	Less common graphemes	Compound words	Adding suffixes beginning with a consonant				Adding suffixes beginning with a vowel			Adding prefixes	Apostrophe	Homophones	Etymology
			Inflected endings – creating plurals	Derivational endings			Inflected endings		Derivational endings				
				-ly	ment, ness, ful, less	-tion	Verb	Adjective					
Year 1	spelling words where /f/, /l/, /s/, /z/ and /k/ are spelt **ff**, **ll**, **ss**, **zz**, **ck**												
	using k for the /k/ sound	recognising and generating compound words	spelling plurals by adding –**s** where no change to the root is required				adding **s**, **ing**, **ed** where no change to the root is required	adding **er** and **est** where no change to the root is required	adding **er** to verbs to change to a noun where no change to the root is required	spelling words beginning with the prefix **un-**			
	spelling /v/ at the end of a word		spelling plurals by a adding **es** to words ending in **sh**, **ch** or **ss**										
Year 2	spelling the /l/ or schwa-/l/ sound spelt **le**, **el** or **al** at the end of words		spelling plurals of nouns ending in a consonant followed by a **y** by changing the **y** to an **i** and adding **es**	spelling new words with new meanings by adding the suffix **ly** to words where no change to the root word is required.			adding **ed**, **ing** and **s** to verbs ending in a consonant followed by an **e**	adding **er** and **est** to adjectives where a change to the root word is required.			using the apostrophe to show contracted forms		
	spelling /s/ with a **c** before **e**, **i** and **y**	spelling and investigating compound words and recognising where they can aid spelling			adding **ment**, **ness**, **ful**, **less**		adding **s**, **ed** and **ing** to verbs ending in a consonant followed by a **y**		adding **er** to verbs ending in consonant **y**			spelling common homophones	
	spelling words with endings sounding like /shun/ and /zhun/					See less common graphemes – Y2 spelling words ending in /shun/ and /zhun/	adding **ed** and **ing** to single syllable verbs with a short vowel			spelling words beginning with the prefix **dis-** **mis-**			
	spelling words with endings sounding like /zhuh/ and /chuh/												

	spelling two syllable words containing double consonants		spelling plurals of nouns ending in f, ff, fe	spelling new words with new meanings by adding the suffix ly where a change to the root word is required.		adding **ing** and **en** to verbs of more than one syllable		adding **er** to a verb of more than one syllable to create a noun					
								adding **ous**					
Year 3/4	spelling /i/ with **y** other than at the end of words			adding the suffix -ation to form a noun from a verb					Adding **mis**, **non**, **co** and **anti**	using the apostrophe to show possession			
	spelling /u/ with **ou**		spelling common irregular plurals										
	spelling /ai/ with **ei**, **eig**, **eigh**, **ey**, **a**, **ea** or **aigh**			adding the suffixes **tion**, **sion**, **ssion**, **cian**				adding **ary**	spelling words beginning with the prefix **in- (il-, im-, ir-)** meaning 'not'			spelling homophones and near homophones	
								adding **ive**, **ic** and **ist**					
													spelling: words with /k/ spelt **ch** words with /sh spelt **ch** words with /g/ spelt **gue** words with /k/ spelt **que** words with /s/ spelt **sc**
Year 5/6	spelling /ee/ with **ei**		spelling irregular plurals			adding suffixes beginning with vowels to words ending in **fer**		adding the suffixes –ible and –able to verbs to form adjectives	add **es**, **pro**, **sus**				
	Spelling words containing the letter string -**ough**			spelling new words with new meanings by adding the suffix **ly** to words ending in –able and -ible				adding **ant**, **ance** and **ancy** **ent**, **ence** and **ency**	add **ad**, **af**, **al**, **a**			spelling homophones that are often confused	using word origins to help create diminutives eg **mini, ette, ling, micro**
	revision of spelling two syllable words containing double consonants			spelling words ending in **cious** and **tious**					add **auto**, **super**, **sub** and **inter**				using word origins to support spelling e.g. **bi** means two, **phobia** means fear.
	understanding the origins of silent letters	using a hyphen in some compound words		spelling words ending in **cial** and **tial**				adding **ate**, **ify**, **en**, to change a noun into a verb	using a hyphen to join a prefix to a root word				investigating words derived from other languages
								adding **ise**, **ity**, to change a verb into a noun					