## End of year expectations:

### Year 1

- words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week

- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
  - add prefixes and suffixes:
    - using the spelling rule for adding \(-s\) or \(-es\) as the plural marker for nouns and the third person singular marker for verbs
    - using the prefix \(un\)-
    - using \(-ing\), \(-ed\), \(-er\) and \(-est\) where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

### End of year expectations:

### Year 2

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl’s book]
  - distinguishing between homophones and near-homophones
  - add suffixes to spell longer words, including \(-ment\), \(-ness\), \(-ful\), \(-less\), \(-ly\)

### End of year expectations:

### Year 3

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proof reading spellings after writing
- use further prefixes and suffixes and understand how to add them spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
- 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

### End of year expectations:

#### Year 4

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proof reading spellings after writing
- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
- 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

#### End of year expectations:

#### Year 5

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proof reading spellings after writing
- use further prefixes and suffixes and understand the guidance for adding them
  - spell some words with ‘silent’ letters (rarer GPCs) [for example, knight, psalm, solemn]
  - continue to distinguish between homophones and other words which are often confused
  - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
  - use dictionaries to check the spelling and meaning of words
  - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
  - use a thesaurus
### End of year expectations:

#### Year 6

- *Develop a range of personal strategies for learning new and irregular words*
- *Develop a range of personal strategies for spelling at the point of composition*
- *Develop a range of strategies for checking and proof reading spellings after writing*
  
  - use further prefixes and suffixes and understand the guidance for adding them
  
  - spell some words with ‘silent’ letters (rarer GPCs) [for example, knight, psalm, solemn]
  
  - continue to distinguish between homophones and other words which are often confused
  
  - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
  
  - use dictionaries to check the spelling and meaning of words
  
  - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
  
  - use a thesaurus