



West Pennard C of E Primary School
Spelling Progression (KS2)
(2021-2022)

Our school vision...

'Since God so loved us, so we must love one another'

(1 John 4 v11)

Valuing our Christian foundation, we care for each other and our world.

We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.

Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.

Spelling and Phonics Rationale

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach the children to use a range of effective spelling strategies;
- Encourage creativity and the use of more ambitious vocabulary in their writing;
- Enable children to write independently;
- Enhance proof reading and editing skills;
- Encourage children to identify patterns in words and spellings;
- Promote a positive and confident attitude towards spelling;
- Help children to use a range of dictionaries and spell checks effectively;
- Help children recognise that spelling is a lifelong skill;
- Provide equal opportunities for all pupils to achieve success in spelling.

Specific sessions following the Letters and Sounds programme are taught at least three times a week in EYFS and Key Stage 1. In KS2 spelling is taught based upon the New 2014 National Curriculum framework using Westover Green resources. Throughout Key Stage 2 small groups of children may work with TAs continuing with the appropriate phase of Letters and Sounds, or interventions such as Toe by Toe, where phonic knowledge is not yet embedded.

West Pennard Spelling Progression

(Linked to Westover Green Program)

Lower Key Stage 2 Progression

Year 3 (Term by Term)	Year 4 (Term by Term)
1. I can revise and know the Y2 trickier common exception words.	1. To learn the spellings of words from the Statutory Y3/4 list – exploring the links.
2. I can revise and know Y2 homophones.	2. To learn the spellings of words from the Statutory Y3/4 List.
3. I can understand that a grapheme may represent more than one phoneme ough ou	3. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning.
4. I can understand that a grapheme may represent more than one phoneme ear ea	4. To identify irregular tense changes and to begin to group them.
5. I can understand adding the suffixes ing and ed to verbs changes the tense.	5. To spell regular verb endings s, ed and ing .
6. I can spell regular verb endings s, ed and ing .	6. To recognise and spell the common prefix in in all its forms – il, ir and im . Focus on il and ir .
7. I can begin to identify irregular tense changes and to begin to group them.	7. To recognise and spell common prefixes and understand how these influence word meanings – anti, ex, co, auto, sub, super and inter .
8. I can understand adding suffixes ed, ing, er and est to root words ending in consonant + y .	8. To consolidate the spelling of words which use the suffix ous .
9. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning.	9. To further investigate the meaning, spelling and use of different homophones.
10. To consolidate the understanding of how words change when s or es is added to create a plural.	10. To further investigate the meaning, spelling and use of different homophones.
11. To consolidate the recognition and spelling of common suffixes and understand how they change word meanings – ly, ful, less .	11. To learn words from the Y3/4 list.

12. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning. End of term assessment.	
To consolidate the use of the apostrophe to identify ownership/possession. (Teach as part of a grammar lesson).	To consolidate the use of apostrophe to identify ownership/possession. To understand how to use a possessive apostrophe with plural words.
1. To consolidate the recognition and spelling of common suffixes and understand how they change word meanings – ment and ness .	1. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning.
2. To recognise and know the u sound spelled ou .	2. To consolidate the understanding of how words change when s or es is added to create a plural.
3. To investigate and learn the spellings of words with endings that sound like zhuh .	3. To investigate how words ending in f change when suffixes are added.
4. To investigate and learn the spellings of words with endings that sound like chuh .	4. To investigate spelling patterns in pluralisation.
5. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning.	5. To recognise and know the i sound spelled y elsewhere than at the end of words.
6. To recognise and spell common prefixes and understand how these influence word meanings – un and dis .	6. To identify, learn and spell words with the ai sound spelled ei , eigh , or ey .
7. To recognise and spell common prefixes and understand how these influence word meanings – de and mis and non .	7. To learn and spell words which are Greek in origin and use the k sound spelled ch .
8. To recognise and spell common prefixes and understand how these influence word meanings – re and pre .	8. To investigate word families, understanding the root have prefixes and suffixes added to change the meaning.
9. To recognise and spell the common prefix in in all its forms – il , ir and im . Focus on in and im .	9. To learn words from the Y3/4 statutory word list.
10. To investigate prefixes and suffixes added to change the meaning. End of term assessment	End of term assessment
1. To investigate the word family for 'write'.	1. To identify, investigate and spell words which use the suffix ation .
2. To recognise and spell common prefixes and understand how these influence word meanings – anti , ex , co and auto .	2. To investigate endings that sound like shun – tion .
3. To recognise and spell common prefixes and understand how these influence word meanings – sub , super and inter .	3. To investigate endings that sound like shun – sion .
4. To investigate, spell and read words with silent letters.	4. To investigate endings that sound like shun – ssion .
5. To add suffixes beginning with vowels to words of more than one syllable – er en ing ed ation .	5. To investigate endings that sound like shun – cian .
6. To identify, investigate and spell words which use the suffix ation .	6. To review the rules for spelling words whose endings sound like shun .
7. To investigate and spell words which use the suffix ous .	7. To learn and spell words which are mostly French in origin and use the sh sound spelled ch .
8. To revise the spelling, meaning and use of homophones.	8. To identify, learn and spell words which end with the g sound but are spelled gue .
9. To investigate the meaning, spelling and use of different homophones.	9. To identify, learn and spell words which end with the k sound but are spelled que .
10. To investigate the meaning, spelling and use of different homophones.	10. To identify, learn and spell words which are mostly Latin in origin which use the s sound but are spelled sc .
End of year assessment	11. To identify, learn and spell words which are mostly Latin in origin which use the s sound but are spelled sc .
	End of year assessment

Upper Key Stage Two Progression

Year 5 (Term by Term)	Year 6 (Term by Term)
1. To explore words associated with British values both positively and negatively and understand the context in which they are used.	1. To use a dictionary effectively and proficiently.
2. To consolidate understanding of how words change when s or es or ies is added to create a plural.	2. To revise the statutory words for Y3/4.
3. To investigate what happens to words ending in f when suffixes are added.	3. To revise the statutory words for Y5/6
4. To investigate irregular plurals.	4. To investigate spelling patterns in pluralisation including irregular plurals.
5. To consolidate understanding of adding the suffixes s , ing and ed to verbs.	5. To consolidate understanding of adding the suffix s , ing and ed to verbs.
6. To identify irregular tense changes and begin to group them.	6. To identify irregular tense changes and group them.
7. To learn to spell words from the Y5/6 statutory word list.	7. To review the rules for spelling words whose endings sound like shun .
8. To investigate endings that sound like shun – tion .	8. To investigate words ending in ant , ance and ancy ; ent , ence and ency .

9. To investigate endings that sound like shun – sion .	9. To investigate words ending in ible/ibly and able/ably .
10. To investigate endings that sound like shun – ssion .	10. To investigate endings which sound like shus spelt cious or fious . To investigate endings which sound like shul (cial, fial) .
11. Termly Assessment.	11. End of Term assessment
1. To investigate word families, understanding the root can have prefixes and suffixes added to change the meaning.	1. To investigate homophones and other words that can be confused.
2. To investigate endings which sound like shus spelt cious or fious .	2. To investigate homophones and other words that can be confused.
3. To investigate endings which sound like shul (cial, fial) .	3. To recognise and spell the common prefix in in all its forms – il, ir and im .
4. To investigate words ending in ant, ance and ancy .	4. To investigate the meanings and spellings of words using the prefixes auto, circ, trans bi, and tele.
5. To investigate words ending in ent, ence/ency .	5. To revise investigate the prefixes pre, prim, micro, pro, sus and aero .
6. To investigate words ending in ible/ibly and able/ably .	6. To investigate the roots aqua, graph, and port .
7. To investigate words ending in ive, ic and ist .	7. To investigate a range of root words.
8. To investigate adding suffixes which begin with a vowel to words ending in fer .	8. To investigate the growing of words using prefixes and suffixes.
9. To investigate how words transform when suffixes are added.	9. To investigate meanings, use and spellings of adverbs, conjunctions and prepositions.
10. To investigate words which are often misspelt when prefixes or suffixes are added.	10. End of term assessment.
End of term assessment	
1. To investigate the use of the hyphen to link words.	1. To revise the rules for adding suffixes to base words.
2. To investigate i before e except after c when the sound is ee .	2. To revise basic spelling groups.
3. To investigate words containing the letter string ough .	3. To revise Prefixes.
4. To further investigate words with silent letters.	4. To investigate the suffixes ology and phobia .
5. To investigate homophones focusing on ce and se .	5. To investigate abstract nouns and how they can be changed.
6. To investigate homophones and other words that can be confused.	6. To investigate morphemes.
7. To revise and spell the common prefix in in all its forms – il, ir and im .	7. To investigate the origins of language.
8. To investigate the meanings and spellings of words using the prefixes auto, bi, and tele.	8. To investigate the origins of language.
9. To investigate the meanings and spellings of words using the prefixes circ and trans .	9. To investigate the origins of language.
10. To investigate the meanings and spellings of words using the prefixes pro and sus .	10. To investigate literary terms.
End of year assessment	11. Final Assessment.