

Core learning in literacy by strand

Read and write for a range of purposes on paper and on screen

6. Word structure and spelling

Most children learn:

- » that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- » to spell words accurately by combining the use of grapheme–phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- » a range of approaches to learn and spell irregular words

Foundation Stage	Year 1	Year 2	Year 3
Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	<p>Spell new words using phonics as the prime approach</p> <p>Segment sounds into their constituent phonemes in order to spell them correctly</p> <p><i>Children move from spelling simple CVC words to longer words that include common diagraphs and adjacent consonants such as 'brush', 'crunch'</i></p> <p>Recognise and use alternative ways of spelling the graphemes already taught, for example that the /æ/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives</p> <p>Use knowledge of common inflections in spelling, such as plurals, <i>-ly</i>, <i>-er</i></p> <p>Read and spell phonically decodable two-syllable and three-syllable words</p>	<p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters</p> <p>Read and spell less common alternative graphemes including trigraphs</p>	<p>Spell high and medium frequency words</p> <p>Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words</p> <p>Spell unfamiliar words using known conventions including grapheme–phoneme correspondences and morphological rules</p>

Foundation Stage objectives in bold refer to the Early Learning Goals.

Most children learn to:

Year 4

Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words

Distinguish the spelling and meaning of common homophones

Know and apply common spelling rules

Develop a range of personal strategies for learning new and irregular words

Year 5

Spell words containing unstressed vowels

Know and use less common prefixes and suffixes such as *im-*, *ir-*, *-cian*

Group and classify words according to their spelling patterns and their meanings

Year 6

Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words

Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

Year 6 progression into Year 7

Revise, consolidate and secure knowledge of correct vowel choices, pluralisation, prefixes, word endings and high frequency words

Record and learn from personal errors, corrections, investigations, conventions, exceptions and new vocabulary

Draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns

Note

Some of the spelling objectives appear in both strands 5 and 6. This reflects that phonics should be the prime approach children use in both learning to read and learning to spell. The objectives in strand 6 also cover the wider approaches children need to learn and deploy to spell words accurately.

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