St. George's Junior School Spelling Progression Grid

	Words	Phonics	Affixes and Roots	Etymology
Year 3	Children should be taught to spell: words from the National Curriculum (word list for Years 3 and 4)	*Revisit phase 5 phonics* Words containing the /u/ sound spelt 'ou' e.g. double, trouble NC the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym Homophones and near homophones	Adding -ation to verbs to form nouns Form nouns using prefixes: super-, anti- Words using suffixes: -ion, -ian, -ture, -ly, -ous, Words using prefixes: anti-, -, sub-, im-, dis-, in-, un- re- Word families based on common words, showing how words are related in form and meaning: solve, solution, solver, dissolve, insoluble	Words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist
Year 4	Children should be taught to spell: words from the National Curriculum (word list for Years 3 and 4)	Words with the /ay/ sound spelt eigh, ei, ey Homophones and near homophones: groan/grown, main/mane, reign/ rain/ rein, peace/ piece, berry/ bury, heal/ heel, missed/ mist, whose/ who's, accept/ except, affect/ effect	Words using prefixes: mis-, inter-, il-, ir-, auto- Words using suffixes: -sure, -ous Words with endings sounding /shun/: - -sion, -ssion, - Possessive apostrophe with plural words: –s is not added if	Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique

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			the plural already ends in –s, but is added if the plural does not end in –s	
Year 5	Children should be taught to spell: words from the National Curriculum (word list for Years 5 and 6)	Children should be taught to spell: 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. practise/ practice, advise/ advice, past/ passed **Rules and conventions*** words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize	Words ending in -able and -ible Words ending in -ably and -ibly Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency words with the ending /shus/ spelt -cious or -tious Words with the ending /shul/ spelt -cial or -tial 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)	Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb
Year 6	Children should be taught to spell: words from the National Curriculum (word list for Years 5 and 6)			