



*Etymology Enriched, **Phonics Based Spelling***

Progression document

to be read in conjunction with the Long-term
overviews:

Year 2 Yellow book,


Year 3 Green book,

Year 4 Blue book,

Year 5 Purple book,


Year 6 Orange book.

Scode Spelling Progression

	National Curriculum	Advanced phonic code covered including code overlap *not introduced in this Yr group.	Curriculum words in the order they are introduced	Etymology	Homophones/Common confusions	Prefixes/Suffixes/word endings																																																						
Year 2	<ul style="list-style-type: none"> YR 1 revision of; Phonics, <i>-tch</i>, Adding <i>-s</i> to make plurals. Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter The /ʌ/ sound spelt <i>o</i> Homophones & near-homophones Using an apostrophe to show contractions The /l/ or /əl/ sound spelt <i>-le, -al, -il</i> and <i>-el</i> at the end of words The suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i> The /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e, i</i> and <i>y</i>. The /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i> Adding <i>-es</i> to nouns and verbs ending in <i>-y</i> Adding <i>-s</i> & <i>-es</i> to nouns and verbs to make them plural Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter Adding the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it Adding <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it The /aɪ/ sound spelt <i>-y</i> at the end of words The possessive apostrophe (singular nouns) The /r/ sound spelt <i>wr</i> at the beginning of words The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i> The /ɔ:/ sound spelt <i>ar</i> after <i>w</i> The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i> Adding <i>-es</i> to nouns and verbs ending in <i>-y</i> <i>Words ending in -tion</i> The /n/ sound spelt <i>kn</i> & <i>gn</i> at the beginning of words 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Sound & key word</th> <th style="width: 50%;">Advanced phonic code</th> </tr> </thead> <tbody> <tr><td>/ch/ chip</td><td><u>ch -tch</u></td></tr> <tr><td>/th/ this</td><td><u>th</u></td></tr> <tr><td>/th/ thank</td><td><u>th</u></td></tr> <tr><td>/u/ up</td><td><u>u o ou</u></td></tr> <tr><td>/oo/ zoo</td><td><u>oo ue ew u o</u></td></tr> <tr><td>/ul/ kettle</td><td><u>-le -al -el -il ul</u></td></tr> <tr><td>/j/ jet</td><td><u>j -ge q -dge</u></td></tr> <tr><td>/s/ sun</td><td><u>s ss c -ce -se sc*</u></td></tr> <tr><td>/o/ hot</td><td><u>o a</u></td></tr> <tr><td>/er/ her</td><td><u>ur er ir ear* ar* our* or* re*</u></td></tr> <tr><td>/igh/ bike</td><td><u>i e i -y* igh* y*</u></td></tr> <tr><td>/h/ help</td><td><u>h</u></td></tr> <tr><td>/i/ sit</td><td><u>i y -y</u></td></tr> <tr><td>/r/ red</td><td><u>r rr wr rh*</u></td></tr> <tr><td>/or/</td><td></td></tr> <tr><td>/sh/</td><td><u>sh ch ti si* ssi* ci*</u></td></tr> <tr><td>/n/</td><td><u>n nn kn gn</u></td></tr> <tr><td colspan="2"><u>Code Overlap</u></td></tr> <tr><td><i>u</i></td><td><i>a</i></td></tr> <tr><td>/u/ up</td><td>/a/ apple</td></tr> <tr><td>/(y)oo/ use</td><td>/ai/ baby</td></tr> <tr><td>/oo/ super</td><td><i>i</i></td></tr> <tr><td><i>o</i></td><td>/i/ it</td></tr> <tr><td>/o/ dog</td><td>/igh/ idea</td></tr> <tr><td>/u/ love</td><td><i>c</i></td></tr> <tr><td>/oa/ home</td><td>/s/ sun</td></tr> </tbody> </table>	Sound & key word	Advanced phonic code	/ch/ chip	<u>ch -tch</u>	/th/ this	<u>th</u>	/th/ thank	<u>th</u>	/u/ up	<u>u o ou</u>	/oo/ zoo	<u>oo ue ew u o</u>	/ul/ kettle	<u>-le -al -el -il ul</u>	/j/ jet	<u>j -ge q -dge</u>	/s/ sun	<u>s ss c -ce -se sc*</u>	/o/ hot	<u>o a</u>	/er/ her	<u>ur er ir ear* ar* our* or* re*</u>	/igh/ bike	<u>i e i -y* igh* y*</u>	/h/ help	<u>h</u>	/i/ sit	<u>i y -y</u>	/r/ red	<u>r rr wr rh*</u>	/or/		/sh/	<u>sh ch ti si* ssi* ci*</u>	/n/	<u>n nn kn gn</u>	<u>Code Overlap</u>		<i>u</i>	<i>a</i>	/u/ up	/a/ apple	/(y)oo/ use	/ai/ baby	/oo/ super	<i>i</i>	<i>o</i>	/i/ it	/o/ dog	/igh/ idea	/u/ love	<i>c</i>	/oa/ home	/s/ sun	<p>child, children</p> <p>clothes, father</p> <p>bath, path, sugar</p> <p>brother, other, something, nothing</p> <p>love, Monday, some</p> <p>should, would, could</p> <p>improve, move, shoe, who</p> <p>people, pencil, wild</p> <p>sudden, small, school, said</p> <p>class, pass, grass, across</p> <p>city, fancy, cancel</p> <p>house, use, please</p> <p>everybody, because</p> <p>every, after, water</p> <p>find, kind, mind, behind</p> <p>climb, eye</p> <p>half, hold, whole, hour, beautiful,</p> <p>Christmas, pretty, busy,</p> <p>any, many, money,</p> <p>great, break, prove,</p> <p>poor, floor, door,</p> <p>only, plant, again, parents, even</p>	<p>Watch</p> <p>Ketchup</p> <p>Clue</p> <p>Nostril</p> <p>Jabber</p> <p>Imagine</p> <p>Atlas</p> <p>Fairy Tales</p> <p>Immerse</p> <p>Business</p> <p>Plural</p> <p>Dogsbody</p> <p>Perplexed</p> <p>Happy Birthday</p> <p>Fragile</p> <p>Hesitate</p> <p>Christmas</p> <p>Random</p> <p>The <i>wr</i> code</p> <p>Quartz</p> <p>Shampoo</p> <p>Gnaw</p>	<p>won/one</p> <p>sun/son</p> <p>they're/their/there</p> <p>blue/blew</p> <p>to/too/two</p> <p>sea/see</p> <p>quiet/quite</p> <p>l/eye</p> <p>ear/here/hear</p> <p>pour/poor</p> <p>night/knight</p>	<p>Suffixes <i>-al, -ment, -ness, -ful, -less</i> and <i>-ly</i></p> <p><i>-ing, -ed, -er, -est</i> and <i>y</i></p>
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Year 3	<ul style="list-style-type: none"> KS1 revision of; Phonics, Contractions, Possessive apostrophe, The /l/ or /əl/ sound spelt <i>-le, -al, -le, -il</i> at the end of words, Adding <i>-ed, -ing, -er</i> to a root word, The /aɪ/ sound spelt <i>-y</i> at the end of words, Ending <i>-y</i> (/i:/ or /ɪ/) Homophones & near homophones Adding suffixes beginning with vowel letters to words of more than one syllable The suffix <i>-ly</i> 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>/er/ her</td><td><u>ur er ir ear ar our or re</u></td></tr> <tr><td>/i/ sit</td><td><u>i y -y</u></td></tr> <tr><td>/ul/ kettle</td><td><u>-le, -al, -el, -il, ul</u></td></tr> <tr><td>/s/ sun</td><td><u>s ss c -ce -se sc</u></td></tr> <tr><td>/igh/ bike</td><td><u>i e i -y igh y</u></td></tr> </tbody> </table>	/er/ her	<u>ur er ir ear ar our or re</u>	/i/ sit	<u>i y -y</u>	/ul/ kettle	<u>-le, -al, -el, -il, ul</u>	/s/ sun	<u>s ss c -ce -se sc</u>	/igh/ bike	<u>i e i -y igh y</u>	<p>century, natural, purpose, surprise,</p> <p>answer, consider, exercise, different,</p> <p>remember, certain, interest,</p> <p>perhaps, quarter, circle,</p> <p>earth, early, learn, heard,</p> <p>separate, regular, peculiar, particular,</p> <p>grammar, popular, forward,</p>	<p>Circle</p> <p>Earthworm</p> <p>Humour</p> <p>Centre</p> <p>Minute</p> <p>Gym</p> <p>Busy/business</p>	<p>weather/whether</p> <p>links/lynx</p> <p>sink/sync</p> <p>angel/angle</p> <p>heel/heal/he'll</p> <p>missed/mist</p> <p>scene/seen</p>	<p>Suffixes <i>-er, -est, -ly, -ful, -ous, -al</i></p> <p>Prefixes <i>ir-, im-, in-, il-, anti-, pro-, mis-, dis-, super-, sub-</i></p>																																												
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Year 3	<ul style="list-style-type: none"> • More prefixes • The /ɜ:/ sound spelt <i>or</i> after <i>w</i> • Adding <i>-ed -ing -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it • Adding the words ending in <i>-e</i> with a consonant before it • Adding endings to words of one syllable ending in a single consonant letter after a single vowel • The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words • Words with the /s/ sound spelt <i>sc</i> • Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure & -ture</i>) 	Sound & key word <u>Code overlap</u> <i>ear</i> /er/ pearl /air/ wear /eer/ fear <i>our</i> /er/ colour /oor/ court <i>y</i> /i/ gym /igh/ my	Advanced phonic code <i>ar</i> /er/ popular /ar/ party /air/ various <i>or</i> /er/ world /or/ corn <i>c</i> /s/ circus /k/ cat	calendar, difficult, possible, continue, notice, experiment, position, imagine, accident, increase, history, minute, February, library, probably, ordinary, busy, business, build, fruit, bicycle, accidental, actual, material, occasional, sentence, suppose, special, strength, possess, address, recent, centre, medicine, decide, various, arrive, describe, guide, opposite, favourite, promise, favourite, island, height, eight	Humble Dependent Literate Antibiotic Animal Fossil Snake Decimate /s/ & /k/ sounds Fascinate Minus Dis Superficial Subject Subtle/subtly Peculiar Butterfly Nightmare	quite/quiet accept/except	
Year 4	<ul style="list-style-type: none"> • KS1 revision of; Phonics, Contractions, Possessive apostrophe, Adding <i>-er, -est, -ed, -ing</i>, Adding <i>-s</i> and <i>-es</i> to make plurals, • Homophones & near homophones • More prefixes • Words ending with the /g/ sound spelt – <i>gue</i> • Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i> • The suffix <i>-ly</i> • The /ʌ/ sound spelt <i>ou</i> • The suffix <i>-ous</i> • Adding suffixes beginning with vowel letters to words of more than one syllable • Words with the /j/ sound spelt <i>ch</i> • Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i> • Words with the /k/ sound spelt <i>ch</i> • Words ending with the /k/ sound spelt <i>-que</i> 	/ee/ beat /g/ go /ai/ cake /l/ let /ar/ art /u/ up /sh/ ship /k/ kite <u>Code overlap</u> <i>ea</i> /ee/ breathe /e/ breath <i>e</i> /ee/ equal /e/ pet	<u><i>ea ee ie ei e e e</i></u> <u><i>g qu -que gh</i></u> <u><i>a e a ai -ay -ey eigh ei</i></u> <u><i>l ll</i></u> <u><i>ar a al</i></u> <u><i>u o ou</i></u> <u><i>sh ch ti si ssi ci</i></u> <u><i>c k ck ch que</i></u> <i>ei</i> /ee/ receipt /ai/ vein <i>g</i> /g/ girl /j/ giraffe	breathe, increase, breath, believe, reign, recent, extreme, complete, grammar, group, guide, guard, separate, favourite, famous, occasion, strange, potatoes, potato, weight, eight, eighth, straight, length, learn, library, island, particular, popular, regular, calendar, heart, peculiar, forward, February, ordinary, various, actual, answer, natural, imagine, material, strange, woman, purpose, enough, though, although, thought, through, women, mention, position, occasionally, special, possession, question, continue, consider, circle, describe, caught, difficult	Please Meat Lemur Rebuke Gregarious Volcano Train Liberty Heart Ketchup Courteous Plural Parachute Initial Artificial Karaoke School Charisma	meat/meet week/weak steal/steel bean/been piece/peace grown/groan sale/sail pane/pain mane/main male/mail great/grate steak/stake bawl/ball	Suffixes <i>-ly, -ous, -cian</i> Prefixes <i>-re-, ad-</i>

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Year 4	<ul style="list-style-type: none"> Also covered from Yr5 & 6 curriculum; Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) <i>gh</i> In addition to the curriculum: Plurals adding <i>-ves</i> to words ending <i>-f</i>, Irregular plurals and irregular plurals and possession 	<table border="1"> <thead> <tr> <th>Sound & key word</th> <th>Advanced phonic code</th> </tr> </thead> <tbody> <tr> <td colspan="2"><u>Code overlap cont...</u></td> </tr> <tr> <td><i>a</i></td> <td><i>ei</i></td> </tr> <tr> <td>/ai/ data</td> <td>/ai/ veil</td> </tr> <tr> <td>/a/ arrive</td> <td>/ee/ either</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td><i>ar</i></td> <td><i>u</i></td> </tr> <tr> <td>/ar/ charge</td> <td>/u/ bucket</td> </tr> <tr> <td>/er/ sugar</td> <td>/(y)oo/ unit</td> </tr> <tr> <td>/air/ various</td> <td></td> </tr> <tr> <td>/or/ warm</td> <td><i>o</i></td> </tr> <tr> <td></td> <td>/u/ cover</td> </tr> <tr> <td><i>ou</i></td> <td>/o/ lost</td> </tr> <tr> <td>/u/ double</td> <td>/oa/ gold</td> </tr> <tr> <td>/oo/ group</td> <td></td> </tr> <tr> <td>/ou/ sound</td> <td><i>ch</i></td> </tr> <tr> <td></td> <td>/ch/ cheese</td> </tr> <tr> <td><i>c</i></td> <td>/k/ school</td> </tr> <tr> <td>/k/ caught</td> <td>/sh/ chef</td> </tr> <tr> <td>/s/ centre</td> <td></td> </tr> </tbody> </table>	Sound & key word	Advanced phonic code	<u>Code overlap cont...</u>		<i>a</i>	<i>ei</i>	/ai/ data	/ai/ veil	/a/ arrive	/ee/ either	 		<i>ar</i>	<i>u</i>	/ar/ charge	/u/ bucket	/er/ sugar	/(y)oo/ unit	/air/ various		/or/ warm	<i>o</i>		/u/ cover	<i>ou</i>	/o/ lost	/u/ double	/oa/ gold	/oo/ group		/ou/ sound	<i>ch</i>		/ch/ cheese	<i>c</i>	/k/ school	/k/ caught	/sh/ chef	/s/ centre			Queue		
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Year 5	<ul style="list-style-type: none"> Revision of; Phonics, Yr 3/4 curriculum words, Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i>, Contractions, Possessive pronouns, Suffixes <i>-ful, -ly, -ous</i>, Prefixes <i>in-</i>, Homophones and other words that are often confused Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) <i>gh, gn & kn</i> Adding suffixes beginning with vowel letters to words ending in <i>-fer</i> Words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency</i> Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i> 	<table border="1"> <tbody> <tr> <td>/f/ fun</td> <td><u><i>f ff ph gh</i></u></td> </tr> <tr> <td>/s/ sun</td> <td><u><i>s ss c -se -ce sc</i></u></td> </tr> <tr> <td>/n/ net</td> <td><u><i>n nn kn gn</i></u></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"><u>Code Overlap</u></td> </tr> <tr> <td><i>gh</i></td> <td><i>c</i></td> </tr> <tr> <td>/g/ ghoul</td> <td>/s/ circle</td> </tr> <tr> <td>/f/ enough</td> <td>/k/ cat</td> </tr> </tbody> </table>	/f/ fun	<u><i>f ff ph gh</i></u>	/s/ sun	<u><i>s ss c -se -ce sc</i></u>	/n/ net	<u><i>n nn kn gn</i></u>	 		<u>Code Overlap</u>		<i>gh</i>	<i>c</i>	/g/ ghoul	/s/ circle	/f/ enough	/k/ cat	familiar, foreign, forty, frequently, profession, sacrifice, twelfth, sufficient, physical, equipment, government, development, excellent, environment, parliament, relevant, frequent, apparent, convenient, ancient, existence, occurrence, convenience, hindrance, nuisance, correspond, recognise, curiosity, desperate, controversy, secretary, sacrifice, signature, sincere, restaurant, especially, suggest, soldier, system, symbol, stomach, aggressive, embarrass, necessary, harass, cemetery, bruise, conscience, muscle, conscious, marvellous,	Fundamental Father Ghoul Ambivalent Ignore/ignorant Sarcasm Muscle Finger Interrupt The <i>kn</i> code Gnome	father/further affect/effect profit/prophet compliment/complement aloud/allowed herd/heard past/passed desert/dessert guest/guessed cereal/serial advice/advise practice/practise device/devise	Suffixes <i>-ment</i> Prefixes <i>in-, inter-</i> Word endings <i>-ent, -ant, -ence, -ance, -ency, -ancy, -cious, -tious</i>																								
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	National Curriculum	Advanced phonic code covered including code overlap *not introduced in this Yr group.	Curriculum words in the order they are introduced	Etymology	Homophones/Common confusions	Prefixes/Suffixes/ word endings																														
Year 5		Sound & key word Advanced phonic code	disastrous, mischievous, neighbour, language, guarantee, explanation, lightning, definite, bargain, determined, interrupt, interfere																																	
Year 6	<ul style="list-style-type: none"> • Revision of; Phonics, Yr 3/4 curriculum words, Words with the /j/ sound spelt <i>ch</i>, Words ending <i>-le, -al, -el, -il</i>, Suffix <i>-ful, -ly</i>, Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure & -ture</i>) • Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i> • Endings which sound like /ʃəl/ • Homophones and other words that are often confused • Words ending in <i>-able</i> and <i>-ible</i> • Words ending in <i>-ably</i> and <i>-ibly</i> • Words containing the letter-string <i>ough</i> • Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) <i>rh, mb, & mn</i> • Use of the hyphen 	<table border="0"> <tr> <td>/sh/ ship</td> <td><u>sh ch ti si ssi ci</u></td> </tr> <tr> <td>/ul/ kettle</td> <td><u>-le -al -el -il ul</u></td> </tr> <tr> <td>/i/ sit</td> <td><u>i y -y</u></td> </tr> <tr> <td>/r/ red</td> <td><u>r rr wr rh</u></td> </tr> <tr> <td colspan="2"><u>Code overlap</u></td> </tr> <tr> <td>ch</td> <td>i</td> </tr> <tr> <td>/ch/ church</td> <td>/i/ sit</td> </tr> <tr> <td>/k/ school</td> <td>/igh/ item</td> </tr> <tr> <td>/sh/ chef</td> <td></td> </tr> <tr> <td></td> <td>-y</td> </tr> <tr> <td></td> <td>/igh/ try</td> </tr> <tr> <td></td> <td>/i/ money</td> </tr> <tr> <td></td> <td>y</td> </tr> <tr> <td></td> <td>/igh/ my</td> </tr> <tr> <td></td> <td>/i/ gym</td> </tr> </table>	/sh/ ship	<u>sh ch ti si ssi ci</u>	/ul/ kettle	<u>-le -al -el -il ul</u>	/i/ sit	<u>i y -y</u>	/r/ red	<u>r rr wr rh</u>	<u>Code overlap</u>		ch	i	/ch/ church	/i/ sit	/k/ school	/igh/ item	/sh/ chef			-y		/igh/ try		/i/ money		y		/igh/ my		/i/ gym	shoulder, competition, dictionary, pronunciation, explanation, profession, conscience, conscious, ancient, sufficient, appreciate, especially, vehicle, muscle, vegetable, available, individual, symbol, physical, prejudice, thorough, achievement, mischievous, privilege, identity, immediate, critic, determined, bargain, system, rhythm, category, variety, opportunity, yacht, recognise, relevant, recommend, restaurant, frequent, hindrance, disastrous, embarrass, correspond, rhyme, communicate, coordinate, congratulate, committee, convenient, temperature, signature, leisure, average, accommodate, accompany, according, attached, marvellous, suggest, exaggerate, community, programme, awkward,	Niche Fiction Conscience Purple Lackadaisical Segregate Privilege Opportunity Reluctant Corrupt The <i>wr</i> code Tomb The <i>mn</i> code Temperature Corridor Awkward	stationary/stationery principal/principle bridal/bridle angel/angle compliment/complement weary/wary program/programme	Suffixes <i>-cian, -ward, -al</i> , Prefixes <i>ultra-, multi-, co-, con-</i> , Word endings <i>-able, -ible, -sure, -ture</i>
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