

# 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