



*Whole school Spelling  
curriculum: Progression of  
knowledge, skills and  
understanding - Year B*

Mulberry Tree Class		Apple Tree Class		Cherry Tree Class		Horse-chestnut Tree Class		Oak Tree Class	
Reception	Year 1	Year 1	Year 2	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6
<b>P1</b>	Distinguish one sound from another.	<b>P2</b>	Hear and say short vowel sounds in a word and use phonological knowledge to sound out CVC words e.g. c-a-t.	<b>P4</b>	Spell accurately high frequency and common polysyllabic words.	<b>P5</b>	Use a simple dictionary to find unknown words.	<b>P7</b>	Consistently apply spelling patterns and rules learned.
<b>P2</b>	Hear and say short vowel sounds in a word and use phonological knowledge to sound out CVC words e.g. c-a-t.	<b>P2</b>	Write simple regular words and make plausible attempts at longer or more complex words.	<b>P5</b>	Use a simple dictionary to find unknown words.	<b>P6</b>	Spell correctly less common exception words Write simple sentences using known words and punctuation.	<b>P8</b>	Spell words with complex regular patterns correctly.
<b>P3</b>	Correctly spell some common words and use phonic strategies to spell phonetically plausible words. Demonstrate emerging knowledge of simple word roots.	<b>P3</b>	Spell some common words and use phonic strategies to spell phonetically plausible words. Demonstrate emerging knowledge of simple word roots, suffixes, and inflectional endings in spelling e.g. 'ed'	<b>P6</b>	Spell correctly less common exception words Write simple sentences using known words and punctuation.	<b>P7</b>	Consistently apply spelling patterns and rules learned.	<b>P9</b>	Spell words accurately, including irregular words.
<b>Milestone 1</b>				<b>Milestone 2</b>		<b>Milestone 3</b>			
<p>Spell words containing 40+ learned phonemes. Spell common exception words (the said, one, two, and the days of the week) Name letters of the alphabet in order Use letter names to describe spellings of words Add prefixes and suffixes, learning the rule for adding -s and -es as a plural marker for nouns and the third person singular marker for verbs (I drink - he drinks) Use the prefix un-. Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper. Use spelling rules Write simple sentences dictated by the teacher Spell by segmenting words into phonemes and represent them with the correct graphemes. Learn some new ways to represent phonemes Spell common exception words correctly Spell contraction words correctly (can't) Add suffixes to spell longer words (-ment) Use the possessive apostrophe (girl's) Distinguish between homophones and near homophones.</p> <p><b>P = Pebbles</b></p>		<p>Spell words containing 40+ learned phonemes. Spell common exception words (the said, one, two, and the days of the week) Name letters of the alphabet in order Use letter names to describe spellings of words Add prefixes and suffixes, learning the rule for adding -s and -es as a plural marker for nouns and the third person singular marker for verbs (I drink - he drinks) Use the prefix un-. Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper. Use spelling rules Write simple sentences dictated by the teacher Spell by segmenting words into phonemes and represent them with the correct graphemes. Learn some new ways to represent phonemes Spell common exception words correctly. Spell contraction words correctly (can't) Add suffixes to spell longer words (-ment) Use the possessive apostrophe (girl's) Distinguish between homophones and near homophones.</p>		<p>Use prefixes and suffixes and understand how to add them. Spell further homophones Spell correctly often misspelt words Place the possessive apostrophe accurately in words with regular plurals. 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.</p>		<p>Use prefixes and suffixes and understand how to add them. Spell further homophones Spell correctly often misspelt words Place the possessive apostrophe accurately in words with regular plurals. 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. Use prefixes, applying guidelines for adding them. Spell some words with silent letters (knight, psalm, solemn) Distinguish between homophones and other words that are often confused. Use dictionaries to check spelling and meaning of words Use the first three or four letters of a word to look up the meaning or spelling or words in a dictionary. Use a thesaurus.</p>		<p>Use prefixes, applying guidelines for adding them. Spell some words with silent letters (knight, psalm, solemn) Distinguish between homophones and other words that are often confused. Use dictionaries to check spelling and meaning of words Use the first three or four letters of a word to look up the meaning or spelling or words in a dictionary. Use a thesaurus. Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</p>	

	Mulberry Tree Class	Apple Tree Class	Cherry Tree Class	Horse-chestnut Tree Class	Oak Tree Class
Autumn 1	<p><b>Week 1</b> The sounds /f/ and /s/, spelt 'ff' and 'ss'</p> <p><b>Week 2</b> The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'</p> <p><b>Week 3</b> Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p><b>Week 4</b> The sound spelt n before g 'ng' The sound spelt n before k 'nk'</p> <p><b>Week 5</b> The sound /ch/ spelt 'ch' The sound /ch/ spelt -'tch'</p> <p><b>Week 6</b> The sound v The /v/ sound at the end of words spelt with 've'</p>	<p><b>Week 1</b> The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</p> <p><b>Week 2</b> The sounds /r/ spelt 'wr' at the beginning of words</p> <p><b>Week 3</b> The sound /s/ spelt 'c' before e, i and y</p> <p><b>Week 4</b> The sound /j/ spelt with '-dge' and '-ge' at the end of words</p> <p><b>Week 5</b> The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u</p> <p><b>Week 6</b> Common Exception Words</p>	<p><b>Week 1</b> Words with /aw/ spelt with augh and au</p> <p><b>Week 2</b> Adding the prefix in- (meaning 'not' or 'into')</p> <p><b>Week 3</b> Adding the prefix im- (before a root word starting with 'm' or 'p')</p> <p><b>Week 4</b> Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')</p> <p><b>Week 5</b> Homophones &amp; near homophones</p> <p><b>Week 6</b> Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p>	<p><b>Week 1</b> Words with endings that sound like /shuhs/ spelt with -cious</p> <p><b>Week 2</b> Words with endings that sound like /shuhs/ spelt with -tious or -ious</p> <p><b>Week 3</b> Words with the short vowel sound /i/ spelt with y</p> <p><b>Week 4</b> Words with the long vowel sound /i/ spelt with y</p> <p><b>Week 5</b> Homophones &amp; near homophones</p> <p><b>Week 6</b> Homophones &amp; near homophones</p>	<p><b>Week 1</b> Ambitious Synonyms: Adjectives</p> <p><b>Week 2</b> Homophones &amp; Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p><b>Week 3</b> Adjectives ending in -ant into nouns ending in -ance/ -ancy</p> <p><b>Week 4</b> Adjectives ending in -ent into nouns ending in -ence/ -ency</p> <p><b>Week 5</b> Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p><b>Week 6</b> Hyphens: To join compound adjectives to avoid ambiguity</p>
Autumn 2	<p><b>Week 1</b> The digraphs 'ai' and 'oi' are hardly ever used at the end of English words.</p> <p><b>Week 2</b> The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables.</p> <p><b>Week 3</b> The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word)</p> <p><b>Week 4</b> The sound /ee/ spelt 'e' and <b>with the vowel digraph 'ee'</b></p> <p><b>Week 5</b> The vowel digraph 'ea'</p> <p><b>Week 6</b> The vowel digraph 'ie' making the /igh/ and / ee/ sounds</p>	<p><b>Week 1</b> The sound /l/ spelt with '-le' at the end of words</p> <p><b>Week 2</b> The sound /l/ spelt with '-el' at the end of words</p> <p><b>Week 3</b> The sound /l/ spelt with '-il' and '-al' at the end of words</p> <p><b>Week 4</b> The sound /igh/ spelt with '-y' at the end of words</p> <p><b>Week 5</b> Adding -ies to nouns and verbs ending in -y</p> <p><b>Week 6</b> Common Exception Words</p>	<p><b>Week 1</b> Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p><b>Week 2</b> Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p><b>Week 3</b> Words with a / shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p><b>Week 4</b> Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p><b>Week 5</b> Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p> <p><b>Week 6</b> Statutory Spellings Challenge Words</p>	<p><b>Week 1</b> Words with 'silent' letters</p> <p><b>Week 2</b> Words with 'silent' letters</p> <p><b>Week 3</b> Modal verbs</p> <p><b>Week 4</b> Words ending in 'ment'</p> <p><b>Week 5</b> Adverbs of possibility and frequency</p> <p><b>Week 6</b> Statutory Spelling Challenge Words</p>	<p><b>Week 1</b> Words ending in -able</p> <p><b>Week 2</b> Words ending in -able</p> <p><b>Week 3</b> Words ending in -ably</p> <p><b>Week 4</b> Word families based on common words, showing how words are related in form and meaning</p> <p><b>Week 5</b> Word families based on common words, showing how words are related in form and meaning</p> <p><b>Week 6</b> Creating diminutives using prefixes micro- or mini-</p>

<p>Spring 1</p>	<p><b>Week 1</b> The trigraph igh <b>Week 2</b> The vowel digraph 'ar' <b>Week 3</b> The vowel digraph 'er' (unstressed) 'er' (stressed) <b>Week 4</b> The vowel digraph 'ir', 'ur' <b>Week 5</b> Adding -er and -est to adjectives where no change is needed to the root word <b>Week 6</b> Days of the week/ Common Exception Words</p>	<p><b>Week 1</b> Adding -ed, -er and -est to a word ending in -y with a consonant before it <b>Week 2</b> Adding -ing to a word ending in -y with a consonant before it <b>Week 3</b> Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it <b>Week 4</b> Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel <b>Week 5</b> The sound /or/ spelt 'a' before l or ll <b>Week 6</b> Common Exception Words</p>	<p><b>Week 1</b> Homophones &amp; Near Homophones <b>Week 2</b> Homophones &amp; Near Homophones <b>Week 3</b> Nouns ending in the suffix -ation <b>Week 4</b> Nouns ending in the suffix -ation <b>Week 5</b> Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') <b>Week 6</b> Plural Possessive Apostrophes with plural words</p>	<p><b>Week 1</b> Creating nouns using -ity suffix <b>Week 2</b> Creating nouns using -ness suffix <b>Week 3</b> Creating nouns using -ship suffix <b>Week 4</b> Homophones &amp; Near Homophones <b>Week 5</b> Homophones &amp; Near Homophones <b>Week 6</b> Homophones &amp; Near Homophones</p>	<p><b>Week 1</b> Adding suffixes beginning with vowel letters to words ending in -fer <b>Week 2</b> Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) <b>Week 3</b> Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) <b>Week 4</b> Word families based on common words, showing how words are related in form and meaning <b>Week 5</b> Word families based on common words, showing how words are related in form and meaning <b>Week 6</b> Statutory Spelling Challenge Words</p>
<p>Spring 2</p>	<p><b>Week 1</b> The sound /k/ spelt with 'k' not 'c', before e, i and y <b>Week 2</b> The split vowel digraphs 'a-e' and 'e-e' <b>Week 3</b> The split vowel digraphs 'i-e' 'o-e' <b>Week 4</b> The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' <b>Week 5</b> The vowel digraph 'oo' - very few words have oo at the end <b>Week 6</b> The sounds /oo/ and /yoo/ spelt with 'ue' 'ew'</p>	<p><b>Week 1</b> The sound /u/ spelt with 'o' <b>Week 2</b> The sound /ee/ spelt with '-ey' <b>Week 3</b> The /o/ sound spelt with 'a' after w and qu <b>Week 4</b> The stressed /er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w <b>Week 5</b> The sound /zh/ spelt 's' <b>Week 6</b> Common Exception Words</p>	<p><b>Week 1</b> Words with the /s/ sound spelt with 'sc' <b>Week 2</b> Words with a 'soft c' spelt with 'ce' <b>Week 3</b> Words with a 'soft c' spelt with 'ci' <b>Week 4</b> Word families based on common words, showing how words are related in form and meaning <b>Week 5</b> Word families based on common words, showing how words are related in form and meaning <b>Week 6</b> Statutory Spellings. Challenge Words</p>	<p><b>Week 1</b> Words with an /or/ sound spelt 'or' <b>Week 2</b> Words with /or/ sound spelt 'au' <b>Week 3</b> Convert nouns or adjectives into verbs using the suffix -ate <b>Week 4</b> Convert nouns or adjectives into verbs using the suffix -ise <b>Week 5</b> Convert nouns or adjectives into verbs using the suffix -ify <b>Week 6</b> Convert nouns or adjectives into verbs using the suffix -en</p>	<p><b>Week 1</b> Words with endings which sound like /shuhl/ after a vowel letter <b>Week 2</b> Words with endings which sound like /shuhl/ after a consonant letter <b>Week 3</b> Words with a 'soft c' spelt /ce/ <b>Week 4</b> Word families based on common words, showing how words are related in form and meaning <b>Week 5</b> Word families based on common words, showing how words are related in form and meaning <b>Week 6</b> Statutory Spelling Challenge Words</p>

<p>Summer 1</p>	<p><b>Week 1</b> The vowel digraphs 'ow' and 'ou'</p> <p><b>Week 2</b> Words ending with the sound /e/ spelt with 'y'</p> <p><b>Week 3</b> The vowel digraph 'or' and the vowel trigraph 'ore'</p> <p><b>Week 4</b> The vowel digraphs 'aw' and 'au'</p> <p><b>Week 5</b> The vowel trigraph 'air' and 'are'</p> <p><b>Week 6</b> The vowel trigraph 'ear'</p>	<p><b>Week 1</b> The suffixes -ment, -ness and -ful</p> <p><b>Week 2</b> The suffixes -less and -ly</p> <p><b>Week 3</b> Words ending in -tion</p> <p><b>Week 4</b> Contractions</p> <p><b>Week 5</b> The possessive apostrophe</p> <p><b>Week 6</b> Common Exception Words</p>	<p><b>Week 1</b> Adding the prefix inter- (meaning 'between' or 'among')</p> <p><b>Week 2</b> Adding the prefix anti- (meaning 'against')</p> <p><b>Week 3</b> Adding the prefix auto- (meaning 'self' or 'own')</p> <p><b>Week 4</b> Adding the prefix ex- (meaning 'out')</p> <p><b>Week 5</b> Adding the prefix non- (meaning 'not')</p> <p><b>Week 6</b> Words ending in -ar/ -er</p>	<p><b>Week 1</b> Words containing the letter string 'ough'</p> <p><b>Week 2</b> Words containing the letter string 'ough'</p> <p><b>Week 3</b> Adverbials of time</p> <p><b>Week 4</b> Adverbials of place</p> <p><b>Week 5</b> Words with an /ear/ sound spelt 'ere'</p> <p><b>Week 6</b> Statutory Spelling Challenge Words</p>	<p><b>Week 1</b> Word families based on common words, showing how words are related in form and meaning</p> <p><b>Week 2</b> Words that can be nouns and verbs</p> <p><b>Week 3</b> Words that can be nouns and verbs</p> <p><b>Week 4</b> Words with a long /o/ sound spelt 'ou' or 'ow'</p> <p><b>Week 5</b> Words ending in -ible</p> <p><b>Week 6</b> Words ending in -ibly</p>
<p>Summer 2</p>	<p><b>Week 1</b> New consonant spelling 'ph' and 'wh'</p> <p><b>Week 2</b> Adding the prefix -un without any change to the spelling of the root word</p> <p><b>Week 3</b> Adding s and es to words</p> <p><b>Week 4</b> Compound words</p> <p><b>Week 5</b> Read words with contractions (Word reading - English)</p> <p><b>Week 6</b> Common Exception Words</p>	<p><b>Week 1</b> Homophones and near homophones</p> <p><b>Week 2</b> Homophones and near homophones</p> <p><b>Week 3</b> Homophones and near homophones</p> <p><b>Week 4</b> Conjunctions</p> <p><b>Week 5</b> Months of the year/ time</p> <p><b>Week 6</b> Question Words SPaG terms</p>	<p><b>Week 1</b> Adding the suffix -ous (No change to root word)</p> <p><b>Week 2</b> Adding the suffix -ous (No definitive root word)</p> <p><b>Week 3</b> Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')</p> <p><b>Week 4</b> Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')</p> <p><b>Week 5</b> Adverbials of frequency and possibility</p> <p><b>Week 6</b> Adverbials of manner</p>	<p><b>Week 1</b> Unstressed vowels in polysyllabic words</p> <p><b>Week 2</b> Adding verb prefixes de- and re-</p> <p><b>Week 3</b> Adding verb prefix over-</p> <p><b>Week 4</b> Convert nouns or verbs into adjectives using suffix -ful</p> <p><b>Week 5</b> Convert nouns or verbs into adjectives using suffix -ive</p> <p><b>Week 6</b> Convert nouns or verbs into adjectives using suffix -al</p>	<p><b>Week 1</b> Synonyms &amp; Antonyms</p> <p><b>Week 2</b> Synonyms &amp; Antonyms</p> <p><b>Week 3</b> Synonyms &amp; Antonyms</p> <p><b>Week 4</b> Synonyms &amp; Antonyms</p> <p><b>Week 5</b> Synonyms &amp; Antonyms</p> <p><b>Week 6</b> Synonyms &amp; Antonyms</p>