EDITED NATIONAL CURRICULUM FOR SPELLING

Spelling, vocabulary, grammar, punctuation and glossary

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

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

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

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

Spelling – work for year 1

Revision of reception work

Statutory requirements

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

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

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	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)	
-tch	The /tʃ/ sound is usually spelt as **tch** if it comes straight after 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)		
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	

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
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 (/iː/)	*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 (/ɜː/)	*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)		
oo (/uː/)	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 /uː/ and /juː/ ('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 (/iː/)	*Nessy Island 3 Lesson 25*	chief field thief piece ceiling brief		

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
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 (/iː/ 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

Revision of work from year 1

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

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	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 wr at the beginning of words	This spelling probably also reflects an old pronunciation.		write wrote written wrestle wrist wrong answer sword	wren wrap wring wrapping wrapped wreck wriggle
The /l/ or /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)	
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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
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 /ɔː/ sound spelt a before l and ll	The /ɔː/ 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 /iː/ 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/ ('h*o*t') sound after **w** and **qu**.	want watch wander what wash was	wallet quarrel quantity quantity squad squash
The /ɜː/ sound spelt or after w	There are not many of these words.	word work worm world	worth work worthy
The /ɔː/ 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	enjoyment payment movement sadness happiness darkness	helpful painful hopeful careful hopeless homeless

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
	consonant before it but only if the root word has more than one syllable.		prettiness laziness	badly happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *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
Statutory requirements	**Rules and guidance (non-statutory)**		**Example words (non-statutory)**	

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

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

| 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 |

| 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. | sadly, completely usually finally comically badly happily strangely really

gently | suddenly actually loudly quickly carefully probably unhappily easily luckily angrily |

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

Word list – years 3 and 4

Y3 T1	Y3 T2	Y3 T3	Y3 T4
accident(ally)	breath	certain	difficult
actual(ly)	breathe	circle	disappear
address	build	complete	early
answer	busy/business	consider	earth
appear	calendar	continue	eight/eighth
arrive	caught	decide	enough
believe	centre	describe	exercise
bicycle	century	different	experience

Y3 T5	Y3 T6	Y4 T1	Y4 T2
through	experiment	often	possess(ion)
various	extreme	opposite	possible
weight	famous	ordinary	potatoes
woman/women	favourite	particular	pressure
occasion(ally)	February	peculiar	probably
special	forward(s)	perhaps	promise
notice	fruit	popular	purpose
	grammar	position	quarter
			minute

Y4 T3	Y4 T4	Y4 T5	Y4 T6
question	increase	straight	group
recent	important	strange	guard
regular	interest	strength	guide
reign	island	suppose	heard
remember	knowledge	surprise	heart
sentence	learn	therefore	height
separate	length	though	history
material	library	although	imagine naughty
medicine	mention	thought	natural

Notes and guidance (non-statutory)

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

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

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

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

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

Spelling – years 5 and 6

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
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)	
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

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

Notes and guidance (non-statutory)

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**.