

## Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of Year 1, pupils should be able to read a large number of different words containing the grapheme-phoneme correspondences (GPCs) that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for Years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The statutory word-lists for Years 3 and 4 and Years 5 and 6 contain a mixture of words frequently used in pupils' writing and words which are often misspelt. Some of the words in these lists may be thought of as quite challenging, but the 100 words in each list can be covered in fewer than two school years if teachers simply add words each week to the words they choose for their pupils to learn.

The rules and guidelines are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after Key Stage 1 but, increasingly, pupils also need to understand the role of morphology and etymology. Although many root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them.

The spelling appendix is structured in the same way as the programmes of study: the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

## Year 1

Work for Year 1		
Statutory requirements	Rules and guidelines (non-statutory)	Example words (non-statutory)
<p><b>Revision of Reception work</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• all grapheme-phoneme correspondences which have been taught</li> <li>• the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>• words with adjacent consonants;</li> <li>• rules and guidelines which have been taught</li> <li>• vowel digraphs which have been taught</li> </ul>		No example words are suggested because the selection will vary according to the programme used, particularly where vowel digraphs are concerned.
<p><b>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</b></p>	<p>The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff, ll, ss, 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>	off, well, miss, buzz, back
<p><b>The /ŋ/ sound spelt n before k</b></p>		bank, think, honk, sunk
<p><b>Division of words into syllables</b></p>	<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 is unclear so the spelling of this vowel may need to be learnt.</p>	pocket, rabbit, carrot, thunder, sunset
<p><b>-tch</b></p>	<p>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.</p>	catch, fetch, kitchen, notch, hutch
<p><b>The /v/ sound at the end of words</b></p>	<p>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'.</p>	have, live, give
<p><b>Adding s and es to words (plural of nouns and the third person singular of verbs)</b></p>	<p>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>.</p>	cats, dogs, spends, rocks, thanks, catches

<p><b>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</b></p>	<p><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>.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>
<p><b>Adding –er and –est to adjectives where no change is needed to the root word</b></p>	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>grander, grandest, fresher, freshest, quicker, quickest</p>
<p><b>Vowel digraphs and trigraphs</b></p> <p><b>ai</b> <b>oi</b> <b>ay</b> <b>oy</b> <b>a–e</b> <b>e–e</b> <b>i–e</b> <b>o–e</b> <b>u–e</b> <b>ar</b> <b>ee</b> <b>ea (/i:/)</b> <b>ea (/ɛ/)</b> <b>er (/ɜ:/)</b> <b>er (/ə/)</b></p> <p><b>ir</b> <b>ur</b> <b>oo</b> <b>oo</b> <b>oa</b> <b>oe</b></p> <p><b>ou</b></p>	<p>Some may already be known, depending on the programmes used in reception, but some will be new. The endings <b>–ing</b>, <b>–ed</b>, <b>–er</b> and <b>–est</b>, if relevant, can be added straight on to all the words which can function as verbs or adjectives, except for those in italics.</p> <p>The digraphs <b>ai</b> and <b>oi</b> are never used at the end of English words.</p> <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>Both the /u:/ and /ju:/ sounds can be spelt <b>u–e</b></p> <p>Very few words end with the letters <b>oo</b>.</p> <p>The digraph <b>oa</b> is very rare at the end of an English word.</p> <p>The only common English word ending in <b>ou</b> is <i>you</i>.</p>	<p>rain, wait, train, paid, afraid oil, join, coin, point, soil day, play, say, way, stay boy, toy, enjoy, annoy made, came, same, take, safe these, theme, complete five, ride, like, time, side home, those, woke, hope, hole June, rule, rude, use, tube, tune car, start, park, arm, garden see, tree, green, meet, week sea, dream, meat, each, read (present tense) head, bread, meant, instead, read (past tense) (stressed sound): her, term, verb, person (unstressed <i>schwa</i> sound): better, under, summer, winter, sister girl, bird, shirt, first, third turn, hurt, church, burst, Thursday food, pool, moon, zoo, soon book, took, foot, wood, good boat, coat, road, coach, goal toe, goes</p> <p>out, about, mouth, around, sound</p>

ow (/aʊ/) ow (/əʊ/) ue ew ie (/aɪ/) ie (/i:/) igh or ore aw au air ear ear (/ɛə/) are (/ɛə/)	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> .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw lie, tie, pie, cried, tried, dried chief, field, thief high, night, light, bright, right for, short, born, horse, morning more, score, before, wore, shore saw, draw, yawn, crawl author, August, dinosaur, astronaut air, fair, pair, hair, chair dear, hear, beard, near, year bear, pear, wear bare, dare, care, share, scared
<b>Words ending –y (/i:/ or /ɪ/ depending on accent)</b>		very, happy, funny, party, family
<b>New consonant spellings ph and wh</b>	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
<b>Using k for the /k/ sound</b>	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
<b>Adding the prefix –un</b>	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
<b>Compound words</b>	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
<b>Common exception words</b>		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, and/or others, according to the programme used

## 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.
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New work for Year 2		
Statutory requirements	Rules and guidelines (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as <b>ge</b> and <b>dge</b> at the end of words, and sometimes spelt as <b>g</b> elsewhere in words before <b>e</b> , <b>i</b> and <b>y</b>	The letter <b>j</b> is never used for the /dʒ/ (“dge”) sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sounds (sometimes called “short” vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as <b>g</b> before <b>e</b> , <b>i</b> , and <b>y</b> . The /dʒ/ sound is always spelt as <b>j</b> before <b>a</b> , <b>o</b> and <b>u</b> .	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy
The /s/ sound spelt <b>c</b> before <b>e</b> , <b>i</b> and <b>y</b>		race, ice, cell, city, fancy
The /n/ sound spelt <b>kn</b> and (less often) <b>gn</b> at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /ɹ/ sound spelt <b>wr</b> at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt <b>-le</b> 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
The /l/ or /əl/ sound spelt <b>-el</b> at the end of words	The <b>-el</b> spelling is much less common than <b>-le</b> . The <b>-el</b> spelling is used after <b>m</b> , <b>n</b> , <b>r</b> , <b>s</b> , <b>v</b> , <b>w</b> .	camel, tunnel, squirrel, tinsel, travel, towel
The /l/ or /əl/ sound spelt <b>-al</b> at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending <b>-il</b>	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt <b>-y</b> 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
Adding <b>-es</b> to nouns and verbs ending in consonant-letter- <b>y</b>	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries
Adding <b>-ed</b> , <b>-ing</b> , <b>-er</b> and <b>-est</b> to root words ending in consonant-letter- <b>y</b>	The <b>y</b> is changed to <b>i</b> before <b>-ed</b> , <b>-er</b> and <b>-est</b> are added, but not before <b>-ing</b> 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 ... <b>but</b> copying, crying, replying
Adding the endings <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> and <b>-y</b> to words ending in vowel-letter-consonant-letter- <b>e</b>	The <b>-e</b> at the end of the root word is dropped before <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> , <b>-y</b> or any other suffix beginning with a vowel letter is added.	hiking, hiked, hiker, nicer, nicest, shiny

<b>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</b>	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
<b>The /ɔ:/ sound spelt a before l and ll</b>	The /ɔ:/ sound (“or”) is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
<b>The /ʌ/ sound spelt o</b>		other, mother, brother, nothing, Monday
<b>The /i:/ sound spelt –ey</b>	The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys</i> etc.).	key, donkey, monkey, chimney, valley
<b>The /ɒ/ sound spelt a after w and qu</b>	<b>a</b> is the most common spelling for the /ɒ/ (“hot”) sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
<b>The /ɜ:/ sound spelt or after w</b>	Very few words spell the /ɜ:/ sound (“burn”) this way.	word, work, worm, world, worth
<b>The /ɔ:/ sound spelt ar after w</b>	Very few words spell the /ɔ:/ sound (“or”) this way.	war, warm, towards
<b>The /ɜ/ sound spelt s</b>		television, treasure, usual
<b>The suffixes –ment, –ness, –ful and –less</b>	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 a consonant letter followed by <b>y</b> – see above.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness)
<b>Contractions</b>	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – 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, didn’t, hasn’t, couldn’t, it’s, I’ll
<b>The possessive apostrophe (singular nouns)</b>		Megan’s, Ravi’s, the girl’s, the child’s, the man’s
<b>Words ending in –tion</b>		station, fiction, motion, national, section
<b>Homophones and near-homophones</b>	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
<b>Common exception words</b>	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, 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, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> .  Note ‘children’ is not an exception, but is included for convenience with ‘child’.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.

## 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 guidelines (non-statutory)	Example words (non-statutory)
<b>Adding suffixes beginning with vowel letters to words of more than one syllable</b>	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, prefer, preferred  gardening, gardener, limiting, limited, limitation
<b>The /ɪ/ sound spelt y elsewhere than at the end of words</b>	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
<b>The /ʌ/ sound spelt ou</b>	These words should be learnt as needed.	young, touch, double, trouble, country
<b>More prefixes</b>	<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> Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>. Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>. <b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'.</p>	<p><b>dis-, mis-, in-</b> disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell)</p> <p>inactive, incorrect</p> <p>illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate <b>sub-</b>: subdivide, subheading, submarine, submerge <b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar <b>anti-</b>: antiseptic, anti-clockwise, antidote <b>auto-</b>: automatic, autograph</p>
<b>The suffix -ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration

<p><b>The suffix -ly</b></p>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The <b>-ly</b> suffix starts with a consonant letter, so it is added straight on to most root words unless they end with <b>y</b>. If the root word ends with <b>y</b>, the <b>y</b> is changed to <b>i</b>.</p> <p><b>Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</li> <li>2. 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>.</li> <li>3. The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</li> </ol>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily</p> <p>gently, simply, humbly, nobly basically, frantically, dramatically</p>
<p><b>Words with endings sounding like /ʒə/ or /tʃə/</b></p>	<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</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
<p><b>Endings which sound like /ʒən/</b></p>	<p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b>.</p>	<p>division, invasion, confusion, decision, collision, television</p>
<p><b>The suffix -ous</b></p>	<p>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.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added. A final 'e' 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, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>
<p><b>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</b></p>	<p>Strictly speaking, the endings 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 endings 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> (invent) or <b>te</b> (hesitate).</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> attend – attention, intend – intention</p> <p><b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
<p><b>Words with the /k/ sound spelt ch (Greek in origin)</b></p>		<p>scheme, chorus, chemist, echo, character</p>

<b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b>		chef, chalet, machine, brochure
<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</b>		league, tongue, antique, unique
<b>Words with the /s/ sound spelt sc (Latin in origin)</b>		science, scene, discipline, fascinate, crescent
<b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b>		vein, weigh, eight, neighbour, they, obey
<b>Possessive apostrophe with plural words</b>	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 (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population.)
<b>Homophones or near-homophones</b>		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 for Years 3 and 4

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

Many root words simply need to be learnt, but once they are learnt, and the rules and guidelines for adding prefixes and suffixes are known, many longer words can be spelt correctly. Examples:

*business* (**busy** + **ness**, with the **y** of **busy** changed to **i** according to the rule).  
*disappear* (just add **dis-** to **appear**).

Understanding 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**.

## Years 5 and 6

Revise work done in previous years		
New work for Years 5 and 6		
Statutory requirements	Rules and guidelines (non-statutory)	Example words (non-statutory)
<b>Endings which sound like /ʃəs/ spelt –cious or –tious</b>	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</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . <b>Exception:</b> <i>anxious</i>	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
<b>Endings which sound like /ʃəl/</b>	<b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i> ).	official, special, artificial, partial, confidential, essential
<b>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</b>	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.  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.  There are many words, however, where the above guidelines don't help. These words just have to be learnt.	observant, observance, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, hesitancy (hesit <u>a</u> tion), tolerant, tolerance (toler <u>a</u> tion), substance (subst <u>a</u> ntial)  innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)  assistant, assistance, obedient, obedience, independent, independence
<b>Words ending in –able and –ible</b>	The <b>–able</b> ending is far more common than the <b>–ible</b> ending.  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> . 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. 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. 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> ).	adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration)  changeable, noticeable, forcible, legible  dependable, comfortable, understandable, reasonable, enjoyable, reliable  possible, horrible, terrible, visible, incredible, sensible
<b>Adding suffixes beginning with</b>	The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added.	referring, referred, referral, preferring, preferred, transferring,

<b>vowel letters to words ending in -fer</b>	The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.	transferred reference, referee, preference, transference
<b>Use of the hyphen</b>	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, re-enter, co-operate, co-own
<b>Words with the /i:/ sound spelt ei after c</b>	The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
<b>Words containing the letter-string ough</b>	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough
<b>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b>	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> .	doubt, island, lamb, solemn, thistle, knight
<b>Homophones and other words that are often confused</b>	In these pairs of words, 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> .  aisle: a gangway between seats (in a church, train, plane) isle: an island  aloud: out loud allowed: permitted  affect: usually a verb (e.g. <i>The weather may affect our plans.</i> ) effect: usually a noun (e.g. <i>It may have an effect on our plans.</i> ). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business.</i> ).  altar: a table-like piece of furniture in a church alter: to change  ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun)  bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse	advice/advise device/devise licence/license practice/practise prophecy/prophesy eligible: suitable to be chosen or elected illegible: not legible (i.e. unreadable)  eliminate: get rid of/exclude illuminate: light up  farther: further father: a male parent  guessed: past tense of the verb <i>guess</i> guest: visitor  heard: past tense of the verb <i>hear</i> herd: a group of animals  led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy ( <i>as heavy as lead</i> ) morning: before noon

	<p>cereal: made from grain (e.g. breakfast cereal)</p> <p>serial: adjective from the noun <i>series</i> – a succession of things one after the other</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun)</p> <p>complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>)</p> <p>descent: the act of descending (going down)</p> <p>dissent: to disagree/disagreement (verb and noun)</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal</p> <p>disinterested: not having a personal stake in the matter (a World Cup referee must be disinterested – i.e. must not be from one of the countries playing in the match)</p> <p>uninterested: not interested, bored (a referee should be interested, not uninterested, in football)</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air</p>	<p>mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)</p> <p>passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before</p> <p>proceed: go on</p> <p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
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## Word list for Years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee

communicate  
community  
competition  
conscience\*  
conscious\*  
controversy  
convenience  
correspond  
criticise (critic + ise)  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment

equip (-ped, -ment)  
especially  
exaggerate  
excellent  
existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate(ly)  
individual  
interfere

interrupt  
language  
leisure  
lightning  
marvellous  
mischievous  
muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege

profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme  
rhythm  
sacrifice  
secretary  
shoulder  
sincere(ly)  
soldier  
stomach  
sufficient  
suggest

symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

Many of these words can be used for practice in adding suffixes.

\**Conscience* and *conscious* are related to *science* – all come from the Latin word meaning ‘to know’.  
*Conscience* is simply *science* with the prefix *con-* added. *Conscious* also contains the ‘sci’ of *science*.