

Progression in Writing Transcription - Spelling – EYFS, KS1 & KS2

EYFS Statutory Framework 2021, National Curriculum 2014



	EYFS/ Reception	Year 1	Year 2	Year 3 & 4	Year 5 & 6
	Children at the expected level of development will:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Words	- Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	- Common exception words (CEW) - Compound words e.g. football, laptop, playground - Days of the week, numbers to 20	Common exception words (CEW)	Words from the National Curriculum word list for years 3 & 4 (p64)	Words from the National Curriculum word list for years 5 & 6 (p71)
Phonics		- VC words - CVC words with short vowels - CVC words with long vowels - Words with adjacent consonant digraphs and some vowel digraphs/trigraphs - Alternative spellings for vowel phonemes e.g. /ai/ay/a-e/ - Mew consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel - Words ending in -y e.g. very, happy, funny	- Homophones and near homophones e.g. there/their/they're, hear/here, see/sea - Words with alternative pronunciations from Letters & Sounds Phase 5 & 6	- The /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym - Words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight - Words containing the /u/ sound spelt 'ou' e.g. double, trouble - Homophones and near homophones e.g. affect/effect, berry/bury, fair/fare, male/mail	- Words containing the letter string 'ough' e.g. bought, rough, cough, through, although, thorough, plough - Homophones and other words that are often confused e.g. practice/practise, advise/advice, past/passed
Grammar			- Words with contractions e.g. can't, didn't - Words using the possessive apostrophe (singular nouns) e.g. the mans, Claire's	Possessive apostrophe with plural words e.g. girls' boys' babies' children's	Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own

Rules and Conventions		- Words ending 'ff', 'll', 'ss', 'zz' and 'ck' (usually after a short vowel in short words) - The /ng/ sound spelt n before k - Words ending in 'tch' (/ch/sound after a short vowel is usually 'tch') - Plurals of nouns adding -s and -es to words - Verbs where no change is needed to the root word: adding endings -ing, -ed, -er - Adjectives where no change is needed to the root word: adding -er and -est	- Words with the 'j' sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) - Words with the /s/ sound spelt 'c' before 'e', 'i', 'y' - Words ending in -le, -el, -al, and -il - Adding 'ies' to nouns and verbs ending in 'y' - Adding 'ed', -ing, -er, -est to a root word ending in 'y' with a consonant before it - Adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it - Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel	(revision of KS1 work)	Words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling, plus exceptions protein and seize
Root Words and Affixes		Words with the addition of the prefix un	- Words with the suffixes -ment, -mess, -ful, -less and -ly - Words ending in -tion	- 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') - Words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- - Words using suffixes: ly, -ation, -ous - Words with endings sounding /shun/: -tion, -sion, -ssion, -cian - Words ending with the schwa sound: measure, creature	- Words spelt with the ending /shus/ spelt -cious or -tious - Words with the ending /shul/ spelt -cial or -tial - Words with the endings -ant, -ance/-ancy, -ent, -ence/ency - Words ending in -able and -ible - Words ending in -ably and -ibly - Adding suffixes beginning with vowel letters to words ending in -fer (the 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)
Word Origins			- Words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words - Words with the /r/ sound spelt 'wr' at the beginning of words	- Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist - Words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine - Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique - Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene	Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb