



## Spelling progression document

*All year groups follow the Ruth Miskin Read, Write Inc. programme.*

*In EYFS and Year 1, phonics is taught daily using the RWI phonics programme.*

*In Year 2, phonics is taught daily to begin with and then targeted intervention with the introduction of the RWI spelling scheme.*

*In Year 3 – Year 6, spelling is taught using the RWI spelling scheme.*

*Please see individual year group progression maps to see the in-depth coverage as this is the overview document.*

	Phonics and whole word spelling	Other word building spelling
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• RWI phase 1 – phase 4 (learn to say and begin to learn to spell)</li> <li>• use their phonics knowledge to correctly form letters</li> <li>• spell words by identifying sounds within them and representing them with a letter/letters</li> </ul>	<ul style="list-style-type: none"> <li>• skills of segmenting and blending for spelling are developed and opportunities to practise, to learn and write the 'tricky' HFW</li> <li>• use their phonics knowledge to correctly write CVC, CCVC and CVCC by the end of EYFS</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• RWI phase 4 (repeat) – phase 6</li> <li>• spell words containing each of the 40+ phonemes taught</li> <li>• spell common exception words</li> <li>• spell the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> <li>• using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix 1</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• learning the possessive apostrophe (singular)</li> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• apply spelling rules and guidelines from Appendix 1</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> </ul>



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		<ul style="list-style-type: none"><li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li><li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li></ul>
5	<ul style="list-style-type: none"><li>• spell some words with 'silent' letters</li><li>• continue to distinguish between homophones and other words which are often confused</li><li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li></ul>	<ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand the guidance for adding them</li><li>• use dictionaries to check the spelling and meaning of words</li><li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li></ul>
6	<ul style="list-style-type: none"><li>• spell some words with 'silent' letters</li><li>• continue to distinguish between homophones and other words which are often confused</li><li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li></ul>	<ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand the guidance for adding them</li><li>• use dictionaries to check the spelling and meaning of words</li><li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li></ul>