

Year 3

KEY VOCABULARY: vowel, consonant, homophones, prefixes, suffixes, regular plurals, irregular plurals, possessive apostrophe



Year 4

KEY VOCABULARY: possessive apostrophe for plurals

	Words	Phonics	Affixes and Roots	Word Origins	Handwriting
By the end of Lower Key Stage 2, we would expect pupils to demonstrate these skills.	I can spell: <ul style="list-style-type: none"> words from the Years 3 and 4 statutory word list 	I can spell: <ul style="list-style-type: none"> the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight words containing the /u/ sound spelt 'ou' e.g. double, trouble homophones e.g. male/mail, fare/fair 	I can spell: <ul style="list-style-type: none"> suffixes beginning with vowel letters to words of more than one syllable words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- words using suffixes: -ly, -ation, -ous words with endings sounding / shun/: -tion, -sion, -ssion, -cian words ending with the schwa sound: measure, creature 	I can spell: <ul style="list-style-type: none"> words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene 	I can: <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch



Progression in Spelling & Handwriting skills at Banks Lane Junior School

Aims of the KS2 Spelling & Handwriting National Curriculum:

In LKS2 pupils should be taught to:

- 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 and irregular plurals
- use the first 2 or 3 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
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

In UKS2 pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters
- 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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- write legibly, fluently and with increasing speed
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task



	Words	Rules and Conventions	Phonics	Affixes and Roots	Word Origins	Handwriting
By the end of Upper Key Stage 2, we would expect pupils to demonstrate these skills.	I can spell: <ul style="list-style-type: none"> words from the Years 5 and 6 statutory word list 	I can spell: <ul style="list-style-type: none"> words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize 	I can spell: <ul style="list-style-type: none"> words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/passed 	I can spell: <ul style="list-style-type: none"> words with the ending /shus/ spelt -cious or -tious words with the ending /shul/ spelt -cial or -tial words with the endings -ant, -ance/-ancy, -ent, -ence/-ency words ending in -able and -ible words ending in -ably and -ibly adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed) 	I can spell: <ul style="list-style-type: none"> words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb 	I can write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters choosing the writing implement that is best suited for a task

Year 6

KEY VOCABULARY: hyphens



Year 5

KEY VOCABULARY: thesaurus, morphology, etymology, silent letters