**EDITED NATIONAL CURRICULUM FOR SPELLING**

## Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on [spelling](#EnglishAppendix1Spelling) and on [vocabulary, grammar and punctuation](#EnglishAppendix2Vocabulary) – 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](#EnglishGlossary) 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 |
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| Revision of reception work |
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| 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) | | |
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| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck |  | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions**: if, pal, us, bus, yes.  Nessy Island 2 Lesson 11 | off  puff  huff  cuff  cliff  sniff  snuff  stuff  well  bell | | all  fall  call  back  luck  kick  sock  lock  shock  stock chess | buzz  fuzz  fizz  frizz  jazz  miss  kiss  hiss  less  mess  dress |
| The /ŋ/ sound spelt n before k |  | Nessy Island 2 Lesson 13 | | bank  thank  think  ink  pink  hunk  dunk | | link  wink  honk  sunk  tank  stink |
| Division of words into syllables |  | 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.  Nessy Island 2 Lesson 17 | | pocket  rabbit  carrot  cobweb  magnet  basket  bitten | | thunder  sunset  picnic  goblin  button  hotdog  cotton |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) | |
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| -tch |  | The /tʃ/ sound is usually spelt as **tch** if it comes straightafter a single vowel letter. **Exceptions**: 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 **v**, so if a word ends with a /v/ sound, the letter **e** 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 **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as **–es**. | 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 |  | **–ing** and **–er** always add an extra syllable to the word and **–ed** 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 **–ed**.  If the verb ends in two consonant letters (the same or different), the ending is simply added on.  *-ed – Nessy Island 4 Lesson 36* | 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) | | | | | | | |
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| ai, oi |  | The digraphs ai and oi are virtually never used at the end of English words.  *ai – Nessy Island 3 Lesson 24*  *oi – Nessy Island 4 Lesson 38* | rain  wait  train  paid  afraid  fail  tail  sail | | | jail  oil  join  coin  point  soil  spoil  boil | | | | |
| ay, oy |  | **ay** and **oy** are used for those sounds at the end of words and at the end of syllables.  *ay – Nessy Island 3 Lesson 24*  *oy – Nessy Island 4 Lesson 38* | day  play  say  way  stay  may  pray  sway  clay | | | pay  stay  boy  toy  joy  soy  enjoy  annoy | | | | |
| a–e |  | *Nessy Island 3 Lesson 21* | made  came  same  fame  name  tame  blame  shame  game | | | cake  fake  take  lake  bake  fade  safe  late | | | | |
| e–e |  |  | these  theme  complete | | | | | | | |
| i–e |  | *Nessy Island 3 Lesson 21* | five  ride  like  hike  lime  mine | | time  side  fine  line  ride  hide | | | | | nine  pine  life  shine  wide |
| o–e |  | *Nessy Island 3 Lesson 21* | home  those  woke  slope  rope | | | | hope  hole  pole  stole  bone | | | |
| u–e |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e***.*  *Nessy Island 3 Lesson 21* | June  rule  rude  use  tube  tune | | | cute  cube  fume  use  fuse | | | | |
| ar |  | *Nessy island 2 Lesson 14* | car  bar  jar  far  tar  start | arm  garden  star  art  barn  yarn | | | | | dark  harp  hard  lard  park  park | |
| ee |  | *Nessy Island 2 Lesson 20* | see  bee  free  feel  heel  peel | feed  tree  green  meet  week | | | | | sheep  sweep  beep  been  green | |
| ea (/i:/) |  | *Nessy Island 2 Lesson 20* | sea  dream  meat  each  read | neat  heat  seat  cheat | | | | | beak  weak  eat  lead | |
| ea (/ɛ/) |  | *Nessy Island 2 Lesson 20* | head  bread  meant  instead  read | | | | | deaf  steady  dead  heavy | | |
| er (/ɜ:/) |  | *Nessy Island 2 Lesson 16* | (stressed sound):  her  term  verb  person | | | | | herd  jerk  perch | | |
| er (/ə/) |  |  | (unstressed *schwa* sound): better  under  summer | | | | | sister  bitter  burger  winter | | |
| ir |  | *Nessy Island 2 Lesson 16* | girl  bird  shirt  first | | | stir  girl  birth  fir | | | | first  firm  shirt  third |
| ur |  | *Nessy Island 2 Lesson 16* | 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) | | | | | | | | |
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| oo (/u:/) |  | Very few words end with the letters **oo**,although the few that do are often words that primary children in year 1 will encounter, for example, *zoo*  *Nessy Island 3 Lesson 28* | | | | | food  pool  moon  zoo  moo  soon  spoon  root | | | | | hoot  tool  fool  cool  doom  boost  choose  roost | | | |
| oo (/ʊ/) |  | *Nessy Island 3 Lesson 28* | | | | | book  took  foot  wood  good  look | | | | | book  hook  cook  crook  soot  wool | | | |
| oa |  | The digraph **oa** is very rare at the end of an English word.  *Nessy Island 3 Lesson 27* | | | | | boat  coat  road  coach  goal  float | | | | | toast  soap  soak  oak  foam  loaf | | | |
| oe |  | *Nessy Island 3 Lesson 27* | | | | | toe  goes | | | | | hoe  Joe | | | |
| ou |  | The only common English word ending in **ou** is *you*.  *Nessy Island 4 Lesson 39* | | | | | mouth  around  sound  loud  proud  round  pound | | | | | found  mouse  house  count  shout  out  about | | | |
| ow (/aʊ/)  ow (/əʊ/)  ue  ew |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**, **ue** and **ew***.* If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**.  *Nessy Island 4 Lesson 39* | | | | | now  how  brown  down  town own  blow | | | snow  grow  show blue  clue  true  rescue | | | | | Tuesday new  few  grew  flew  drew  threw |
| ie (/aɪ/) |  | *Nessy Island 3 Lesson 25* | | | | | lie  tie  pie  die | | | | | | cried  tried  dried  fried | | |
| ie (/i:/) |  | *Nessy Island 3 Lesson 25* | | | | | chief  field  thief  piece  ceiling  brief | | | | | | | | |
| igh |  | *Nessy Island 3 Lesson 25* | | | | | high  night  light  bright  right  sight | | | | | | tight  high  sigh  fright  thigh | | |
| or |  | *Nessy Island 2 Lesson 15* | | | for  short  born  horse  morning  horn  thorn  torn  story | | | | corn  for  cork  fork  born  cord  lord  ford  form | | | | | | |
| ore |  | *Nessy Island 2 Lesson 15* | | | | | more  score  before  wore | | | | | | shore  horse  store  snore | | |
| aw |  |  | | | | | saw  paw  law  raw  draw  hawk | | | | | | dawn  fawn  yawn  crawl  shawl | | |
| au |  | *Nessy Island 9 Lesson 83* | | | | | author  August  dinosaur  astronaut | | | | | | audio  sauce  Paul  pause | | |
| air |  | *Nessy Island 5 Lesson 48* | | | | | air  fair  pair  stair | | | | | | hair  chair  fairy  dairy | | |
| ear |  | *Nessy Island 5 Lesson 48* | | | | | dear  hear  beard  near  year | | | | | | ear  rear  spear  tear | | |
| ear (/ɛə/) |  | *Nessy Island 5 Lesson 48* | | | | | bear  pear  wear  sweat | | | | | | | | |
| are (/ɛə/) |  | *Nessy Island 6 Lesson 54* | | | | | 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 **ph** in short everyday words (e.g. *fat*, *fill*, *fun*).  *wh- Nessy Island 3 Lesson 23*  *ph – Nessy Island 5 Lesson 41* | | 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 **k** rather than as **c** before **e**, **i** and **y**. | | Kent  sketch  kit  skin  frisky | | | | | king  kiss  kill  keep | | | | |
| Adding the prefix –un | | |  | The prefix **un–** 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 |
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| Revision of work from year 1 |
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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 |
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| Statutory requirements |  | Rules and guidance (non‑statutory) | | | | Example words (non‑statutory) | | | |
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| 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 |  | The letter j is never used for the /dʒ/ sound at the end of English words.  At the end of a word, the /dʒ/ sound is spelt –**dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).  After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge** at the end of a word.  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. | | 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 wrat 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 /əl/ sound spelt –le at the end of words |  | The **–le** 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) | | | |
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| The /l/ or /əl/ sound spelt –el at the end of words |  | The **–el** spelling is much less common than **–le**.  The **–el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w** and more often than not after **s**. | | angel  wheel  level  model  label  hotel  jewel | | cruel  camel  tunnel  squirrel  towel  tinsel | |
| The /l/ or /əl/ 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 **y** is changed to **i** 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 **y** is changed to **i** before **–ed**, **–er** and **–est** are added, but not before **–ing** as this would result in **ii**. The only ordinary words with **ii** are *skiing* and *taxiing*. | | 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. **Exception**: *being.* | | 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’).  **Exception**: The letter ‘x’ is never doubled: *mixing*, *mixed*, *boxer*, *sixes*. | | 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 **a** before **l** and **ll**. | | 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 **–s** (*donkeys*, *monkeys,* etc.). | | key  donkey  monkey  valley  chimney  alley | | gallery  jersey  hockey  money  smiley | |
| The /ɒ/ sound spelt a after w and qu |  | **a** is the most common spelling for the **/**ɒ**/** (‘hot’) sound after **w** and **qu**. | | 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 do not understand why treasure is in this sections as well as in –sure section.* | | 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.  **Exceptions**:  (1) *argument*  (2) root words ending in –**y** with a consonant before it but only if the root word has more than one syllable. | | enjoyment  payment  movement  sadness  happiness  darkness  prettiness  laziness | helpful  painful  hopeful  careful  hopeless  homeless  badly  happily | | |
| Contractions |  | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can’t* – *cannot*).  *It’s* means *it is* (e.g. *It’s* raining) or sometimes *it has* (e.g. *It’s* been raining), but *it’s* 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. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*.  *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.  – and/or others according to programme used.  **Note:** ‘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 |
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Pay special attention to the rules for adding suffixes.

| New work for years 3 and 4 |
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| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) | |
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| 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 |

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| 4. More prefixes |  | Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below.  Like **un–**, the prefixes **dis–** and **mis–** have negative meanings.  The prefix **in–** can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Before a root word starting with **l**, **in–** becomes **il**.  Before a root word starting with **m** or **p**, **in–** becomes **im–**.  Before a root word starting with **r**, **in–** becomes **ir–**.  **re–** means ‘again’ or ‘back’.  **sub–** means ‘under’.  **inter–** means ‘between’ or ‘among’.  **super–** means ‘above’. | dishearten  dislike  dislodge  disappoint  disagree  disappear  displease  disqualify  dishonest  disconnect  disinfect  rebound  rebuild  recycle  recall  refill  reform  retreat  return  replace  revisit  replay  rewrite  submarine  submerge  antiseptic  antisocial  anticlockwise | 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  interactive  internet  international  interrelated | inactive  incorrect  indefinite  incomplete  illegal  illegible  immature  immortal  impossible  impatient  impossible  impolite  impure  irregular  irrelevant  irresponsible  superhero  superman  supermarket  superstar  autobiography  autograph  automatic  automobile  subway  subdivide  subheading |
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| 5. The suffix –ation |  | The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply. | | | | information  adoration  sensation  preparation  admiration  station  preparation | | | vibration  decoration  donation  coronation  duration  registration  population | |
| 6. The suffix –ly |  | The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply.  The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words.  **Exceptions**:  (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable.  (2) If the root word ends with **–le**, the **–le** is changed to **–ly**.  (3) If the root word ends with **–ic**,  **–ally** is added rather than just **–ly**, except in the word *publicly*.  (4) The words *truly*, *duly*, *wholly.* | | | | sadly,  completely  usually  finally  comically  badly  happily  strangely  really  gently  simply  humbly  nobly | | | suddenly  actually  loudly  quickly  carefully  probably  unhappily  easily  luckily  angrily  basically  frantically  dramatically | |
| 7. Words with endings sounding like /ʒə/ or /tʃə/ |  | The ending sounding like **/**ʒə**/** is always spelt –**sure**.  The ending sounding like **/**tʃə**/** is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.* | | | | measure  treasure  pleasure  enclosure  adventure  feature  feature  creature  furniture | | | mixture  picture  nature  adventure  stretcher  catcher  richer  teacher | |
| 8. Endings which sound like /ʒən/ |  | If the ending sounds like **/**ʒən**/**, it is spelt as **–sion**. | | | | | | | division  invasion  confusion  decision  collision  television | |
| 9. The suffix –ous |  | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.  Sometimes there is no obvious root word.  **–our** is changed to **–or** before **–ous** is added.  A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.  If there is an /i:/ sound before the  **–ous** ending, it is usually spelt as **i**, but a few words have **e**. | | | poisonous  dangerous  mountainous  famous  various  tremendous  enormous  jealous  humorous glamorous  vigorous  courageous  outrageous | | | | serious  obvious  curious  hideous  spontaneous  courteous | |
| Statutory requirements | | |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) | | | | | |
| 10. Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | | |  | Strictly speaking, the suffixes are **–ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word.  **–tion** is the most common spelling. It is used if the root word ends in **t** or **te**.  **–ssion** is used if the root word ends in **ss** or –**mit**.  **–sion** is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention*, *intend – intention.*  **–cian** is used if the root word ends in **c** or **cs**. | 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 **c** and the **k** 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; **–s** is not added if the plural already ends in  **–s**, but *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children’s*). | | | girls’, boys’, babies’, children’s, men’s, mice’s  (**Note:** singular proper nouns ending in an *s* use the ’s suffix e.g. Cyprus’s population) | | | |
| 17. Homophones and near-homophones | | |  |  | | | accept  except  affect  effect  ball  bawl  berry  bury  brake  break  fair  fare  grate  great  groan  grown  here  hear  heel  heal  he’ll  knot  not | | | mail  male  main  mane  meat  meet  medal  meddle  missed  mist  peace  piece  plain  plane  rain  rein  reign  scene  seen  weather  whether  whose  who’s |

| Word list – years 3 and 4 |
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| 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) |
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| 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 |
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| Revise work done in previous years |
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| New work for years 5 and 6 |
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| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) | |
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| 1. Endings which sound like /ʃəs/ spelt –cious or –tious |  | Not many common words end like this.  If the root word ends in **–ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *vice – vicious*, *grace – gracious*, *space – spacious*, *malice – malicious.*  **Exception**: *anxious*. | vicious  precious  conscious  delicious  malicious  suspicious  suspicious  unconscious  conscious  precious | ambitious  cautious  fictitious  infectious  nutritious  ambitious  superstitious  nutritious  surreptitious |
| 2. Endings which sound like /ʃəl/ |  | **–cial** is common after a vowel letter and **–tial** after a consonant letter, but there are some exceptions.  **Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*). | 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 |  | Use **–ant** and **–ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; –**ation** endings are often a clue.  Use **–ent** and **–ence/–ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position.  There are many words, however, where the above guidance does not help. These words just have to be learnt. | observant  observance  observation  expectant  expectation  hesitant  hesitancy  hesitation  tolerant  tolerance  toleration  substance  substantial  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) | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4. Words ending in –able and –ible  Words ending in –ably and  –ibly |  | The **–able/–ably** endings are far more common than the **–ible/–ibly** endings.  As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**.  If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their ‘hard’ sounds (as in *cap* and *gap*)before the **a** of the **–able** ending.  The **–able** 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 **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.  The **–ible** ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*). | | adorable  adorably adoration  applicable  applicably  application  considerable  considerably  consideration  tolerable  tolerably toleration  changeable  noticeable  dependable  comfortable  understandable | | | reasonable  enjoyable  forcible  legible  reliable  possible  possibly  horrible  horribly  terrible  terribly  visible  visibly  incredible  incredibly  sensible  sensibly |
| 5. Adding suffixes beginning with vowel letters to words ending in –fer |  | The **r** is doubled if the **–fer** is still stressed when the ending is added.  The **r** is not doubled if the **–fer** is no longer stressed. | | referring  referred  referral  preferring  preferred  transferring | | | transferred  reference  referee  preference  transference |
| 6. Use of the hyphen |  | 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. | co-ordinate  co-operate  co-own  re-enter  re-elect  re-educate  cross-reference  cross-section  ex-boyfriend | | | ex-convict  all-inclusive  self-addressed  non-refundable  non-toxic  self-esteem  self-portrait  mid-February  mid-Atlantic | |

| Statutory requirements |  | Rules and guidance (non‑statutory) | | Example words (non‑statutory) | | |
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| 7. Words with the /i:/ sound spelt ei after c |  | The ‘**i** before **e** except after **c**’ rule applies to words where the sound spelt by **ei** is /i:/.  **Exceptions**: *protein*, *caffeine*, *seize* (and *either* and *neither* if pronounced with an initial /i:/ sound)*.* | | conceit  ceiling  deceive  perceive  receipt  deceit  conceive  receive | | |
| 8. Words containing the letter-string ough |  | **ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | | enough  rough  tough  ought  bought  thought  brought  fought  nought  though | | although  dough  through  thorough  borough  plough  bough  cough |
| 9. Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |  | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*,there was a /k/ sound before the /n/, and the **gh** used to represent the sound that ‘ch’ now represents in the Scottish word *loch.*  (words with silent ‘w’s are in Year 2 spellings) | | doubt  lamb  lamb  limb  tomb  knight  island  solemn  thistle | | whistle  listen  plumber  gnome  gnat  gnash  foreign  sign  column |
| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) | | | | |
| 10. Homophones and other words that are often confused |  | In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**. | advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy  aisle/isle  aloud/allowed  affect/effect  alter/altar  ascent/assent  bridal/bridle  cereal/serial  compliment/ complement  farther /father | | 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 | | |

| Word list – years 5 and 6 |
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| 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) |
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| Teachers should continue to emphasis 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**. |