



Grove School Spelling Progression Document

Spelling patterns to be taught in the order they appear on the progression document each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Weekly spelling to include the GCPs being taught in LWLSR	*Division of words into syllables. *Compound words *Using k for the /k/ sound e.g. Kent, sketch, kit, skin *The /n/ sound spelt before k e.g. bank, think, honk, sunk	*Add -s or -es to spell many plural nouns correctly. *The /v/ sound at the end of words e.g. have, give, live.	*Add -s or -es to many words showing third person singular for verbs. E.g. he runs *Words ending -y (ee) e.g. very, happy, funny, party, family	*-tch when it comes straight after a single vowel letter e.g. catch, fetch, kitchen, notch, hutch	*Add suffixes to spell many words correctly in my writing. e.g. -ing, -ed, -er, -est where no change is needed in the spelling of the root word.	*Spell many words with the prefix un- where no change is needed in the spelling of the root word.
	<ul style="list-style-type: none"> • GPCs – following LWLSR planning 					
	<ul style="list-style-type: none"> • Common exception words – following LWLSR planning 					
Year 2	*The /l/ and /or/ sounds spelt ll and l e.g. all, ball, call, walk, always. *The /l/ sound spelt el e.g. camel, tunnel. *The /l/ sound spelt al at the end of words e.g. metal, pedal. *Words ending il e.g. pencil, fossil.	*The /l/ sound spelt le. *Homophones and near homophones e.g. their, there, they're, hear, here, quite, quiet, see, sea, bear, bare, one, won, sun, son, too, to, two, be, bee, blew, blue, night, knight (3 weeks).	*The /n/ sound spelt kn and gn. *The /j/ sound spelt dge and ge. *The /r/ sound spelt wr at the beginning of words. *The /u/ sound spelt o e.g. mother, other, Monday. *The /e/ sound spelt ey e.g. donkey.	*The /o/ sound spelt after a w or qu e.g. want, watch, quantity. *The /er/ sound spelt or after a w e.g. word, work, worm. *The /er/ sound spelt ar after a w e.g. warm, towards.	*Adding -ed to a root word ending in a y or an e. *Adding -ing to a root word ending in a y or an e. *Adding -er and -est to a root word ending in a y or an e. *Adding the suffixes -ment and -nes.	*Contractions. *Possessive apostrophes. *AFL based on spelling gaps in learning identified throughout the year.

				<ul style="list-style-type: none"> *Adding -es to nouns and verbs ending in y. *Words ending in -tion. 	<ul style="list-style-type: none"> *Adding the suffixes -ful and -less. *Adding the suffix -ly. 	
Year 3	<p>Year 2 recap based on moderation in Summer 2023:</p> <ul style="list-style-type: none"> *Common exception words. *Homophones and near homophones e.g. their, there, they're, hear, here, quite, quiet, see, sea, bear, bare, one, won, sun, son, too, to, two, be, bee, blew, blue, night, knight (3 weeks). *The /i/ sound spelt y. *The /u/ sound spelt ou e.g. young, touch, double, country 	<ul style="list-style-type: none"> *Homophones and near homophones. (2 weeks) *Adding suffixes beginning with vowels to words with more than one syllable e.g. gardening, gardener, limiting, limited, forgetting, forgotten. *Adding the suffix -ly. *Adding the suffix -ous. *Words ending -sure and -ture e.g. measure, creature 	<ul style="list-style-type: none"> *The prefixes dis- and mis- *The prefixes in- and im- *The prefix il- *The prefix ir- *The prefixes re- and inter- *The prefixes sub- and super- *The prefixes anti- and auto- 	<ul style="list-style-type: none"> *The suffix -ation. *The suffix -sion e.g. division, invasion, confusion, television. *The suffixes -tion, -sion, -ssion, -cian. (2 weeks) *The /k/ sound spelt ch e.g. scheme, chorus, echo. 	<ul style="list-style-type: none"> *The sound /sh/ spelt ch e.g. chef, chalet, machine. *The sound /k/ spelt que e.g. antique, unique. *The /g/ sound spelt gue e.g. league, tongue. *The /s/ sound spelt sc e.g. science, scene, discipline. *The /ay/ sound spelt ei, eigh, ey e.g. eight, weigh, they. 	<ul style="list-style-type: none"> *The possessive apostrophe for plural words (3 weeks). *Year 3 common exception words (3 weeks)
Year 4	<ul style="list-style-type: none"> *Homophones and near homophones. (2 weeks) *Adding suffixes beginning with vowels to words 	<ul style="list-style-type: none"> *The prefixes dis- and mis- *The prefixes in- and im- *The prefix il- *The prefix ir- 	<ul style="list-style-type: none"> *The suffix -ation. *The suffix -sion e.g. division, invasion, confusion, television. 	<ul style="list-style-type: none"> *The sound /sh/ spelt ch e.g. chef, chalet, machine. *The sound /k/ spelt que e.g. antique, unique. 	<ul style="list-style-type: none"> *The possessive apostrophe for plural words (3 weeks). 	<p>AFL based on spelling gaps in learning identified throughout the year.</p>

	<p>with more than one syllable e.g. gardening, gardener, limiting, limited, forgetting, forgotten.</p> <p>*Adding the suffix -ly.</p> <p>*Adding the suffix -ous.</p> <p>*Words ending -sure and -ture e.g. measure, creature</p>	<p>*The prefixes re- and inter-</p> <p>*The prefixes sub- and super-</p> <p>*The prefixes anti- and auto-</p>	<p>*The suffixes -tion, -sion, -ssion, -cian. (2 weeks)</p> <p>*The /k/ sound spelt ch e.g. scheme, chorus, echo.</p>	<p>*The /g/ sound spelt gue e.g. league, tongue.</p> <p>*The /s/ sound spelt sc e.g science, scene, discipline.</p> <p>*The /ay/ sound spelt ei, eigh, ey e.g. eight, weigh, they.</p>	<p>*Year 4 common exception words (3 weeks)</p>	
	<ul style="list-style-type: none"> • The l sound spelt y to be included in dictation and 5 a day. • The u sound spelt ou to be included in dictation and 5 a day. • Homophones to be included in dictation and 5 a day. 					
Year 5	<p>*Words ending in -ant, -ance, -ancy (3 weeks).</p> <p>*Words ending in -ent, -ence, -ency (3 weeks).</p>	<p>*Words ending in -able.</p> <p>* Words ending -ible.</p> <p>*Words ending in -ably</p> <p>*Words ending in -ibly.</p> <p>*Words with silent letters (2 weeks).</p>	<p>*Homophones and near homophones (follow order of Collins Connect).</p>	<p>*Word endings spelt -cious and -tious.</p> <p>*Words ending -cial and -tial.</p> <p>*Adding suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, reference.</p> <p>*The use of a hyphen (2 weeks).</p>	<p>*Words with the /ie/ spelt ei after c e.g. ceiling, deceive (2 weeks).</p> <p>*Words containing the letter string ough (2 weeks).</p> <p>*Words with silent letters.</p>	<p>AFL based on spelling gaps in learning identified throughout the year.</p>
Year 6	<p>*Words ending in -ant, -ance, -ancy.</p>	<p>*Words ending in -able and -ably.</p>	<p>*Homophones and near homophones (5 weeks - follow</p>	<p>Words from the National</p>	<p>AFL based on spelling gaps in learning identified</p>	<p>AFL based on spelling gaps in learning identified</p>

	<ul style="list-style-type: none"> *Words ending in -ent, -ence, -ency. *Word endings spelt -cious and -tious. *Words ending -cial and -tial. *Adding suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, reference. 	<ul style="list-style-type: none"> * Words ending -ible and -ibly. *Words with the /ie/ spelt ei after c e.g. ceiling, deceive. *Words containing the letter string ough. *Words with silent letters. *The use of a hyphen. 	order of Collins Connect).	Curriculum word lists. AFL based on spelling gaps in learning identified throughout the year.	throughout the year.	throughout the year.
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Common exception words/ words from the National Curriculum word lists to be taught through dictation and 5 a day throughout the year.