

## West Park Primary School - Spelling Progression EYFS-Y6



Spelling is an integral part of the writing process. Pupils who spell with ease can concentrate on the content of their writing. Confidence in spelling often has a profound effect on the writer's self-image. In our teaching of spelling, we aim to provide all children with the opportunity to become confident spellers and ensure continuity and consistency in the teaching of spelling across the school.

In EYFS and KSI, spelling is taught through phonics. Children are taught to segment words using their phonic knowledge. Children will be exposed to common exception words that contain sounds they have not yet been taught and practice these regularly to begin to use in their independent writing.

At West Park Primary School, in y1-6 we use Treasure House to teach spellings across the school. Treasure House complements the English curriculum providing weekly, contextualised sequences of sessions for the teaching of spelling that allow pupils time to practise and apply within meaningful and purposeful contexts, linked (where relevant) to other areas of the curriculum and a suggestion of how to extend the investigation into home learning.

In spelling sessions, Children will learn a spelling rule and explore examples of exemptions of the rules. They will complete a variety of on-line, whole class and independent activities to explore spelling rules. For example:

- Saying words out loud
- Choosing the correct spelling to write in a sentence in context
- Sorting correct and incorrect spellings
- Writing spellings in their own sentences.
- Multiple choice questions to select accurate spellings

During Writing sessions, spellings are also included daily on retrieval starters. Children complete daily retrieval spelling tasks linked to their previously taught spelling rules and year group statutory spellings list.

At the start of each writing journey, children also spend time looking at their year group spelling list and select words which are appropriate to the text type they are writing. Children consider the audience, purpose & authorial intent of their writing, and choose statutory spelling words to orally rehearse in the context of that they are writing. These can then be used in independent writing.

### Assessment in spelling

Daily retrieval practice will support AfL for spelling based on previously taught spelling rules and statutory spelling list. At West Park, children do not complete weekly spelling tests. A 2012 study from the British Journal of Educational Psychology found that spelling tests had no significant effect on student learning. Instead, children will complete a formal spelling test termly through our baseline, baseline review, midline and end line assessments. These are in the style of end of KS2 where children write words in the context in longer sentences. Results of these assessments are communicated to both children and parents, and allow teachers to track children who may need more support with spelling.

	Y1	Y2	Y3/ Y4	Y5/ Y6
<b>Common Exception Words taught through the year</b>	To spell all Y1 common exception words correctly To spell days of the week correctly	To spell all Year 1 and Year 2 common exception words correctly.	To spell many of the Year 3 and Year 4 statutory spelling words correctly	To spell many of the Year 5 and Year 6 statutory spelling words correctly

Through Treasure House, Teachers will follow these objective throughout the year.

Each Unit provides teaching notes to support the delivery of the sessions.



	Y1 Units 1-19	Y2 Units 1-31	Y3 Units 1-25	Y4 Units 1-25	Y5 Units 1 -14	Y6
<b>Autumn Term</b>	Spelling ff, ll, ss and zz  Spelling ck after a short vowel  Spelling nk  Spelling words with two syllables  Spelling the ch sound tch  Spelling words that end in a v sound	Word endings in - Ge - -dge  Spelling c before ie, l and y  Words beginning with kn and gn  Words beginning with wr  Words ending with -le -el -al -il-y	Adding suffixes beginning with vowels to words of more than one syllable  The l sound spelt y  The u sound spelt ou  The prefixes dis- and mis-  The prefixes im il in ir  The prefixes re- and inter-	Adding suffixes beginning with vowels to words of more than one syllable  The l sound spelt y  The u sound spelt ou  The prefixes dis- and mis-  The prefixes im il in ir  The prefixes re- and inter-	The suffixes -cious and -tious  The suffixes -cial and -tial  The suffixes -ant, -ance/-ancy, -ent, -ence/-ency  The suffixes -able, -ible, -ably and -ibly	The suffixes -cious and -tious  The suffixes -cial and -tial  The suffixes -ant, -ance/-ancy, -ent, -ence/-ency  The suffixes -able, -ible, -ably and -ibly

	<p>Adding -s to make a plural</p> <p>Adding -ing to a root word</p>	<p>Adding es to words ending with y</p> <p>Adding-ed to a root word ending in -y</p>	<p>The prefixes sub- and super-</p> <p>The prefixes anti- and auto-</p> <p>The suffix -ation</p>	<p>The prefixes sub- and super-</p> <p>The prefixes anti- and auto-</p> <p>The suffix -ation</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p>
<p><b>Spring Term</b></p>	<p>Adding -er to a root word</p> <p>Adding -ed to a root word</p> <p>Adding -er and -est to adjectives</p> <p>Spelling words ending with -y</p> <p>Spelling words with ph</p> <p>Spelling words with wh</p>	<p>Adding -er and -est to a root word ending in -y</p> <p>Adding -ing to a root word ending in -y</p> <p>Adding new endings to root words ending in -e</p> <p>Adding new endings to one-syllable words with short vowel sounds</p> <p>Spelling words with al or all</p> <p>The U sound spent ou</p> <p>The ee sound spent ey</p> <p>The /o/ sound spelt <b>a</b> after <b>w</b> and <b>qu</b></p> <p>The /er/ sound spelt <b>or</b> after <b>w</b></p> <p>The /or/ sound spelt <b>ar</b> after <b>w</b></p> <p>the sh sound spent s</p>	<p>Adding the suffix -ly to words ending with y</p> <p>The pattern -sure as in measure</p> <p>The endings -ture and -cher</p> <p>The ending -sion</p> <p>The ending -ious</p> <p>The endings -tion, -sion, -ssion, -cian</p> <p>The k sound spelt ch</p> <p>The sh sound spelt ch</p>	<p>Adding the suffix -ly to words ending with y</p> <p>The pattern -sure as in measure</p> <p>The endings -ture and -cher</p> <p>The ending -sion</p> <p>The ending -ious</p> <p>The endings -tion, -sion, -ssion, -cian</p> <p>The k sound spelt ch</p> <p>The sh sound spelt ch</p>	<p>The use of a hyphen after a prefix</p> <p>The ee sound spelled ei after c</p> <p>The letter- string ough</p> <p>Homophones and near homophones Units 10-12</p>	<p>The use of a hyphen after a prefix</p> <p>The ee sound spelled ei after c</p> <p>The letter- string ough</p> <p>Homophones and near homophones Units 10-12</p>

<b>Summer Term</b>	Spelling words with k	Adding the suffixes - <b>ment, -ness, -ful, -less</b> and <b>-ly</b>	The sound k spelled - que, and the sound g spelled -gue	The sound k spelled - que, and the sound g spelled -gue	Words with silent letters	Words with silent letters
	Adding the prefix un					
	Spelling compound words	Apostrophes for contractions	The s sound spelt sc	The s sound spelt sc	Homophones and near homophones Units 13-15	Homophones and near homophones Units 13-15
	Spelling days of the week	Apostrophes for possession	The sound ay spelled ei, eigh, ey	The sound ay spelled ei, eigh, ey		
	Words ending in -tion					
	Homophones					
	Homophones and near homophones					
		Words ending in -tion	The possessive apostrophe with plural words	The possessive apostrophe with plural words		
		Homophones				
		Homophones and near homophones	Homophones and near homophones	Homophones and near homophones		

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<p>Make marks on their picture to stand for their name (Birth to Three - Specific Areas) Write some or all of their name. (Three and Four-Year-Olds - Specific Areas)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Children in Reception - Specific Areas)</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>(Children in Reception - Specific Areas)</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p>