



# Lingham Key Stage 2 Spelling Progression



Year 3		
Autumn	Spring	Summer
<p>often, learn, February, heart, exercise, sentence, consider, different, history, probably, important, describe, early, thought, interest, breath, length, weight, eight, eighth.</p> <p><b>Reinforce:</b> Adding -es to nouns and verbs ending in -y Suffixes -ment, -ness, -ful, less and -ly</p> <p><b>Embed:</b> Adding -ing, -ed, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before i Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p><b>Introduce:</b> Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>address, though, although, arrive, possess, possession, group, pressure, certain, earth, continue, remember, disappear, appear, heard, woman/ women.</p> <p><b>Reinforce:</b> Homophones and near-homophones (Y2)</p> <p><b>Embed:</b> Possessive apostrophe -s (singular nouns)</p> <p><b>Introduce:</b> Adding suffix -ly with no change to root word Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an i, (only if root word has one than one syllable) Adding suffix -ly when root word ends with -le (-le is changed to -ly) Adding suffix -ly when root word ends with -ic, -ally is added rather than just -ly Adding suffix -ly other examples truly, duly, wholly</p>	<p>complete, possible, regular, particular, natural, surprise, decide, strange, perhaps, special, popular, caught, naughty, quarter, strength, ordinary, centre, century.</p> <p><b>Reinforce:</b> Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture) Words with endings that sound like /zh/ + /ə/ + /n/</p> <p>Adding prefix: dis-, mis-, in-, il-, im Possessive apostrophe -s (with plural words) Possessive apostrophe -s (when the plural of a word changes)</p> <p><b>Embed:</b> Silent letters k /n/ and g /n/ at the beginning of words</p> <p><b>Introduce:</b> Words with the /ai/ sound spelt ei, eigh, or ey Words with the /s/ sound spelt sc Words with the /k/ sound spelt ch</p>

<p>consonant not doubled e.g. garden becomes – gardening / gardener</p> <p>Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning</p>	<p>Possessive apostrophe -s (with plural words)</p> <p>Possessive apostrophe -s (when the plural of a word changes)</p> <p>Adding prefixes dis-, mis-, in-, -im, il-,</p> <p>Words with endings sounding like /zh/+ /ure/ (spelt –sure) and /ch/ + /ure/ (spelt -ture)</p> <p>Adding prefixes mini-, micro</p>	<p>Words with the /sh/ sound spelt ch</p> <p>Words with endings that sound like /zh/ + /ə/ + /n/</p> <p>New additional homophones/ near homophones</p> <p>The /i/ sound spelt y elsewhere than at the end of words</p> <p>Adding prefix: ir-, re</p>
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**Year 4**

Autumn	Spring	Summer
<p>accident, actually, actual, occasion, occasionally, therefore, believe, question, calendar, circle, build, suppose, various, favourite, mention, fruit, grammar, enough, imagine, increase, knowledge, through, material, busy/business.</p> <p><b>Reinforce:</b></p> <p>Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener</p> <p>Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning</p>	<p>experiment, extreme, experience, notice, recent, bicycle, height, difficult, library, answer, famous, island, guard, guide, position, breath, forward, forwards, medicine.</p> <p><b>Reinforce:</b></p> <p>Prefixes: re-, ir</p> <p><b>Introduce:</b></p> <p>Adding the suffix -ous (no change to the root word)</p> <p>Adding the suffix -ous (no obvious root word)</p> <p>Adding the suffix -ous (-our is changed to -or before -ous is added)</p> <p>Adding the suffix -ous (final -e of the root word is kept if the sound is making /j/ e.g. courage courageous)</p>	<p>minute, opposite, peculiar, potatoes, promise, purpose, reign, separate, straight.</p> <p><b>Revise:</b> Years 3 &amp; 4</p> <p><b>Reinforce:</b></p> <p>The /i/ sound spelt y elsewhere than at the end of words</p> <p>Adding the suffix -ation to verbs to form nouns</p> <p>Adding the suffixes -tion, -sion, -ssion, -cian</p> <p>Adding the suffix -ous and all rules</p> <p><b>Introduce:</b></p> <p>Words ending with the /g/ sound spelt –gue &amp; Words ending with the /k/ sound spelt -que</p> <p><b>Revise:</b></p> <p>Year 3 &amp; Year 4 content</p>

<p>Suffix -ly starts with a consonant letter added straight onto most root words</p> <p>Suffix -ly root word ending in -y with a consonant letter before it. The y is changed to an i (only if root word has one than one syllable)</p> <p>Suffix -ly -le root word ending with -le (-le is changed to -ly)</p> <p>Suffix -ly root word ends with -ic, -ally is added rather than just -ly</p> <p>Suffix -ly other examples truly, duly, wholly</p> <p>Words with the /s/ sound spelt sc</p> <p>Words with the /sh/ sound spelt ch</p> <p>Words with the /k/ sound spelt ch</p> <p>Words with the /ai/ sound spelt ei, eigh or ey</p> <p><b>Embed:</b></p> <p>Words with endings that sound like /zh/ + /ə/ + /n/</p> <p>Possessive apostrophe -s (with plural words)</p> <p><b>Introduce:</b></p> <p>Adding the suffix -ation to verbs to form nouns e.g. information, adoration</p> <p>Endings that sound like /zh/ + /ə/ + /n/ spelt tion where the root word ends in t or te e.g. e.g. invention</p> <p>Endings that sound like /zh/ + /ə/ + /n/ spelt -sion where the root word ends in in d or se e.g. expansion</p> <p>Endings that sound like /zh/ + /ə/ + /n/ spelt -ssion where the root word ends in ss or mit e.g. discussion</p>	<p>Adding the suffix -ous (/ee/ sound represented as an -i before the -ous ending e.g. serious &amp; /ee/ sound represented as an -e before the -ous ending e.g. hideous)</p> <p>Prefixes: de-, over</p> <p>Silent letters gh and d</p> <p>Adding the prefix sub- inter-, super-, anti-, auto</p> <p>The /u/ sound spelt ou</p> <p>Additional new homophones/ near homophones</p>	
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<p>Endings that sound like /zh/ + /ə/ + /n/ spelt -cian where the root word ends in c or sc e.g. musician</p> <p>Silent letters b</p> <p>Additional new homophones/ near homophones</p>		
<b>Year 5</b>		
Autumn	Spring	Summer
<p>accommodate, accompany, according, persuade, opportunity, marvellous, rhythm, rhyme, queue, dictionary, immediate, immediately, develop, especially, equip, equipped, equipment, relevant, shoulder, average recognise, criticise, occupy, occur, profession, interfere, interrupt.</p> <p><b>Embed:</b> Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning</p> <p>Adding the Suffix -ly and all rules Introduce: Words with /ee/ sound spelt ei after c</p> <p>Adding the suffix -ation to verbs to form nouns</p> <p>Adding the suffixes -tion, -sion, -ssion, -cian</p> <p><b>Reinforce:</b></p>	<p>bruise, dictionary, temperature, suggest, recommend, attached, desperate, determined, definite, excellent, necessary, thorough, sincere, sincerely, soldier, twelfth, variety, vegetable, vehicle, symbol, system, awkward, bargain, competition, curiosity.</p> <p><b>Embed:</b> Adding the suffix -ous and all rules</p> <p><b>Reinforce:</b> Words with /ee/ sound spelt ei after c</p> <p><b>Introduce:</b> Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</p> <p>Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</p> <p>Words containing the letter string -ough</p>	<p>apparent, appreciate, available, achieve, embarrass, environment, exaggerate, explanation, familiar, foreign, forty, frequently, parliament, muscle, stomach, sufficient, programme, physical, prejudice, privilege, language, restaurant, signature, individual, lightning.</p> <p><b>Embed:</b> Words with endings with -sure and -ture that contain the sounds /zh/+ /ure/ and /tch/ + /ure</p> <p><b>Reinforce:</b> Words ending with the /g/ sound spelt –gue &amp; Words ending with the /k/ sound spelt -que</p> <p>Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</p>

<p>The /u/ sound spelt ou Adding the prefix sub-, inter-, super-, anti-, auto <b>Introduce:</b> Use of the hyphen e.g. co-ordinate Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word h) Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir Homophones and other words that are often confused (Y5/ Y6)</p>	<p>Adding prefixes with a hyphen: non-, pre Adding prefixes aqua Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word - w New additional Homophones and other words that are often confused (Y5/ Y6)</p>	<p>Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Words containing the letter string -ough Use of the hyphen e.g. co-ordinate <b>Introduce:</b> Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Adding prefixes multi Additional words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word e, s, u, l, t New additional Homophones and other words that are often confused (Y5/ Y6)</p>
<b>Year 6</b>		
Autumn	Spring	Summer
<p>leisure, government, harass, hindrance, identity, cemetery, sacrifice, secretary, mischievous, existence, committee, communicate, conscience, conscious, community, nuisance, yacht, pronunciation, neighbour, correspond, disastrous, ancient, category, guarantee, controversy, convenience, aggressive, amateur. <b>Embed:</b></p>	<p><b>Revise:</b> Years 3 &amp; 4 and Years 5 &amp; 6 CEW <b>Revise:</b> Year 3 &amp; 4 and Year 5 &amp; 6 Statutory National Curriculum Content</p>	<p><b>Revise:</b> Years 3 &amp; 4 and Years 5 &amp; 6 CEW <b>Revisit:</b> Key spelling rules and guidance based upon the needs of the pupils Spelling strategies <b>Application in writing</b></p>

Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)

Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)

Words containing the letter string -ough

**Reinforce:**

Endings which sound like /sh/ + /ə/ + /s/  
spelt -cious or -tious

Endings which sound like /sh/ + /ə/ + /l/ spelt  
-cial, -tial

**Introduce:**

Endings which sound like /sh/ + /ə/ + /s/  
spelt -cious or -tious

Endings which sound like /sh/ + /ə/ + /l/ spelt  
-cial, -tial

Words ending in -able and -ible

Words ending in -ably and -ibly

Adding prefixes tele-, audio

Words ending in -ant, -ance/-ancy, -ent, -ence/-ency

Adding suffix trans