

Curriculum 2014 Spellings

Year 1

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

Requirements	Guidance	Example words	Comments
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 2/3 Spelling 1 – page 7
The sound spelt n before k /ŋ/		bank, think, honk, sunk	Letters and Sounds Phase 4
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 2 Spelling 1 – page 10 Spelling 2 – page 34
-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 6 Spelling 1 – page 25
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	Spelling 1 – page 24
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	Letters and Sounds Phase 6 Spelling 1 – page 8 Spelling 1 – page 26 Spelling 2 – page 16
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	Letters and Sounds Phase 6 Spelling 1 – page 11 Spelling 1 – page 14 Spelling 1 – page 32 (ed)
Adding –er and –est to	As with verbs (see above), if the adjective ends in two	grander, grandest, fresher, freshest, quicker,	Letters and Sounds Phase 6

adjectives where no change is needed to the root word	consonant letters (the same or different), the ending is simply added on.	quickest	
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil	Letters and Sounds Phase 3 Spelling 1 – page 12, 13, Spelling 2 – page 4
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 5 Spelling 2 – page 4
a–e		made, came, same, take, safe	Letters and Sounds Phase 5 Spelling 2 – page 4
e–e		these, theme, complete	Letters and Sounds Phase 5 Spelling 1 – page 17, Spelling 2 – page 7
i–e		five, ride, like, time, side	Letters and Sounds Phase 5 Spelling 1 – page 16, Spelling 2 – page 5
o–e		home, those, woke, hope, hole	Letters and Sounds Phase 5 Spelling 1 – page 18, Spelling 2 – page 6
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 5 Spelling 1 – page 19
ar		car, start, park, arm, garden	Letters and Sounds Phase 3
ee		see, tree, green, meet, week	Letters and Sounds Phase 3 Spelling 1 – page 17, Spelling 2 – page 7
ea		sea, dream, meat, each, read (present tense)	Letters and Sounds Phase 5 Spelling 1 – page 17, Spelling 2 – page 7
ea		head, bread, meant, instead, read (past tense)	Letters and Sounds Phase 5 Spelling 1 – page 29
er		(stressed sound): her, term, verb, person	Letters and Sounds Phase 3 Spelling 1 – page 22
er		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	Letters and Sounds Phase 3 Spelling 1 – page 22
ir		girl, bird, shirt, first, third	Letters and Sounds Phase 5 Spelling 1 – page 22
ur		turn, hurt, church, burst, Thursday	Letters and Sounds Phase 3 Spelling 1 – page 22
oo	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, <i>zoo</i>	food, pool, moon, zoo, soon	Letters and Sounds Phase 3 Spelling 1 – page 19 Spelling 2 – page 8

oo		book, took, foot, wood, good	Letters and Sounds Phase 3 Spelling 1 – page 29
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal	Letters and Sounds Phase 3 Spelling 1 – page 18, Spelling 2 – page 6
oe		toe, goes	Letters and Sounds Phase 5 Spelling 1 – page 18
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound	Letters and Sounds Phase 3 Spelling 1 – page 23
ow ow ue ew (/aʊ/) (/əʊ/)	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	Spelling 1 – page 23 Spelling 2 – page 8
ie		lie, tie, pie, cried, tried, dried	Letters and Sounds Phase 5 Spelling 1 – page 16, Spelling 2 – page 5
le		chief, field, thief	Letters and Sounds Phase 5
lgh		high, night, light, bright, right	Letters and Sounds Phase 3 Spelling 1 – page 16, Spelling 2 – page 5
or		for, short, born, horse, morning	Letters and Sounds Phase 3 Spelling 1 – page 28
ore		more, score, before, wore, shore	Spelling 1 – page 28
aw		saw, draw, yawn, crawl	Spelling 1 – page 28
au		author, August, dinosaur, astronaut	Spelling 1 – page 28
air		air, fair, pair, hair, chair	Letters and Sounds Phase 3 Spelling 1 – page 35
ear		dear, hear, beard, near, year	Letters and Sounds Phase 3 Spelling 1 – page 34
ear		bear, pear, wear	Spelling 4 – page 16
are		bare, dare, care, share, scared	
Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family	Spelling 2 – page 22
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 5 Spelling 1 – page 30
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	Spelling 1 – page 36
Adding the prefix -un	The prefix un- is added to the beginning of a word without	unhappy, undo, unload, unfair, unlock	Spelling 2 – page 28

	any change to the spelling of the root word.		
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	Spelling 1 – page 20
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	

Year 2

Requirements	Guidance	Example words	Comments
The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/	<p>The letter j is never used for the sound at the end of English words.</p> <p>At the end of a word, the sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the sound is often (but not always) spelt as g before e, i, and y. The sound is always spelt as j before a, o and u.</p> <p>/dʒ/ /dʒ/ /dʒ/ /dʒ/ /dʒ/</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>	
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy	Spelling 2 – page 32
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	Spelling 3 – page 30
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap	
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	Spelling 3 – page 4
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 .	camel, tunnel, squirrel, travel, towel, tinsel	Spelling 3 – page 7
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	Spelling 3 – page 7
Words ending -il	There are not many of these words.	pencil, fossil, nostril	Spelling 3 – page 7
The sound spelt -y at the end of words /aɪ/	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July	
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	Spelling 2 – page 17

			Spelling 3 – page 13
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	Spelling 2 – page 23
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: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny	Spelling 2 – page 10 (ing) Spelling 2 – page 11 (ed)
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 ε ɪənd sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes.</i> /æ/, /l/, /l/, /l/ /ʌ/	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	Spelling 2 – page 12 Spelling 2 – page 13
The ɔsound spelt a before l and ll / :/	The ɔsound (‘or’) is usually spelt as a before l and ll. / :/	all, ball, call, walk, talk, always	
The sound spelt o /ʌ/		other, mother, brother, nothing, Monday	
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	
The sound spelt a after w and qu /ɒ/ The sound spelt or after w /ɜ:/	a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu . There are not many of these words.	want, watch, wander, quantity, squash word, work, worm,	Spelling 2 – page 18
The sound spelt ar after w /ɔ:/	There are not many of these words.	war, warm, towards	
The sound spelt s /z/		television, 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) <i>argument</i> (2) root words ending in –y with a consonant	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily	Spelling 2 – page 24

	before it but only if the root word has more than one syllable.		
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</i> – <i>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	Spelling 2 – page 37
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	Spelling 2 – page 35
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	Spelling 2 – page 25
Common exception words	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 as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the sound is spelt ea . /æ/, /ei/	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'.	

Requirements	Guidance	Example words	Comments
The sound spelt ou /ʌ/ More prefixes	These words should be learnt as needed. 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 r , in- becomes ir- . re- means 'again' or 'back'.	young, touch, double, trouble, country dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate	Spelling 2 – page 29
The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i , but only if the root word has more than one syllable. (2) If the root word ends with -le , the -le is changed to -ly . (3) If the root word ends with -ic , -ally is added rather than just -ly , except in the word <i>publicly</i> . (4) The words <i>truly</i> , <i>duly</i> , <i>wholly</i> .	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	Spelling 3 – page 24
Words with endings sounding like or /ʒən/ or /ʒən/	The ending sounding like /ʒən/ 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. <i>teacher</i> , <i>catcher</i> , <i>richer</i> , <i>stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	Spelling 3 – page 36
Words with the /s/ sound spelt sc (Latin in	In the Latin words from which these words	science, scene, discipline, fascinate, crescent	

origin)	come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.		
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	Spelling 3 – page 32 Spelling 4 – page 4 Spelling 4 – page 5
accident(ally) actual(ly) address answer appear arrive breath breathe build busy/business calendar caught	certain complete consider continue different difficult disappear early earth experiment extreme February grammar	group guard heard heart history increase important interest occasion(ally) often particular perhaps	popular pressure probably promise purpose quarter regular remember strange suppose therefore woman/women

Requirements	Guidance	Example words	Comments
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	
The isound spelt y elsewhere than at the end of words //	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	
	Before a root word starting with l , in- becomes il . Before a root word starting with m or p , in- becomes im- .	illegal, illegible immature, immortal, impossible, impatient, imperfect	Spelling 5 – page 22
	sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.	sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anti-clockwise, antisocial auto- : autobiography, autograph	
The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration	
Endings which sound like	If the ending sounds like /ʒən/, it is spelt as –sion .	division, invasion, confusion, decision, collision, television	
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 sound of 'g' is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i , but a few	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous	Spelling 5 – page 31

	words have e. /dʒ/		
Endings which sound like spelt –tion, –sion, –ssion, –cian /ʃən/,	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	Spelling 2 – page 35 Spelling 4 – page 28 Spelling 4 – page 29
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character	Spelling 4 – page 6
Words with the sound spelt ch (mostly French in origin) /ʃ/		chef, chalet, machine, brochure	Spelling 4 – page 6
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique	Spelling 4 – page 12
Words with the sound spelt ei, eigh, or ey /eɪ/		vein, weigh, eight, neighbour, they, obey	
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 s use the ‘s suffix e.g. Cyprus’s population)	Spelling 3 – page 37
believe bicycle centre century circle decide describe eight/eighth enough exercise experience famous	forward(s) fruit guide height magine island knowledge learn length library material medicine	minute natural naughty notice opposite ordinary peculiar position possess(ion) possible potatoes question	reign sentence separate special straight strength surprise though/although thought through various weight

favourite	mention	recent	
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Requirements	Guidance	Example words	Comments
Endings which sound like [spelt –cious or –tious / əs/	<p>Not many common words end like this. If the root word ends in –ce, the sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i></p> <p>Exception: <i>anxious.</i> /ʃ/</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p>	
Endings which sound like	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>	
Words ending in –able and –ible	<p>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.</p> <p>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>	Spelling 4 – page 31
Words with the /i:/ sound spelt ei after c	<p>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).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>	Spelling 5 – page 13
Words containing the letter-string ough	<p>ough is one of the trickiest spellings in</p>	<p>ought, bought, thought, nought, brought,</p>	Spelling 5 – page 12

	English – it can be used to spell a number of different sounds.	fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough	
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 <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> .	doubt, island, lamb, solemn, thistle, knight	
Homophones and other words that are often confused	In the pairs of words opposite, 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 . <u>More examples:</u> 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</i>	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	

	<i>her outfit).</i>		
Homophones and other words that are often confused (continued)	<p>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>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>	
Word list	accommodate accompany according achieve aggressive ancient apparent available category cemetery committee communicate community controversy correspond develop	dictionary disastrous embarrass environment equip (–ped, –ment) exaggerate excellent explanation familiar foreign forty government harass hindrance interrupt lightning marvellous	mischievous necessary neighbour occupy occur opportunity parliament recommend relevant rhythm secretary suggest symbol system thorough twelfth vegetable

Year 6

Requirements	Guidance	Example words	Comments
Words ending in -ant , -ance/-ancy , -ent , -ence/-ency	<p>Use -ant and -ance/-ancy if there is a related word with a or /eɪ/ sound in the right position; -ation endings are often a clue.</p> <p>Use -ent and -ence/-ency after soft c (/s/ sound), soft g sound) and qu, or if there is a related word with a clear es sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt. /æ/ (/dʒ/ / /</p>	<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>	
Words ending in -ably and -ibly	<p>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.</p> <p>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)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	
Adding suffixes beginning with vowel letters to words ending in -fer	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>	
Use of the hyphen	Hyphens can be used to join a prefix to a	co-ordinate, re-enter, co-operate, co-own	Spelling 6 – page 18

	<p>root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>		
<p>Homophones and other words that are often confused (continued)</p>	<p>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>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>amateur appreciate attached average awkward bargain bruise competition conscience* conscious* convenience criticise (critic + ise) curiosity definite desperate determined</p>	<p>especially existence frequently guarantee identity immediate(ly) individual interfere language leisure muscle nuisance persuade physical prejudice privilege profession</p>	<p>programme pronunciation queue recognise restaurant rhyme sacrifice shoulder signature sincere(ly) soldier stomach sufficient temperature variety vehicle yacht</p>

Additional Sheets

Early Spelling 1

Short 'a'

Short 'e'

Short 'i'

Short 'o'

Short 'u'

Double consonant ll, ss, ff, zz

'ck'

'ng'

'nd'

Number words

Early Spelling 2

'oo' (long and short)

'ee' 'ea'

'ow'

'br', 'cr', 'dr', 'fr', 'gr', 'pr', 'tr'

'bl', 'cl', 'fl', 'gl', 'pl', 'sl'

'ch'

'sh'

'bb', 'dd'

Number words (11-20)

Colours

Early Spelling 3

'st'

'ar'

'aw'

'ay'

'ey'

'wh'

'ir', 'ur', 'er'

'th'

'ew'

'or', 'oa', 'ou', 'ow', 'ai'

'gn', 'gu'

'kn', 'qu'

'ea' (short)

Magic 'e'

'sm', 'sn'

Key Spelling

Book 1	Book 2	Book 3	Book 4	
ai oa ar aw ay ea oo ee ch sh st or ir ow ck ng sp sm ll th br cr	ea cl gl fr gr tr sk oy oi ur wh sl le er are sn silent k ey silent b ui nn dd tt ll rr el bb pr silent h	bl fl pl dr ou ff gg pp ss sc qu sw tw silent l silent w and mp ie zz soft c soft g scr str squ tch nt age al	dge ph ance/ence ight ar ble qu our ei ure ist ue thr y ss con y mm ex ua ain com ia ore ous over ch tion cc	