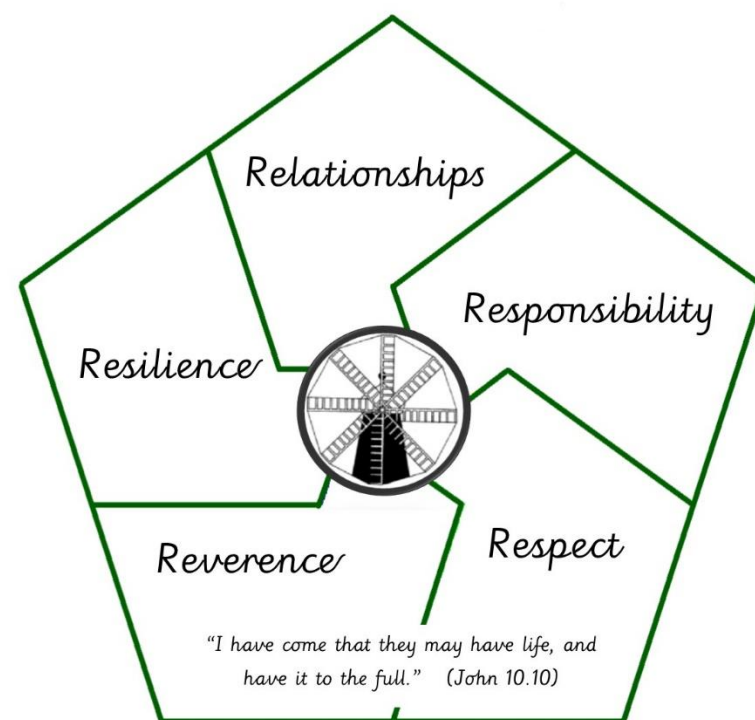
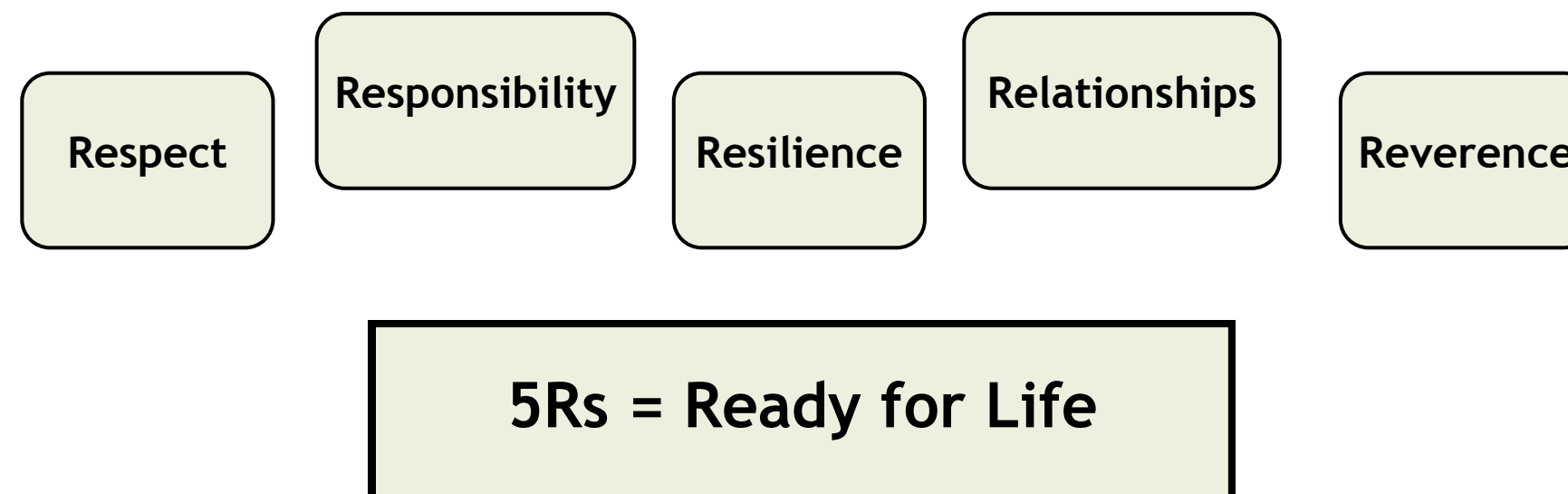


Heckington St. Andrew's

Spelling, Grammar and Punctuation Progression Document

September 2019

The Heckington Way



At Heckington St Andrew's **nothing but the best is good enough AND together we can always be better.**

CURRICULUM INTENT FOR Spelling, Grammar and Punctuation

The vision for Grammar, Spelling and Punctuation at Heckington St. Andrew's Primary School:

We believe spelling is a key life skill and, as such, we want our children to be competent and confident spellers.	We use the National Curriculum guidelines in order to develop our spelling, grammar and punctuation curriculum.	We use Read, Write, Inc. to teach phonics and early spelling in Reception and Key Stage 1 and No Nonsense Spelling from Year 2 upwards.	We acknowledge that grammar and punctuation may need to be taught discretely but children are always given opportunities to apply their knowledge.
We are committed to teaching grammar, spelling and punctuation as an integral part of the writing process.	We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to apply their spelling, grammar and punctuation knowledge in a range of contexts.	We ensure that we catch pupils who are falling behind with their spelling, grammar or punctuation knowledge and use appropriate interventions (such as Word Wasp).	

We have identified the essential skills (the basics) that children need to become confident with which help to unlock learning and progress and these are highlighted in green.

PUNCTUATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I can use a capital letter for the start of a sentence. • I can use a full stop for the end of a sentence. 	<ul style="list-style-type: none"> • I can use a capital letter for the start of a sentence. • I can use a capital letter for the personal pronoun "I". • I can use a capital letter for personal titles (e.g. Mr, Mrs) • I can use a capital letter for the names of people and places. • I can use a capital letter for the days of the week. • I can use a full stop for ending sentences. • I can use question marks for questions (what, why, when, where, how). • I know what an exclamation mark is and how it might be used. • I can separate words using appropriate spaces. • I can use the terms: , capital letter, full stop, question mark, exclamation mark and punctuation. 	<ul style="list-style-type: none"> • I can correctly and consistently use a capital letter at the beginning of sentences. • I can use a capital letter for personal titles, headings, book titles. • I can correctly and consistently use full stops to show where a sentence ends. • I can correctly and consistently use question marks to demarcate sentences (who, when, how, what, where, which) • I can correctly and consistently use exclamation marks to demarcate sentences (e.g. to show surprise, anger or to give an order). • I can use commas to separate items in a list. • I can use a comma to take a breath when reading. • I know that an apostrophe can mark where letters are missing. • I can use apostrophes to mark omissions. • I understand what speech marks are and can identify them when reading. • I can use the terms apostrophe and comma. 	<ul style="list-style-type: none"> • I can accurately punctuate sentences with capital letters. • I can accurately punctuate sentences with full stops. • I can accurately punctuate sentences with question marks. • I can accurately punctuate sentences with exclamation marks. • I can use a capital letter for most proper nouns. • I can use a comma to make meaning clearer within a sentence. • I can identify and use the term "direct speech" when I am talking about my reading or writing. • I can use inverted commas to punctuate direct speech. • I can use a capital letter to mark the start of direct speech • I can use the correct punctuation to separate the spoken word and the rest of the sentence. • I know that a capital letter should be used for each line of a poem. • I can shorten words using an apostrophe for contraction (I'll, don't). • I can use the possessive apostrophe in words with regular plurals. 	<ul style="list-style-type: none"> • I can use commas to mark clauses in sentences. • I can use commas after fronted adverbials. • I can identify common punctuation marks: semi-colon. • I can identify common punctuation marks: colon. • I can identify common punctuation marks: dashes. • I can identify common punctuation marks: hyphens. • I can identify common punctuation marks: speech marks (inverted commas). • I can use apostrophes to mark singular and plural possession. • I can distinguish between the plural and possessive "s". • I can distinguish between the apostrophe for contraction and possession. • I can use inverted commas accurately to demarcate direct speech and some dialogue. • I can use other punctuation to indicate direct speech. • I can punctuate all sentences accurately in my writing (i.e. A . ! ?). • I can check my writing for correct capitalisation, making amendments where necessary. 	<ul style="list-style-type: none"> • I can identify punctuation marks: colon, semi-colon, dash, hyphen and can respond to them when reading. • I can punctuate almost all sentences correctly with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes. • I can use punctuation effectively in my writing to signpost meaning in longer and more complex sentences. • I can use commas deliberately to clarify meaning and avoid ambiguity. • I can use brackets, dashes or commas to indicate parenthesis. • I can use pluralisation and apostrophes accurately, on most occasions. • I can use capitalisation in factual writing to improve layout. • I can use a hyphen to join a prefix to a word when appropriate. • I can correctly use commas before inverted commas. 	<ul style="list-style-type: none"> • I can mostly use capital letters correctly in my writing. • I can mostly use full stops correctly in my writing. • I can mostly use question marks correctly in my writing. • I can mostly use exclamation marks correctly in my writing • I can use a wide range of punctuation to demarcate sentences accurately. • I can use inverted commas and other punctuation to indicate direct speech. • I can use a colon to indicate a stronger subdivision of a sentence than a comma and around a clause. • I can use a semi-colon, to indicate a stronger subdivision of a sentence than a comma and around a clause. • I can use a dash to indicate a stronger subdivision of a sentence than a comma and around a clause. • I can use parenthesis accurately in my writing • I can use the punctuation of bullet points to list information • I understand how hyphens can be used to avoid ambiguity and can use these in my writing. • I can use punctuation marks accurately in complex sentences • I can use the range of punctuation used at KS2 correctly and, when, necessary, use such punctuation precisely to enhance meaning and avoid ambiguity,

GRAMMAR

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I understand what a noun is. • I know that a proper noun should have a capital letter. • I can use pronouns (I, it, he, she, they). • I can use simple adjectives to describe the noun and make my writing more interesting. • I can use prepositional words to describe where something is. • I know when to add -s and -es to a noun to make it plural. • I can use the 3rd person for singular and plural (e.g. I jump, they jump). • I can use "and" and "because" to join two simple sentences. • I can use conjunctions to join sentences (e.g. so, but). • I can use the standard form of verbs (e.g. go/went). • I can use past and present tense correctly in speech. • I can independently combine words to make simple sentences. • I can use the terms: letter, word, sentence, singular and plural. 	<ul style="list-style-type: none"> • I understand and use nouns accurately in my writing. • I can use expanded noun phrases in my writing to describe, specify and interest the reader. • I understand and use verbs accurately in my writing. • I can use adverbs to describe the verb. • I can make the correct choice of tense consistently throughout writing. • I can write accurately using the past and present tense. • I can write irregular verbs accurately (e.g. see / saw; go / went). • I can use the progressive form of verbs (e.g. he was shouting; she is drumming). • I understand and use adjectives accurately in my writing. • I can use pronouns in my writing (my, his, her, its, yours). • I can use comparative adjectives (long, longer, longest). • I know a compound sentence is two or more simple sentences joined together. • I can use a conjunction to join two simple sentences. • I can use a subordinating conjunction (when, if, that, because). • I can use a co-ordinating conjunction (or, and, but). 	<ul style="list-style-type: none"> • I know that a verb is an action word. • I know that a sentence cannot make sense without a verb. • I can collect and classify examples of verbs from my reading. • I can use the past tense consistently in my writing. • I can use the perfect form of verbs to show relationships of time and cause. • I can use the present perfect tense sometimes in my writing (e.g. He has gone out to play). • I can use adverbs to describe the verb (e.g. then, next, soon, therefore). • I know some word families based on common words (e.g. solve, solution, solver, dissolve, insoluble). • I understand collective nouns (e.g. a team of players). • I can use comparative nouns (e.g. long, longer, longest). • I can use abstract nouns to show feelings and thoughts. • I can form nouns using a range of prefixes such as super-, anti-, auto- etc. • I understand the term pronoun and know they take the place of the noun • I can use a pronoun instead of a common or proper noun in my writing. • I know the difference between personal pronouns (I, you, him) and possessive pronouns (my, yours, hers). • I can use 1st, 2nd and 3rd person pronouns in my writing (I, me, we, you, she, her, then). • I know that pronouns are used to mark gender: he, she, they, etc. • I can make sure there is grammatical agreement in speech and writing of pronouns and verbs (e.g. I am, we are). • know that a sentence with two verbs of equal weight is a 	<ul style="list-style-type: none"> • I understand that tense refers to time. • I know whether a word is a verb or not by testing if the tense can be changed. • I know how tense relates to the purpose and structure of a text. • I can use the standard English form for verb inflections (e.g. we were and not we was). • I can generally choose accurate tense and verb forms in my writing. • I am starting to apply Standard or non-standard English when writing dialogue. • I can confidently express time, place and cause by using conjunctions, prepositions and adverbs. • I can vary sentence structure, using different openers. • I can use fronted adverbials (e.g. Later that day, I heard the bad news). • I can use adjectival phrases (e.g. biting cold wind). • I can expand noun phrases by adding modifying adjectives, nouns and prepositional phrases. • I can compare adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold). • I can use suffixes to indicate degrees of intensity (e.g. hottish, warmer, coldest). • I understand the importance of word order in a sentence. • I can use paragraphs to organise my ideas around a theme. • I can use connecting adverbs to link paragraphs. • I can use nouns/pronouns to aid cohesion across a text. • I can use the appropriate form of noun or pronoun within and across sentences to avoid repetition. 	<ul style="list-style-type: none"> • I can use conjunctions to link clauses within sentences and to link sentences in longer texts. • I can identify the main clause in a long sentence. • I can identify subordinate clauses. • I can investigate sentences which have more than one clause. • I understand how clauses are connected. • I can use a relative clause beginning with who, which, where, why or whose. • I can use a range of verb tenses including past, present and future. • I can form auxiliary verbs using have, was, shall, will. • I can form active, interrogative and imperative verbs. • I can write verbs in the 1st, 2nd and 3rd person. • I can experiment with transforming tense/form/person when writing. • I can use verb phrases to create subtle differences (e.g. she began to run). • I can indicate degrees of possibility using modal verbs (should, might, will, must) • I can indicate degrees of possibility using adverbs (perhaps and surely) • I understand the difference between direct and reported speech. • I know when it is best to use reported speech and when it is best to use direct speech • I can use pronouns to avoid repetition. • I can use devices to build cohesion within a paragraph (e.g. then, after that, firstly). • I can find and compare examples of direct and reported speech from reading. • I can transform direct speech into reported speech and vice-versa • I can adapt my sentence structure depending on the text type. • I can link ideas across paragraph 	<ul style="list-style-type: none"> • I can use a range of active and passive sentences. • I can use expanded noun phrases to convey complicated information concisely. • I understand the "impersonal" voice and to be able to write in this style where appropriate • I can identify, understand and form complex sentences through using different connecting devices. • I can identify, understand and form complex sentences through using main and subordinate clauses confidently • I can identify, understand and form complex sentences through identifying and using embedded (relative) clauses • I can identify, understand and form complex sentences through using clauses to achieve different effects. • I can ensure the consistent and correct use of tense throughout a piece of writing. • I can use the correct subject / verb agreement when using singular and plural . • I can use a range of devices to build cohesion (e.g. conjunctions, adverbials, pronouns, synonyms) within and across paragraphs. • I understand how points are typically connected in different types of texts • I can use a range of connecting words and phrases appropriately in writing. • I can use conditionals to construct sentences which express possibilities or hypotheses etc. including in past and future tense.

compound sentence.

- I can use the conjunctions: when, so, because, after, while, before in my writing.
- I can express time by using connectives, adverbs and prepositions.
- I can express place by using connectives, adverbs and prepositions.
- I can express cause by using connectives, adverbs and prepositions.
- I can express cause by using connectives, adverbs and prepositions.
- I can use prepositions (e.g. before, after, during, in, because of).
- I can collect and classify adjectives according to colour, size, moods, etc.
- I know that adjectival phrases act together as an adjective.
- I understand what a metaphor is and can use them in my writing.
- I can experiment with adjectives to create impact.
- I understand what a simile is and can use them in my writing.
- I understand what a metaphor is and can use them in my writing.
- I can group related information in a paragraph.
- I can use the determiners "a" or "an" depending on whether the next word begins with a consonant or a vowel.
- With help I can recognise the singular and plural forms in speech.
- I can transform sentences from singular to plural and vice versa.
- I know which nouns can be pluralized and which cannot (e.g. trousers, rain).
- I am beginning to understand the difference between Standard and non-Standard English.

using adverbials of time, place, number, manner and frequency.

- I can use adverbs which modify or intensify (e.g. very, extremely, slightly)
- I can use Standard English to make sure that there is agreement between nouns and verbs.
- I can use Standard English to ensure consistency of tense and subject.
- I can avoid using double negatives in my writing.
- I can avoid using non-standard dialect words in my writing.
- I can use the term preposition correctly and understand its function in a sentence.
- I can search for, identify and classify a range of prepositions.
- I can experiment with substituting different prepositions and how this changes meaning.
- I can investigate word order by examining how far the order of words in a sentence can be change.
- I can say which words are essential to meaning in a sentence.
- I can say which words can be deleted from a sentence without damaging the basic meaning.
- I can say which words or groups of words can moved into a different order.
- From reading, I understand how dialogue is set out.

SPELLING

YEAR 1

- I can name the letters of the alphabet in order.
- I can segment words into phonemes before choosing graphemes to represent the sounds.
- I can write words in a phonetically plausible way.
- I can write words containing the vowel digraphs and trigraphs for Year 1 with accuracy (English, Appendix 1)
- I can write words containing each of the 40+ phonemes already taught.
- I can use letter names to distinguish between alternative spellings of the same sound.
- I can clap and count the syllables in words.
- I can spell two-syllable compound words by segmenting each part of the word (e.g. farmyard, football)
- I can add the prefix **un-** to root words, explaining why.
- I add **-er** and **-est** to adjectives (e.g. quicker, quickest).
- I can identify the effect of the suffixes **-s** and **-es** on the meaning of a word.
- I can use the spelling rule for adding **-s** and **-es** to nouns and verbs.
- I can spell simple words with contractions (I'm and I'll).
- I can recognise that homophones have different spellings but the same sound.
- I can spell the days of the week.
- I can spell common decodable words.
- I can spell simple common exception words (e.g. said, was, where).
- I can apply simple spelling rules and guidance for Year 1 (English, Appendix 1)
- I can use wall charts and picture dictionaries which identify initial sounds, graphemes and words.
- I can write, from memory, simple sentences dictated by the teacher

YEAR 2

- I can use letter names when orally spelling a word.
- I can segment words into phonemes and represent these by graphemes, spelling many correctly.
- I can write phonetic and irregular words with increasing confidence.
- I can draw on previously taught vowel digraphs and trigraphs to tackle new words.
- I can write words containing phonemes taught, including alternative spelling patterns for some phonemes.
- I can use alternative spelling patterns for words where one or more spelling pattern is already known.
- I can use the suffix **-ment**.
- I can use the suffix **-ness**
- I can use the suffix **-ful**
- I can use the suffix **-less**
- I can use the suffix **-ly**
- I can hear syllables in multisyllabic words to help me spell unknown words.
- I can spell three and four-syllable compound words by segmenting each part of the word.
- I can use any known prefixes confidently to assist spelling (e.g. happy/unhappy).
- I can spell more common words with contracted forms (e.g. couldn't, can't)
- I know that "it's" means "it is" or "it has".
- I can add **-ed**, **-ing**, **-er** and **-est** to a root word ending in **-y** with a consonant before it (e.g. copied, happier, crying, cried)
- I can add **-ing**, **-ed**, **-er**, **-est** and **-y** to words ending in **-e** with a consonant before it (e.g. hiking, hiked, hiker, nicer, nicest, shiny)
- I can add **-ing**, **-ed**, **-er**, **-est** and **-y** to words of one syllable ending in a single consonant letter after a single vowel letter (e.g. patted, humming, runny)

YEAR 3

- I can add suffixes beginning with vowel letters to words of more than one syllable.
- I can spell the /i/ sound spelt **y** elsewhere than at the end of words (e.g. myth, gym, mystery)
- I can spell word using more prefixes (e.g. **re-**, **un-**, **dis-**, **mis-**, **in-**, **pre-**, **de-**)
- I can add the suffix **-ly** to spell words where the spelling of the root word changes (e.g. completely, usually, finally, comically)
- I can spell words ending with the sound /zh/ (e.g. treasure, pleasure, creature, picture).
- I can spell words with the /ay/ sound spelt **ei**, **ei** or **ey** (e.g. vein, weigh, eight, neighbour)
- I can spell words with the possessive apostrophe—including plural words (e.g. girls', boys', children's).
- I can spell homophones and near-homophones (e.g. accept/except, groan / grown, scene / seen)
- I can spell more difficult words ending in **-le** including where I need to double the letters before adding **-le**)
- I can add **-ed** and **-ing** to words ending in **y** where the spelling of the root word changes.
- I can spell words with an irregular past tense (e.g. buy-bought, see-saw, sleep-slept)
- I can spell words with silent letters (e.g. castle, scissors, gnome)
- I can add **-s** and **-es** to words ending in **y** where the spelling of the root word changes.
- I can spell words with the /k/ sound spelt **ck**, **c** and **k** (e.g. stick, choke, topic, etc).
- I can spell words with the spelling patterns **x** and **ex** (e.g. exclaim, expand, relax)
- I can spell more complicated words with the /or/ sound (e.g. ward, August, stalk, thought)
- I can spell words with the /ur/ sound in the middle of a word (e.g.

YEAR 4

- I can spell the /u/ sound spelt **ou** (e.g. young, touch, double, trouble, etc.).
- I can spell the suffix **-ation** (e.g. information, adoration, etc.)
- I can spell endings with **-sion** (e.g. division, invasion, decision, etc.)
- I can spell the suffix **-ous**, **-ious** (e.g. poisonous, dangerous, famous, serious, etc.)
- I can spell endings with the sound /shun/ - **tion**, **-sion**, **-ssion**, **-cian** (e.g. invention, comprehension, discussion, musician, etc.).
- I can spell words with the /k/ sound spelt **ch** (e.g. scheme, chorus, chemist, etc.)
- I can spell words with the /sh/ sound spelt **ch** (mostly French in origin) (e.g. chef, chalet, machine, etc.).
- I can spell words ending with the /g/ sound spelt **-gue** (e.g. league, tongue, etc.)
- I can spell words ending with the /k/ sound spelt **-que** (e.g. antique, unique, etc.).
- I can spell words with the /s/ sound spelt **sc** (Latin origin) (e.g. science, scene, discipline etc.)
- I can spell homophones and near-homophones (e.g. leak/leek, piece/peace, etc.)
- I can spell words with **y** as a vowel (e.g. pyramid, myth, cylinder, etc.)
- I can spell words with tricky plurals (e.g. leaf-leaves, lady-ladies, etc.)
- I can spell words with the letter strings: **ear** (e.g. beard, weary, pear, etc.).
- I can spell words with the letter strings: **gh** (e.g. naughty, daughter, neighbour, etc.).
- I can spell words with the prefixes **al-**, **a-**, **ad-** and **be-** (e.g. alone, adverb, become, etc).
- I can spell longer words using knowledge of prefixes and root words (e.g. recycle, imperfect, uncover, etc.)
- I can spell more complex words by adding **-ly** (e.g. really, lovely, simply, etc.).

YEAR 5

- I can spell words ending in **-cious** or **-tious** (e.g. delicious, infectious)
- I can spell words ending in **-ible** and **-able** (**-ibly**, **-ably**) e.g. adorable, adorably, forcible, visibly.
- I can spell words with the /i/ sound spelt **ei** after **c** (e.g. deceive, conceive, ceiling)
- I can spell words with the letter string **ough** (e.g. ought, cough, through, plough)
- I can spell words with silent letters (e.g. knight, doubt, island, thistle, solemn)
- I can spell homophones and other words that are often confused.
- I can spell words with unstressed vowels.
- I can spell words ending in **-er** (e.g. sugar, instructor, genre, grocer)
- I can spell words ending in **-er** (e.g. sugar, instructor, genre, grocer)
- I can spell words ending in **shun** (e.g. persuasion, completion, inclusion)
- I can spell words with the letter string **au** (e.g. trauma, naughty, fault)
- I can spell words with the letter string **our** (e.g. glamour, devour)
- I can spell words ending in **shun** (e.g. persuasion, completion, inclusion)
- I can spell words with the letter string **au** (e.g. trauma, naughty, fault)
- I can spell words with the letter string **our** (e.g. glamour, devour)
- I can spell words with the soft 'c' (e.g. decide, excellent, decent)
- I can spell words with the spelling pattern **ci**, **cu** and **cc** (e.g. delicious, social, luscious, vicious)
- I can spell words with the soft 'g' (e.g. digest, strange, genius, rigid, tragic)
- I can spell words ending **ti** and **tu** (e.g. fiction, actual, factual,

YEAR 6

- I can spell words ending in **-cial** and **-tial** (e.g. official, partial, essential)
- I can spell words ending in **-ant**, **-ance/ancy**, **-ent**, **ence/ency** (e.g. decency, frequency)
- I can spell words by adding suffixes beginning with vowel letters to words ending in **fer** (e.g. referred, preferred)
- I can spell words by using a hyphen (e.g. co-ordinate, re-enter, co-own)
- I can spell homophones and other words that are confused
- I can spell words representing sounds with a alternative letters (e.g. stomach, system)
- I can build words to spell using affixes (e.g. decomposition, uneasiness)
- I can spell words thinking about rules and exceptions (e.g. suitable, suitably)
- I can spell words by thinking about word relationships (e.g. know—knowledge, please—pleasant)
- I can spell words using visual strategies (e.g. permanent, argument, calendar)
- I can spell words with unstressed vowels (e.g. opportunity, vegetable, astronomy)
- I can spell words with unstressed consonants (e.g. shepherd, parliament, raspberry)
- I can spell words with double or single consonants (e.g. immediate, parallel, apprehensive)
- I can spell words by adding prefixes (e.g. distract, subtract, contract)
- I can spell words by choosing the correct prefix (e.g. engulf, imbalance, inspire)
- I can spell words by adding suffixes to words ending in **l** (e.g. shrivelled, metallic, rebellious)
- I can spell words by adding **ate**, **ify**, **ise** and **en** (e.g. glorify, apologise, validate)
- I can spell words by changing the root word (e.g. curious, curiosity, reveal, revelation)

that include common exception words, GPC words and punctuation from Year 1.

- I can use irregular plural noun suffixes (e.g. baby, babies; knife, knives, etc.)
- I can add **-es** to words ending in **-y** by changing the **y** to an **i** before adding **-es** (e.g. carry become carries).
- I can add **-s** to words ending in a vowel plus **-y**, including **-ey**, **-oy**, **-ay**, **-uy** (e.g. donkey).
- I can distinguish between homophones and near homophones and select the correct spelling (e.g. there, their, they're).
- I can spell decodable high frequency words correctly
- I can spell common exception words (e.g. Mrs, people, Christmas, beautiful).
- I can apply spelling rules and guidance for Year 2 (English, Appendix 1)
- I can spell words ending in **-tion** (e.g. station, fiction, section, national)
- I can use wall charts and picture dictionaries to identify initial sounds, graphemes and words
- I am becoming more aware of alphabetical order.
- I can write from memory simple sentences, dictated by my teacher, that include words using the GCPs and common exception words.

blur, dirt, fern, word, earn)

- I can spell words with the **/oo/** and **/yoo/** sound (e.g. cruise, move, super, group)
- I can add **-y** to the end of a word where the spelling of the root words changes (e.g. smoke—smoky, wobble-wobbly)
- I can add **-er** and **-est** to the end of a word where the spelling of the root word changes (e.g. big—biggest, funny-funniest, early—earlier)
- I can spell words with the soft **g** sound (urgent, magic, gentle, gerbil)
- I can spell words with the soft **c** sound (e.g. centre, notice, circle, success)

- I can apply the rules to add **-ed** and **-ing** (e.g. relaxing, escaping, terrified, doubled, etc.).
- I can spell adjectives with the suffixes **-al**, **-ic**, **-able**, **-ive** (e.g. poetic, agreeable, attractive, etc.)
- I can spell verbs with the suffixes **-ise**, **-ify**, **-ate** and **-en** (e.g. glorify, educate, weaken, advertise, etc.)
- I can form a range of nouns using the suffixes **-ness**, **-ment**, **-ship**, **-hood**, **-dom**, **-age**, **-ity**, **-ist**.
- I can spell words with the endings **-ible** and **-able** (e.g. terrible, available)
- I can spell words with the possessive apostrophe for plurals (e.g. men's, workers', girls', etc.).
- I can spell longer words by breaking them into syllables (e.g. confident, different, particular, etc.).
- I can spell words by using knowledge of word families (e.g. one-once, image-imagine, etc.).
- I can spell words using knowledge of Greek and Latin prefixes (e.g. bi-bicycle, uni-uniform, etc.).

statue)

- I can spell words with the prefixes **in**, **im**, **ir** and **il**
- I can spell words with the prefix **ad-** (e.g. admit, advance, adjacent)
- I can spell words by adding suffixes to words ending in **e** (e.g. careful, cared, careless, caring)
- I can spell words by adding suffixes to words ending in **y** (e.g. heavy—heavier, heaviest, heavily, heaviness)
- I can spell words by adding suffixes where the last letter is doubled (e.g. forgotten, permitted)
- I can spell words ending **ous** (e.g. marvellous, victorious, various)
- I can spell more words by adding affixes to root words (e.g. colourful, discolour, uncover, reclaim)
- I can spell more words by thinking about word families
- I can spell words ending **ous** (e.g. marvellous, victorious, various)
- I can spell more words by adding affixes to root words (e.g. colourful, discolour, uncover, reclaim)
- I can spell more words by thinking about word families
- I can show awareness of morphology and the history of words and relationships between them (e.g. the word 'conscience' is related in origin to the word 'science').
- I can segment more complex words with increasing accuracy, and apply spelling rules.
- I can spell words containing more common letter strings which can represent different phonemes (e.g. cough and plough).
- I can use contracted words accurately in context, knowing where this is appropriate (e.g. in informal texts).
- I can notice and collect common exception words from my own reading and spell some of them accurately.
- I can use the first three or four letters of a word to check its spelling and meaning in a dictionary.

- I can spell words by thinking about word families (e.g. cent—century—percentage)
- I can spell words with Latin and Greek roots (e.g. vis—visible, vision, visual, visa)
- I can spell words that combine two root words or a root word and a suffix (e.g. technology, diagram, hemisphere)
- I can spell words with Greek spelling patterns (e.g. **ph**) (e.g. phonics, cenotaph, pamphlet)
- I can spell words with tricky word endings (**ior**, **ion**, **ium**, **us**) (e.g. junior, trapezium, stimulus, million)
- I can spell words with silent letters (e.g. psalm).
- I can use a dictionary, thesaurus and spell checker competently in all curriculum areas.
- I can write dictated passages, fluently and correctly.

KS2 SPELLINGS BY YEAR GROUP

YEAR 3	YEAR 4	YEAR 5	YEAR 6
address	accident(ally)	accompany	accommodate
answer	actual(ly)	according	aggressive
appear	bicycle	achieve	amateur
arrive	breath	ancient	apparent
believe	busy/business	attached	appreciate
breathe	calendar	available	awkward
build	century	average	bargain
caught	complete	bruise	committee
centre	continue	category	communicate
certain	difficult	cemetery	conscience
circle	disappear	community	conscious
consider	earth	competition	controversy
decide	enough	correspond	convenience
describe	experience	definite	criticise
different	experiment	develop	curiosity
early	famous	dictionary	desperate
eight/eighth	forward(s)	disastrous	determined
exercise	guard	equip (-ed, -ment)	embarrass
extreme	guide	excellent	environment
favourite	imagine	familiar	especially
February	knowledge	forty	exaggerate
fruit	length	guarantee	existence
grammar	library	identity	explanation
group	material	individual	foreign
heard	medicine	interfere	frequently
heart	naughty	interrupt	government
height	occasional(ly)	language	harass
history	opposite	leisure	hindrance
increase	ordinary	lightning	immediate(ly)
important	particular	marvellous	necessary
interest	perhaps	mischievous	parliament
island	popular	muscle	persuade
learn	position	neighbour	physical
mention	possess(ion)	nuisance	prejudice
minute	possible	occupy	privilege
natural	potatoes	occur	pronunciation
notice	pressure	opportunity	recognise
often	probably	profession	recommend
peculiar	quarter	programme	restaurant
promise	question	queue	sacrifice
purpose	regular	relevant	signature
recent	reign	rhyme	soldier
remember	separate	rhythm	stomach
sentence	strength	secretary	sufficient
special	suppose	shoulder	symbol
straight	surprise	sincere(ly)	system
strange	therefore	suggest	temperature
thought	though / although	thorough	vegetable
through	various	twelfth	vehicle
weight	woman / wome	variety	yacht