



Tankersley Transcription - Spelling Progression

By the end of EYFS	By the end of Year 1	By the end of Year 2	By the end of Year 4 LKS2	By the end of Year 6 UKS2
<ul style="list-style-type: none"> •spell words by saying a sound for each letter in the alphabet and at least 10 digraphs. •spell words consistent with their phonic knowledge by sound-blending. •use knowledge of 41 sounds (first 6 Set 2 sounds) to begin to spell words. 	<ul style="list-style-type: none"> •spell words containing each of the 40+ phonemes (74 sounds) already taught. • spell most Y1 common exception words 'tricky' red words. • spell days of the week. • name the letters of the alphabet. • use letter names to distinguish between different representations of the same sound e.g. or ore au ough. • add prefixes and suffixes (s, es, un, ing, ed, er, est where no change is needed). • use the spelling rule for adding s or es as a plural marker. • apply simple spelling rules within appendix 1. • write from memory simple sentences dictated by the teacher using the GPCs and common words taught so far. 	<ul style="list-style-type: none"> •spell using simple spelling rules - see Appendix 1. •segment words into phonemes and represent these by graphemes. •learn ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones. • learn some common homophones and near homophones e.g. see/sea; won/one. • learn to spell Y2 common exception words 'tricky' red words. • spell some contracted forms e.g can't didn't it's. •spell words that contain a possessive apostrophe e.g girl's book. • add suffixes to spell longer words e.g -ment -less -ful • write from memory simple sentences dictated by the teacher. 	<ul style="list-style-type: none"> •use further prefixes and suffixes and understand how to add them - see appendix 1. • understand how to place the apostrophe in words with regular and irregular plurals (e.g.children's). • continue to spell further homophones. • use the first two or 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. •learn to spell Y3/4 common exception words 'jump in orange' words. 	<ul style="list-style-type: none"> •use further prefixes and suffixes and understand how to add them - see appendix 1. • spell some words with silent letters (knight, psalm,solemn). • continue to distinguish between homophones and other words which are often confused. • use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spellings of some words need to be learnt specifically. • 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. •learn to spell Y5/6 common exception words 'jump in orange' words.