

## Spelling Curriculum Progression Map

For all year groups, spelling is taught within phonics/spelling sessions. This is then embedded in writing sessions, as well when writing in other curriculum areas. In EYFS and Year 1, pupils will receive a daily phonics session based on the Letters and Sounds programme. In Years 3 to 6, pupils will have a daily spelling session using the Babcock 'No Nonsense' Spelling programme.

The No Nonsense Spelling Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn.

The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

The programme:

- delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- has a clear progression through blocks of teaching units across the year
- comprehensively explains how to teach spelling effectively.

*For a further breakdown, please see the NNS progression map (Years 2 – 6) and the phonics progression map for EYFS and Year 1.*

Spelling	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Spelling	Phonics: please refer to phonics progression map.	<ul style="list-style-type: none"> <li>Revision of learning from EYFS.</li> <li>GPCS: f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy).</li> <li>Division of words into syllables, adding s and es to words for plurals.</li> <li>Adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words.</li> </ul> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<ul style="list-style-type: none"> <li>Revision of learning from EYFS and Y1.</li> <li>GPCS: dge, ge, g, s sound spelt c before e, i, and y, kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion.</li> <li>Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it.</li> <li>Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter.</li> <li>Suffixes: ment, ness, ful, less and ly.</li> <li>Contraction and possessive apostrophes for singular nouns.</li> <li>Homophones and near homophones, common exception words</li> </ul> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<ul style="list-style-type: none"> <li>Revision of learning from Y1 and Y2.</li> <li>GPCS: the ‘y’ as in myth, ‘ou’ as in young, ‘-sure’ as in measure, ‘-ture’ as in creature, ‘-sion’ as in division.</li> <li>Endings which sound like ‘-tion’, ‘-sion’, ‘-ssion’ and ‘-cian’ (alternative spellings).</li> <li>Words with the sound spelt ‘ch’ i.e. scheme, words with the sound spelt ‘ch’ i.e. machine.</li> <li>Words ending with the sound spelt a ‘g’ and ‘k’ sound i.e. league or antique.</li> <li>Words with the ‘sc’ sound i.e. science.</li> <li>Words with the sound spelt ‘ei’, ‘eigh’ or ‘ey’ i.e. vein, weigh, obey.</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable.</li> <li>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</li> <li>Suffixes: –ation, –ly, –</li> </ul>	<ul style="list-style-type: none"> <li>Revision of learning from Y2 and Y3.</li> <li>GPCS: the ‘y’ as in myth, ‘ou’ as in young, ‘-sure’ as in measure, ‘-ture’ as in creature, ‘-sion’ as in division.</li> <li>Endings which sound like ‘-tion’, ‘-sion’, ‘-ssion’ and ‘-cian’ (alternative spellings).</li> <li>Words with the sound spelt ‘ch’ i.e. scheme, words with the sound spelt ‘ch’ i.e. machine.</li> <li>Words ending with the sound spelt a ‘g’ and ‘k’ sound i.e. league or antique.</li> <li>Words with the ‘sc’ sound i.e. science.</li> <li>Words with the sound spelt ‘ei’, ‘eigh’ or ‘ey’ i.e. vein, weigh, obey.</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable.</li> <li>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto— .</li> <li>Suffixes: –ation, –ly, –</li> </ul>	<ul style="list-style-type: none"> <li>Revision of learning from previous years.</li> <li>Words ending in ‘-cious’ and ‘-tious’ as in vicious and ambitious.</li> <li>Words ending in ‘-cial’, ‘-tial’ as in official and essential, words ending in ‘-ant’, ‘-ance’ / ‘-ancy’, ‘-ent’, ‘-ence’ / ‘-ency’ and ‘-ation’ (observant, tolerance, hesitancy, innocent, confidence, decency and expectation).</li> <li>Words with the ‘i’ sound spelt ei after c as in deceive.</li> <li>Words containing the letter string ‘ough’ as in ought, though and plough (note the different ways to say the sound).</li> <li>Words with ‘silent’ letters i.e. doubt, lamb and knight.</li> <li>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</li> </ul> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<ul style="list-style-type: none"> <li>Revision of learning from previous years.</li> <li>Words ending in ‘-cious’ and ‘-tious’ as in vicious and ambitious.</li> <li>Words ending in ‘-cial’, ‘-tial’ as in official and essential, words ending in ‘-ant’, ‘-ance’ / ‘-ancy’, ‘-ent’, ‘-ence’ / ‘-ency’ and ‘-ation’ (observant, tolerance, hesitancy, innocent, confidence, decency and expectation).</li> <li>Words with the ‘i’ sound spelt ei after c as in deceive.</li> <li>Words containing the letter string ‘ough’ as in ought, though and plough (note the different ways to say the sound).</li> <li>Words with ‘silent’ letters i.e. doubt, lamb and knight.</li> <li>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</li> </ul> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>

				<p>ous.</p> <ul style="list-style-type: none"> <li>▪ Possessive apostrophe with plural words.</li> <li>▪ Homophones and near homophones.</li> </ul> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>ous.</p> <ul style="list-style-type: none"> <li>▪ Possessive apostrophe with plural words.</li> <li>▪ Homophones and near homophones</li> </ul> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>		
--	--	--	--	--	---	--	--