

The Lancashire Literacy Team

Supporting Spelling



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Supporting Spelling

Linking the Spelling National Curriculum (2013) with Letters and Sounds (L&S), Spelling Bank (SpB), Year 2 and Year 3 Planning Exemplification (Y23), Support for Spelling(SfS) and Developing Early Writing (DEW).

What is Supporting Spelling?

This document takes the National Curriculum Programmes of Study and Appendices as its starting point and has cross-referenced them to the existing publications in common use, to enable schools to link their existing schemes of work to the new curriculum.

How is it different from the National Curriculum (2014)?

The National Curriculum appendices focus on the rules and patterns of spelling. However, it is important that spelling doesn't become narrowly focused on learning only these rules, patterns and objectives and that discussing and learning about different spelling strategies, the use of dictionaries and how to proof-check work are also taught.

To this end the following have also been included in this document:

- *Additional objectives / skills have been added in italic font within each year group.*
- Where words in the National Curriculum word lists are covered within the year group's spelling objectives the words have been included in **bold** font in the example word column.

How might Supporting Spelling be useful?

Good practice still supports the 'little and often', investigative approach ensuring that spelling is related to any English or grammar work being undertaken. Links have therefore been made to the appropriate sections of various documents. This will enable schools to adapt and develop their existing Spelling schemes of work to ensure that all elements of spelling are included.

The Lower Key Stage 2 and Upper Key Stage 2 National Curriculum 2014 statutory statements have been split into the separate year groups using the National Curriculum 2014 and the supporting documents as a guide. However, schools can rearrange these should they wish and similarly, it is not expected that the objectives are necessarily taught in the order they are given within each of the year groups - these can be rearranged by schools as required to fit the school year structure.

Key to colour coding:

Pink – cross referencing to other documentation

Objectives in Red – phonemic or phonological *I have registered some of the objectives when first introduced as phonemic rather than morphological because the grapheme can be taught on a phonemic basis, revisiting the morphological aspects when revisiting the objective either later in the year or the following year.

Objectives in Blue – morphological

Year One

National Curriculum - Statutory	Non-statutory Guidance
<p>Spelling (see English Appendix 1) - see pages 5 – 9 of this document</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week ▪ name the letters of the alphabet: <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: <ul style="list-style-type: none"> - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest] ▪ apply simple spelling rules and guidelines, as listed in English Appendix 1 (<i>listed below</i>) ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Spelling</p> <p>Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.</p> <p>At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p> <p>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</p>

Appendix

Revision of Reception work

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 and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting 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)	Supporting Documents
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.	off, well, miss, buzz, back	Letters and Sounds Phase 3 – 5
The /ŋ/ sound spelt n before k		bank, think, honk, sunk	Letters and Sounds Phase 3 – 5
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.	pocket, rabbit, carrot, thunder, sunset	Letters and Sounds Phase 3 – 5 SfS Year 2 Term 3 (ii)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch	Letters and Sounds Phase 3 – 5
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	Letters and Sounds Phase 3 – 5
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, catches	SfS Year 2 Term 2 (ii) SpB Year 3 Term 2 Obj9 (where root words do not change)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
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.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	SfS Year 2 Term 1 (ii) Y23 Year 2 Term 1 Unit 2, 3, 4 and 5 Y23 Year 2 Term 1 Unit 1 SpB Year 3 Term 1 Obj8 (where root words do not change)
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, quicker, quickest	SfS Year 2 Term 2 (ii) (where root words do not change)
Vowel digraphs and trigraphs	Some may already be known, depending on the programmes used in reception, but some will be new.		Letters and Sounds Phase 3 – 5
ai oi	The digraphs ai and oi are never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
ay oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
a–e		made, came, same, take, safe	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
e–e		these, theme, complete	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
i–e		five, ride, like, time, side	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
o–e		home, those, woke, hope, hole	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 11
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e.	June, rule, rude, use, tube, tune	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
ar		car, start, park, arm, garden	Letters and Sounds Phase 3 – 5
ee		see, tree, green, meet, week	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
ea (/i:/)		sea, dream, meat, each, read (present tense)	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
ea (/ɛ/)		head, bread, meant, instead, read (past tense)	Letters and Sounds Phase 3 – 5
er (/ɜ:/)		(stressed sound): her, term, verb, person	Letters and Sounds Phase 3 – 5
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	Letters and Sounds Phase 3 – 5
ir		girl, bird, shirt, first, third	Letters and Sounds Phase 3 – 5
ur		turn, hurt, church, burst, Thursday	Letters and Sounds Phase 3 – 5
oo (/u:/)	Very few words end with the letters oo.	food, pool, moon, zoo, soon	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1 Y23 Year 2 Term 3 Unit 2
oo (/ʊ/)		book, took, foot, wood, good	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1 Y23 Year 2 Term 3 Unit 2
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
oe		toe, goes	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound	Letters and Sounds Phase 3 – 5

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 11
ie (/aɪ/)		lie, tie, pie, cried, tried, dried	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
ie (/i:/)		chief, field, thief	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1
igh		high, night, light, bright, right	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1 SfS Year 4 Term 2 (1)
or		for, short, born, horse, morning	Letters and Sounds Phase 3 – 5
ore		more, score, before, wore, shore	Letters and Sounds Phase 3 – 5
aw		saw, draw, yawn, crawl	Letters and Sounds Phase 3 – 5
au		author, August, dinosaur, astronaut	Letters and Sounds Phase 3 – 5
air		air, fair, pair, hair, chair	Letters and Sounds Phase 3 – 5
ear		dear, hear, beard, near, year	Letters and Sounds Phase 3 – 5
ear (/ɛə/)		bear, pear, wear	Letters and Sounds Phase 3 – 5 SfS Year 4 Term 2 (1)
are (/ɛə/)		bare, dare, care, share, scared	Letters and Sounds Phase 3 – 5
Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 1 Unit 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while	Letters and Sounds Phase 3 – 5 Y23 Year 2 Term 2 Unit 4
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	Letters and Sounds Phase 3 – 5
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	SfS Year 2 Term 3 (i) Y23 Year 2 Term 2 Unit 4 Y23 Year 2 Term 3 Unit 1 SpB Year 3 Term 1 Obj10 and 11 Y23 Year 3 Term 1 Unit 4 (where root words do not change)
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	SfS Year 2 Term 2 (i) Y23 Year 2 Term 2 Unit 2 and 3 SpB Year 3 Term 2 Obj12
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 – and /or others, according to the programme used	SfS Year 3 Term 3 (i) DEW pg 169 – strategies for learning spellings Include the First 100 high frequency words from Letters and Sounds
<i>read back words they have spelt</i>			
<i>Use their phonic knowledge when spelling unfamiliar words (ie produce phonically plausible spellings)</i>			

Year Two

National Curriculum - Statutory	Non-statutory Guidance
<p><i>Spelling</i> (see English Appendix 1) <i>pages 11 - 14 of this document</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell by: <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, e.g. <i>–ment, –ness, –ful, –less, –ly</i> ▪ apply spelling rules and guidelines, as listed in English Appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Spelling In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</p>

Appendix			
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
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.		
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/ (“dge”) 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/, /ʊ/ and /ʌ/ 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, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	Letters and Sounds Phase 3 – 5
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy	Letters and Sounds Phase 3 – 5
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.	knock, know, knee, gnat, gnaw	Letters and Sounds Phase 3 – 5 SpB Year 3 Term 2 Obj10 SfS Year 4 Term 2 (i)
The /ɹ/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap	SpB Year 3 Term 2 Obj10 SfS Year 4 Term 2 (i)
The // 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	SfS Year 3 Term 1 (i) SpB Year 3 Term 1 Obj9
The // 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 .	camel, tunnel, squirrel, travel, towel, tinsel	SfS Year 3 Term 1 (i)
The // 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	SfS Year 3 Term 1 (i)
Words ending –il	There are not many of these words.	pencil, fossil, nostril	SfS Year 3 Term 1 (i)
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	Letters and Sounds Phase 3 – 5

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries	SfS Year 2 Term 2 (ii) SfS Year 3 Term 2 (i) SpB Year 3 Term 2 Obj9 Y23 Year 3 Term 2 Unit 3 SfS Year 4 Term 1 (ii) SpB Year 4 Term 1 Obj7
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 <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying	SfS Year 2 Term 1 (ii) Y23 Year 2 Term 1 Unit 2, 3, 4 and 5 SfS Year 2 Term 2 (ii) Y23 Year 2 Term 2 Unit 1 SpB Year 3 Term 1 Obj8 SpB Year 3 Term 2 Obj8 Y23 Year 3 Term 2 Unit 2 and 5 SpB Year 4 Term 1 Obj7
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. The exception is <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny	SfS Year 2 Term 1 (ii) SfS Year 2 Term 2 (ii) Y23 Year 2 Term 1 Unit 2, 3, 4 and 5 Y23 Year 2 Term 2 Unit 1 SpB Year 3 Term 1 Obj8 SpB Year 3 Term 2 Obj8 Y23 Year 3 Term 2 Unit 2 and 5 SpB Year 4 Term 1 Obj7
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: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	SfS Year 2 Term 1 (ii) SfS Year 2 Term 2 (ii) Y23 Year 2 Term 1 Unit 2, 3, 4 and 5 Y23 Year 2 Term 2 Unit 1 Y23 Year 3 Term 2 Unit 2 and 5 SpB Year 3 Term 1 Obj8 SpB Year 3 Term 2 Obj8 SpB Year 4 Term 1 Obj7

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ("or") is usually spelt as a before l and ll.	all, ball, call, walk, talk, always	Letters and Sounds Phase 5
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday	Letters and Sounds Phase 5
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley	Letters and Sounds Phase 5
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash	Letters and Sounds Phase 5
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth	Letters and Sounds Phase 5
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards	Letters and Sounds Phase 5
The /ʒ/ sound spelt s		television, treasure, usual	Letters and Sounds Phase 5
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) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily	SfS Year 2 Term 2 (ii) Y23 Year 2 Term 3 Unit 3 & 5 SfS Year 3 Term 2 (ii) Y23 Year 3 Term 2 Unit 4 SpB Year 3 Term 2 SPB Year 4 Term 1 Obj9ii Obj13 and 14
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – 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	SpB Year 3 Term 2 Obj15 SpB Year 3 Term 3 Obj11 Y23 Year 3 Term 3 Unit 1 SfS Year 4 Term 3 (i)
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's	SfS Year 4 Term 3 (i) (singular nouns only)
Words ending in –tion		station, fiction, motion, national, section	SfS Year 5 Term 1 (ii)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, one/won, quite/quiet, see/sea, bare/bear, sun/son, to/too/two, be/bee, blue/blew, night/knight	SfS Year 4 Term 1 (i)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
<p>Common exception words</p>	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>. <i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p>	<p>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. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p>	<p>DEW pg 169 – strategies for learning spellings</p> <p><i>Include the next 200 high frequency words from Letters and Sounds</i></p>

Year Three

National Curriculum – Statutory (Year Three and Four)	Non-statutory Guidance (Year Three and Four)
<p>Spelling (see English Appendix 1) – <i>listed on pages 16 -18 of this document</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1 <i>listed on page 19 of this document</i>) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p><i>Spelling</i></p> <p><i>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</i></p> <p><i>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).</i></p> <p><i>Pupils need sufficient knowledge of spelling to use dictionaries efficiently.</i></p>

<i>Appendix</i>			
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
Revision of work from years 1 and 2	Pay special attention to <ul style="list-style-type: none"> the rules for adding suffixes the possessive apostrophe (singular) [for example, the girl's book] 		<i>Check the 200 high frequency words from Letters and Sounds</i>
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, prefer, preferred gardening, gardener, limiting, limited, limitation	SfS Year 3 Term 2 (ii) SfS Year 4 Term 2 (ii)
The /ŋ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country	
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling Like un- , the prefixes dis- and mis- have negative meanings. re- means 'again' or 'back'	dis- , mis- : disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) re- : redo, refresh, return, reappear, redecorate	SfS Year 2 Term 3 (i) SfS Year 3 Term 3 (ii) Y23 Year 3 Term 1 Unit 4 and 5 Y23 Year 3 Term 2 Unit 5 Y23 Year 3 Term 3 Unit 3 and 4 SpB Year 3 Term 3 Obj 9 and 10 SpB Year 4 Term 2 Obj7 SfS Year 4 Term 3 (ii)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
The suffix –ly	<p>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.</p> <p>Exceptions:</p> <p>(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.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically</p> <p>From word list: accident (ally), actual (ly), occasional (ly)</p>	<p>SfS Year 3 Term 2 (ii) SfS Year 4 Term 3 (ii) SPB Year 4 Term 3 Obj8 and 9</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>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. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>	
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word. –our is changed to –or before –ous 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 –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p> <p>From word list: various</p>	<p>SfS Year 4 Term 2 (ii) SfS Year 4 Term 3 (ii)</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey From word list: eight /eighth, weight	
Homophones or near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/ reign , scene/seen, weather/whether, whose/who's	SfS Year 4 Term 1 (i) SpB Year 4 Term 1 Obj 6
Irregular tenses		e.g. blow / blew, write/wrote, send /sent, hear / heard , think / thought	SfS Year 3 Term 1 (ii) SPB Year 4 Term 1 Obj8
Homonyms	Words which have the same spelling but multiple meanings and how those meanings can be distinguished in context	e.g. age, crane, yard, bat, minute, notice	SpB Year 3 Term 3 Obj 14
To explore / collect /classify words with common roots	Many words are derived from other languages, Greek, Latin and French in particular	e.g. dec- ten decimal, geo – from earth geography	SpB Year 4 Term 3 Obj7
Irregular plurals		e.g. goose/ geese, woman/ women, potato /es	SfS Year 4 Term 1 (ii) SpB Year 5 Term 1 Obj4 and 5
use the first two (Y3) letters of a word to check its spelling in a dictionary			

Suggested Word list for year 3 (words in bold can be learnt within the objectives above)

accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight /eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

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 guidelines 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**.

Year Four

National Curriculum – Statutory (Year Three and Four)	Non-statutory Guidance (Year Three and Four)
<p>Spelling (see English Appendix 1) – <i>listed on pages 21 - 23 of this document</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1 – <i>listed on page 24 of this document</i>) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p><i>Spelling</i></p> <p><i>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</i></p> <p><i>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).</i></p> <p><i>Pupils need sufficient knowledge of spelling to use dictionaries efficiently.</i></p>

Appendix			
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
Revision of work from year 3	Pay special attention to the rules for <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable • Words with endings sounding like /ʒə/ or /tʃə/ • the suffix –ous 		
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. 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- . sub- means ‘under’. inter- means ‘between’ or ‘among’. super- means ‘above’. anti- means ‘against’. auto- means ‘self’ or ‘own’.	in- : inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anti-clockwise, antisocial auto- : autobiography, autograph	SfS Year 3 Term 3 (ii) SpB Year 3 Term 3 Obj 9 and 10 SfS Year 4 Term 3 (ii) SfS Year 5 Term 2 (ii) SpB Year 5 Term 1 Obj 6
The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration	SfS Year 4 Term 2 (ii) SfS Year 4 Term 3 (ii) SfS Year 5 Term 1 (ii)
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion	division, invasion, confusion, decision, collision, television	SfS Year 4 Term 3 (ii) SfS Year 5 Term 1 (ii)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
Endings which sound like /jən/, 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: <i>attend – attention, intend – intention</i> . –cian is used if the root word ends in c or cs .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician From word list: mention, occasion(ally), position, possess(ion)	SfS Year 4 Term 2 (ii) SfS Year 4 Term 3 (ii) SfS Year 5 Term 1 (ii) SpB Year 5 Term 2 Obj8
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character	
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure	
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique	
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	
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 <i>is</i> added if the plural does not end in –s (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 <i>s</i> use the <i>’s</i> suffix e.g. <i>Cyprus’s</i> population)	SPB Year 4 Term 3 Obj10
The ways in which nouns and adjectives eg fix can be made into verbs by the use of suffixes eg -ate		e.g. pollen/pollinate/, educate /education	SpB Year 4 Term 1 Obj14
To investigate what happens to words ending in f when suffixes are added		e.g. calf/calves, cuff/ cuffs, knife/knives	Y23 Year 3 Term 3 Unit 5 SpB Year 4 Term 2 Obj5

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
<i>To understand how diminutives are formed using eg suffix -ette and prefix mini-</i>	-ette is from the French and as well as meaning little can be the feminine form eg usher, usherette mini comes from the latin (minimus) meaning small micro Latin meaning tiny	e.g. minibus, kitchenette, microfilm	SfS Year 4 Term 3 (ii) SpB Year 4 Term 3 Obj12
<i>Use the first three (Y4) letters of a word to check its spelling in a dictionary</i>			

Suggested Word list for year 4 (words in bold can be learnt within the objectives above)

appear	continue	grammar	material	possible	suppose
breath	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

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 guidelines 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**.

Year Five

National Curriculum – Statutory (Year 5 and 6)	Non-statutory Guidance (Year 5 and 6)
<p><i>Spelling</i> (see English Appendix 1): see pages 26 – 28 below</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with ‘silent’ letters [e.g. <i>knight, psalm, solemn</i>] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 – see page 29 below ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. 	<p><i>Spelling</i></p> <p><i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></p>

Appendix			
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
Revision of work done in year 4	Pay special attention to the rules for <ul style="list-style-type: none"> • The suffix –ation • Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian • Possessive apostrophe with plural words 		
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /e?/ 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 /?/ 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, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence Words from list: apparent, conscience, existence, hindrance, nuisance, convenience	SfS Year 5 Term 1 (i) SfS Year 5 Term 3 (i) SfS Year 6 Term 2 (ii) SfS Year 6 Term 3 (ii)
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: <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	SfS Year 5 Term 2 (i)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
<p>Words ending in –able and –ible Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>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 <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>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 <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>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 <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p>Words from list: available,</p>	<p>SpB Year 4 Term 3 Obj9 SfS Year 5 Term 3 (i) SfS Year 6 Term 2 (ii) SfS Year 6 Term 3 (ii)</p>
<p>Words containing the letter-string ough</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough</p>	<p>SfS Year 4 Term 2 (ii) SfS Year 5 Term 1 (ii)</p>
<p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i>.</p>	<p>doubt, island, lamb, solemn, thistle, knight</p> <p>Words from list: foreign, government</p>	
<p>To recognise and spell the suffixes al, ary, ic</p>		<p>e.g. medical, stationary, historic</p> <p>Words from list: dictionary, physical,</p>	<p>SpB Year 4 Term 1 Obj9 SfS Year 5 Term 1 (i) SfS Year 6 Term 3 (ii)</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
<i>To spell unstressed vowels in polysyllabic words</i>		eg. Wednesday, different, frightening Words from list: average, cemetery, desperate, secretary, temperature, vegetable	SfS Year 5 Term 1 (i) SpB Year 5 Term 3 Obj4
<i>Further suffixes</i>	ll in full becoming l	e.g. hope + full = hopeful	SpB Year 5 Term 2 Obj4
<i>To explore spelling patterns of consonants and formulate rules</i>	e.g. c is usually soft when followed by an i	cinema, ceiling, cyanide	SpB Year 5 Term 2 obj4
<i>Use dictionaries to check the spelling and meaning of words</i>			
<i>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</i>			
<i>Use a thesaurus.</i>			
<i>Use a number of different strategies interactively in order to spell correctly</i>			
<i>Develop self-checking and proof-checking strategies</i>			
<i>Use independent spelling strategies for spelling unfamiliar words</i>			

Suggested Word list for year 5 (words in bold can be learnt within the objectives above)

apparent	cemetery	determined	explanation	interfere	occupy	rhythm
amateur	communicate	develop	familiar	language	occur	secretary
ancient	community	dictionary	foreign	leisure	persuade	shoulder
available	conscience*	environment	forty	lightning	physical	soldier
average	convenience	equip (-ped, -ment)	government	muscle	programme	stomach
bargain	curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise	twelfth
					rhyme	vegetable

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 guidelines 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**.

Year Six

National Curriculum – Statutory (Year 5 and 6)	Non-statutory Guidance (Year 5 and 6)
<p><i>Spelling</i> (see English Appendix 1) – see pages 31 - 33 below Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with ‘silent’ letters [e.g. <i>knight, psalm, solemn</i>] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1- see page 34 below ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. 	<p><i>Spelling</i> <i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
Revision of work from year 5	Pay special attention to the rules for <ul style="list-style-type: none"> • Words ending in –ant, –ance/–ancy, –ent, –ence/–ency • Words ending in –able and –ible • Words ending in –ably and –ibly • spelling unstressed vowels in polysyllabic words 		
Endings which sound like /jəs/ 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. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious , delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious Words from list: conscious ,	SfS Year 5 Term 3 (i)
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 <i>finance, commerce</i> and <i>province</i>).	official, special, artificial, partial, confidential, essential	
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	SfS Year 5 Term 3 (i) SfS Year 6 Term 2 (ii) SfS Year 6 Term 3 (ii)
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, re-enter, co-operate, co-own	
Further prefixes		e.g bi- trans- tele- circum	SpB Year 5 Term 1 Obj6 SpB Year 5 Term 3 Obj7 SpB Year 6 Term 1 Obj5

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
<p>Homophones and other words that are often confused</p>	<p>In these pairs of words, nouns end –ce and verbs end –se. <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 c.</p> <p>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 cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun <i>series</i> – a succession of things one after the other compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>) descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun) desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal 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>) draught: a current of air</p>	<p>advice/advise; device/devise; licence/license practice/practise prophecy/prophesy 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 mourning: grieving for someone who has died 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>) passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who’s: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>	<p>SfS Year 4 Term 1 (i) SpB Year 5 Term 2 Obj6</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Supporting Documents
<i>To identify root words, derivations and spelling patterns as a support for spelling</i>		eg. Public, publicity, publication Words from list: attach/ attached / attachable, category , categorise compete, competition , competitive criticise (critic + ise) , critical finite, definite , definitely mischief, mischievous , mischievously profess, profession , professor sign, signify, signature	SpB Year 5 Term 1 Obj8 SfS Year 5 Term 3 (ii) SfS Year 6 Term 3 (i) SfS Year 6 Term 3 (ii)
<i>To investigate spellings and meanings of connectives</i>		e.g. furthermore, meanwhile Words from list: according, especially, frequently, immediately, necessary	SfS Year 6 Term 1 (ii) SpB Year 6 Term 1 Obj6
<i>Use a thesaurus.</i>			
<i>Use a number of different strategies interactively in order to spell correctly</i>			
<i>Develop self-checking and proof-checking strategies</i>			
<i>Use independent spelling strategies for spelling unfamiliar words</i>			

Suggested word list for year 6 (words in bold can be learnt within the objectives above)

accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
					yacht

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 guidelines 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**.