***Year 1***

***Sherdley Spelling Progression Year 2* – *6***

Year 1 to teach spellings through Little Wandle Phonics.

The focus for spelling is outlined for each week across the year below. Teachers should ensure that spellings are revisited regularly through retrieval practice and ensure that they are applied across the curriculum. Teachers should teach the words in the lists given from Spelling Shed each week.

**Year 2**

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| *Autumn 1 (7 weeks)* | 1. *Spelling Rules: The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.* 2. *Spelling Rules: The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’* 3. *Spelling Rules: The /j/ sound spelled with a g.* 4. *Spelling Rules: The /s/ sound spelled c before e, i and y.* 5. *Spelling Rules: The /n/ sound spelled kn and gn at the beginning of words.* 6. *Challenge Words* 7. *Spelling Rules: The /r/ sound spelled ’wr’ at the beginning of words.* |
| *Autumn 2 (7 weeks)* | 1. *Spelling Rules: The /l/ or /ul/ sound spelled ’-le’ at the end of words.* 2. *Spelling Rules: The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.* 3. *Spelling Rules: The /l/ or /ul/ sound spelled ‘-al’ at the end of words* 4. *Spelling Rules: Words ending in ’-il.’* 5. *Challenge Words* 6. *Spelling Rules: The long vowel ‘i’ spelled with a y at the end of words.* 7. *Spelling Rules: Adding ‘-es’ to nouns and verbs ending in ‘y.’* |

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| *Spring 1 (6 weeks)* | 1. *Spelling Rules: Adding ‘-ed’ to words ending in y. The y is changed to an i.* 2. *Spelling Rules: Adding ‘-er’ to words ending in y. The y is changed to an i.* 3. *Spelling Rules: Adding ‘ing’ to words ending in ‘e’ with a consonant before it.* 4. *Challenge Words* 5. *Spelling Rules: Adding ‘er’ to words ending in ‘e’ with a consonant before it.* 6. *Spelling Rules: Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound.* |
| *Spring 2*  *(6 weeks)* | 1. *Spelling Rules: Adding ‘–ed'’ to words of one syllable. The last letter is doubled to keep the short vowel sound.* 2. *Spelling Rules: The ‘or’ sound spelled ’a’ before ll and ll* 3. *Spelling Rules: The short vowel sound ‘o.’* 4. *Challenge Words* 5. *Spelling Rules: The /ee/ sound spelled ‘–ey’* 6. *Revision of above* |
| *Summer 1 (6 weeks)* | 1. *Spelling Rules: Words with the spelling ‘a’ after w and qu.* 2. *Spelling Rules: The /er/ sound spelled with o or ar.* 3. *Spelling Rules: The /z/ sound spelled s.* 4. *Spelling Rules: The suffixes ‘-ment’ and ‘-ness’* 5. *Spelling Rules: The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words.* 6. *Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings* |
| *Summer 2 (6 ½ weeks)* | 1. *Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.* 2. *Spelling Rules: Words ending in ‘-tion.’* 3. *Spelling Rules: Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.* 4. *Challenge Words* 5. *Challenge Words* 6. *Challenge Words* 7. *Revision of above* |

***Year 3***

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| *Autumn 1 (7 weeks)* | 1. *Spelling Rules: The /ow/ sound spelled ‘ou.’ Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.* 2. *Spelling Rules: The /u/ sound spelled ‘ou.’ This digraph is only found in the middle of words.* 3. *Spelling Rule: The /i/ sound spelled with a ‘y.’* 4. *Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with ‘-sure.’* 5. *Spelling Rules: Words with endings that sound like /ch/ is often spelled –’ture’ unless the root word ends in (t)ch.* 6. *Challenge words* 7. *Spelling Rules: Words with the prefix ’re-’ ‘re-’ means ‘again’ or ‘back.’* |
| *Autumn 2 (7 weeks)* | 1. *Spelling Rules: The prefix ’dis-’ which has a negative meaning. It often means ‘does not’ as in does not agree = disagree.* 2. *Spelling Rules: The prefix ’mis-’ This is another prefix with negative meanings.* 3. *Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.* 4. *Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.* 5. *Spelling Rules: The long vowel /a/ sound spelled ‘ai’* 6. *Spelling Rule: The long /a/ vowel sound spelled ’ei.’* 7. *Spelling Rules: The long /a/ vowel sound spelled ’ey.’* |

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| *Spring 1*  *(6 weeks)* | 1. *Challenge Words* 2. *Spelling Rules: Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.* 3. *Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.* 4. *Challenge Words* 5. *Spelling Rules: The /l/ sound spelled ‘-al’ at the end of words.* 6. *Spelling Rules: The /l/ sound spelled ‘-le’ at the end of words.* |
| *Spring 2*  *(6 weeks)* | 1. *Spelling Rules: Adding the suffix ‘–ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’* 2. *Spelling Rules: Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘–ic.’* 3. *Spelling Rules: Adding the suffix –ly. Words which do not follow the rules.* 4. *Challenge Words* 5. *Spelling Rules: Words ending in ‘-er’ when the root word ends in (t)ch.* 6. *Revision of Year 2 Common Exception Words* |
| *Summer 1 (6 weeks)* | 1. *Spelling Rules: Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.* 2. *Spelling Rules: Words ending with the /g/ sound spelled ‘–gue’ and the /k/ sound spelled ‘– que.’ These words are French in origin.* 3. *Spelling Rules: Words with the /s/ sound spelled ’sc’ which is Latin in its origin.* 4. *Homophones: Words which have the same pronunciation but different meanings and/or spellings.* 5. *The suffix ‘sion’ pronounced like vision.* 6. *Challenge Words* |
| *Summer 2 (6 ½ weeks)* | 1. *Challenge Words* 2. *Revision* – *spelling rules we have learned in Stage 3.* 3. *Revision* – *spelling rules we have learned in Stage 3.* 4. *Revision* – *spelling rules we have learned in Stage 3.* 5. *Revision* – *spelling rules we have learned in Stage 3.* 6. *Revision* – *spelling rules we have learned in Stage 3.* 7. *Revision* – *spelling rules we have learned in Stage 3.* |

***Year 4***

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| *Autumn 1 (7 weeks)* | 1. *Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.* 2. *Spelling Rules: The prefix ’in-’ can mean both ‘not’ and ‘in’/’into.’ In these spellings the prefix ’in-’ means ‘not.’* 3. *Spelling Rules: Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ’ir-’* 4. *Spelling Rules: The prefix ‘sub-’ which means under or below.* 5. *Spelling Rules: The prefix ‘inter-’ means between, amongst or during.* 6. *Challenge Words* 7. *Spelling Rules: The suffix ’-ation’ is added to verbs to form nouns.* |
| *Autumn 2 (7 weeks)* | 1. *Spelling Rules: The suffix ’-ation’ is added to verbs to form nouns.* 2. *Spelling Rules: Adding –ly to adverbs. Remembering words ending in ‘-y’ become ‘-ily’ and words ending in ‘–le’ become ‘–ly.’* 3. *Spelling Rules: Adding ‘-ly’ to to turn an adjective into an adverb when the final letter is ‘l.’* 4. *Spelling Rules: Word with the ’sh’ sound spelled ch. These words are French in origin.* 5. *Challenge Words* 6. *Spelling Rules: Adding the suffix ‘–ion.’ When the root word ends in ’d,’ ‘de’ or ‘se’ then the suffix ’-ion’ needs to be ‘-sion.’* 7. *Spelling Rules: Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.* |

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| *Spring 1 (6 weeks)* | 1. *Spelling Rules: The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept.* 2. *Spelling Rules: The ‘ee’ sound spelled with an ‘i.’* 3. *Spelling Rules: The suffix ‘-ous.’ If there is an ‘ee’ sound before the ’-ous’ ending, it is usually spelled as i, but a few words have e.* 4. *Challenge Words* 5. *Spelling Rules: The ‘au’ digraph* 6. *Spelling Rules: The suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ’-tion.’* |
| *Spring 2*  *(6 weeks)* | 1. *Spelling Rules: The suffix ‘-ion’ becomes ’-ssion’ when the root word ends in ’ss’ or ‘mit.’* 2. *Spelling Rules: The suffix ‘-cian’ used instead of ‘-sion’ when the root word ends in ’c’ or ‘cs’* 3. *Spelling Rules: Adding ‘-ly’ to create adverbs of manner. These adverbs describe how the verb is occurring.* 4. *Challenge Words* 5. *Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.* 6. *Revision of above* |
| *Summer 1 (6 weeks)* | 1. *Spelling Rules: The /s/ sound spelled c before ’i’ and ‘e’.* 2. *Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. ’sol word family’ and ‘real word family’* 3. *Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. ’phon word family’ and ‘sign word family’* 4. *Spelling Rules: Prefixes – ’super-’ ‘anti’ and ‘auto.’* 5. *Spelling Rules: The prefix bi- meaning two.* 6. *Challenge Words* |
| *Summer 2 (6 ½ weeks)* | 1. *Plural Possessive Apostrophe.* 2. *Revision – spelling rules we have learned in Stage 4.* 3. *Revision – spelling rules we have learned in Stage 4.* 4. *Revision – spelling rules we have learned in Stage 4.* 5. *Revision – spelling rules we have learned in Stage 4.* 6. *Revision – spelling rules we have learned in Stage 4.* 7. *Revision – spelling rules we have learned in Stage 4.* |

***Year 5***

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| *Autumn 1 (7 weeks)* | 1. *Spelling Rules: Words ending in ‘-ious.’* 2. *Spelling Rules: Words ending in ‘–cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’* 3. *Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.* 4. *Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.* 5. *Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.* 6. *Challenge words* 7. *Spelling Rules: Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.* |
| *Autumn 2 (7 weeks)* | 1. *Spelling Rules: Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.* 2. *Spelling Rules: Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.* 3. *Spelling Rules: Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’* 4. *Spelling Rules: Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably* 5. *Challenge Words* |

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|  | 1. *Spelling Rules: Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.* 2. *Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.* |
| *Spring 1 (6 weeks)* | 1. *Spelling Rules: 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. If the –fer is not stressed then the r isn’t doubled.* 2. *Spelling Rules: Words with ‘silent’ letters at the start.* 3. *Spelling Rules: Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)* 4. *Challenge Words* 5. *Spelling Rules: Words spelled with ’ie’ after c.* 6. *Spelling Rules: Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.* |
| *Spring 2*  *(6 weeks)* | 1. *Spelling Rules: Words containing the letter string ‘ough’ where the sound is /aw/.* 2. *Spelling Rules: Words containing the letter string ’ough’ where the sound is /o/ as in boat or ‘ow’ as in cow.* 3. *Spelling Rules: Adverbs of possibility. These words show the possibility that something has of occurring.* 4. *Challenge Words* 5. *Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.* 6. *Revision of above* |

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| *Summer 1 (6 weeks)* | 1. *Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.* 2. *Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.* 3. *Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.* 4. *Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.* 5. *Challenge Words* 6. *Spelling Rules: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.* |
| *Summer 2 (6 ½ weeks)* | 1. *Challenge Words* 2. *Revision: Year 5 words* 3. *Revision: Year 5 words* 4. *Revision: Year 5 words* 5. *Revision: Year 5 words* 6. *Revision: Year 5 words* 7. *Revision: Year 5 words* |

***Year 6***

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| *Autumn 1 (7 weeks)* | 1. *Challenge Words* 2. *Challenge Words* 3. *Challenge Words* 4. *Challenge Words* 5. *Challenge Words* 6. *Challenge Words* 7. *Challenge Words* |
| *Autumn 2 (7 weeks)* | 1. *Challenge Words* 2. *Challenge Words* 3. *Challenge Words* 4. *Spelling Rules: Words with the short vowel sound /i/ spelled y* 5. *Spelling Rules: Words with the long vowel sound /i/ spelled with a y.* 6. *Spelling Rules: Adding the prefix ‘-over’ to verbs.* 7. *Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’* |
| *Spring 1 (6 weeks)* | 1. *Spelling Rules: Words which can be nouns and verbs.* 2. *Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’* 3. *Spelling Rules: Words with a ‘soft c’ spelled /ce/.* 4. *Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un*   *– not; over – above/more; im – opposite* |

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|  | 1. *Spelling Rules: Words with the /f/ sound spelled ph.* 2. *Spelling Rules: Words with origins in other countries* |
| *Spring 2*  *(6 weeks)* | 1. *Spelling Rules: Words with unstressed vowel sounds.* 2. *Spelling Rules: Words with endings /shuhl/ after a vowel letter.* 3. *Spelling Rules: Words with endings /shuhl/ after a consonant letter.* 4. *Spelling Rules: Words with the common letter string ’acc’ at the beginning of words.* 5. *Spelling Rules: Words ending in ’-ably.’* 6. *Revision of above* |
| *Summer 1 (6 weeks)* | 1. *Spelling Rules: Words ending in ’-ible’* 2. *Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb.* 3. *Spelling Rules: Changing ‘-ent’ to ‘–ence.’* 4. *Spelling Rules: -er, -or, -ar at the end of words.* 5. *Spelling Rules: Adverbs synonymous with determination.* 6. *Spelling Rules: Adjectives to describe settings.* |
| *Summer 2 (6 ½ weeks)* | 1. *Spelling Rules: Vocabulary to describe feelings.* 2. *Spelling Rules: Adjectives to describe character* 3. *Grammar Vocabulary* 4. *Grammar Vocabulary* 5. *Grammar Vocabulary* 6. *Mathematical Vocabulary* 7. *Mathematical Vocabulary* |