k</li> <li>• words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch')</li> <li>• plurals of nouns adding -s and -es to words</li> <li>• verbs where no change is needed to the root word: adding endings -ing, -ed, -er</li> <li>• adjectives where no change is needed to the root word: adding -er and -est</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the addition of the prefix un-</li> </ul>		

<b>Year 2</b>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• homophones and near homophones e.g. there/their/they're, hear/here, see/ sea</li> <li>• words with alternative pronunciations from Letters and Sounds Phase 5</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words)</li> <li>• words with the /s/ sound spelt 'c' before 'e', 'i', 'y'</li> <li>• words ending -le, -el, -al and -il</li> <li>• adding -ies to nouns and verbs ending in 'y'</li> <li>• adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est, -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 letter after a short vowel</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the suffixes -ment, -ness, -ful, -less and -ly</li> <li>• words ending in -tion</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> <li>• words with the /r/ sound spelt 'wr' at the beginning of words</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with contractions e.g. can't, didn't</li> <li>• words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's</li> </ul>
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<b>Year 3/4</b>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words from the National Curriculum word list for Years 3 and 4 (pg 64)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</li> <li>• words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</li> <li>• words containing the /u/ sound spelt 'ou' e.g. double, trouble</li> <li>• homophones and near homophones e.g. affect/ effect, berry/bury, fair/fare, male/mail</li> </ul>		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</li> <li>• words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li> <li>• words using suffix-es: -ly, -ation, -ous</li> <li>• words with endings sounding /shun/: -tion, -sion, -ssion, -cian</li> <li>• words ending with the schwa sound: measure, creature</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</li> <li>• words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</li> <li>• words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</li> <li>• words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• Possessive apostrophe with plural words e.g. girls' boys' babies' children's</li> </ul>
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