

NEW NATIONAL CURRICULUM – 2014

SUBJECT AREA: Spelling



End of year expectations:

Year 1

Words containing each of the 40+ phonemes already taught

- Common exception words
- The days of the week

Name the letters of the alphabet:

- 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
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- 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

- 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

- 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