



NEW NATIONAL CURRICULUM

SUBJECT AREA: Spelling

End of year expectations:
Year 1
Words containing each of the 40+ phonemes already taught <ul style="list-style-type: none">• common exception words• the days of the week Name the letters of the alphabet: <ul style="list-style-type: none">• naming the letters of the alphabet in order• using letter names to distinguish between alternative spellings of the same sound• add prefixes and suffixes:• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs• using the prefix un–• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
End of year expectations:
Year 2
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly <ul style="list-style-type: none">• learning new ways of spelling phonemes for which one or more spellings are already known Learn some words with each spelling, including a few common homophones <ul style="list-style-type: none">• learning to spell common exception words• learning to spell more words with contracted forms• learning the possessive apostrophe (singular) [for example, the girl’s book]• distinguishing between homophones and near-homophones• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
End of year expectations:
Year 3
<ul style="list-style-type: none">• Develop a range of personal strategies for learning new and irregular words• Develop a range of personal strategies for spelling at the point of composition• Develop a range of strategies for checking and proof reading spellings after writing• Use further prefixes and suffixes and understand how to add them spell further homophones• Spell words that are often misspelt• Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]• Use the first two or three letters of a word to check its spelling in a dictionary• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far• Proof-read for spelling error
End of year expectations:
Year 4
<ul style="list-style-type: none">• Develop a range of personal strategies for learning new and irregular words• Develop a range of personal strategies for spelling at the point of composition• Develop a range of strategies for checking and proof reading spellings after writing

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Proof-read for spelling error

End of year expectations:

Year 5

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proof reading spellings after writing
- Use further prefixes and suffixes and understand the guidance for adding them
 - Spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn]
 - Continue to distinguish between homophones and other words which are often confused
 - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
 - Use dictionaries to check the spelling and meaning of words
 - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - Use a thesaurus
 - Proof-read for spelling errors

End of year expectations:

Year 6

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proof reading spellings after writing
 - Use further prefixes and suffixes and understand the guidance for adding them
 - Spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn]
 - Continue to distinguish between homophones and other words which are often confused
 - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
 - Use dictionaries to check the spelling and meaning of words
 - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - Use a thesaurus