**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
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| 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 | offpuffhuffcuffcliffsniffsnuff stuffwellbell | allfallcall backluckkicksocklock shockstock chess | buzzfuzzfizzfrizzjazzmisskisshisslessmessdress |
| The /ŋ/ sound spelt n before k |  | Nessy Island 2 Lesson 13 | bankthankthinkinkpinkhunkdunk | linkwinkhonksunktankstink |
| 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 | pocketrabbitcarrotcobwebmagnetbasketbitten | thundersunsetpicnicgoblinbuttonhotdogcotton |

| 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 | catchfetchkitchenditchlatchmatchwitch | notchhutchitchpitchpatchnotchwatch |
| 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’. | havelivegivelove | doveaboveglove |
| 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**. | catsdogsspendsrocksthanksballs | bagscatchesmatchesboxesfoxes |
| 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* | huntinghuntedhunterbuzzingbuzzed buzzeraddingaddedaskingaskedending | jumpingjumpedjumperrunningrunnerplayingplayerplayedclippedclippingended  |
| 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. | grandergrandestfresher freshestfasterfastestkinderkindest | quickerquickestlowerlowestolderoldestharderhardest |

### 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* | rainwaittrainpaidafraidfailtailsail | jail oil joincoinpointsoilspoilboil |
| 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* | dayplaysayway staymayprayswayclay | paystay boytoyjoysoyenjoyannoy |
| a–e |  | *Nessy Island 3 Lesson 21* | madecamesamefamenametame blameshamegame | cakefaketakelakebakefadesafelate |
| e–e |  |  | thesethemecomplete |
| i–e |  | *Nessy Island 3 Lesson 21* | fiveridelikehikelimemine | timesidefineline ridehide | ninepinelifeshine wide |
| o–e |  | *Nessy Island 3 Lesson 21* | homethosewoke slope rope | hopehole polestolebone  |
| u–e |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e***.**Nessy Island 3 Lesson 21* | Junerulerudeusetubetune | cutecubefumeusefuse |
| ar |  | *Nessy island 2 Lesson 14* | carbarjarfartarstart | armgardenstarartbarnyarn | darkharphardlardparkpark |
| ee |  | *Nessy Island 2 Lesson 20* | seebeefreefeelheelpeel | feedtreegreenmeetweek | sheepsweepbeepbeengreen |
| ea (/i:/) |  | *Nessy Island 2 Lesson 20* | seadreammeateachread  | neatheatseatcheat | beakweakeatlead |
| ea (/ɛ/) |  | *Nessy Island 2 Lesson 20* | headbreadmeantinsteadread  | deafsteadydeadheavy |
| er (/ɜ:/) |  | *Nessy Island 2 Lesson 16* | (stressed sound): her termverbperson | herdjerkperch |
| er (/ə/) |  |  | (unstressed *schwa* sound): betterundersummer | sisterbitterburger winter |
| ir |  | *Nessy Island 2 Lesson 16* | girlbirdshirtfirst | stirgirlbirth fir | firstfirmshirt third |
| ur |  | *Nessy Island 2 Lesson 16* | turnhurtchurchhurtfurpurr | burstThursdayburncurlnurse 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* | foodpoolmoonzoomoosoonspoonroot | hoottoolfoolcooldoomboostchooseroost |
| oo (/ʊ/) |  | *Nessy Island 3 Lesson 28* | booktookfootwoodgood look | bookhookcookcrooksootwool |
| oa |  | The digraph **oa** is very rare at the end of an English word.*Nessy Island 3 Lesson 27* | boatcoatroadcoachgoalfloat | toastsoapsoakoakfoamloaf |
| oe |  | *Nessy Island 3 Lesson 27* | toegoes  | hoeJoe |
| ou |  | The only common English word ending in **ou** is *you*.*Nessy Island 4 Lesson 39* | moutharoundsoundloudproudroundpound | foundmousehousecountshout outabout |
| ow (/aʊ/) ow (/əʊ/)ueew |  | 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* | nowhowbrowndowntownownblow | snowgrowshowbluecluetruerescue | Tuesdaynewfewgrewflewdrewthrew |
| ie (/aɪ/) |  | *Nessy Island 3 Lesson 25* | lietiepiedie | criedtrieddriedfried |
| ie (/i:/) |  | *Nessy Island 3 Lesson 25* | chieffieldthiefpiececeilingbrief |
| igh |  | *Nessy Island 3 Lesson 25* | highnightlightbrightrightsight | tighthighsighfrightthigh |
| or |  | *Nessy Island 2 Lesson 15*  | forshortbornhorsemorning horn thorntornstory | cornfor corkforkborn cordlordfordform |
| ore |  | *Nessy Island 2 Lesson 15* | morescorebeforewore | shore horsestoresnore |
| aw |  |  | sawpawlawrawdrawhawk | dawnfawn yawncrawlshawl |
| au |  | *Nessy Island 9 Lesson 83* | authorAugustdinosaurastronaut | audiosaucePaulpause |
| air |  | *Nessy Island 5 Lesson 48* | airfairpairstair | hairchairfairydairy |
| ear |  | *Nessy Island 5 Lesson 48* | dearhearbeardnearyear | earrearspeartear |
| ear (/ɛə/) |  | *Nessy Island 5 Lesson 48* | bearpearwear sweat |
| are (/ɛə/) |  | *Nessy Island 6 Lesson 54* | baredarecaresharescared | rarefaresparesquarestare |
| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| Words ending –y (/i:/ or /ɪ/) |  |  | veryhappyfunnypartyfamilycitybabybody | flylorryberrypoppyspytrycopy |
| 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* | dolphinalphabetphonicselephantphonephotograph | when wherewhichwheelwhilewhywhichwhalewhip |
| Using k for the /k/ sound |  | The /k/ sound is spelt as **k** rather than as **c** before **e**, **i** and **y**. | Kentsketchkitskinfrisky | kingkisskillkeep |
| 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. | unhappyundounloadunfairunlock | undoneunableunfitunkindunzip |
| 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. | footballplaygroundfarmyardbedroomblackberryteacup | homeworklampshadeteapotseasidehandbaginside |
| 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. | theadototodayofsaidsaysarewerewasishishasI | youyourtheybehemeshewenogosobymyherethere | wherelovecomesomeoneonceaskfriendschoolputpushpullfullhouseour  |

| 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. | badgeedgebridgefudgedodgeage join | changechargebulgevillagehuge adjust jog | magicgiraffeenergygemgiantjarjacket |
| The /s/ sound spelt c before e, i and y |  |  | raceicecelllacepacespacenice | citycirclecinemacircusmercyfancyrice |
| 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. | knitknobknockknowledgekneeknapsackknuckleknowknew | knownkneadkneelknightknotgnatgnawgnomegnash |
| The /r/ sound spelt wrat the beginning of words |  | This spelling probably also reflects an old pronunciation. | writewrotewrittenwrestlewristwronganswersword | wrenwrapwringwrappingwrappedwreck 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. | tableapplebottlelittlemiddlepuzzlecandle | castlestaplerippletopplesamplepeople | cabletumbleeagleanglejungleuncle |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| 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**. | angelwheellevelmodellabelhoteljewel | cruelcameltunnelsquirreltoweltinsel |
| The /l/ or /əl/ sound spelt –al at the end of words |  | Not many nouns end in –**al**, but many adjectives do. | metalpedalcapitalhospitalanimallocal | vocallegaltotalmentalpetal |
| Words ending –il |  | There are not many of these words. | pencilfossilnostrilbasilperilpupilstencil | civilevildevilgerbillentilApril |
| 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 flydrytryreplyJuly | fryshyskywhyslydefy |
| 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.) | babiesdiariescopiescarriestriesfliesreplies  | cities partiesarmiesjelliesfairies |
| 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*. | copiedcopierhappierhappiestcriedrepliedworrierworried | copyingcryingreplying 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.* | hikinghikedhikednicernicest | shinyicyicedicingcoming |
| 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*. | pattingpattedhumminghummeddroppingdroppedsaddersaddest | fatter fattestrunnerrunnyrunninghittinghitter |
| The /ɔ:/ sound spelt a before l and ll |  | The **/**ɔ:**/** sound (‘or’) is usually spelt as **a** before **l** and **ll**. | ballcallfallwalltalk | walkalwaysalltallmall |
| The /ʌ/ sound spelt o |  |  | motherotherbrothernothingMondayloveglove | comehoneymoneydozenabovedonesome |
| The /i:/ sound spelt –ey |  | The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys,* etc.). | keydonkeymonkeyvalleychimneyalley | galleryjerseyhockeymoneysmiley |
| The /ɒ/ sound spelt a after w and qu |  | **a** is the most common spelling for the **/**ɒ**/** (‘hot’) sound after **w** and **qu**. | wantwatchwanderwhatwashwas | walletquarrelquantityquantitysquadsquash |
| The /ɜ:/ sound spelt or after w |  | There are not many of these words. | wordworkwormworld | worthworkworthy |
| The /ɔ:/ sound spelt ar after w |  | There are not many of these words. | warwarmthwarm | towardswarble |
| The /ʒ/ sound spelt s |  | *I do not understand why treasure is in this sections as well as in –sure section.*  | treasureusual  |
| 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. | enjoymentpaymentmovementsadnesshappinessdarknessprettiness laziness | helpfulpainfulhopefulcarefulhopelesshomelessbadlyhappily |
| 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’twouldn’tshouldn’tit’s | I’llI’myou’reyou’llhe’lldoesn’t |
| The possessive apostrophe (singular nouns) |  |  | Megan’s, Ravi’s, the girl’s, the child’s, the man’s |
| Words ending in –tion |  |  | stationfictionmotionnational | sectionaction |
| Homophones and near-homophones |  | It is important to know the difference in meaning between homophones. | there/their/they’rehere/hearquite/quietsee/seabare/bear | one/won sun/sonto/too/twobe/beeblue/blewnight/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’. | doorfloorpoorbecausefindkindmindbehindchildchildren\*wildclimbmostonlybothold couldshouldwould | coldgoldholdtoldeveryeverybodyevengreatbreaksteakprettybeautifulafterfastlastpast clothesbusypeoplewatermoney | fatherclassgrasspassplantpathbathhourmoveproveimprovesuresugareyewhowholeanymanyagainhalfMrMrsparentsChristmas  |
| 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. | forgettingforgottenbeginning beginnerbegginghuggedgrabbed hopping | hopingpreferpreferredgardenergardeninglimitinglimitationlimited |
| 2. The /ɪ/ sound spelt y elsewhere than at the end of words |  | These words should be learnt as needed. | mythgymEgyptmysterypyramidcygnet | lyricsyrupsystemtypicalhymncrystal |
| 3. The /ʌ/ sound spelt ou |  | These words should be learnt as needed. | touchyoungdoubletroublecountrytroublecouple | countrycousincourageencourageflourishnourish |

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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’. | disheartendislikedislodgedisappointdisagreedisappeardispleasedisqualify dishonestdisconnectdisinfectreboundrebuildrecyclerecallrefillreformretreatreturnreplacerevisitreplayrewritesubmarinesubmergeantisepticantisocialanticlockwise | miscountmisdealmisfiremisfortunemishearmisinformmisreadmisbehavemisplacemistakemiscalculatemisplaceunable unwellunhappyuntidyuntrainedunluckyunpopularunpickunseenunusualundountieunzipunofficialunusualundressinteractiveinternetinternationalinterrelated  | inactiveincorrectindefiniteincompleteillegalillegibleimmatureimmortalimpossibleimpatientimpossibleimpoliteimpureirregularirrelevantirresponsiblesuperherosupermansupermarketsuperstarautobiographyautographautomaticautomobilesubwaysubdividesubheading |
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| 5. The suffix –ation |  | The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply. | informationadoration sensationpreparationadmirationstationpreparation | vibrationdecorationdonationcoronationdurationregistrationpopulation |
| 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,completelyusuallyfinallycomicallybadlyhappilystrangelyreally gentlysimplyhumblynobly | suddenlyactuallyloudlyquicklycarefullyprobablyunhappilyeasilyluckily angrily basicallyfranticallydramatically |
| 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.* | measuretreasurepleasureenclosureadventurefeaturefeaturecreaturefurniture | mixturepicturenatureadventurestretchercatcherricherteacher |
| 8. Endings which sound like /ʒən/ |  | If the ending sounds like **/**ʒən**/**, it is spelt as **–sion**. | divisioninvasionconfusiondecisioncollisiontelevision |
| 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**. | poisonousdangerousmountainousfamousvarioustremendousenormousjealoushumorous glamorousvigorouscourageousoutrageous | seriousobviouscurioushideousspontaneouscourteous |
| 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**. | inventioninjectionactionhesitationcompletionfractiondetentionmentionexpressiondiscussionconfessionpermissionadmissionprogression expansionextension | comprehensiontensionsessionmusicianopticianelectricianmagicianpoliticianmathematician |
| 11. Words with the /k/ sound spelt ch (Greek in origin) |  |  | schemechoruschemistechocharacterache | orchidarchitectorchestramechanicstomach |
| 12. Words with the /ʃ/ sound spelt ch (mostly French in origin) |  |  | chaletchefmachine | brochureparachutechute |
| 13. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) |  |  | leaguetonguecataloguedialogueepiloguevaguerogue | antique uniqueboutiquepicturesquemosquecheque |
| 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/. | sciencescenedisciplinefascinate | crescentscissorsdescendascent |
| 15. Words with the /eɪ/ sound spelt ei, eigh, or ey |  |  | sleighneigheightweightneighbour | veintheyconveyobeygrey |
| 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 |  |  | acceptexceptaffecteffectballbawlberryburybrakebreakfairfaregrategreatgroangrownherehearheelhealhe’llknotnot | mailmalemainmanemeatmeetmedalmeddlemissedmistpeacepieceplainplanerainreinreignsceneseenweatherwhetherwhosewho’s |

| Word list – years 3 and 4 |
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| Y3 T1 | Y3 T2 | Y3 T3 | Y3 T4 |
| accident(ally)actual(ly)addressanswerappeararrivebelievebicycle | breathbreathebuildbusy/businesscalendarcaughtcentrecentury | certaincirclecompleteconsidercontinuedecidedescribedifferent | difficultdisappearearlyeartheight/eighthenoughexerciseexperience |
| Y3 T5 | Y3 T6 | Y4 T1 | Y4 T2 |
| throughvariousweightwoman/womenoccasion(ally)specialnotice | experimentextremefamousfavouriteFebruaryforward(s)fruitgrammar | oftenoppositeordinaryparticularpeculiarperhapspopularposition | possess(ion)possiblepotatoespressureprobablypromisepurposequarter minute |
| Y4 T3 | Y4 T4 | Y4 T5 | Y4 T6 |
| questionrecentregularreignremembersentenceseparatematerialmedicine | increaseimportantinterestislandknowledgelearnlengthlibrarymention | straightstrangestrengthsupposesurprisethereforethoughalthoughthought | groupguardguideheardheartheighthistoryimagine naughtynatural |

| 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**.
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| 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*. | viciouspreciousconsciousdeliciousmalicioussuspicioussuspiciousunconsciousconsciousprecious | ambitiouscautiousfictitiousinfectiousnutritiousambitioussuperstitiousnutritioussurreptitious |
| 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*). | officialspecialartificialbeneficialcommercialcrucialfacialglacial | socialpartialconfidentialessentialinitialpartialessentialpotential |
| 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. | observantobservanceobservationexpectant expectationhesitanthesitancyhesitationtoleranttolerancetoleration substance substantialinnocentinnocencefrequent | frequencyagencyagentdecentdecencyfrequentfrequencyconfidentconfidence confidentialassistantassistanceobedientobedienceindependentindependence |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| 4. Words ending in –able and –ibleWords 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*). | adorableadorably adorationapplicableapplicably applicationconsiderableconsiderablyconsiderationtolerabletolerably tolerationchangeablenoticeabledependablecomfortableunderstandable | reasonableenjoyableforciblelegible reliablepossiblepossiblyhorriblehorriblyterribleterriblyvisiblevisiblyincredibleincrediblysensiblesensibly |
| 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. | referringreferredreferralpreferringpreferredtransferring | transferredreferencerefereepreferencetransference |
| 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-ordinateco-operateco-ownre-enterre-electre-educatecross-referencecross-sectionex-boyfriend | ex-convictall-inclusiveself-addressednon-refundablenon-toxicself-esteemself-portraitmid-Februarymid-Atlantic |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| 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)*.* | conceitceilingdeceiveperceivereceiptdeceitconceivereceive |
| 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. | enoughrough toughoughtboughtthoughtbroughtfoughtnoughtthough | althoughdoughthroughthoroughboroughploughboughcough |
| 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) | doubtlamblamblimbtombknightislandsolemnthistle | whistle listenplumbergnomegnatgnashforeignsigncolumn |
| 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/advisedevice/deviselicence/licensepractice/practiseprophecy/prophesyaisle/islealoud/allowedaffect/effectalter/altarascent/assentbridal/bridlecereal/serialcompliment/ complementfarther /father | guessed/guestheard/herdlead/ledmorning/mourningpast/passedprecede/proceeddescent/dissentdesert/dessertdraft/draught principal/principleprofit/prophetstationary/stationerysteal/steelwary/wearywho’s/whose |

| Word list – years 5 and 6 |
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| --- | --- | --- | --- |
| Y5 T1 | Y5 T2 | Y5 T3 | Y5 T4 |
| accommodateaccompanyaccordingachieveaggressiveamateurancientapparent | appreciateattachedavailableaverageawkwardbargainbruisecategory | cemeterycommitteecommunicatecommunitycompetitionconscience\*conscious\*controversy | dictionarydisastrousembarrassenvironmentequipped/mentespeciallyexaggerateexcellentexistence |
| Y5 T5 | Y5 T6 | Y6 T1 | Y6 T2 |
| conveniencecorrespondcriticise (critic + ise)curiositydefinitedesperatedetermineddevelop | pronunciationqueuerecogniserecommendrelevantrestaurantrhymerhythmsacrifice | secretaryshouldersignaturesincere(ly)soldierstomachsufficientsuggestexplanation | symbolsystemtemperaturethoroughtwelfthvarietyvegetablevehicleyacht |
| Y6 T3 | Y6 T4 | Y6 T5 | Y6 T6 |
| opportunityparliamentpersuadephysicalprejudiceprivilegeprofessionprogramme | marvellousmischievousmusclenecessaryneighbournuisanceoccupyoccur | identityimmediate(ly)individualinterfereinterruptlanguageleisurelightning | familiarforeignfortyfrequentlygovernmentguaranteeharasshindrance |

| 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**. |