

Burlington Junior School Spelling Progression 2024-2025

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3 and Year 4</u>	<u>Year 5 and Year 6</u>
Spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week)	Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly .	Adding suffixes beginning with vowel letters to words of more than one syllable Eg forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	Use further prefixes and suffixes and understand the guidance for adding them.
Name the letters of the alphabet in order	Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.	Year 3 focus 3 The short <i>i</i> sound spelt with the letter y	Spell some words with ‘silent’ letters, e.g. knight, psalm, solemn. doubt, island, lamb, thistle
Add prefixes and suffixes	The /dz/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Year 4 focus The short <i>u</i> sound spelt ou	Continue to distinguish between homophones and other words which are often confused. advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb ‘pass’ (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal

				of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)
Apply simple spelling rules as outlined in English Appendix 1.	The /s/ sound spelt c before e, i and y.	More prefixes Year 3 (dis-, in-) Adding the prefixes dis- and in- Year 3 (im-) Adding the prefix im- to root words beginning with m or p Year 3 (re-) Adding the prefix re- Year 3 (anti-) Adding the prefix anti- Year 3 (super-) Adding the prefix super- Year 3 (sub-) Adding the prefix sub- Year 4 (mis-) Adding the prefix mis- Year 4 (auto-) Adding the prefix auto- Year 4 (inter-) Adding the prefix inter- Year 4 (il-, un-, mis-, dis-) Adding il- and revising un-, in-, mis- and dis Year 4 (ir-) Adding ir- to words beginning wit		Use dictionaries to check the spelling and meaning of words.
	The /n/ sound spelt kn and (less often) gn at the beginning of words.	The suffix -ation Year 3 Adding -ation to verbs to form nouns		
Division of words into syllables				
	The /r/ sound spelt wr at the beginning of words.	The suffix -ly	Year 3 Adding the suffix -ly (to adjectives to form adverbs) Year 4 Adding the suffix -ly (to adjectives to form adverbs)	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

<i>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	The /l/ or /əl/ sound spelt –le at the end of words.	Words with endings sounding like /ʒə/ or /tʃə/	Year 3 Words ending in –ture Year 4 Words ending in zhuh spelt -sure	Use a thesaurus.	
<i>The /ŋ/ sound spelt n before k (bank, sunk)</i>	Words ending –il.	Year 4 Words ending in zhun spelt -sion	Year 5 Words ending in shus spelt -cious Year 5 Words ending in shus spelt -tious		
<i>Division of words into syllables</i>	The /aɪ/ sound spelt –y at the end of words.	The suffix –ous	Year 3 Adding the suffix -ous Year 4 Words ending in -ous	Year 5 Words ending in shul spelt -cial or -tial	
<i>-tch (fetch, hutch)</i>	Adding –es to nouns and verbs ending in –y.	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Year 3 Adding the suffix -ion (to root words ending in t or te) Year 3 Adding the suffix -ian (to root words ending in c or cs) Year 4 Adding the prefix super- Year 4 Adding the prefix sub-	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.	Year 5 Words ending in -ent Year 5 Words ending in -ence Year 5 Words ending in -ant, -ance and -ancy
<i>The /v/ sound at the end of words (have, live)</i>	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Words with the c sound spelt ch	Year 5 Words ending in -ible Year 5 Words ending in -able	
<i>Adding s and es to words (plural of nouns and the third person singular of verbs)</i>	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.	Year 3 Words with the sh sound spelt ch (mostly French in origin)	Words ending in –ably and –ibly.		Year 5 Words ending in -ibly and -ably Year 6 Words ending in -ible and -able
<i>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</i>	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que	Year 4 The c sound spelt -que and the g sound spelt -gue	Adding suffixes beginning with vowel letters to words ending in –fer.	Year 6 Suffixes (adding suffixes beginning with a vowel)

		(French in origin)		
<i>Adding –er and –est to adjectives where no change is needed to the root word</i>	The /s/ sound spelt c before e, i and y.	Year 4 Words with the s sound spelt sc (Latin in origin)	Year 6 Hyphens	
<i>ai, oi (rain, oil) ay, oy (day, enjoy) a-e (made, safe) e-e (these, complete) i-e (five, ride) o-e (home, hope) u-e (June, rude) ar (car, garden) ee (see, green) ea (/i:/) (sea, each) ea (/ɛ/) (bread, instead) er (/ɜ:/) (her, person) er (/ə/) (better, sister) ir (girl, third) ur (turn, burst) oo (/u:/) (food, soon) oo (/ʊ/) (book, good) oa (boat, goal) oe (toe, goes) ou (out, sound) ow (/aʊ/) (now, brown) ow (/əʊ/) (own, show) ue (blue, rescue)</i>	The /n/ sound spelt kn and (less often) gn at the beginning of words. The /r/ sound spelt wr at the beginning of words.	Year 4 Words with the ay sound spelt ei, eigh, ey	Words with the /i:/ sound spelt ei after c.	Year 5 The ee sound spelt ei Year 6 The spellings ei and ie
<i>er (/ɜ:/) (her, person) er (/ə/) (better, sister) ir (girl, third) ur (turn, burst) oo (/u:/) (food, soon) oo (/ʊ/) (book, good) oa (boat, goal) oe (toe, goes) ou (out, sound) ow (/aʊ/) (now, brown) ow (/əʊ/) (own, show) ue (blue, rescue)</i>	The /l/ or /əl/ sound spelt –le at the end of words. The /l/ or /əl/ sound spelt –el at the end of words. The /l/ or /əl/ sound spelt –al at the end of words. Words ending –il. The /aɪ/ sound spelt –y at the end of words. Adding –es to nouns and verbs ending in –y. Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it. Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.	Year 4 Possessive apostrophes with plural words Eg girls’, boys’, babies’, children’s, men’s, mice’s	Words containing the letter-string ough.	Year 5 letter-string ough Year 6 words containing the letter-string ough
<i>ew (new, drew) ie (/aɪ/) (tie, dried) ie (/i:/) (chief, thief) igh (high, right) or (for, horse) ore (more, shore) aw (saw, yawn) au (author, dinosaur) air (fair, pair)</i>	Contractions. Possessive apostrophe (singular nouns). Megan’s, Ravi’s, the girl’s, the child’s, the man’s	Homophones and near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s	Years 5 and 6 word list. Accommodate, accompany, according, achieve aggressive, amateur, ancient, apparent, appreciate attached, available, average, awkward, bargain bruise, category, cemetery, committee, communicate, community, competition conscience* conscious* controversy, convenience, correspond criticise (critic + ise) curiosity, definite desperate, determined, develop, dictionary	

<p><i>ear (dear, year)</i> <i>ear (/ɛə/) (bear, pear)</i> <i>are (/ɛə/) (dare, care)</i> <i>Words ending -y</i> <i>(/i:/ or /ɪ/) (happy, funny)</i> <i>New consonant spellings ph and wh</i> <i>(dolphin, where)</i> <i>Using k for the /k/ sound (kit, skin)</i> <i>Adding the prefix -un</i></p>	<p>Words ending in -tion.</p>		<p>disastrous, embarrass, environment equip (-ped, -ment) especially, exaggerate excellent, existence, explanation, familiar foreign, forty, frequently, government, guarantee harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure lightning, marvelous, mischievous, muscle, necessary neighbor, nuisance, occupy, occur, opportunity parliament, persuade, physical, prejudice, privilege profession, programme, pronunciation, queue recognize, recommend, relevant, restaurant, rhyme rhythm, sacrifice, secretary, shoulder, signature sincere(ly), soldier, stomach, sufficient, suggest symbol, system, temperature, thorough, twelfth variety, vegetable, vehicle, yacht</p>
<p>Compound words <i>football, playground, farmyard,</i> <i>bedroom, blackberry</i></p> <p>Common exception words <i>the, a, do, to, today, of, said, says,</i> <i>are, were, was, is, his, has, I, you,</i> <i>your, they, be, he, me, she, we, no,</i> <i>go, so, by, my, here, there, where,</i> <i>love, come, some, one, once, ask,</i> <i>friend, school, put, push, pull, full,</i> <i>house, our</i></p>	<p>Homophones and near-homophones. Eg there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p> <p>Common exception words. door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>Years 3 and 4 word list accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe build, busy/business, calendar, caught, centre century, certain, circle, complete, consider continue, decide, describe, different, difficult disappear, early, earth, eight/eighth, enough exercise, experience, experiment, extreme famous, favourite, February, forward(s) fruit, grammar, group, guard, guide, heard, heart height, history, imagine, increase, important interest, island, knowledge, learn, length, library material, medicine, mention, minute, natural naughty, notice, occasion(ally), often, opposite ordinary, particular, peculiar, perhaps, popular position, possess(ion), possible, potatoes pressure, probably, promise, purpose, quarter question, recent, regular, reign, remember sentence, separate, special, straight, strange strength, suppose, surprise, therefore though/although, thought, thorough, various weight, woman/women</p>	