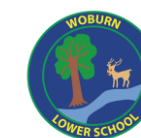


Woburn Lower School - Spelling Key Knowledge Progression Map 2023/24



Concept	Year 1	Year 2	Year 3	Year 4
Words	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • common exception words (CEW) • high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193) • compound words e.g. football, laptop, playgrounds: • days of the week • numbers to 20 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • common exception words (CEW) • high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195) 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words from the National Curriculum word list for Years 3 and 4 (pg 64) 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words from the National Curriculum word list for Years 3 and 4 (pg 64)
Phonics	<ul style="list-style-type: none"> • VC words • CVC words with short vowels • CVC words with long vowels • words with adjacent consonants • words with consonant digraphs and some vowel digraphs/trigraphs • alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/ • new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel • words ending in -y e.g. very, happy, funny 	<ul style="list-style-type: none"> • homophones and near homophones • e.g. there/their/ • they're, hear/here, see/ sea • words with alternative • pronunciations from Letters and Sounds Phase 5 <p>To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes</p>	<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 • homophones 	<ul style="list-style-type: none"> • words containing the /u/ sound spelt 'ou' e.g. double, trouble • homophones and near homophones e.g. affect/effect, berry/bury, fair/ fare, male/ma
Rules and Conventions	<ul style="list-style-type: none"> • words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) • the /ng/ sound spelt n before k • words ending in 'tch' (/ch/ sound • after a short vowel is usually 'tch') • plurals of nouns adding -s and -es to words • verbs where no change is needed to the root word: adding endings -ing, -ed, -er • adjectives where no change is needed to the root word: adding -er and -est 	<ul style="list-style-type: none"> • words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) • words with the /s/ sound spelt 'c' before 'e', 'i', 'y' • words ending -le, -el, -al and -il • adding -ies to nouns and verbs ending in 'y' • adding -ed, -ing, -er, • -est to a root word ending in 'y' with a consonant before it • adding -ing, -ed,-er, -est, -y to words ending in 'e' with a consonant before it • adding -ing, -ed, -er,-est and -y to words of one syllable ending in a single letter after a short vowel 	<ul style="list-style-type: none"> • sound words with the /ee/ spelt /ei/ 	<ul style="list-style-type: none"> • exceptions - protein, seize
Affixes and Toots	<ul style="list-style-type: none"> • words with the addition of the prefix un- 	<ul style="list-style-type: none"> • words with the suffixes -ment, • -ness, -ful, -less and -ly • words ending in -tion 	<ul style="list-style-type: none"> • adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') • words using suffix- es: -ly, -ation, -ous 	<ul style="list-style-type: none"> • words with end- ings sounding / shun/: -tion, -sion, -ssion, -cian • words ending with the schwa sound: measure, creature • words using prefixes: un-,dis-, mis-, in-, im-, il-,

				• ir-, re-, sub-, inter-, super-, anti-, auto-
Word Origins		<ul style="list-style-type: none"> • words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • words with the /r/ sound spelt 'wr' at the beginning of words 	• words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist	<ul style="list-style-type: none"> • 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
Grammar		<ul style="list-style-type: none"> • words with contractions e.g. can't, didn't • words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's 	• Possessive apostrophe with plural words e.g. girls' boys' babies' children's	* Place possessive apostrophe accurately in words with regular plurals (girls', boys') and irregular plurals (children's)
Vocabulary to Discuss Spelling	trigraphs syllable vowel plural root word suffix adjective prefix compound word	Consonant Suffix Contractions Apostrophe Homophones Root word Nouns Verbs Possessive	Prefix Suffix Vowel Syllable Homophone	Prefix Suffix Homophones Plural Apostrophe Possession Possessive