



# Guilden Sutton Church of England Primary School

*Love and Justice for All*

## *Spelling Whole School Curriculum Progression Map*

**Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Essential Letters and Sounds</b> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sounds with the letter/s</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</li> </ul>					
1	<b>Essential Letters and Sounds</b> <ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words (Harder or read and spell words)</li> </ul>					
	<ul style="list-style-type: none"> <li>Suffix <b>'ing'</b> that can be added to verbs where no change is needed in the spelling of root words (e.g., helping)</li> </ul>	<ul style="list-style-type: none"> <li>Regular plural noun suffixes –s</li> <li>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing]</li> </ul>	<ul style="list-style-type: none"> <li>Suffix <b>'ed'</b> that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper)</li> </ul>	<ul style="list-style-type: none"> <li>Regular plural noun suffixes –es (ch and sh)</li> </ul>	<ul style="list-style-type: none"> <li>Regular plural noun suffix–es (x and s)</li> </ul>	<ul style="list-style-type: none"> <li>Suffix <b>'er'</b> that can be added to verbs where no change is needed in the spelling of root words. Revision of suffixes, 'ing' and 'ed'.</li> </ul>
2	<b>ELS Essential Spelling</b>					
	<ul style="list-style-type: none"> <li>Revision of Phase 5 GPCs</li> </ul>	<ul style="list-style-type: none"> <li>/zh/ spelled &lt;s&gt;</li> <li>/zh/ spelled &lt;si&gt;</li> <li>Homophones</li> </ul>	<ul style="list-style-type: none"> <li>/l/ spelled &lt;el&gt;</li> <li>/l/ spelled &lt;le&gt;</li> <li>/l/ spelled &lt;al&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes for contraction</li> </ul>	<ul style="list-style-type: none"> <li>How suffixes affect the verb</li> </ul>	<ul style="list-style-type: none"> <li>&lt;y&gt; spelling /igh/ or /ee/</li> </ul>

	<ul style="list-style-type: none"> <li>Vowels and consonants</li> <li>Spellings of /ai/</li> <li>Spellings of /ee/</li> <li>Spellings of /igh/</li> <li>Spellings of /oa/</li> <li>Spellings of /(y)oo/</li> <li>/j/ spelled &lt;g&gt;</li> <li>/j/ spelled &lt;ge&gt;</li> <li>/j/ spelled &lt;dge&gt;</li> <li>/n/ spelled &lt;kn&gt;</li> <li>/n/ spelled &lt;gn&gt;</li> <li>/r/ spelled &lt;wr&gt;</li> <li>/ee/ spelled &lt;ey&gt;</li> <li>/s/ spelled &lt;c&gt;</li> <li>/l/ spelled &lt;il&gt;</li> <li>/or/ spelled &lt;oor&gt;</li> <li>Common Words: because, most</li> <li>/igh/ spelled &lt;i&gt;</li> <li>/u/ spelled &lt;o&gt;</li> <li>/o/ spelled &lt;a&gt;</li> <li>/or/ spelled &lt;a&gt;/&lt;al&gt;</li> </ul>	<ul style="list-style-type: none"> <li>/ur/ spelled &lt;or&gt;</li> <li>/or/ spelled &lt;ar&gt;</li> <li>/j/ spelled &lt;g&gt;</li> <li>/n/ spelled &lt;gn&gt;</li> <li>/s/ spelled &lt;c&gt;</li> <li>/j/ spelled &lt;ge&gt;</li> <li>/n/ spelled &lt;kn&gt;</li> <li>/ee/ spelled &lt;ey&gt;</li> <li>/u/ spelled &lt;o&gt;</li> <li>/zh/ spelled &lt;s&gt; or &lt;si&gt;</li> <li>/r/ spelled &lt;wr&gt;</li> <li>/oo/ spelled &lt;o&gt;</li> <li>/h/ spelled &lt;wh&gt;</li> <li>/ai/ spelled &lt;ea&gt;</li> <li>/j/ spelled &lt;dge&gt;</li> <li>/o/ spelled &lt;a&gt;</li> <li>/or/ spelled &lt;a&gt;/&lt;al&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Doubling consonants of CVC words when adding a suffix -ed /id/</li> <li>Doubling consonants of CVC words when adding a suffix -ed /t/</li> <li>Doubling consonants of CVC words when adding a suffix -ed /d/</li> <li>Doubling consonants of CVC words when adding a suffix -er</li> <li>Doubling consonants of CVC words when adding a suffix -y</li> <li>Doubling consonants of CVC words when adding a suffix -est</li> <li>Doubling consonants of CVC words when adding a suffix -ing</li> <li>Homophones</li> <li>/oa/ spelled &lt;o&gt;</li> <li>/e/ and /ee/ spelled &lt;e&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes for possession</li> <li>Drop &lt;e&gt; and add suffix -ing</li> <li>Drop &lt;e&gt; and add suffix -ed /id/</li> <li>Drop &lt;e&gt; and add suffix -ed /t/</li> <li>Drop &lt;e&gt; and add suffix -ed /d/</li> <li>Drop &lt;e&gt; and add suffix -er</li> <li>Drop &lt;e&gt; and add suffix -y</li> <li>Drop &lt;e&gt; and add suffix -est</li> <li>&lt;a&gt; spelled /ar/ and other Common Words</li> <li>-tion endings</li> <li>Common Words: people, busy, water would, should, could</li> <li>/oo/ spelled &lt;oul&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Suffix -ment with no change to the root word</li> <li>Suffix -ly with no change to the root word</li> <li>Suffix -ful with no change to the root word</li> <li>Suffix -less with no change to the root word</li> <li>Adding -ly after another suffix (-ful/-less)</li> <li>Suffix -ness after adding -ful/-less</li> <li>Suffix -ness with no change to the root word</li> </ul>	<ul style="list-style-type: none"> <li>Drop the &lt;y&gt;, add an &lt;i&gt; add -ed Where &lt;y&gt; is spelling /igh/</li> <li>Drop the &lt;y&gt;, add an &lt;i&gt; add -ed Where &lt;y&gt; is spelling /ee/</li> <li>Plurals where dropping &lt;y&gt; add an &lt;i&gt; add -es</li> <li>Drop the &lt;y&gt; add an &lt;i&gt; add -es Where &lt;y&gt; is spelling /igh/</li> <li>Drop the &lt;y&gt; add an &lt;i&gt; add -es Where &lt;y&gt; is spelling /ee/</li> <li>Comparatives vs superlatives</li> <li>Drop the &lt;y&gt; add an &lt;i&gt; add -er</li> <li>Drop the &lt;y&gt; add an &lt;i&gt; add -est</li> <li>Doubling consonants of CVC words when adding a suffix -y</li> <li>Where root word has a doubled consonant and added &lt;y&gt; drop</li> </ul>
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						<p>the &lt;y&gt; add an &lt;i&gt; add -er</p> <ul style="list-style-type: none"> <li>Where root word has a doubled consonant and added &lt;y&gt; drop the &lt;y&gt; add an &lt;i&gt; add -est</li> <li>Common Words: sugar, eye, again, any, many, beautiful, hour, parents, sure, clothes</li> <li>Review any previously taught content to</li> <li>ensure children have additional practice where required.</li> </ul>
3	Pathways to Spell					
	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> <li>Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2)</li> <li>Adding -ing, -ed to a root word ending in y</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> <li>Adding -es to nouns and verbs ending in -y</li> <li>Words with the /eɪ/ sound spelt ei, ey</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> <li>More prefixes: dis-, mis-, in-, re-</li> <li>More prefixes: sub-, inter-, super-</li> <li>More prefixes: anti-, auto-</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> <li>Contractions (Y2)</li> <li>The /ʌ/ spelt ou</li> <li>Word families based on common words</li> <li>Homophones and near-homophones</li> <li>Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> <li>Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)</li> <li>Endings which sound like /ʒən/, spelt as -</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> <li>The /ɪ/ sound spelt y elsewhere than at the end of words</li> <li>Word families based on common words</li> <li>Contractions (Y2)</li> </ul>

	<ul style="list-style-type: none"> <li>• (Y2)</li> <li>• Adding -ing, -ed to words ending in e (Y2)</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• The suffix -ly (added straight on to most root words and root word ending in -y with a consonant letter before it)</li> <li>• The suffix -ly (root word ending with -le, root word ending in -ic and other exceptions)</li> </ul>	<ul style="list-style-type: none"> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>• Use the forms a or an according to whether the next word begins with a consonant or a vowel</li> </ul>		<ul style="list-style-type: none"> <li>• sion</li> <li>• The possessive apostrophe (singular nouns) (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>
4	Pathways to Spell					

<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Adding -ing, -ed, -er, -est to words of one syllable ending in vowel consonant (Y2)</li> <li>• Adding -ing -ed to words ending in e with a consonant before it (Y2)</li> <li>• Adding -ing -ed to a root word ending in y with a consonant before it (Y2)</li> <li>• Adding -er, est to a root word ending in y and e with a consonant before it (Y2)</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• Words with the /k/ sound spelt ch</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Words spelt with the /j/ sound spelt ch</li> <li>• Apostrophes to mark plural possession</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Endings which sound like /ʃən/ spelt -tion, -sion</li> <li>• Endings which sound like /ʃən/ spelt -ssion</li> <li>• Endings which sound like /ʃən/ spelt -cian</li> <li>• The suffix -ation</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• More prefixes: sub-, inter-, super-, anti-, auto-</li> <li>• More prefixes: in-/im-</li> <li>• More prefixes: il-, ir-</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Contractions (Y2)</li> <li>• The suffix -ous</li> <li>• Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Words with the /s/ sound spelt sc</li> <li>• Adding -ing, -ed to a root word ending in y, words ending in e and words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)</li> <li>• Apostrophes to mark plural possession</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>
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5	Pathways to Spell					
	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2) including those with more than one syllable and the suffix (Y3/4)</li> <li>Adding -ing, -ed to a root word ending in y</li> <li>and words ending in e</li> <li>Contractions</li> <li>Words containing the letter-string ough</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Plural possessive apostrophe</li> <li>Verb prefixes: dis-, mis-</li> <li>Verb prefixes: de-, re-, over-</li> <li>Homophones and other words that are often confused</li> <li>Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Words with the /i:/ sound spelt ei after c</li> <li>Words with ‘silent’ letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</li> <li>Endings which sound like /ʃəs/ spelt -cious or -tious</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify</li> <li>Homophones and other words that are often confused</li> <li>Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Words ending in -able/-ably and -ible/-ibly</li> <li>Words ending in -able and -ably</li> <li>Words ending in -ible and -ibly</li> <li>Endings which sound like /ʃəl/ (-cial and -tial)</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Singular and plural possessive apostrophe</li> <li>Words with the /i:/ sound spelt ei after c</li> <li>Verb prefixes: dis-, mis-, de-, re-, over-</li> <li>Homophones and other words that are often confused</li> <li>Personal spelling log</li> </ul>
6	Pathways to Spell					
	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Adding -ed, -ing, -er, -est, -en to words with more than one syllable (Y3/4)</li> <li>Adding suffixes beginning with vowel letters to</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Endings which sound like /ʃəs/ spelt -cious and -tious</li> <li>Use of the hyphen</li> <li>Homophones and other words that are often confused</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Words with the /i:/ sound spelt ei after c</li> <li>Words with ‘silent’ letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify</li> <li>Words ending in -able/-ably and -ible/-ibly</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Words ending in -ant, -ance/-ancy</li> <li>Words ending in -ent, -ence/-ency</li> <li>Use of the hyphen</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Homophones and other words that are often confused</li> <li>Personal spelling log</li> </ul>

	<p>words ending in -fer</p> <ul style="list-style-type: none"><li>• Words containing the letter-string ough</li></ul>	<ul style="list-style-type: none"><li>• Personal spelling log</li></ul>	<ul style="list-style-type: none"><li>• Contractions</li></ul>	<ul style="list-style-type: none"><li>• Homophones and other words that are often confused</li><li>• Personal spelling log</li></ul>		
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