



Spelling Progression at Carbeile Junior School



Year Group	Words	Phonics	Roots, prefixes and suffixes	Word Origins	Grammar links to Spelling
Year 3 and 4	Children should be taught to spell: <ul style="list-style-type: none"> • words from the National Curriculum word list for Years 3 and 4 	Children should be taught to spell: <ul style="list-style-type: none"> • 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 	Children should be taught to spell: <ul style="list-style-type: none"> • 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 	Children should be taught to spell: <ul style="list-style-type: none"> • 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 	Children should be taught to spell: <ul style="list-style-type: none"> • Possessive apostrophe with plural words e.g. girls' boys' babies' children's

Year Group	Words	Phonics	Rules and Conventions	Roots, prefixes and suffixes	Word Origins	Grammar links to Spelling
Year 5 and 6	Children should be taught to spell: <ul style="list-style-type: none"> • words from the National Curriculum word list for Years 5 and 6 	Children should be taught to spell: <ul style="list-style-type: none"> • 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 	Children should be taught to spell: <ul style="list-style-type: none"> • words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize 	Children should be taught to spell: <ul style="list-style-type: none"> • words 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) 	Children should be taught to spell: <ul style="list-style-type: none"> • words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb 	Children should be taught to spell: <ul style="list-style-type: none"> • words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own

