

## **EDITED NATIONAL CURRICULUM FOR SPELLING**

### **Spelling, vocabulary, grammar, punctuation and glossary**

The two statutory appendices – on [spelling](#) and on [vocabulary, grammar and punctuation](#) – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [Glossary](#) is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

# Spelling – work for year 1

## Revision of reception work

### Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)																																	
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	<p>The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b>, <b>ll</b>, <b>ss</b>, <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.</p> <p>Nessy Island 2 Lesson 11</p>	<table border="1"> <tr><td>off</td><td>all</td><td>buzz</td></tr> <tr><td>puff</td><td>fall</td><td>fuzz</td></tr> <tr><td>huff</td><td>call</td><td>fizz</td></tr> <tr><td>cuff</td><td>back</td><td>frizz</td></tr> <tr><td>cliff</td><td>luck</td><td>jazz</td></tr> <tr><td>sniff</td><td>kick</td><td>miss</td></tr> <tr><td>snuff</td><td>sock</td><td>kiss</td></tr> <tr><td>stuff</td><td>lock</td><td>hiss</td></tr> <tr><td>well</td><td>shock</td><td>less</td></tr> <tr><td>bell</td><td>stock</td><td>mess</td></tr> <tr><td></td><td>chess</td><td>dress</td></tr> </table>	off	all	buzz	puff	fall	fuzz	huff	call	fizz	cuff	back	frizz	cliff	luck	jazz	sniff	kick	miss	snuff	sock	kiss	stuff	lock	hiss	well	shock	less	bell	stock	mess		chess	dress
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snuff	sock	kiss																																	
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The /ŋ/ sound spelt n before k	Nessy Island 2 Lesson 13	<table border="1"> <tr><td>bank</td><td>link</td></tr> <tr><td>thank</td><td>wink</td></tr> <tr><td>think</td><td>honk</td></tr> <tr><td>ink</td><td>sunk</td></tr> <tr><td>pink</td><td>tank</td></tr> <tr><td>hunk</td><td>stink</td></tr> <tr><td>dunk</td><td></td></tr> </table>	bank	link	thank	wink	think	honk	ink	sunk	pink	tank	hunk	stink	dunk																				
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Division of words into syllables	<p>Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.</p> <p>Nessy Island 2 Lesson 17</p>	<table border="1"> <tr><td>pocket</td><td>thunder</td></tr> <tr><td>rabbit</td><td>sunset</td></tr> <tr><td>carrot</td><td>picnic</td></tr> <tr><td>cobweb</td><td>goblin</td></tr> <tr><td>magnet</td><td>button</td></tr> <tr><td>basket</td><td>hotdog</td></tr> <tr><td>bitten</td><td>cotton</td></tr> </table>	pocket	thunder	rabbit	sunset	carrot	picnic	cobweb	goblin	magnet	button	basket	hotdog	bitten	cotton																			
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### Statutory requirements

### Rules and guidance (non-statutory)

### Example words (non-statutory)

-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such. Nessy Island 3 Lesson 28	catch fetch kitchen ditch latch match witch	notch hutch itch pitch patch notch watch
The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have live give love	dove above glove
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats dogs spends rocks thanks balls	bags catches matches boxes foxes
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> . If the verb ends in two consonant letters (the same or different), the ending is simply added on. <i>-ed – Nessy Island 4 Lesson 36</i>	hunting hunted hunter buzzing buzzed buzzer adding added asking asked ending	jumping jumped jumper running runner playing player played clipped clipping ended
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander grandest fresher freshest faster fastest kinder kindest	quicker quickest lower lowest older oldest harder hardest

### Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
ai, oi	<p>The digraphs ai and oi are virtually never used at the end of English words.</p> <p><i>ai – Nessy Island 3 Lesson 24</i> <i>oi – Nessy Island 4 Lesson 38</i></p>	rain wait train paid afraid fail tail sail	jail oil join coin point soil spoil boil	
ay, oy	<p><b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.</p> <p><i>ay – Nessy Island 3 Lesson 24</i> <i>oy – Nessy Island 4 Lesson 38</i></p>	day play say way stay may pray sway clay	pay stay  boy toy joy soy enjoy annoy	
a–e	<i>Nessy Island 3 Lesson 21</i>	made came same fame name tame blame shame game	cake fake take lake bake fade safe late	
e–e		these theme complete		
i–e	<i>Nessy Island 3 Lesson 21</i>	five ride like hike lime mine	time side fine line ride hide	nine pine life shine wide
o–e	<i>Nessy Island 3 Lesson 21</i>	home those woke slope rope	hope hole pole stole bone	
u–e	<p>Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u–e</b>.</p> <p><i>Nessy Island 3 Lesson 21</i></p>	June rule rude use tube tune	cute cube fume use fuse	

ar	<i>Nessy island 2 Lesson 14</i>	car bar jar far tar start	arm garden star art barn yarn	dark harp hard lard park park
ee	<i>Nessy Island 2 Lesson 20</i>	see bee free feel heel peel	feed tree green meet week	sheep sweep beep been green
ea (/i:/)	<i>Nessy Island 2 Lesson 20</i>	sea dream meat each read	neat heat seat cheat	beak weak eat lead
ea (/ɛ/)	<i>Nessy Island 2 Lesson 20</i>	head bread meant instead read		deaf steady dead heavy
er (/ɜ:/)	<i>Nessy Island 2 Lesson 16</i>	(stressed sound): her term verb person		herd jerk perch
er (/ɚ/)		(unstressed <i>schwa</i> sound): better under summer		sister bitter burger winter
ir	<i>Nessy Island 2 Lesson 16</i>	girl bird shirt first	stir girl birth fir	first firm shirt third
ur	<i>Nessy Island 2 Lesson 16</i>	turn hurt church hurt fur purr		burst Thursday burn curl nurse surf

**Vowel digraphs  
and trigraphs**

**Rules and guidance (non-statutory)**

**Example words (non-statutory)**

oo (/u:/)	<p>Very few words end with the letters <b>oo</b>, although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i></p> <p><i>Nessy Island 3 Lesson 28</i></p>	<p>food pool moon zoo moo soon spoon root</p>	<p>hoot tool fool cool doom boost choose roost</p>	
oo (/ʊ/)	<p><i>Nessy Island 3 Lesson 28</i></p>	<p>book took foot wood good look</p>	<p>book hook cook crook soot wool</p>	
oa	<p>The digraph <b>oa</b> is very rare at the end of an English word.</p> <p><i>Nessy Island 3 Lesson 27</i></p>	<p>boat coat road coach goal float</p>	<p>toast soap soak oak foam loaf</p>	
oe	<p><i>Nessy Island 3 Lesson 27</i></p>	<p>toe goes</p>	<p>hoe Joe</p>	
ou	<p>The only common English word ending in <b>ou</b> is <i>you</i>.</p> <p><i>Nessy Island 4 Lesson 39</i></p>	<p>mouth around sound loud proud round pound</p>	<p>found mouse house count shout out about</p>	
ow (/aʊ/) ow (/əʊ/) ue ew	<p>Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b>, <b>ue</b> and <b>ew</b>. If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b>.</p> <p><i>Nessy Island 4 Lesson 39</i></p>	<p>now how brown down town own blow</p>	<p>snow grow show blue clue true rescue</p>	<p>Tuesday new few grew flew drew threw</p>
ie (/aɪ/)	<p><i>Nessy Island 3 Lesson 25</i></p>	<p>lie tie pie die</p>	<p>cried tried dried fried</p>	
ie (/i:/)	<p><i>Nessy Island 3 Lesson 25</i></p>	<p>chief field thief piece ceiling brief</p>		
igh	<p><i>Nessy Island 3 Lesson 25</i></p>	<p>high night</p>	<p>tight high</p>	

		light bright right sight	sigh fright thigh
or	<i>Nessy Island 2 Lesson 15</i>	for short born horse morning horn thorn torn story	corn for cork fork born cord lord ford form
ore	<i>Nessy Island 2 Lesson 15</i>	more score before wore	shore horse store snore
aw		saw paw law raw draw hawk	dawn fawn yawn crawl shawl
au	<i>Nessy Island 9 Lesson 83</i>	author August dinosaur astronaut	audio sauce Paul pause
air	<i>Nessy Island 5 Lesson 48</i>	air fair pair stair	hair chair fairy dairy
ear	<i>Nessy Island 5 Lesson 48</i>	dear hear beard near year	ear rear spear tear
ear (/ɛə/)	<i>Nessy Island 5 Lesson 48</i>	bear pear wear sweat	
are (/ɛə/)	<i>Nessy Island 6 Lesson 54</i>	bare dare care share scared	rare fare spare square stare

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
Words ending –y (/i:/ or /ɪ/)		very happy funny party family city baby body	fly lorry berry poppy spy try copy
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ). <i>wh</i> - <i>Nessy Island 3 Lesson 23</i> <i>ph</i> – <i>Nessy Island 5 Lesson 41</i>	dolphin alphabet phonics elephant phone photo graph	when where which wheel while why which whale whip
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	Kent sketch kit skin frisky	king kiss kill keep
Adding the prefix –un	The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy undo unload unfair unlock	undone unable unfit unkind unzip
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football playground farmyard bedroom blackberry teacup	homework lampshade teapot seaside handbag inside
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the a do to today of said says are were was is his has I	you your they be he me she we no go so by my here there
			where love come some one once ask friend school put push pull full house our



## Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	badge edge bridge fudge dodge age join	change charge bulge village huge adjust jog	magic giraffe energy gem giant jar jacket
The /s/ sound spelt c before e, i and y		race ice cell lace pace space nice	city circle cinema circus mercy fancy rice	
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knit knob knock knowledge knee knapsack knuckle know knew	known knead kneel knight knot gnat gnaw gnome gnash	
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write wrote written wrestle wrist wrong answer sword	wren wrap wring wrapping wrapped wreck wriggle	
The /l/ or /ɹl/ sound spelt -le at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table apple bottle little middle puzzle candle	castle staple ripple topple sample people	cable tumble eagle angle jungle uncle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
The /l/ or /ɫ/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	angel wheel level model label hotel jewel	cruel camel tunnel squirrel towel tinsel
The /l/ or /ɫ/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal pedal capital hospital animal local	vocal legal total mental petal
Words ending –il	There are not many of these words.	pencil fossil nostril basil peril pupil stencil	civil evil devil gerbil lentil April
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry fly dry try reply July	fry shy sky why sly defy
Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before –es is added. (Just the words that follow the rule.)	babies diaries copies carries tries flies replies	cities parties armies jellies fairies
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The <b>y</b> is changed to <b>i</b> before –ed, –er and –est are added, but not before –ing as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied copier happier happiest cried replied worrier worried	copying crying replying drying frying worrying carried carrier
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking hiked hiked nicer nicest	shiny icy iced icing coming

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes.</i>	patting patted humming hummed dropping dropped sadder saddest	fatter fattest runner runny running hitting hitter
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	ball call fall wall talk	walk always all tall mall
The /ʌ/ sound spelt o		mother other brother nothing Monday love glove	come honey money dozen above done some
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys, etc.</i> ).	key donkey monkey valley chimney alley	gallery jersey hockey money smiley
The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want watch wander what wash was	wallet quarrel quantity quantity squad squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word work worm world	worth work worthy
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war warmth warm	towards warble
The /ʒ/ sound spelt s	<i>I do not understand why treasure is in this sections as well as in -sure section.</i>	treasure usual	
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <b>-y</b> with a consonant before it but only if the root word has more than one syllable.	enjoyment payment movement  sadness happiness darkness prettiness	helpful painful hopeful careful  hopeless homeless

		laziness	badly happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't haven't didn't couldn't wouldn't shouldn't it's	I'll I'm you're you'll he'll doesn't
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's	
Words ending in –tion		station fiction motion national	section action
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/ they're here/hear quite/quiet see/sea bare/bear	one/won sun/son to/too/two be/bee blue/blew night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> .  – and/or others according to programme used. <b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	door floor poor because find kind mind behind child children* wild climb most only both old could should would	cold gold hold told every everybody even great break steak pretty beautiful after fast last past clothes busy people water money  father class grass pass plant path bath hour move prove improve sure sugar eye who whole any many again half Mr Mrs parents Christmas

## Spelling – work for years 3 and 4

## Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

## New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
1. Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting forgotten beginning beginner begging hugged grabbed hopping	hoping prefer preferred gardener gardening limiting limitation limited
2. The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt mystery pyramid cygnet	lyric syrup system typical hymn crystal
3. The /ʌ/ sound spelt ou	These words should be learnt as needed.	touch young double trouble country trouble couple	country cousin courage encourage flourish nourish

<p>4. More prefixes</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below. Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'.</p>	<p>dishearten dislike dislodge disappoint disagree disappear displease disqualify dishonest disconnect disinfect</p> <p>rebound rebuild recycle recall refill reform retreat return replace revisit replay rewrite submarine submerge</p> <p>antiseptic antisocial anticlockwise</p>	<p>miscount misdeal misfire misfortune mishear misinform misread misbehave misplace mistake miscalculate misplace unable unwell unhappy untidy untrained unlucky unpopular unpick unseen unusual undo untie unzip unofficial unusual undress</p> <p>interactive internet international interrelated</p>	<p>inactive incorrect indefinite incomplete</p> <p>illegal illegible</p> <p>immature immortal impossible impatient impossible impolite impure</p> <p>irregular irrelevant irresponsible</p> <p>superhero superman supermarket superstar</p> <p>autobiography autograph automatic automobile</p> <p>subway subdivide subheading</p>
<p>5. The suffix <b>-ation</b></p>	<p>The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information adoration sensation preparation admiration station preparation</p>	<p>vibration decoration donation coronation duration registration population</p>	
<p>6. The suffix <b>-ly</b></p>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p> <p><b>Exceptions:</b></p> <p>(1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p>	<p>sadly, completely usually finally comically badly happily strangely really</p>	<p>suddenly actually loudly quickly carefully probably unhappily easily luckily</p>	

	<p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>angrily</p> <p>basically</p> <p>frantically</p> <p>dramatically</p>
7. Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure</p> <p>treasure</p> <p>pleasure</p> <p>enclosure</p> <p>mixture</p> <p>picture</p> <p>nature</p> <p>adventure</p> <p>adventure</p> <p>feature</p> <p>feature</p> <p>creature</p> <p>furniture</p> <p>stretcher</p> <p>catcher</p> <p>richer</p> <p>teacher</p>
8. Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as <b>-sion</b> .	
9. The suffix <b>-ous</b>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word. <b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>poisonous</p> <p>dangerous</p> <p>mountainous</p> <p>famous</p> <p>various</p> <p>tremendous</p> <p>enormous</p> <p>jealous</p> <p>humorous</p> <p>glamorous</p> <p>vigorous</p> <p>courageous</p> <p>outrageous</p> <p>serious</p> <p>obvious</p> <p>curious</p> <p>hideous</p> <p>spontaneous</p> <p>courteous</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
10. Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are <b>–ion</b> and <b>–ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>–ssion</b> is used if the root word ends in <b>ss</b> or <b>–mit</b>.</p> <p><b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	invention injection action hesitation completion fraction detention mention  expression discussion confession permission admission progression expansion extension	comprehension tension session  musician optician electrician magician politician mathematician
11. Words with the /k/ sound spelt ch (Greek in origin)		scheme chorus chemist echo character ache	orchid architect orchestra mechanic stomach
12. Words with the /ʃ/ sound spelt ch (mostly French in origin)		chalet chef machine	brochure parachute chute
13. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league tongue catalogue dialogue epilogue vague rogue	antique unique boutique picturesque mosque cheque
14. Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science scene discipline fascinate	crescent scissors descend ascent
15. Words with the /eɪ/ sound spelt ei, eigh, or ey		sleigh neigh eight weight neighbour	vein  they convey obey grey
16. Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; <b>–s</b> is not added if the plural already ends in <b>–s</b> , but <i>is</i> added if the plural does not end in <b>–s</b> (i.e. is an irregular plural – e.g. <i>children’s</i> ).	girls’, boys’, babies’, children’s, men’s, mice’s <b>(Note:</b> singular proper nouns ending in an <i>s</i> use the <i>’s</i> suffix e.g. Cyprus’s population)	
17. Homophones and		accept	mail



near-homophones

except	male
affect	main
effect	mane
ball	meat
bawl	meet
berry	medal
bury	meddle
brake	missed
break	mist
fair	peace
fare	piece
grate	plain
great	plane
groan	rain
grown	rein
here	reign
hear	scene
heel	seen
heal	weather
he'll	whether
knot	whose
not	who's

## Word list – years 3 and 4

Y3 T1	Y3 T2	Y3 T3	Y3 T4
accident(ally) actual(ly) address answer appear arrive believe bicycle	breath breathe build busy/business calendar caught centre century	certain circle complete consider continue decide describe different	difficult disappear early earth eight/eighth enough exercise experience
Y3 T5	Y3 T6	Y4 T1	Y4 T2
through various weight woman/women occasion(ally) special notice	experiment extreme famous favourite February forward(s) fruit grammar	often opposite ordinary particular peculiar perhaps popular position	possess(ion) possible potatoes pressure probably promise purpose quarter minute
Y4 T3	Y4 T4	Y4 T5	Y4 T6
question recent regular reign remember sentence separate material medicine	increase important interest island knowledge learn length library mention	straight strange strength suppose surprise therefore though although thought	group guard guide heard heart height history imagine naughty natural

## Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

## Examples:

*business*: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**. *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

## Spelling – years 5 and 6

### Revise work done in previous years

### New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
1. Endings which sound like /ʃʊs/ spelt -cious or -tious	<p>Not many common words end like this. If the root word ends in <b>-ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>	vicious precious conscious delicious malicious suspicious suspicious unconscious conscious precious	ambitious cautious fictitious infectious nutritious ambitious superstitious nutritious surreptitious
2. Endings which sound like /ʃʊl/	<p><b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	official special artificial beneficial commercial crucial facial glacial	social partial confidential essential initial partial essential potential
3. Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	<p>Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>-ation</b> endings are often a clue.</p> <p>Use <b>-ent</b> and <b>-ence/-ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	observant observance observat <u>ion</u> expectant expectat <u>ion</u> hesitant hesitancy hesitat <u>ion</u> tolerant tolerance tolerat <u>ion</u> substance substant <u>ial</u> innocent innocence frequent	frequency agency agent decent decency frequent frequency confident confidence confidential assistant assistance obedient obedience independent independence
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	

<p>4. Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings.</p> <p>As with <b>–ant</b> and <b>–ance/–ancy</b>, the <b>–able</b> ending is used if there is a related word ending in <b>–ation</b>.</p> <p>If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable</p> <p>adorably</p> <p>adoration</p> <p>applicable</p> <p>applicably</p> <p>application</p> <p>considerable</p> <p>considerably</p> <p>consideration</p> <p>tolerable</p> <p>tolerably</p> <p>toleration</p> <p>changeable</p> <p>noticeable</p> <p>dependable</p> <p>comfortable</p> <p>understandable</p>	<p>reasonable</p> <p>enjoyable</p> <p>forcible</p> <p>legible</p> <p>reliable</p> <p>possible</p> <p>possibly</p> <p>horrible</p> <p>horribly</p> <p>terrible</p> <p>terribly</p> <p>visible</p> <p>visibly</p> <p>incredible</p> <p>incredibly</p> <p>sensible</p> <p>sensibly</p>
<p>5. Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>–fer</b> is no longer stressed.</p>	<p>referring</p> <p>referred</p> <p>referral</p> <p>preferring</p> <p>preferred</p> <p>transferring</p>	<p>transferred</p> <p>reference</p> <p>referee</p> <p>preference</p> <p>transference</p>
<p>6. Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate</p> <p>co-operate</p> <p>co-own</p> <p>re-enter</p> <p>re-elect</p> <p>re-educate</p> <p>cross-reference</p> <p>cross-section</p> <p>ex-boyfriend</p>	<p>ex-convict</p> <p>all-inclusive</p> <p>self-addressed</p> <p>non-refundable</p> <p>non-toxic</p> <p>self-esteem</p> <p>self-portrait</p> <p>mid-February</p> <p>mid-Atlantic</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
<p>7. Words with the /i:/ sound spelt ei after c</p>	<p>The ‘i before e except after c’ rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>conceit</p> <p>ceiling</p> <p>deceive</p> <p>perceive</p> <p>receipt</p> <p>deceit</p> <p>conceive</p> <p>receive</p>	
<p>8. Words containing</p>	<p><b>ough</b> is one of the trickiest spellings in English – it</p>	<p>enough</p>	<p>although</p>

<p>the letter-string ough</p>	<p>can be used to spell a number of different sounds.</p>	<p>rough tough</p> <p>ought bought thought brought fought nought</p> <p>though</p>	<p>dough through</p> <p>thorough borough</p> <p>plough bough</p> <p>cough</p>
<p>9. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>. (words with silent 'w's are in Year 2 spellings)</p>	<p>doubt lamb lamb limb tomb knight island solemn thistle</p>	<p>whistle listen plumber gnome gnat gnash foreign sign column</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
10. Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b>.  <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b>.</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy</p> <p>aisle/isle  aloud/allowed  affect/effect  alter/altar  ascent/assent  bridal/bridle  cereal/serial  compliment/ complement  farther /father</p>	<p>guessed/guest  heard/herd  lead/led  morning/mourning  past/passed  precede/proceed  descent/dissent  desert/dessert  draft/draught  principal/principle  profit/prophet  stationary/stationery  steal/steel  wary/weary  who's/whose</p>

## Word list – years 5 and 6

Y5 T1	Y5 T2	Y5 T3	Y5 T4
accommodate accompany according achieve aggressive amateur ancient apparent	appreciate attached available average awkward bargain bruise category	cemetery committee communicate community competition conscience* conscious* controversy	dictionary disastrous embarrass environment equipped/ment especially exaggerate excellent existence
Y5 T5	Y5 T6	Y6 T1	Y6 T2
convenience correspond criticise (critic + ise) curiosity definite desperate determined develop	pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice	secretary shoulder signature sincere(ly) soldier stomach sufficient suggest explanation	symbol system temperature thorough twelfth variety vegetable vehicle yacht
Y6 T3	Y6 T4	Y6 T5	Y6 T6
opportunity parliament persuade physical prejudice privilege profession programme	marvellous mischievous muscle necessary neighbour nuisance occupy occur	identity immediate(ly) individual interfere interrupt language leisure lightning	familiar foreign forty frequently government guarantee harass hindrance

### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

#### Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the *e* was clearly sounded.

*Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as *a*.