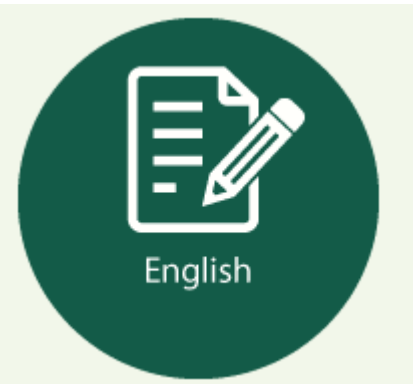




Tanfield Lea Community Primary School Spelling Progression Document





Introduction:

Spelling is an integral component of the English programmes of study for Early Years through to Key Stages 1 and 2. The programmes describe two dimensions of writing (as highlighted in the Writing Framework, June 2025):

- **Transcription** (spelling and handwriting)
- **Composition** (articulating ideas and structuring them in speech and writing)

The curriculum demands that teaching should develop competence in both dimensions, as writing down ideas fluently depends on effective transcription. This relationship defines the role of spelling as a functional tool in the writing process.

What we endeavour for our pupils:

We aim for all our children to be motivated to develop a love of spelling, and to independently practice spellings to become confident in their ability to spell words (reducing the cognitive load) in independent writing. Our goal is to support pupils in enjoying learning and developing their spelling with a sense of achievement and pride.

Why practice spelling?

Imagine drawing a faint line with a pencil. Now, imagine drawing another straight line directly over it again and again. The more frequently you draw directly over the line, the stronger the line becomes. If you keep going, eventually there will also be an indentation. Long-term memory works in a similar way. The first time we practice a skill, it moves from working memory to long-term memory. This memory, however, is very fragile, and if it is not practiced regularly, it will fade and disappear. However, if the process is repeated frequently, the memory becomes stronger. The skill no longer needs to be thought about consciously, allowing greater space in our working memory to think about new ideas for our writing.

Tanfield Lea Community Primary School




Spelling Progression Document:



This document organises the compulsory spelling rules/patterns, in addition to the compulsory lists of words that pupils to learn across school. The strands set out below are based on the linguistic principles of how words are built up from either sounds or morphemes (chunks of meaning). Some words in English do not follow either of these principles, so other spelling cues are needed to support children to learn them.

Spelling principles used as strands:

- Phonemic principles are based on hearing sounds and knowing grapheme-phoneme correspondences (GPCs),
- High frequency, common exception or commonly misspelt words that need practice for mastery.
- Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)

Spelling principles used as strands		Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence
		High frequency, common exception or commonly misspelt words that need practice for mastery
		Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)

It is therefore vital that our teachers build in time for children to practice spellings which can be based around spelling patterns or particular words with which a child or group of children are having difficulty. These lessons will build a repertoire of learning cues and give children time to reflect on misuses of spelling in writing. Displays within the learning environment, will also scaffold children's spelling development and support independence. These will include topic related vocabulary to support Spelling which is consistent across all subjects and therefore promotes high expectations.



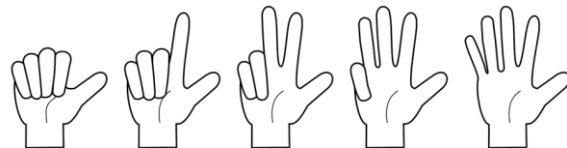
The Blending and Segmenting Methods (Success for All)

Children in Reception and Year 1 practice their Green Words. These are words that children can use their phonics skills to decode.

Children practice spelling these words through the following methods:

- Say it Fast:** Orally blending the phonemes (sounds) together.
Blending is when you push phonemes (sounds) together to make a word (for reading).
- Break it Down:** Orally segmenting the word into phonemes (sounds).
Segmenting is when you separate sounds to spell a word (for spelling).

Say it Fast / Break it Down



sit

Shared Story 1 - Top Top Top

sit

...

sip

Shared Story 1 - Top Top Top

sip

...

dip

Shared Story 1 - Top Top Top



The Say Spell Say Spelling Method (Success for All)

Children in Reception and Year 1 practice their Red Words. These are Common Exception Words – words that cannot be sounded out using their current phonic knowledge.

Children practice spelling these words through the **Say Spell Say** method:

- Say** the word while looking at it (he).
- Spell** the word while clapping each letter name (H-E, letter names, not the sounds they make).
- Say** the word while looking at it (he).

This is repeated 5 times.

he

he

she

she

is

is

to



The LSCWC Spelling Method

Children in Years 1-6 practice their spellings through the weekly **LSCWC** spelling method.

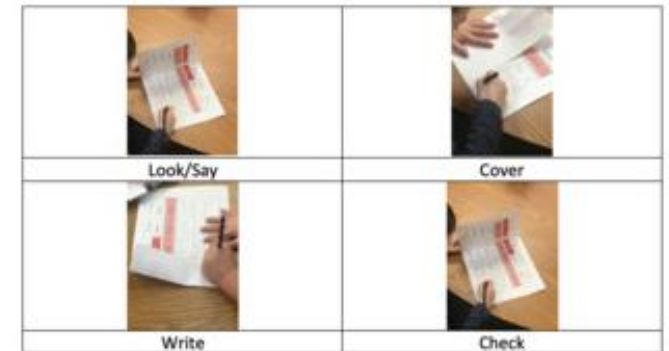
This stands for **Look, Say, Cover, Write, Check**. This technique is commonly used in primary education to help students improve their spelling skills.

The method involves:

- **Look** at the word and identify its parts.
- **Say** the word while looking at it.
- **Cover** the word with your hand or a piece of paper.
- **Write** the word down.
- **Check** your spelling by uncovering the word and comparing it with your written version.

This method encourages children to engage with the spelling process and reinforces their under

Examples of Students Completing Look, Say, Cover, Write, Check





Progression Overview Across School

Pre-School – Children are encouraged to play phonic games, which enable them to develop listening, recall, and memory skills (pre-spelling skills).

Reception – Children are taught to consolidate these skills, then begin to practice writing these GPCs (grapheme-phoneme correspondences) down to form words (spelling them independently). They also practice the **Say, Spell, Say** method to learn red words (words that cannot be spelt phonetically).

Year 1 – Children are taught to consolidate these skills. They also practice weekly spellings through the **LSCWC** method, enabling them to become more confident and independent when writing Y1 high-frequency words (spelling them independently).

Year 2 – Children are taught to consolidate these skills. They also practice weekly spellings through the **LSCWC** method, enabling them to become more confident and independent when writing Y2 high-frequency words (spelling them independently).

Year 3 – Children practice weekly spellings through the **LSCWC** method, enabling them to become more confident and independent when writing Y3 high-frequency words (spelling them independently).

Year 4 – Children practice weekly spellings through the **LSCWC** method, enabling them to become more confident and independent when writing Y4 high-frequency words (spelling them independently).

Year 5 – Children practice weekly spellings through the **LSCWC** method, enabling them to become more confident and independent when writing Y5 high-frequency words (spelling them independently).

Year 6 – Children practice weekly spellings through the **LSCWC** method, enabling them to become more confident and independent when writing Y6 high-frequency words (spelling them independently).

Tanfield Lea Community Primary School

Spelling Progression Document: Key Spelling Objectives by Term



Year Group	By the end of the autumn term all children should be able to...	By the end of the spring term all children should be able to...	By the end of the summer term all children should be able to...
Pre-School	I am beginning to join in memory games.	I am beginning to orally blend (Say it Fast) and segment (Break it Down) phonemes in words.	I am growing in confidence when orally blending (Say it Fast) and segmenting (Break it Down) phonemes in words.
Reception	I can confidently blend and segment phonemes in words, and I am beginning to write some green words (segmenting) and red words (Say, Spell, Say). Some words are correctly spelt.	I can confidently blend and segment phonemes in words, and I am beginning to write some green words (segmenting) and red words (Say, Spell, Say). These are mostly correctly spelt.	I can confidently blend and segment phonemes in words, and I am beginning to write some green words (segmenting) and red words (Say, Spell, Say). These are mostly correctly spelt.
Year 1	I can confidently blend and segment phonemes in words, and I can write some green and red words using the LSCWC method. Some Y1 words are correctly spelt.	I can confidently blend and segment phonemes in words, and I can write most green and red words using the LSCWC method. Some/many Y1 words are correctly spelt.	I can confidently blend and segment phonemes in words, and I can write most green and red words using the LSCWC method. Many Y1 words are correctly spelt.
Year 2	I am beginning to write some words using the LSCWC method. Some Y2 words are correctly spelt.	I am beginning to confidently write most green and red words using the LSCWC method. Some/many Y3 words are correctly spelt.	I can confidently write some green and red words using the LSCWC method. Many Y2 words are correctly spelt.
Year 3	I practice weekly spellings through the LSCWC method. I am beginning to write Y3 words with increased confidence and independence, some words are spelt correctly.	I practice weekly spellings through the LSCWC method. I can write Y3 words with increased confidence and independence, some/many words are spelt correctly.	I practice weekly spellings through the LSCWC method. I can write Y3 words with increased confidence and independence, many words are spelt correctly.
Year 4	I practice weekly spellings through the LSCWC method. I am beginning to write Y4 words with increased confidence and independence, some words are spelt correctly.	I practice weekly spellings through the LSCWC method. I can write Y4 words with increased confidence and independence, some/many words are spelt correctly.	I practice weekly spellings through the LSCWC method. I can write Y4 words with increased confidence and independence, many words are spelt correctly.
Year 5	I practice weekly spellings through the LSCWC method. I am beginning to write Y5 words with increased confidence and independence, some words are spelt correctly.	I practice weekly spellings through the LSCWC method. I can write Y5 words with increased confidence and independence, some/many words are spelt correctly.	I practice weekly spellings through the LSCWC method. I can write Y5 words with increased confidence and independence, many words are spelt correctly.
Year 6	I practice weekly spellings through the LSCWC method. I am beginning to write Y6 words with increased confidence and independence, some words are spelt correctly.	I practice weekly spellings through the LSCWC method. I can write Y6 words with increased confidence and independence, many words are spelt correctly.	I practice weekly spellings through the LSCWC method. I can write Y6 words with increased confidence and independence, most words are spelt correctly.

Tanfield Lea Community Primary School

Spelling Progression Document: **Weekly Timetable**



Class	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-School	Daily phonic activities	Daily phonic activities	Daily phonic activities	Daily phonic activities	Daily phonic activities
Reception	Daily phonic activities	Daily phonic activities	Daily phonic activities	Daily phonic activities	Daily phonic activities
Year 1	Daily phonic activities From previous week: Test Twinkl spellings and 1-3 words from Review spellings.	Daily phonic activities As previous practice	Daily phonic activities Introduce Review Spellings Activities to practice Twinkl spelling list.	Daily phonic activities practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.	Daily phonic activities practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.
Year 2	Daily spellings games and activities with the Jungle Club. From previous week: Test Twinkl spellings and 1-3 words from Review spellings.	Daily spellings games and activities with the Jungle Club. As previous practice	Daily spellings games and activities with the Jungle Club. Introduce review spellings Activities to practice Twinkl spelling list.	Daily spellings games and activities with the Jungle Club. practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.	Daily spellings games and activities with the Jungle Club. practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.
Year 3	From previous week: Test Twinkl spellings and 1-3 words from Review spellings.	As previous practice	Introduce review spellings Activities to practice Twinkl spelling list.	Practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.	Practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.
Year 4	From previous week: Test Twinkl spellings and 1-3 words from Review spellings.	As previous practice	Introduce review spellings Activities to practice Twinkl spelling list.	Practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.	Practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.
Year 5	From previous week: Test Twinkl spellings and 1-3 words from Review spellings.	As previous practice	Introduce review spellings Activities to practice Twinkl spelling list.	Practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.	Practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.
Year 6	From previous week: Test Twinkl spellings and 1-3 words from Review spellings.	As previous practice	Introduce review spellings Activities to practice Twinkl spelling list.	Practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.	Practice 1-3 words from the Review spellings. Activities to practice Twinkl spelling list.



Spelling (Literacy)

- I understand and use my ears for listening.
- I can make different sounds with my body and instruments.
- I listen and join in with rhymes and rhyming activities.
- I can play phoneme (sound) games, listening to the different phonemes in words.
- I am beginning to orally divide words into syllables.
- I can blend phonemes in some words (say it fast).
- I can segment some words into phonemes (break it down).



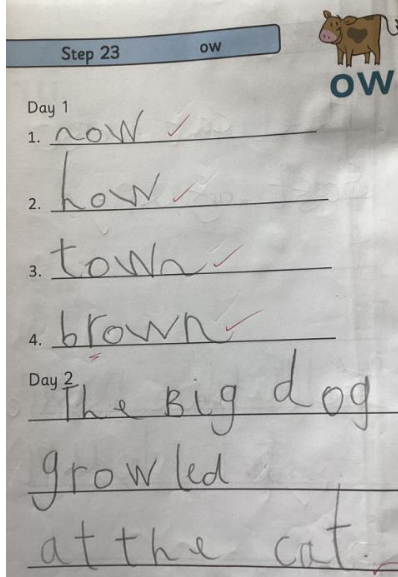
Tanfield Lea Community Primary School

Handwriting Progression Document Reception



Spelling (Literacy)

- I can orally divide words into syllables.
- I can blend phonemes in words
- I can segment words into phonemes.
- I can spell vc and cvc words by identifying phonemes in them and represent the phoneme with a letter or letters (GPCs).



Green words

Practises ee

need	green	trees
peeks	sweet	sleeping
see	sheep	
keen	reeds	

Red words

Previous red words

is	of	do
his	I	me
he	you	be
to	the	so

New red words

my	by
----	----





Spelling (English)

I can spell a range of vc and cvc words.

I can spell words with adjacent consonants. Eg
scrap, went, stamp, jump

I can spell some words ending in ff, ll, ss, zz, ck.

I can spell some words with the /ng/ sound

I can name all the letters of the alphabet.

I can spell some words with consonant digraphs
and some vowel digraphs/trigraphs

I can spell some alternative vowel phonemes
(/ay//ai//a_e/).

I can spell some words with ph and wh and words
in -y.

I can spell many of the Y1 CEW/HFW.

I can segment into syllables to divide words when
spelling.

I can spell some compound words.

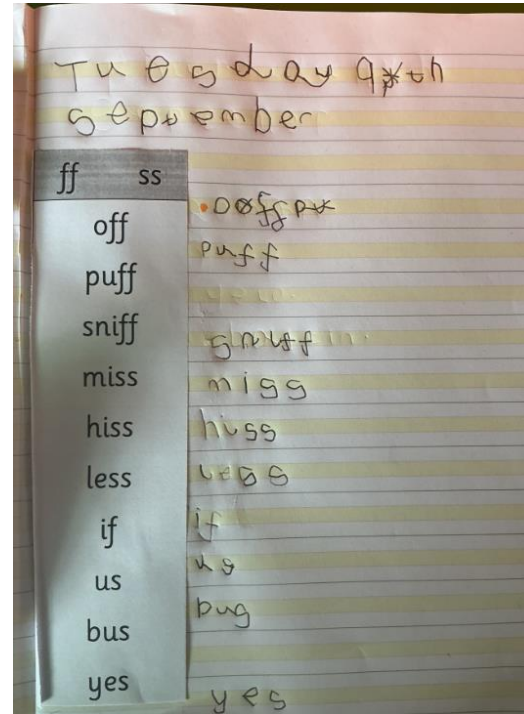
I can spell days of the week and numbers to 20.

I can spell some words ending in tch.

I am beginning to use the spelling rule for adding 's'
or 'es' for verbs in the 3rd person singular.

I am beginning to use -ing, -ed, -er, -est where no
change is needed to the root word.

I beginning to use the prefix un-



New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

Tanfield Lea Community Primary School

Spelling Progression Document: Year 1-Autumn



<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
off	well	me	right	food	car
puff	pull	she	bright	pool	start
sniff	full	we	light	moon	park
miss	wall	be	night	soon	arm
hiss	buzz	he	fright	zoo	garden
less	fizz	see	tight	book	artist
if	back	tree	high	took	star
us	stick	green	I	foot	are
bus	flick	meet	by	wood	were
yes	pal	week	my	good	our

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
rain	better	bank	now	girl	dear
wait	under	think	how	bird	hear
train	summer	honk	brown	shirt	beard
paid	winter	sunk	down	first	near
afraid	sister	wink	town	third	year
oil	rubber	bunk	out	turn	clear
join	her	sing	about	hurt	fear
coin	term	string	mouth	church	bear
point	verb	hang	sound	burst	wear
soil	person	long	you	burn	pear

Tanfield Lea Community Primary School

Spelling Progression Document: Year 1-Spring



<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
of	air	van	lie	sea	play
said	fair	vet	tie	dream	way
was	pair	visit	pie	meat	stay
has	hair	have	cried	each	today
come	chair	live	tried	scream	says
one	bare	give	dried	read	boy
once	dare	love	chief	head	toy
ask	care	glove	field	bread	enjoy
your	share	above	thief	meant	annoy
is	scared	nerve	shield	instead	royal

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
dolphin	blue	goal	saw	for	made
alphabet	clue	coach	draw	short	came
phonics	true	own	yawn	born	same
elephant	rescue	snow	crawl	horse	take
when	drew	grow	claw	morning	safe
where	new	toe	author	more	date
which	few	goes	August	score	lake
wheel	grew	go	dinosaur	before	these
while	flew	no	astronaut	wore	theme
white	threw	so	your	shore	complete

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Spelling Progression Document: Year 1-Summer



<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
five	June	Monday	very	Kent	chip
ride	rule	Tuesday	happy	sketch	chick
like	rude	Wednesday	funny	kit	catch
time	flute	Thursday	party	skin	fetch
side	use	Friday	family	frisky	kitchen
home	tube	Saturday	dizzy	skill	notch
those	tune	Sunday	smelly	risky	hutch
woke	huge	there	silly	kettle	rich
hope	cute	here	jolly	kilt	much
hole	cube	they	sunny	king	such

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
cats	unhappy	grander	hunting	football	I'm
dogs	undo	grandest	hunted	playground	I'll
spends	unload	fresher	hunter	farmyard	we'll
rocks	unfair	freshest	buzzing	bedroom	she'll
schools	unlock	quicker	buzzed	blackberry	you'll
friends	unwrap	quickest	buzzer	lighthouse	they'll
thanks	unzip	taller	jumping	sometimes	we're
catches	untidy	tallest	jumped	bathroom	you're
pushes	unwell	slower	jumper	classroom	he's
fetches	unkind	slowest	cracker	teatime	they're

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Spelling Progression Document Year 2

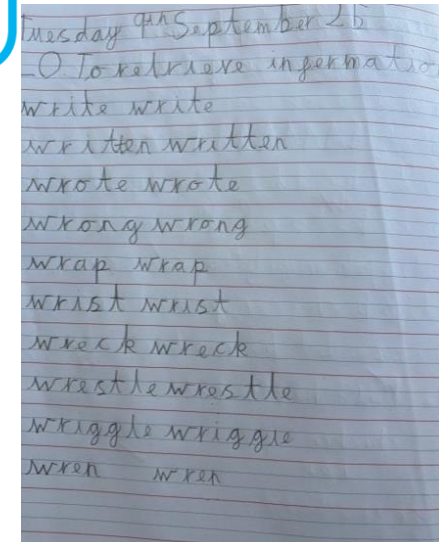


Spelling (English)

- I can spell some words with kn and gn at the beginning.
- I am beginning to use – ing, -ed, -er, -est where no change is needed to the root word.
- I can spell some words with wr at the beginning.
- I can spell some words with the /j/ sound - ge, dge, g.
- I can spell some word with the /s/ sound spelt c before e, l, y.
- I can add the endings -ing, -er, -est and -y to some words ending in e with a consonant before it.
- I can spell words with contractions.
- I can spell some words ending in -le, -el, -al and -il.
- I can add -ies to nouns and verbs ending in y.
- I can add the endings -ing, -er, -est and -y to words ending in y with a consonant before it.
- I can spell words with the suffix -ly and use it to turn adjectives into adverbs.
- I can many spell the Y2 CEW/HFW
- I can spell some words with alternatives spellings, including a few common homophones.
- I can add the endings -ing, -er, -est and -y to words of one syllable ending in a single letter after a short vowel.
- I can spell some longer words using suffixes such as 'ment', 'ness', 'ful', 'less'.
- I can spell some words ending in -tion.
- I can use my knowledge of spelling rules to narrow down possibilities for some accurate spelling.
- I am beginning to proof-read to check for errors in spelling, grammar and punctuation.

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	



Tanfield Lea Community Primary School

Spelling Progression Document Year 2-Autumn



<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
knock	write	race	badge	gem	door
know	written	ice	edge	giant	floor
knee	wrote	cell	bridge	magic	again
knitting	wrong	city	dodge	giraffe	wild
knife	wrap	fancy	fudge	energy	children
gnat	wrist	face	age	jacket	climb
gnaw	wreck	space	huge	jar	parents
gnash	wrestle	bicycle	change	jog	most
gnome	wriggle	cycle	charge	join	only
gnarled	wren	spicy	village	adjust	both

<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 10</u>	<u>Week 12</u>
table	camel	pencil	cry	flies	find
apple	tunnel	fossil	fly	tries	mind
bottle	squirrel	nostril	dry	replies	behind
little	travel	pupil	try	copies	old
middle	towel	metal	reply	babies	cold
able	tinsel	pedal	sly	carries	gold
wobble	bagel	capital	shy	cries	hold
multiple	hazel	hospital	terrify	dries	told
dazzle	vowel	animal	sky	marries	every
riddle	jewel	oval	multiply	families	everybody

Tanfield Lea Community Primary School

Spelling Progression Document Year 2-Spring



<u>Week 13</u>	<u>Week 14</u>	<u>Week 15</u>	<u>Week 16</u>	<u>Week 17</u>	<u>Week 18</u>
<i>copier</i>	<i>copying</i>	<i>hiking</i>	<i>patting</i>	<i>all</i>	<i>fast</i>
<i>copied</i>	<i>crying</i>	<i>hiked</i>	<i>patted</i>	<i>ball</i>	<i>last</i>
<i>happier</i>	<i>replying</i>	<i>hiker</i>	<i>humming</i>	<i>call</i>	<i>father</i>
<i>happiest</i>	<i>marrying</i>	<i>nicer</i>	<i>hummed</i>	<i>walk</i>	<i>class</i>
<i>cried</i>	<i>carrying</i>	<i>nicest</i>	<i>dropping</i>	<i>talk</i>	<i>grass</i>
<i>replied</i>	<i>flying</i>	<i>shiny</i>	<i>dropped</i>	<i>always</i>	<i>pass</i>
<i>tried</i>	<i>trying</i>	<i>being</i>	<i>sadder</i>	<i>small</i>	<i>plant</i>
<i>dried</i>	<i>drying</i>	<i>shining</i>	<i>saddest</i>	<i>wall</i>	<i>path</i>
<i>driest</i>	<i>skiing</i>	<i>scary</i>	<i>runner</i>	<i>fall</i>	<i>bath</i>
<i>funnier</i>	<i>taxiing</i>	<i>scaring</i>	<i>runny</i>	<i>altogether</i>	<i>people</i>

<u>Week 19</u>	<u>Week 20</u>	<u>Week 21</u>	<u>Week 21</u>	<u>Week 21</u>	<u>Week 24</u>
<i>other</i>	<i>key</i>	<i>want</i>	<i>word</i>	<i>television</i>	<i>even</i>
<i>mother</i>	<i>donkey</i>	<i>watch</i>	<i>work</i>	<i>treasure</i>	<i>break</i>
<i>brother</i>	<i>monkey</i>	<i>wander</i>	<i>worm</i>	<i>usual</i>	<i>steak</i>
<i>nothing</i>	<i>chimney</i>	<i>quantity</i>	<i>world</i>	<i>division</i>	<i>great</i>
<i>Monday</i>	<i>valley</i>	<i>squash</i>	<i>worth</i>	<i>vision</i>	<i>move</i>
<i>money</i>	<i>trolley</i>	<i>quality</i>	<i>worst</i>	<i>pleasure</i>	<i>prove</i>
<i>cover</i>	<i>turkey</i>	<i>squabble</i>	<i>war</i>	<i>measure</i>	<i>improve</i>
<i>honey</i>	<i>hockey</i>	<i>squad</i>	<i>warm</i>	<i>occasion</i>	<i>sure</i>
<i>discover</i>	<i>parsley</i>	<i>quad</i>	<i>towards</i>	<i>usually</i>	<i>sugar</i>
<i>wonder</i>	<i>journey</i>	<i>quarrel</i>	<i>ward</i>	<i>leisure</i>	<i>eye</i>

Tanfield Lea Community Primary School

Spelling Progression Document Year 2-Summer



<u>Week 25</u>	<u>Week 26</u>	<u>Week 27</u>	<u>Week 28</u>	<u>Week 29</u>	<u>Week 30</u>
enjoyment	badly	station	can't	Megan's	any
sadness	hopeless	fiction	didn't	Ravi's	many
careful	penniless	motion	hasn't	the girl's	clothes
playful	happily	national	couldn't	the child's	water
plainness	lovely	section	it's	the man's	pretty
argument	joyless	addition	wouldn't	the woman's	Christmas
merriment	slowly	subtraction	shouldn't	the school's	beautiful
happiness	quickly	potion	wasn't	a dog's	busy
plentiful	careless	option	Mr	a teacher's	poor
cheerful	fearless	introduction	Mrs	a postman's	kind

<u>Week 31</u>	<u>Week 32</u>	<u>Week 33</u>	<u>Week 34</u>	<u>Week 35</u>	<u>Week 36</u>
there	be	night	January	November	who
their	bee	knight	February	December	why
they're	quite	blue	March	after	what
here	quiet	blew	April	past	how
hear	bare	hole	May	hour	which
see	bear	whole	June	half	where
sea	one	because	July	minute	when
to	won	so	August	quarter	adjective
too	son	that	September	month	adverb
two	sun	or	October	second	verb



Spelling (English)

I can spell some words with the /ai sound spelt ei, eigh, or ey.

I can spell some words containing the /u/ sound spelt ou.

I am beginning to add suffixes beginning with vowel letters to words of more than one syllable.

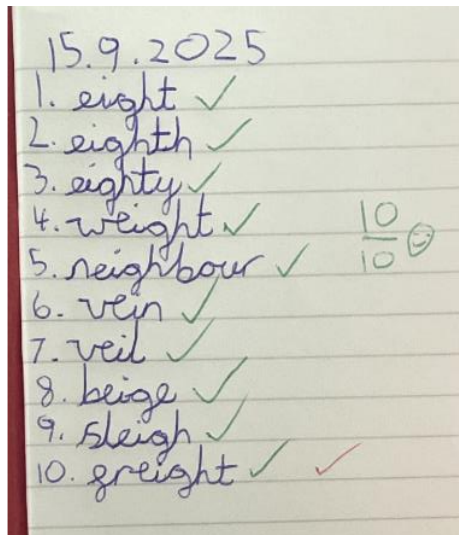
I can spell some words with the /i/ sound spelt y, not just when positioned at the end of words I can use the possessive apostrophe with regular plural words.

I am beginning to use the prefixes un-, dis-, mis-, in-, im-, il-, ir-

I am beginning to use the prefixes re-, sub-, inter-, super-, anti-, auto

I can spell many words from the Y3/4 word list.

I can spell some words which are in a family correctly, eg. solve, solution, solver.



Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Tanfield Lea Community Primary School

Spelling Progression Document Year 3-Autumn



Week 1 Words with the long /ai/ sound spelt with ei	Week 2 Words with the long /ai/ sound spelt with ey	Week 3 Words with the long /ai/ sound spelt with ai	Week 4 Words with /ur/ sound spelt with ear	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones
eight	hey	straight	earth	here	berry
eighth	they	campaign	early	hear	bury
eighty	obey	contain	learn	heel	brake
weight	grey	brain	heard	heal	break
neighbour	prey	faint	earn	main	meet
vein	whey	waist	pearl	mane	meat
veil	survey	claim	search	mail	ball
beige	convey	praise	unearth	male	bawl
sleigh	disobey	complaint	earl	knot	fair
freight	purvey	afraid	rehearse	not	fare

Week 1 Creating adverbs using the suffix -ly (no change to root word)	Week 2 Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Week 3 Creating adverbs using the suffix -ly (root word ends in 'le')	Week 4 Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Week 5 Creating adverbs using the suffix -ly (exceptions to the rules)	Week 6 Statutory Spelling Challenge Words
kindly	happily	gently	basically	truly	believe
quickly	angrily	simply	frantically	duly	appear
safely	lazily	humbly	dramatically	wholly	often
rudely	easily	nobly	magically	fully	group
sweetly	busily	horribly	tragically	daily	breath
strongly	greedily	terribly	comically	publicly	continue
bravely	messily	possibly	actually	dryly	arrive
secretly	wearily	incredibly	accidentally	styly	women
finally	cheekily	comfortably	occasionally	shyly	describe
usually	clumsily	probably	eventually	cooly	height

Tanfield Lea Community Primary School

Spelling Progression Document Year 3-Spring



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	Creating negative meanings using prefix mis-	Creating negative meanings using prefix dis-	Words with a /k/ sound spelt with 'ch'
myth	gardener	forgetting	misspell	dislike	scheme
gym	gardening	forgotten	mislead	disobey	chorus
Egypt	limited	beginning	mistreat	discolour	echo
pyramid	limiting	beginner	misbehave	discover	character
mystery	offering	preferred	mistrust	disappear	ache
hymn	offered	preferring	misprint	dishonest	chaos
system	benefited	occurred	misuse	disallow	stomach
symbol	benefiting	occurring	misplace	disbelieve	chemistry
lyric	focused	forbidden	misheard	disapprove	orchestra
typical	focusing	committed	misread	discontinue	technology

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Homophones & near homophones	Homophones & near homophones	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Words with a /sh/ sound spelt with 'ch'	Statutory Spellings Challenge Words
grate	scent	bicycle	league	chef	address
great	sent	biplane	plague	chalet	busy
grown	vain	bisect	rogue	machine	business
groan	vein	bilingual	vague	brochure	heart
plain	rode	biannual	fatigue	crochet	fruit
plane	road	reappear	unique	ricochet	breathe
peace	steel	redecorate	antique	parachute	strange
piece	steal	reapply	mosque	moustache	complete
rain	waist	repay	cheque	champagne	extreme
reign	waste	rebuild	technique	chute	forwards

Tanfield Lea Community Primary School

Spelling Progression Document Year 3-Summer



Week 1 Words ending in -ary	Week 2 Words with a short /u/ sound spelt with 'o'	Week 3 Words with a short /u/ sound spelt with 'ou'	Week 4 Word families based on common words, showing how words are related in form and meaning.	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Word families based on common words, showing how words are related in form and meaning
library	woman	enough	instruct	scope	press
February	wonder	young	structure	telescope	suppress
dictionary	month	touch	construction	microscope	express
boundary	govern	double	instruction	horoscope	compress
salary	brother	trouble	instructor	periscope	impress
summary	another	country	unit	inspect	prevent
primary	shovel	courage	union	spectator	invent
secondary	above	rough	united	respect	venture
ordinary	Monday	tough	universe	perspective	adventure
necessary	discover	cousin	university	spectacles	eventful

Week 1 Words ending in the suffix -al	Week 2 Words ending with an /zhuh/ sound spelt with 'sure'	Week 3 Words ending with a /chuh/ sound spelt with 'ture'	Week 4 Words ending with a /chuh/ sound spelt as 'ture'	Week 5 Silent Letters Revision	Week 6 Silent Letters Revision
natural	treasure	creature	lecture	island	build
occasional	measure	picture	literature	answer	guide
actual	pleasure	nature	fracture	write	guard
accidental	enclosure	furniture	miniature	wrapper	wheat
medical	closure	capture	mixture	knife	whale
national	leisure	culture	puncture	knock	honest
capital	exposure	moisture	sculpture	thumb	whirl
vocal	pressure	future	signature	doubt	gnome
sensational	composure	gesture	temperature	half	gnaw
personal	fissure	structure	texture	calm	surprise



Spelling (English)

I can use the suffixes: -ly, -ation, -ous, on most occasions.

I can spell some words with endings sounding/shun/: -tion, -sion, -ssion, -cian

I can spell some words ending with -sure and -ture

I can spell some words with the /k/ sound spelt ch.

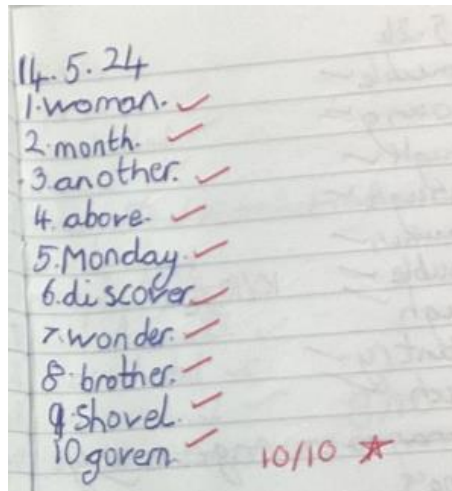
I can spell some words with the /sh/ sound spelt ch

I can spell some words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que.

I can spell some words with the/s/ sound spelt sc

I can use possessive apostrophes with irregular plurals.

I can spell many words from the Y3/4 word list.



Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Tanfield Lea Community Primary School

Spelling Progression Document Year 4-Autumn



Week 1 Words with /aw/ spelt with augh and au	Week 2 Adding the prefix in- (meaning 'not' or 'into')	Week 3 Adding the prefix im- (before a root word starting with 'm' or 'p')	Week 4 Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Week 5 Homophones & near homophones	Week 6 Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')
caught	inactive	immature	illegal	medal	division
naughty	incorrect	immeasurable	illegible	meddle	invasion
taught	inaccurate	impossible	illogical	missed	confusion
daughter	insecure	immortal	illiterate	mist	decision
autumn	indefinite	imperfect	illicit	scene	collision
clause	incomplete	impatient	irregular	seen	television
cause	infinite	immovable	irrelevant	board	revision
astronaut	inedible	impolite	irresponsible	bored	erosion
applaud	inability	important	irrational	which	inclusion
author	indecisive	improper	irresistible	witch	explosion

Week 1 Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Week 2 Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Week 3 Words with a / shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Week 4 Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Week 5 Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Week 6 Statutory Spellings Challenge Words
expansion	expression	invention	musician	though	interest
extension	discussion	injection	politician	although	experiment
comprehension	confession	action	electrician	dough	potatoes
tension	permission	question	magician	through	favourite
corrosion	admission	mention	mathematician	breakthrough	imagine
supervision	transmission	attraction	dietician	thought	material
fusion	possession	translation	statistician	bought	promise
conclusion	profession	devotion	technician	brought	opposite
persuasion	depression	position	clinician	fought	minute
suspension	impression	solution	beautician	ought	increase

Tanfield Lea Community Primary School

Spelling Progression Document Year 4-Spring



Week 1 Homophones & near homophones	Week 2 Homophones & near homophones	Week 3 Nouns ending in the suffix -ation	Week 4 Nouns ending in the suffix -ation	Week 5 Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Week 6 Plural Possessive Apostrophes with plural words
accept	cereal	information	creation	submerge	girls'
except	serial	adoration	radiation	subheading	boys'
affect	check	sensation	indication	submarine	babies'
effect	cheque	preparation	ventilation	subordinate	parents'
aloud	through	education	relegation	subway	teachers'
allowed	threw	location	dedication	superman	women's
weather	draft	exaggeration	demonstration	supervise	men's
whether	draught	concentration	abbreviation	supersede	children's
whose	stares	imagination	translation	superpower	people's
who's	stairs	organisation	vibration	superhuman	mice's

✱

Week 1 Words with the /s/ sound spelt with 'sc'	Week 2 Words with a 'soft c' spelt with 'ce'	Week 3 Words with a 'soft c' spelt with 'ci'	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spellings Challenge Words
science	centre	circle	phone	solve	length
crescent	century	decide	phonics	solution	strength
discipline	certain	medicine	microphone	insoluble	purpose
fascinate	recent	exercise	telephone	dissolve	history
scent	experience	special	homophone	solvent	different
scissors	sentence	cinema	real	sign	difficult
ascent	notice	decimal	reality	signature	separate
descent	celebrate	accident	realistic	assign	suppose
scientist	ceremony	city	unreal	design	therefore
scenery	certificate	citizen	realisation	signal	knowledge

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Tanfield Lea Community Primary School

Spelling Progression Document Year 4-Summer



Week 1 Adding the prefix inter- (meaning 'between' or 'among')	Week 2 Adding the prefix anti- (meaning 'against')	Week 3 Adding the prefix auto- (meaning 'self' or 'own')	Week 4 Adding the prefix ex- (meaning 'out')	Week 5 Adding the prefix non- (meaning 'not')	Week 6 Words ending in -ar/ -er
interact	antiseptic	autograph	exit	non-stick	calendar
interfere	anticlockwise	autobiography	extend	non-stop	grammar
intercity	antisocial	automatic	explode	non-starter	regular
international	antidote	autofocus	excursion	non-smoker	particular
intermediate	antibiotic	autocorrect	exchange	nonsense	peculiar
internet	antivenom	autopilot	export	non-fiction	popular
intergalactic	anti-ageing	autopsy	exclaim	non-drip	consider
interrupt	antifreeze	automobile	expel	non-violent	remember
intervene	antiperspirant	autonomy	external	non-profit	quarter
interlude	antigravity	autocue	exterior	non-believer	integer

Week 1 Adding the suffix -ous (No change to root word)	Week 2 Adding the suffix -ous (No definitive root word)	Week 3 Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Week 4 Adding the suffix- ous (Words ending in 'e' drop the 'e' but not 'ge')	Week 5 Adverbials of frequency and possibility	Week 6 Adverbials of manner
dangerous	tremendous	various	famous	regularly	awkwardly
poisonous	enormous	furious	nervous	occasionally	frantically
mountainous	jealous	glorious	ridiculous	frequently	curiously
joyous	serious	victorious	carnivorous	usually	obediently
synonymous	hideous	mysterious	herbivorous	rarely	carefully
hazardous	fabulous	humorous	porous	perhaps	rapidly
riotous	curious	glamorous	adventurous	maybe	unexpectedly
perilous	anxious	vigorous	courageous	certainly	deliberately
momentous	obvious	odorous	outrageous	possibly	hurriedly
scandalous	gorgeous	rigorous	advantageous	probably	reluctantly



Spelling (English)

I can spell words containing the letter string 'ough' I can use a thesaurus to locate a variety of synonyms.

I can use a range of spelling strategies.

I can spell words with the /ee/ sound spelt ei after c

I can convert nouns or adjectives into verbs using suffixes eg. -ate, -is, -ify I

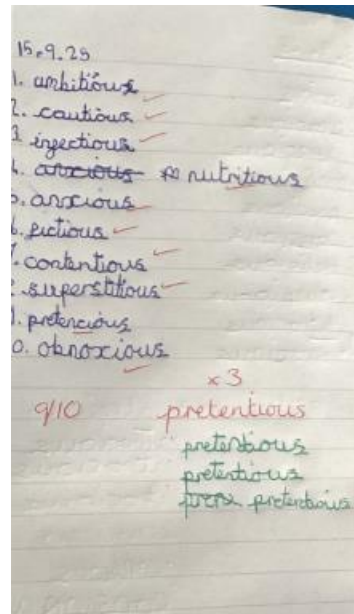
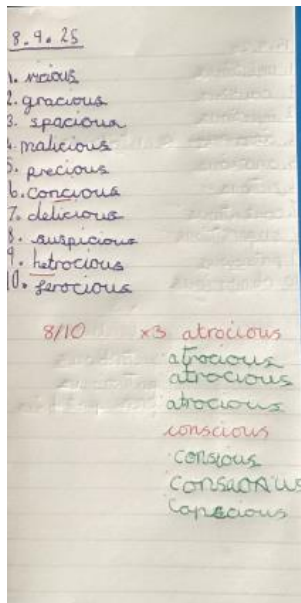
can spell verbs with prefixes eg. dis-, de-, mis-, over-, and re- I can spell

words ending in -able and -ible I can spell words ending in -ably and -ibly

I can spell many words from the Y5/6 word list.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	



Tanfield Lea Community Primary School

Spelling Progression Document Year 5-Autumn



Week 1 Words with endings that sound like /shuhs/ spelt with -cious	Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious	Week 3 Words with the short vowel sound /i/ spelt with y	Week 4 Words with the long vowel sound /i/ spelt with y	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones
vicious	ambitious	symbol	apply	past	farther
gracious	cautious	mystery	supply	passed	father
spacious	fictitious	lyrics	identify	proceed	guessed
malicious	infectious	oxygen	occupy	precede	guest
precious	nutritious	symptom	multiply	aisle	heard
conscious	contentious	physical	rhyme	isle	herd
delicious	superstitious	system	cycle	aloud	led
suspicious	pretentious	typical	python	allowed	lead
atrocious	anxious	crystal	hygiene	affect	mourning
ferocious	obnoxious	rhythm	hyphen	effect	morning

Week 1 Words with 'silent' letters	Week 2 Words with 'silent' letters	Week 3 Modal verbs	Week 4 Words ending in 'ment'	Week 5 Adverbs of possibility and frequency	Week 6 Statutory Spelling Challenge Words
doubt	wrestle	can	equipment	certainly	vegetable
lamb	wrapper	could	environment	definitely	vehicle
debt	island	may	government	possibly	bruise
thumb	aisle	might	parliament	perhaps	soldier
solemn	debris	must	enjoyment	probably	stomach
autumn	mortgage	shall	document	frequently	recommend
column	castle	should	management	often	leisure
knight	yacht	will	movement	occasionally	privilege
knuckle	guarantee	would	replacement	rarely	occur
knot	guilty	ought	statement	always	neighbour

Tanfield Lea Community Primary School

Spelling Progression Document Year 5-Spring



Week 1 Creating nouns using -ity suffix	Week 2 Creating nouns using -ness suffix	Week 3 Creating nouns using -ship suffix	Week 4 Homophones & Near Homophones	Week 5 Homophones & Near Homophones	Week 6 Homophones & Near Homophones
community	happiness	membership	stationary	alter	principal
curiosity	hardness	ownership	stationery	altar	principle
ability	madness	partnership	steal	ascent	profit
visibility	nastiness	dictatorship	steel	assent	prophet
captivity	silliness	championship	wary	bridal	descent
activity	tidiness	craftsmanship	weary	bridle	dissent
eternity	childishness	fellowship	who's	cereal	desert
flexibility	willingness	apprenticeship	whose	serial	dessert
possibility	carelessness	citizenship	fate	compliment	draft
sensitivity	foolishness	sponsorship	fete	complement	draught

Week 1 Words with an /or/ sound spelt 'or'	Week 2 Words with /or/ sound spelt 'au'	Week 3 Convert nouns or adjectives into verbs using the suffix -ate	Week 4 Convert nouns or adjectives into verbs using the suffix -ise	Week 5 Convert nouns or adjectives into verbs using the suffix -ify	Week 6 Convert nouns or adjectives into verbs using the suffix -en
forty	pause	pollinate	criticise	amplify	blacken
scorch	cause	captivate	advertise	solidify	brighten
absorb	sauce	activate	capitalise	signify	flatten
decorate	fraud	motivate	finalise	falsify	lengthen
afford	launch	communicate	equalise	glorify	mistaken
enormous	author	medicate	fertilise	notify	straighten
category	August	elaborate	terrorise	testify	shorten
tornado	applaud	hyphenate	socialise	purify	thicken
according	astronaut	alienate	visualise	intensify	tighten
opportunity	restaurant	validate	vandalise	classify	toughen

Tanfield Lea Community Primary School

Spelling Progression Document Year 5-Summer



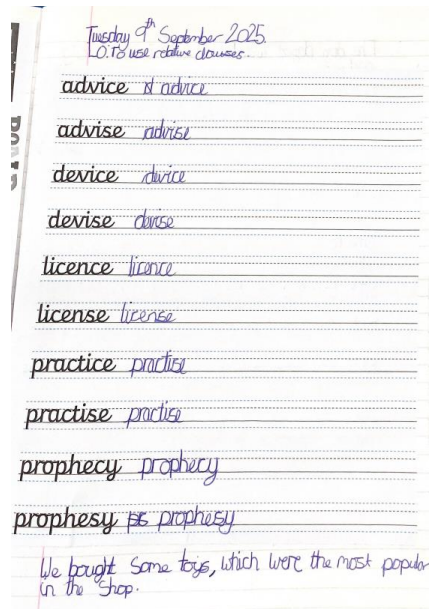
Week 1 Words containing the letter string 'ough'	Week 2 Words containing the letter string 'ough'	Week 3 Adverbials of time	Week 4 Adverbials of place	Week 5 Words with an /ear/ sound spelt 'ere'	Week 6 Statutory Spelling Challenge Words
though	plough	yesterday	nearby	sincere	amateur
although	bough	tomorrow	everywhere	interfere	ancient
dough	drought	later	nowhere	sphere	bargain
doughnut	brought	immediately	inside	adhere	muscle
through	bought	earlier	downstairs	severe	queue
cough	wrought	eventually	outside	persevere	recognise
trough	thought	recently	upstairs	atmosphere	twelfth
rough	ought	previously	underneath	mere	identity
tough	borough	finally	behind	hemisphere	develop
enough	thorough	lately	somewhere	austere	harass

Week 1 Unstressed vowels in polysyllabic words	Week 2 Adding verb prefixes de- and re-	Week 3 Adding verb prefix over-	Week 4 Convert nouns or verbs into adjectives using suffix -ful	Week 5 Convert nouns or verbs into adjectives using suffix -ive	Week 6 Convert nouns or verbs into adjectives using suffix -al
definite	deflate	overthrow	boastful	attractive	musical
desperate	deform	overturn	faithful	creative	political
literate	decode	overslept	doubtful	addictive	accidental
secretary	decompose	overcook	fearful	assertive	mathematical
stationary	defuse	overreact	thankful	abusive	functional
dictionary	recycle	overestimate	beautiful	co-operative	tropical
Wednesday	rebuild	overuse	pitiful	exhaustive	professional
familiar	rewrite	overpaid	plentiful	appreciative	central
original	replace	overlook	fanciful	offensive	global
animal	revisit	overbalance	merciful	expressive	industrial



Spelling (English)

- I can spell some words with the ending /shus/ spelt '-cious' or '-tious'
- I can spell some words with the ending /shul/ spelt '-cial' '-tial'
- I can spell some words with the endings -ant, -ance/-ancy, -ent, -ence/-ency
- I can add suffixes beginning with vowel letters to words ending in '-fer'
- I can spell some words with silent letters
- I can spell most of the words from the Y5/6 word list.
- I use a range of spelling strategies (see Y5/6 Spelling lists).



Year 5 and 6 Statutory Spellings

accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

Tanfield Lea Community Primary School

Spelling Progression Document Year 6-Autumn



Week 1 Ambitious Synonyms: Adjectives	Week 2 Homophones & near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Week 3 Adjectives ending in -ant into nouns ending in -ance/ -ancy	Week 4 Adjectives ending in -ent into nouns ending in -ence/ -ency	Week 5 Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.	Week 6 Hyphens: To join compound adjectives to avoid ambiguity
aggressive	advice	observant	innocent	co-operate	man-eating
hostile	advise	observance	innocence	co-ordinate	little-used
awkward	device	expectant	decent	co-own	rock-bottom
obstinate	devise	expectancy	decency	co-author	wide-eyed
desperate	licence	hesitant	excellent	re-enter	pig-headed
frantic	license	hesitancy	excellence	re-educate	tight-fisted
disastrous	practice	tolerant	confident	re-examine	cold-hearted
calamitous	practise	tolerance	confidence	re-evaluate	stone-faced
marvellous	prophecy	relevant	existent	re-energise	green-eyed
spectacular	prophesy	relevance	existence	re-elect	short-tempered

Week 1 Words ending in -able	Week 2 Words ending in -able	Week 3 Words ending in -ably	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Creating diminutives using prefixes micro- or mini-
applicable	adorable	adorably	temperature	suggest	minibus
tolerable	valuable	valuably	temper	digest	miniskirt
operable	advisable	believably	temperament	congestion	minicam
considerable	believable	considerably	tempered	gesture	minibeast
dependable	desirable	tolerably	variety	gestation	minicab
comfortable	excitable	changeably	vary	lightning	minimum
reasonable	knowledgeable	noticeably	variation	daylight	microscope
perishable	likeable	dependably	varied	enlighten	microchip
breakable	changeable	comfortably	variable	twilight	microphone
fashionable	noticeable	reasonably	variance	limelight	microwave

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Spelling Progression Document Year 6-Spring



Week 1 Adding suffixes beginning with vowel letters to words ending in -fer	Week 2 Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Week 3 Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spelling Challenge Words
referring	siege	deceive	commit	interrupt	attached
referred	niece	conceive	committee	interfere	available
referral	grief	receive	transmit	intercept	average
reference	chief	perceive	submit	interject	competition
referee	fiend	ceiling	commitment	intertwine	conscience
preferring	shriek	receipt	emit	interim	controversy
preferred	believe	protein	permit	internal	correspond
preference	achieve	caffeine	intermittent	intersperse	embarrass
transferring	convenience	seize	omit	interloper	especially
transference	mischievous	neither	unremitting	interest	exaggerate

Week 1 Words with endings which sound like /shuhl/ after a vowel letter	Week 2 Words with endings which sound like /shuhl/ after a consonant letter	Week 3 Words with a 'soft c' spelt /ce/	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spelling Challenge Words
official	partial	cemetery	accommodate	signature	foreign
special	confidential	certificate	accompany	assign	apparent
artificial	essential	celebrate	access	design	appreciate
social	substantial	necessary	accuse	designate	persuade
racial	torrential	deceased	accost	significant	individual
crucial	sequential	December	accrue	resignation	language
facial	potential	sacrifice	accuracy	resign	sufficient
beneficial	spatial	hindrance	accomplish	insignificant	determined
superficial	martial	nuisance	accumulate	assignment	explanation
antisocial	influential	prejudice	accentuate	signal	pronunciation

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Spelling Progression Document Year 6-Summer



Week 1 Word families based on common words, showing how words are related in form and meaning	Week 2 Words that can be nouns and verbs	Week 3 Words that can be nouns and verbs	Week 4 Words with a long /o/ sound spelt 'ou' or 'ow'	Week 5 Words ending in -ible	Week 6 Words ending in -ibly
programme	challenge	produce	shoulder	possible	possibly
telegram	protest	present	smoulder	horrible	horribly
hologram	broadcast	reason	mould	terrible	terribly
diagram	benefit	silence	poultry	visible	visibly
grammar	charge	support	soul	incredible	incredibly
grammatical	function	transport	shallow	sensible	sensibly
parallelogram	influence	surprise	window	forcible	forcibly
monogram	interest	scratch	blown	legible	legibly
programmer	object	freeze	known	responsible	responsibly
program	damage	balance	thrown	reversible	reversibly

Week 1 Synonyms & Antonyms	Week 2 Synonyms & Antonyms	Week 3 Synonyms & Antonyms	Week 4 Synonyms & Antonyms	Week 5 Synonyms & Antonyms	Week 6 Synonyms & Antonyms
bellowed	immense	ecstatic	deafening	scorching	ambled
screched	vast	jovial	piercing	searing	tottered
squealed	gigantic	exultant	blaring	sizzling	strolled
shrieked	gargantuan	elated	ear-piercing	blistering	staggered
squawked	mammoth	delighted	raucous	sweltering	sauntered
whispered	miniature	despondent	silent	chilly	sprinted
murmured	minuscule	forlorn	tranquil	frozen	raced
breathed	insignificant	dejected	inaudible	arctic	darted
sighed	microscopic	woeful	unobtrusive	bitter	dashed
muttered	petite	dismal	peaceful	wintery	galloped



Parents/Carers Guide to Supporting Children's Development with Spelling at Home.

Support children with their home learning:

- Familiarise yourself with the **Spelling Policy** and the methods used in school to support spelling (these can be found in your child's organiser), including the **LSCWC** spelling method.
- Encourage and praise your child/ren even when they find this tricky. Keep trying!

Play spelling games:

- When walking or driving to school, or at home, play spelling games such as **I-Spy**, clapping sounds in words and syllables (divide words into sounds like c/a/t or syllables/chunks, e.g., "remember" can be chunked into re/mem/ber and then blended back together).
- Sing Mnemonics:** A mnemonic is simply a memory trick to remember something. This may involve using a letter string, rhyme, visual image, or even a song to help spell a word. If a child creates their own mnemonic, they are more likely to remember it!

Word families:

- Make links between words and their roots. For example:
 - **sign, signature, signal**
 - **create, creator, creative**
- Challenge your child to find as many words as they can with the same root.

Using a dictionary:

It is vital that children become familiar with dictionaries as soon as they are able.

- Choose a random word and race your child to find it in a dictionary (you will need two copies!).
- Give your child the meaning of a word. Can they find the correct word and use it in a sentence?
- Challenge your child to give you the word class (noun, verb, adjective, etc.) of a word.





Links to the English Statutory Curriculum:

Early Years:

[EYFS statutory framework for group and school-based providers](#)

National Curriculum in England: English programmes of study:

[National curriculum in England: English programmes of study - GOV.UK](#)

National Curriculum in England: English programmes of study: key stage 1 and 2

[English programmes of study: key stages 1 and 2](#)

English appendix 1: spelling:

[The national curriculum in England - English Appendix 1: Spelling](#)