

Year 2 – 6 No Nonsense Spelling Progression Map

YEAR 2		
Term 1	Term 2	Term 3
<p><b>Revisit</b> Phase 5 GPCs as required by pupils.</p> <p><b>Homophones</b> Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two)</p> <p><b>Year 2 phonics</b></p> <ul style="list-style-type: none"> <li>• The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.</li> <li>• The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’</li> <li>• The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words</li> </ul> <p><b>Common exception words</b> /aɪ/ sound spelt ‘i’ in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils. Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> <li>• Segmentation</li> <li>• Using a GPC chart</li> <li>• Using spelling journals, word banks, the environment, a working wall.</li> <li>• Word sort</li> <li>• Which one looks right?</li> </ul> <p><b>Proofreading</b> After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>• Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>• Check writing for mistakes in common exception/tricky words.</li> </ul>	<p><b>Revisit</b> The /l/ or /əl/ sound spelt ‘-le’ at the end of words</p> <p><b>Homophones and near homophones</b> quite/quiet, night/knight, new/knew, not/knot, they’re/there/their and others as relevant</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns) Apostrophe for contractions (can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re)</p> <p><b>Year 2 phonics</b> The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’ The /r/ sound spelt ‘-wr’ at the beginning of words The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ʒ/ spelt ‘s’</p> <p><b>Common exception words</b> Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils</p> <p><b>Suffixes</b> Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it Adding ‘-ing-, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter Adding ‘-es’ to nouns and verbs ending in ‘y’ The suffixes ‘-ful’, ‘-less’ and ‘-ly’ Words ending in ‘-tion’</p> <p><b>Strategies at the point of writing</b></p> <ul style="list-style-type: none"> <li>• Have a go</li> <li>• Using the working wall to find correct spellings of high frequency and common exception words</li> <li>• Using an alphabetically-ordered word bank</li> </ul> <p><b>Proofreading:</b></p>	<p><b>Revisit</b> The possessive apostrophe (singular nouns)</p> <p><b>Homophones</b> Revision of all homophones taught so far</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns)</p> <p><b>Year 2 phonics</b> The /l/ or /əl/ sound spelt ‘-el’ at the end of words The /l/ or /əl/ sound spelt ‘-al’ at the end of words The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling) The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’ The /ʌ/ sound spelt ‘o’ The /ɜ:/ sound spelt ‘or’ after ‘w’ Common exception words All Year 2 words not taught so far.</p> <p><b>Suffixes</b> Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’,</p> <p><b>Strategies at the point of writing</b> Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> <li>• Introduce individual Have a Go sheets if not established already</li> <li>• Teach using analogy to spell a word you don’t know</li> </ul> <p><b>Proofreading</b> After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> <li>• Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.</li> <li>• Check writing for mistakes in common exception or tricky words.</li> </ul>

## Year 2 – 6 No Nonsense Spelling Progression Map

<ul style="list-style-type: none"> <li>• Ensure that guidance on marking is used to support children’s proofreading.</li> </ul> <p><b>Learning and practising spellings</b></p> <p>Teach children how to learn and practise spell- ings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> <li>• Identify the tricky part of the word</li> <li>• Segmentation strategy</li> <li>• Look, Say, Cover, Write, Check</li> <li>• Rainbow write</li> <li>• Saying the word in a funny way</li> </ul>	<p>After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>• Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>• Check writing for mistakes in common exception / tricky words.</li> <li>• Use dictionary skills</li> </ul> <p>Ensure that guidance on marking is used to support pupils’ proofreading.</p> <p><b>Learning and Practising spellings</b></p> <ul style="list-style-type: none"> <li>• If not already introduced, introduce the use of spelling journals.</li> <li>• Focus on learning of knowledge and patterns taught this term</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>• Segmentation</li> <li>• Look, Say, Cover, Write, Check</li> <li>• Using mnemonics</li> <li>• Saying the word in a funny way</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that guidance on marking is used to support pupils’ proofreading.</li> </ul> <p><b>Learning and practising spellings</b></p> <ul style="list-style-type: none"> <li>• Secure learning routines with resources, for example spelling journals or environmental print.</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>• Writing in the air</li> <li>• Tracing over the word</li> <li>• Rainbow writing</li> <li>• Look, say, cover, write, check</li> </ul>
<b>YEAR 3</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>Revisit</b></p> <p>Common exception words from Year 2</p> <p><b>Prefixes and suffixes</b></p> <p>Revise prefix ‘un’.</p> <p>New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.</p> <p>Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’</p> <p><b>Rare GPCs</b></p> <p>The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’</p> <p>Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin)</p> <p><b>Homophones</b></p> <p>brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p><b>Apostrophe</b></p> <p>Revise contractions from Year 2</p>	<p><b>Revisit</b></p> <p>Strategies at the point of writing.</p> <p>Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)</p> <p><b>Prefixes and suffixes</b></p> <p>Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’</p> <p><b>Rare GPCs</b></p> <p>The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin)</p> <p><b>Homophones</b></p> <p>here/hear, knot/not, meat/meet</p> <p><b>Apostrophe</b></p> <p>Revise contractions from Year 2</p> <p><b>Proofreading</b></p> <p>Revise proofreading routines</p>	<p><b>Revisit</b></p> <p>Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p><b>Prefixes and suffixes</b></p> <p>Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’</p> <p>Previously taught suffixes</p> <p><b>Rare GPCs</b></p> <p>The /ɪ/ sound spelt ‘y’ other than at the end of words (gym, myth)</p> <p>The /ʌ/ sound spelt ‘ou’ (young, touch)</p> <p><b>Homophones</b></p> <p>heel/heal/he’ll, plain/plane, groan/grown, rain/rein/reign</p> <p><b>Apostrophe</b></p> <p>Revise contractions from Year 2</p> <p><b>Proofreading</b></p>

Year 2 – 6 No Nonsense Spelling Progression Map

<p><b>Proofreading</b> Focus: checking after writing the spelling of KS1 common exception or tricky words. <b>Strategies at the point of writing</b> Reintroduce Have a go sheets and strategies from Year 2. <b>Learning and Practising spellings</b> Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p><b>Learning and Practising spellings</b> Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Proofread own writing for misspellings of personal spelling list words. <b>Learning and Practising spellings</b> Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 3 and 4 word list</p>
<b>YEAR 4</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>Revisit</b> Strategies at the point of writing: Have a go <b>Rare GPCs</b> Revise: • The /ei/ sound spelt 'ei', 'eigh', or 'ey' • The /j/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3) <b>Word endings:</b> Words ending /ure/ (treasure, measure) <b>Prefixes and Suffixes</b> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <b>Homophones</b> peace/piece, main/mane, fair/fare <b>Apostrophe</b> Possessive apostrophe with singular proper nouns (Cyprus's population)</p>	<p><b>Revisit</b> Year 3 rare GPCs <b>Rare GPCs</b> The /g/ sound spelt 'gu' <b>Word endings</b> Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician) <b>Prefixes and Suffixes</b> Prefixes 'anti-' and 'inter-' Suffix '-ation' <b>Homophones</b> scene/seen, male/mail, bawl/ball <b>Apostrophe</b> Revise contractions from Year 2 Possessive apostrophe with plurals <b>Proofreading</b> Model how to use various strategies in proofreading, including using a dictionary.</p>	<p><b>Revisit</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. <b>Rare GPCs</b> Words with the /s/ sound spelt 'sc' (Latin in origin) <b>Word endings</b> Endings that sound like /ʒən/ spelt '-sion' (division, confusion) <b>Prefixes and Suffixes</b> Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous) <b>Homophones</b> whether/weather, who's/whose, missed/mist, medal/meddle, team/teem <b>Apostrophe</b></p>

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<p><b>Proofreading</b> Teach proofreading strategies</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 3 and 4 word list</p>	<p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p><b>Proofreading</b> Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 3 and 4 word list.</p>
<b>YEAR 5</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>Revisit</b> Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession</p> <p><b>Rare GPCs</b> Words with ‘silent’ letters</p> <p><b>Morphology/ Etymology</b> Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p><b>Word endings</b> Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’</p> <p><b>Homophones</b> isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</p> <p><b>Hyphen</b> Use of the hyphen (co-ordinate, co-operate)</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Apostrophe for possession</p> <p><b>Rare GPCs</b> Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</p> <p>Words with the /i:/ sound spelt ‘ei’ after ‘c’ (receive, ceiling)</p> <p><b>Morphology/ Etymology</b> Teach extension of base words using word matrices.</p> <p><b>Word endings</b> Words ending in ‘-ably’ and ‘-ibly’ Revise words ending in ‘-able’ and ‘-ible’</p> <p><b>Homophones</b> altar/alter, led/lead, steal/steel</p> <p><b>Dictionary</b></p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p><b>Homophones</b> (cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose)</p> <p><b>Suffixes</b> Problem suffixes</p> <p><b>Dictionary</b> Teach use of dictionary to check words, refer- ring to the first three or four letters</p> <p><b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p><b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words</p>

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<p><b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p><b>Proofreading</b> Focus on checking words from personal lists.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 5 and 6 word list</p>	<p>Use a dictionary to create collections of words with common roots</p> <p><b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 5 and 6 word list.</p>
<b>YEAR 6</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>Revisit</b> Strategies at the point of writing: Have a go Words ending ‘- able/ably’, ‘-ible/ibly’</p> <p><b>Rare GPCs</b> Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p><b>Prefixes and Suffixes</b> Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p><b>Word endings</b> Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious)</p> <p><b>Homophones</b> advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p><b>Proofreading</b> Proofreading in smaller chunks – sentences and paragraphs.</p> <p><b>Learning and Practising spellings</b></p>	<p><b>Revisit</b> Words containing the letter string ‘-ough’</p> <p><b>Prefixes and Suffixes</b> Generating words from prefixes and suffixes</p> <p><b>Word endings</b> The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (official, special, artificial, partial, confidential, essential)</p> <p><b>Homophones</b> compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary All homophones from KS2</p> <p><b>Proofreading</b> Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p><b>Learning and Practising spellings</b> Pupils:</p>	<p><b>Revisit</b> Spelling strategies at the point of writing</p> <p><b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</p> <p><b>Word endings</b> Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p><b>Homophones and near homophones</b> draft/draught, dissent/descent, precede/pro- ceed, wary/weary</p> <p><b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> </ul>

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<p>Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 5 and 6 word list.</p>	<ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 5 and 6 word list.</p>	<ul style="list-style-type: none"> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> <li>• Root words and meanings</li> </ul> <p>Extend the knowledge of spelling strategies and apply to highfrequency and cross-curricular words from the Years 5 and 6 word list.</p>
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