





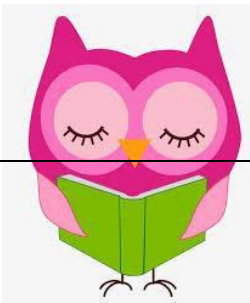
# St Teresa's Catholic Primary School

## Progression in Spelling



	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
<p data-bbox="174 416 315 448">Year 3/4</p> 	<p data-bbox="421 416 775 480">Children should be taught to spell:</p> <ul data-bbox="421 491 819 592" style="list-style-type: none"> <li>• words from the National Curriculum word list for Years 3 and 4</li> </ul> <p data-bbox="421 603 629 635"><a href="#">(See appendix 1)</a></p>	<p data-bbox="851 416 1088 480">Children should be taught to spell:</p> <ul data-bbox="851 491 1120 1082" style="list-style-type: none"> <li>• the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</li> <li>• words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</li> <li>• words containing the /u/ sound spelt 'ou' e.g. double, trouble</li> <li>• homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail</li> </ul>		<p data-bbox="1393 416 1608 517">Children should be taught to spell:</p> <ul data-bbox="1393 528 1608 1267" style="list-style-type: none"> <li>• 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')</li> <li>• words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li> </ul>	<p data-bbox="1635 416 1872 480">Children should be taught to spell:</p> <ul data-bbox="1635 491 1872 1267" style="list-style-type: none"> <li>• Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</li> <li>• words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</li> <li>• words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</li> <li>• words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li> </ul>	<p data-bbox="1906 416 2143 480">Children should be taught to spell:</p> <ul data-bbox="1906 491 2143 667" style="list-style-type: none"> <li>• Possessive apostrophe with plural words e.g. girls' boys' babies' children's</li> </ul>






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## Progression in Spelling skills



				<ul style="list-style-type: none"> <li>• words using suffixes: -ly, -ation, -ous</li> <li>• words with endings sounding / shun/: -tion, -sion, -ssion, -cian</li> <li>• words ending with the schwa sound: measure, creature</li> </ul>		
<p>Year 5/6</p> 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words from the National Curriculum word list for Years 5 and 6</li> </ul> <p><a href="#">(See appendix 1)</a></p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</li> <li>• homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the ending /shus/ spelt -cious or -tious</li> <li>• words with the ending /shul/ spelt -cial or -tial</li> <li>• words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>• words ending in -able and -ible</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</li> </ul>





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## Progression in *Spelling* skills



			<ul style="list-style-type: none"><li>• words ending in -ably and -ibly</li><li>• 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)</li></ul>		
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