

# English Curriculum Map

## Spelling

### Year 6

- Recognise and spell endings which sound like /ʃəs/, spelt – cious or –tious.
- Recognise and spell endings which sound like /ʃəl/, e.g. official, partial.
- Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference.
- Investigate use of the hyphen.
- Investigate and use further prefixes, e.g. bi- trans- tele- circum-.
- Distinguish between homophones and other words that are often confused.
- Identify root words, derivations and spelling patterns as a support for spelling.
- Be secure with all spelling rules previously taught.
- Use a number of different strategies interactively in order to spell correctly.
- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.
- Spell words from the Year 6 list (selected from the statutory Year 5/6 word list)

### Year 5

- Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-.
- Recognise and spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency.
- Recognise and spell words ending in –able and –ible.
- Recognise and spell words ending in –ably and –ibly.
- Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive.
- Recognise and spell words containing the letter-string ough.
- To recognise and spell the suffixes –al-, -ary-, -ic.
- To spell further suffixes, e.g. ll in full becoming l.
- Spell some words with 'silent' letters, e.g. knight, psalm, solemn.
- To spell unstressed vowels in polysyllabic words.
- Develop self-checking and proof reading strategies.
- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Spell words from the Year 5 list (selected from the statutory Year 5/6 word list)

### Year 4

- Use further prefixes, e.g. in-, im-, ir-, sub-, inter-, super-, anti-, auto-.
- Use further suffixes, e.g. –ation, -tion, –sion, –cian.
- Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.
- Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus.
- Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine.
- Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), e.g. tongue, antique.
- Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene.
- Understand how diminutives are formed using e.g. suffix -ette and prefix mini-.
- Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and –ate = pollinate (verb).
- The /l/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt.
- Use the first three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Explore and use the possessive apostrophe, e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy).
- Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)

### Year 3

- Use further prefixes dis-, mis-, re-, and suffixes \_ly, \_ous, and understand how to add them.
- Add suffixes beginning with vowel letters to words of more than one syllable.
- Spell homophones and near homophones.
- Spell words containing the /l/ sound spelt ou, e.g. young, touch, double
- Spell words with endings sounding like /ʒə/ e.g. treasure, enclosure, pleasure.
- Spell words with endings sounding like or /tʃə/, e.g. creature, furniture, adventure.
- Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey
- Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought
- Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es
- Use the first two letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Spell words from the Year 3 list (selected from the statutory Year 3/4 word list)

### Year 2

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Learn new ways of spelling phonemes for which one or more spellings are already known.
- Learn to spell common exception words
- Learn to spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.
- Learn the possessive apostrophe (singular), e.g. the girl's book.
- To spell correctly, distinguish between homophones (e.g. here and hear; sea and see; bear and bare; night and knight) and near-homophones (e.g. quite and quiet; one and won; are and our).
- Add suffixes ness and er e.g. happiness, sadness, teacher.
- Add suffix ment to spell longer words, e.g. enjoyment.
- Add suffixes ful and less e.g. playful, careful, careless.
- Use suffixes er and est e.g. faster, fastest, smaller, smallest.
- Use suffix ly e.g. slowly, gently, carefully.
- Spell words with:
  - the /dʒ/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant).
  - the /s/ sound spelt c before e, i and y, e.g. ice, cell
  - the /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat.
  - the /l/ sound spelt wr at the beginning e.g. wrote, wrong.
  - the /l/ or /ə/ sound spelt –le at the end of words, e.g. table, apple.
  - the /l/ or /ə/ sound spelt –el at the end of words, e.g. camel, tunnel.
  - the /l/ or /ə/ sound spelt –al at the end of words, e.g. pedal, capital.
  - the ending –il e.g. pencil, fossil, nostril.
  - the /aɪ/ sound spelt –y at the end of words, e.g. try, reply.
  - The /ɔ:/ sound spelt a before l and ll, e.g. call, walk
  - The /n/ sound spelt o, e.g. mother, Monday
  - The /i:/ sound spelt –ey, e.g. key, donkey
  - The /d/ sound spelt a after w and qu, e.g. wander, quantity
  - The /s:/ sound spelt or after w, e.g. word, worm
  - The /ɔ:/ sound spelt ar after w, e.g. war, warm
  - The /ʒ/ sound spelt s, e.g. television, usual
  - Add –es to nouns and verbs ending in –y, e.g. copies, babies.
  - Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. copied, copier.
  - Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. hiking, hiked, hiker.
  - Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel

### Year 1

- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.
- Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.
- Spell words with the /ŋ/ sound spelt n before k, e.g. bank, think.
- Divide words into syllables, e.g. pocket.
- Spell words with –tch, e.g. catch, fetch, kitchen, natch, hutch.
- Spell words with the /v/ sound at the end of words, e.g. have, live, give.
- Add s and es to words, e.g. thanks, catches.
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.
- Add –er and –est to adjectives where no change is needed to the root word.
- Spell words with vowel digraphs.
- Spell words with vowel trigraphs.
- Spell words ending –y (/i:/ or /I/), e.g. happy.
- Spell words with new consonant spellings ph and wh, e.g. dolphin, wheel.
- Spell words using k for the /k/ sound, e.g. Kent.
- Add the prefix –un.
- Spell compound words, e.g. farmyard, bedroom.
- Spell common exception words (see below).
- Spell days of the week.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Upper KS2

Lower KS2

KS 1

EYFS

EYFS

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- Some words are spelt correctly and others are phonetically plausible.
- They write simple sentences which can be read by themselves and others.