



St. James' Spelling Rules and Patterns

Progression and Coverage

Prior to Year 2 Spring Term, children at St. James' follow the Phonics @ St. James' scheme.

Year 2 spelling is taught daily.

In Years 3-6, spelling is taught every Friday for 30 minutes with 2 SODA sessions to consolidate their learning in the week following this.

Spellings are also included as part of our whole-school homework.

Year Group	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 6 weeks
Year 2			<ol style="list-style-type: none"> 1. -le at the end of words 2. -el after m, n, r, s, v, w and often after s 3. -al (adjectives) 4. Words ending -il 5. Words ending -tion 6. Z sound spelt s 	<ol style="list-style-type: none"> 1. Adding -es to nouns ending in a -y 2. Plural of words ending -ey, add -s 3. Contractions 4. Possessive apostrophe 5. Adding -ed, -ing to words ending in -y with a 	<ol style="list-style-type: none"> 1. Adding -ed, -ing, to words ending in -e with a consonant before it 2. Adding -y to words ending in -e with a consonant before it 3. Adding -er, -est to words ending in -e with a 	<ol style="list-style-type: none"> 1. Adding -y to words of one syllable ending in a single letter consonant after a single vowel 2. Adding suffixes -ment and -ness 3. Adding suffixes -ful and -less 4. Adding suffix -ly



				<p>consonant before it</p> <p>6. Adding -er and -est to words ending in -y with a consonant before it</p>	<p>consonant before it</p> <p>4. Adding -ed, -ing, to words of one syllable ending in a single letter consonant after a single vowel</p> <p>5. Adding -er, -est to words of one syllable ending in a single letter consonant after a single vowel</p>	<p>5. Homophones and near homophones</p> <p>6. Consolidate and review</p>
Year 3	<ol style="list-style-type: none"> -le at the end of words -el after m, n, r, s, v, w and often after s -al (adjectives) Use prefixes -dis, -mis, -re and understand how to add them. 	<ol style="list-style-type: none"> Words ending -il Words ending -tion Z sound spelt s Homophones and near homophones Spell words containing ou, 	<ol style="list-style-type: none"> Adding -es to nouns ending in a -y Plural of words ending -ey, add -s Spell words ending -ture, e.g. creature, furniture 	<ol style="list-style-type: none"> Contractions Possessive apostrophe Adding -ed, -ing, -er and -est to words ending in -y with a consonant before it 	<ol style="list-style-type: none"> Adding -ed, -ing, -er to words ending in -e with a consonant before it Adding -est and -y to words ending in -e with a 	<ol style="list-style-type: none"> Adding -ed, -ing to words of one syllable ending in a single letter consonant after a single vowel Adding -er, -est and -y to words of one syllable ending in a



	<p>5. Use suffixes -ly, -ous and understand how to add them</p> <p>6. Year 3 word list</p> <p>7. Consolidate and review</p>	<p>e.g. young, touch, double</p> <p>6. Spell words with endings -sure, e.g. treasure, pleasure</p> <p>7. Year 3 word list</p> <p>8. Consolidate and review</p>	<p>4. Spell words containing ei, e.g. vein, weigh</p> <p>5. Year 3 word list</p> <p>6. Consolidate and review</p>	<p>4. Identify and spell irregular past tense verbs, e.g. send/sent, hear / heard, think/ thought</p> <p>5. Year 3 word list</p> <p>6. Consolidate and review</p>	<p>consonant before it</p> <p>3. Identify and spell irregular plurals, e.g. goose/ geese, woman/women , potato /es</p> <p>4. Year 3 word list</p> <p>5. Consolidate and review</p>	<p>single letter consonant after a single vowel</p> <p>3. Homophones and near homophones</p> <p>4. Suffixes -ment, -ness, -ful, -less and -ly</p> <p>5. Year 3 word list</p> <p>6. Consolidate and review</p>
Year 4	<p>1. Use prefixes -dis, -mis, -re and understand how to add them.</p> <p>2. Use suffixes -ly, -ous and understand how to add them</p>	<p>1. -el after m, n, r, s, v, w and often after s</p> <p>2. -al (adjectives)</p> <p>3. Homophones and near homophones</p> <p>4. Spell words containing ou, e.g. young, touch, double</p>	<p>1. Words ending -il</p> <p>2. Year 4 word list</p> <p>3. Spell words with endings -sure, e.g. treasure, pleasure</p> <p>4. Investigate ways in which nouns and adjectives can be made into verbs by</p>	<p>1. -le at the end of words</p> <p>2. Year 4 word list</p> <p>3. Spell words ending -ture, e.g. creature, furniture</p> <p>4. Spell words containing ei, e.g. vein, weigh</p>	<p>1. Identify and spell irregular past tense verbs, e.g. send/sent, hear / heard, think/ thought</p> <p>2. Year 4 word list</p> <p>3. Identify and spell words with the /s/ sound spelt sc (Latin in</p>	<p>1. Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es</p> <p>2. Use further prefixes, e.g. sub-, inter-, super-, anti-, auto-</p>



	<p>3. Year 4 word list</p> <p>4. Use further prefixes, e.g. in- , im- ir-.</p> <p>5. Use further suffixes, e.g. –ation, - tion, –ssion, –cian.</p> <p>6. Year 4 word list</p> <p>7. Consolidate and review</p>	<p>5. Identify and spell words with the /tʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine.</p> <p>6. Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), e.g. tongue, antique.</p> <p>7. Year 4 word list</p> <p>8. Consolidate and review</p>	<p>the use of suffixes e.g. pollen (noun) and –ate = pollinate (verb).</p> <p>5. Year 4 word list</p> <p>6. Consolidate and review</p>	<p>5. Understand how diminutives are formed using e.g. suffix - ette and prefix mini-.</p> <p>6. Consolidate and review</p>	<p>origin), e.g. science, scene.</p> <p>4. Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.</p> <p>5. Consolidate and review</p>	<p>3. Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus.</p> <p>4. Use the first three letters of a word to check its spelling in a dictionary.</p> <p>5. The /j/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt.</p> <p>6. Consolidate and review</p>
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<p>Year 5</p>	<ol style="list-style-type: none"> 1. Use further prefixes, e.g. in-, im- ir-, sub-, inter-, super-, anti-, auto- 2. Use further suffixes, e.g. -ation, -tion, -ssion, -cian. 3. Identify and spell words with the /tʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine. 4. Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. 	<ol style="list-style-type: none"> 1. Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique. 2. Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb). 3. Year 5 word list 4. Recognise and spell words ending in -able. 	<ol style="list-style-type: none"> 1. Understand how diminutives are formed using e.g. suffix -ette and prefix mini-. 2. Year 5 word list 3. Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive. 4. Recognise and spell words containing the letter-string ough. 5. Year 5 word list 6. Consolidate and review 	<ol style="list-style-type: none"> 1. Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. 2. investigate what happens to words ending in f when suffixes are added, e.g. calf/calves. 3. Year 5 word list 4. To recognise and spell the suffix -al. 5. To recognise and spell the suffixes -ary,- ic. 6. Consolidate and review 	<ol style="list-style-type: none"> 1. Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus. 2. Year 5 word list 3. To spell further suffixes, e.g. ll in full becoming l. 4. To spell unstressed vowels in polysyllabic words. 5. Consolidate and review 	<ol style="list-style-type: none"> 1. Use the first three letters of a word to check its spelling in a dictionary. 2. he /y/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. 3. Year 5 word list 4. Spell some words with 'silent' letters, e.g. knight, psalm, solemn. 5. Spell some words with 'silent' letters, e.g. knight, psalm, solemn.
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	<p>5. Recognise and spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</p> <p>6. Year 5 word list</p> <p>7. Consolidate and review</p>	<p>5. Recognise and spell words ending in –ible.</p> <p>6. Recognise and spell words ending in –ably and –ibly.</p> <p>7. Year 5 word list</p> <p>8. Consolidate and review</p>				<p>6. Consolidate and review</p>
Year 6	<p>1. Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-.</p> <p>2. Recognise and spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</p> <p>3. Year 5/6 word list</p>	<p>1. Recognise and spell words ending in –able and –ible.</p> <p>2. Recognise and spell words ending in –ably and –ibly.</p> <p>3. Year 6 word list</p> <p>4. Recognise and spell endings which sound like /□, l/, e.g. official, partial.</p>	<p>1. Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive.</p> <p>2. Recognise and spell words containing the letter-string ough.</p> <p>3. Investigate use of the hyphen.</p>	<p>1. To recognise and spell the suffixes -al,-ary,- ic.</p> <p>2. Investigate and use further prefixes, e.g. bi-trans-.</p> <p>3. Investigate and use further prefixes, e.g. tele- circum-</p> <p>4. Year 6 word list</p>	<p>1. To spell further suffixes, e.g. ll in full becoming l.</p> <p>2. Distinguish between homophones and other words that are often confused.</p> <p>3. Recognise and spell endings which sound like /□, s/, spelt – cious or –tious.</p>	<p>1. To spell unstressed vowels in polysyllabic words.</p> <p>2. Spell some words with ‘silent’ letters, e.g. knight, psalm, solemn.</p> <p>3. Spell some words with ‘silent’ letters,</p>



	<ol style="list-style-type: none">4. Recognise and spell endings which sound like /□, s/, spelt – cious or –tious.5. Year 6 word list6. Year 6 word list7. Consolidate and review	<ol style="list-style-type: none">5. Recognise and spell endings which sound like /□, l/, e.g. official, partial.6. Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference.7. Year 6 word list8. Consolidate and review	<ol style="list-style-type: none">4. Investigate use of the hyphen.5. Year 6 word list6. Consolidate and review	<ol style="list-style-type: none">5. Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference.6. Consolidate and review.	<ol style="list-style-type: none">4. Year 6 word list5. Consolidate and review	<p>e.g. knight, psalm, solemn.</p> <ol style="list-style-type: none">4. Year 6 word list5. Identify root words, derivations and spelling patterns6. Consolidate and review
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