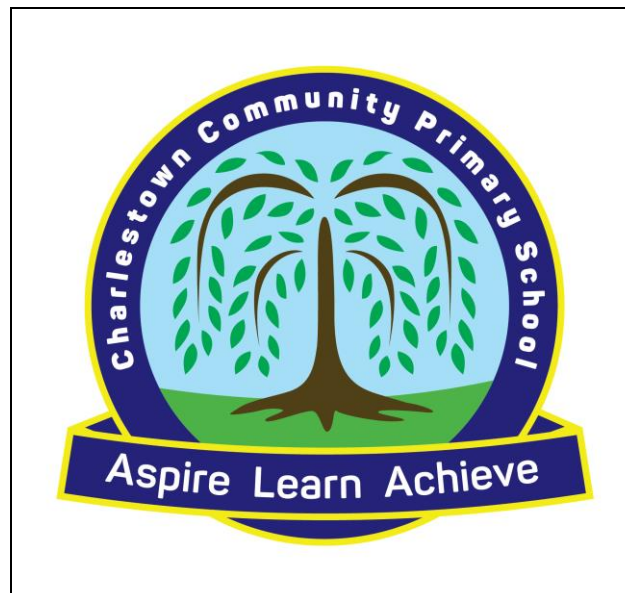


Charlestown Community Primary School



Spelling Policy

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Spelling Policy

Why teach spelling?

- Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: preliminary spelling, pre-phonetic spelling, phonetic spelling, transitional spelling and 'correct' spelling.
- An understanding of the developmental spelling stage of each child will aid teachers in their teaching.
- Spelling is a visual-motor skill and children will therefore need to develop visual strategies in order to spell correctly.
- Phonic knowledge alone will be inadequate.

Aims:

The teaching of phonics and spelling aims to develop pupils as independent spellers who take an active part in their own learning. It will also enable children to decode words independently when reading and communicate more easily and effectively when writing.

Pupils need to be taught the knowledge and skills they need to become independent spellers. In addition to this at Charlestown Community Primary we aim to enable all our pupils, to develop, to their full potential, the ability to communicate effectively and confidently for a wide variety of purposes and audiences.

Objectives:

- To develop each child as a confident and independent speller
- To observe and monitor the progress of children and identify further targets for development
- To give every child access to direct teaching and accurate modelling of spelling
- In the Foundation Stage and Key Stage 1 and where necessary in Key Stage 2, the 'Letters and Sounds' phonic programme is primarily used to give children a firm grasp of basic phonetic skills
- There is daily discrete teaching of phonics in Foundation Stage and Key Stage 1 for approximately 20 minutes. In Foundation Stage the children are set in different groups. In Key Stage 1 the children are taught in their own classes as it is felt that this does not put a 'ceiling' on the children's learning.
- In Year 2 and Key Stage 2, for those children who have achieved Phase 5, the 'Babcock Spelling Scheme –No Nonsense Spelling' programme will be used to build upon the children's phonic skills and develop their awareness of spelling rules, patterns and structures. This will happen daily in Year 2 and three times a

week in Key Stage 2. Twice weekly handwriting lessons will also be used to develop spelling skills and knowledge.

- Spellings will be marked according to the Whole School Feedback and Marking Policy

Phonics and Spelling Curriculum planning:

The teaching of phonics and spelling aims to show pupils how to become natural and accurate spellers. At Charlestown Primary we approach this in four ways:

1. Firstly by using the programmes 'Letters and Sounds', and then 'Babcock Spelling Scheme – Non Nonsense Spelling' to base planning and the sequence of teaching.
2. Secondly, by ensuring pupils learn and practise new phonemes and sound patterns taught, including words, which they find most challenging. Such words are to be addressed when marking pieces of writing across the curriculum, through teachers drawing a wiggly line underneath the incorrectly spelt word and recording the correct spellings at the bottom of the page for the children to practise during 'Fix it time' sessions. A maximum of four words are chosen for the children to practise; these are the words that most need correcting because they are the ones that the learner ought to be able to spell at the stage they are at. The phase of the child's development should always be taken into consideration and **at Key Stage 1 phonetically plausible spellings are celebrated but High Frequency words or Tricky words are corrected.**
3. Thirdly by increasing their spelling vocabulary by learning how to spell and by using the technical and subject –specific words which occur across the curriculum.
4. Finally the school's Handwriting Policy also acts as an aid to develop accurate spelling from all pupils.

All phonics will be planned for based upon a four part lesson model. The four stages are:

- 1. Revisit and Review:**
 - Practise previously learned letters / sound patterns
 - Practise oral blending and segmentation
- 2. Teach:**
 - Teach a new letter / sound pattern
 - Teaching blending / and or segmentation with letters
 - Teach tricky words that cannot be decoded
- 3. Practise:**
 - Practise reading / and or spelling words with the new letters / sound pattern
- 4. Apply:**

- Read or write a caption using one or more high frequency words and the letters / sound pattern learnt during the session

All spelling will be planned for based upon a four part lesson model. The four stages are:

1. Revisit , explain , use:

- The first part of the sequence consists of lively oral and quick-write activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. An important aspect of this part of the sequence is that children use the words orally, in context, so that they have a clear understanding of what they are learning. For example, in a unit related to learning the correct spelling of verb endings, the children need to have a clear understanding of the concept of tense.

2. Teach, model, define:

- Provide a range of direct teaching activities, including teacher modelling and involving the children in new learning. For example, after an introductory activity based on the spelling of plurals, the teacher and children define the categories and generalize the rules for their formation.

3. Practise, explore, investigate:

- Provide the children with the opportunity to work independently, in pairs or small groups, using a range of strategies to practice and consolidate new learning.

4. Apply, assess, reflect:

- Revise new learning
- Apply the words orally and in writing
- Reflect and assess progress
- Ask children to apply their learning in writing, both through a short dictated piece and by composing their own sentences for their partner to transform by adding affixes to selected words

Foundation Stage:

We believe that an interactive and multisensory approach to the teaching of phonics is important, where all pupils are actively involved and engaged in the learning of new sounds. The emphasis is on linking teaching and practising of letter shapes and patterns with the development of pupils' ability to listen to and discriminate between the constituent sounds which make up a word. Much of this occurs through games and activities, which encourage focused listening, where pupils learn songs and actions to accompany the new sound they are being taught. Pupils learn at an early stage how to discriminate and make connections between letter sounds used in reading (phonemes) and letter names used in spelling (graphemes). Phonics is taught on a daily basis.

Key Stage 1:

The 'Letters and Sounds' programme continues to be taught on a daily basis in each Key Stage 1 class. We aim for children to complete the programme (Phases 1 – 5) and progress onto 'Babcock Spelling Scheme – No Nonsense Spelling,' in Year 2. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes and then match the most likely letter or letters to each sound when writing. In addition to this, pupils learn how to read and spell High Frequency Words and Tricky Words, as listed in the 'Letters and Sounds' document; this will enable them to write fluently.

The aim by the end of Key Stage 1 is for pupils to be able to learn and investigate how to use common spelling patterns and frequently used prefixes and suffixes in their writing. Pupils will, as a consequence, become increasingly more independent and be able to begin to identify reasons for misspellings in their own writing.

Key Stage 2:

In Key Stage 2, those children who have achieved 'Phase 5' in the 'Letters and Sounds' phonics programme are taught 'Babcock Spelling Scheme – No Nonsense Spelling' on a weekly basis during spelling lessons which happen three times per week. The teaching of phonics continues in groups at Key Stage 2 for those individuals and groups of children who require further support. Those children who still require phonics teaching and the opportunity to consolidate their phonic knowledge and skills from Key Stage 1 receive this during the same lesson or at a different time.

Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility for identifying their own spelling errors, making reasoned choices about likely alternatives and using a range of resources for making corrections.

Pupils will be exposed to words from high and medium frequency word lists during spelling sessions and their knowledge of these words are assessed through weekly spelling tests and marking.

Throughout the 'Babcock Spelling Scheme – No Nonsense Spelling' programme, there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the use of a range of word resources and the morphology of words.

In Key Stage 2, we follow a balanced spelling programme, which includes five main components:

- Understanding the principles underpinning word construction (phonemic, morphemic and etymological)
- Recognising how (and how far) these principles apply to each word, in order to learn to spell words
- Practising and assessing spelling
- Applying spelling strategies and proofreading
- Building pupils' self-images as spellers

We aim to gradually build pupils' spelling vocabulary by introducing patterns or conventions and recalling weekly, those already introduced. We aim to teach lively, focused lessons, which are enjoyable and effective, rather than just simple skills session. We teach spelling strategies explicitly and apply these to high frequency words, cross curricular words and individual pupils' words. **Proof reading is also taught during shared and guided writing sessions.**

Learning at home:

Key Stage 1 teachers will distribute high frequency word lists for Parents/ Carers to support their children further at home, these are also available when necessary for those children in Key Stage 2 who are still learning to read and write these words.

In Key Stage 1 and 2, weekly spellings are sent home, which are informally tested in school every week. Class teachers decide which words to send home according to the needs of the groups and the children. A typical weekly spelling test could consist of some high / medium frequency words, words using the new sounds/ spellings patterns learnt that week, plus some relevant topic words which will help with children's writing in school. Teachers will also assess the children's ability to spell these words when marking and when spelt incorrectly, will write them at the bottom of the piece of learning for children to practise further during 'Fix it time'.

Monitoring and Review:

In Foundation Stage and Key Stage 1, teachers monitor and assess the children's phonic progress on a regular basis. Data is gathered from a variety of sources including one to one assessments and from children's written work. More informal assessments also occur as part of daily teaching.

In addition to this, in Key Stage 2, testing is used as a diagnostic tool to inform future planning and grouping of children, depending on their individual spelling needs. Whenever possible, spelling errors are tackled with pupils present. Teachers are expected to use their professional judgement as to the number of errors corrected in any single piece of writing; this should be no more than three or four words.

Linking spelling to handwriting:

Children will be taught two handwriting lessons each week in Key Stage 1 and Key Stage 2. These sessions will be linked to the spelling patterns that children have learnt so that these can be reinforced. Teachers will teach these spelling patterns following the schools' cursive handwriting scheme.

National Curriculum: Statutory Requirements:

Key Stage 1:

Year 1:

Children should revise work carried out in reception.

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 sound which they most commonly represent
- Consonant diagraphs which have been taught and the sounds which they represent
- Vowel diagraphs 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

See Appendix 1 for list of Year 1 Requirements.

Year 2:

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

See Appendix 1 for list of Year 2 Requirements.

Year 3 and Year 4:

Revision of work from Year 1 and Year 2. Paying special attention to the rules for adding suffixes.

Non-statutory guidance:

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 are also known.

See Appendix 1 for list of Year 3 / 4 Requirements.

Year 5 and Year 6:

Revise work done in previous years.

Non-statutory guidance:

Teachers should continue to emphasize 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 apply and guidance for prefixes and suffixes are also known. Many of the words in the Year 5 /6 word list can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

See Appendix 1 for lists of Year 5 / 6 Requirements.

Spelling Developmental Continuum

<p>Phase 1: Preliminary Spelling In this phase children become aware that print carries a message. They experiment with writing-like symbols as they try to represent written language. Their Writing is not readable by others as understanding of sound-symbol relationships have yet to develop. Children are fascinated by relationships between written and spoken words and between letters and sounds through emulating adults in role play of reading and writing.</p>	<p>Phase 2: Semi-phonetic spelling In this phase children show developing understanding of sound symbol relationships. Their spelling attempts show some evidence of sound –symbol correspondence. They may represent a whole word with one, two or three letters. In this, as in all phases of development children will be copying, recalling and inventing words. Children at this phase are able to copy letter by letter.</p>	<p>Phase 3: Phonetic Spelling In this phase writers are able to provide an almost perfect match between letters and sounds. Letters are chosen on the basis of sound often without regard for conventional letter patterns. Spelling attempts are meaningful and becoming more like standard spelling. There is often evidence of self-constructed rules that may not conform to adult rules. Writers copy, recall and construct words according to their current understandings. They use rote recall for an increasing number of words.</p>
<p>Key Indicators:</p>		
<ul style="list-style-type: none"> • Is aware that print carries a message • Uses writing –like symbols to represent written language • Uses known letters or approximation of letters to represent language • <i>Is confident to experiment with words</i> 	<ul style="list-style-type: none"> • Uses left to right and top to bottom orientation of print • Relies on the sounds which are most obvious to him or her • Represents a whole word with one, two or three letters. • Uses mainly consonants • <i>Is confident to experiment with words- sees it as a problem- solving task</i> 	<ul style="list-style-type: none"> • Chooses letters on the basis of sound without regard for conventional spelling patterns • Sounds out and represents all substantial sounds in a word • Develops particular spellings for certain sounds often using self-formulated rules • <i>Has a positive attitude towards self as a speller</i>

Major teaching emphases :	Major teaching emphases:	Major teaching emphases:
<p><i>Preliminary spellers need to be immersed in print.</i></p> <p><i>The environment should support the development of concepts of print and stimulate them to write.</i></p> <ul style="list-style-type: none"> • Develop an awareness of letter names • Develop understanding of concepts of print • Use correct terminology for letters, sounds, words and sentences 	<p><i>Semi-phonetic spellers need to be exposed to print in natural and meaningful contexts. They need opportunities to experiment with writing so they will develop understanding about print</i></p> <ul style="list-style-type: none"> • Help children to develop a stable concept of a word • Help children to hear different sounds in words • Help children develop the ability to segment spoken words into individual sounds • Help children to represent sounds heard in words with letter in the order they are heard • Select high interest and high frequency words from children’s reading and class writing to add to class word lists • Teach the children that letter names are constant but the sounds they represent vary • Provide many opportunities for children to explore and identify sound-symbol relationships in meaningful contexts 	<p><i>Phonetic spellers should be exposed to a wide variety of printed materials to provide data from which (at their own pace) they can draw new conclusions about spelling.</i></p> <ul style="list-style-type: none"> • Teach writers to look for visual patterns and common letter sequences in words • Teach writers to identify critical features of words (i.e. differentiating characteristics) • Continue to emphasises the building up of a systematic view of spelling with emphasis on the way: <ul style="list-style-type: none"> a) Letters can represent different sounds depending on context or place in a word b) A sound can be represented by more than one letter or letters • Teach writers to think about meaning as a strategy • Continue the development of word banks by incorporating theme, topic, high frequency and interesting words as they arise • Introduce proof-reading strategies

<p>Phase 4: Transitional Spelling (from sounds to structures)</p> <p>In this phase writers are moving away from heavy reliance on the phonetic strategy towards the use of visual and meaningful – based strategies. They may still have difficulty recognising if a word ‘looks right’ but should be able to proof their known bank of words. Writing will show evidence of an increasing bank of learned words. To help writers at this point it is better not to emphasise phonics but to extend their repertoire of alternative strategies. This is a critical phase in the development of spelling. It often takes writers a long time to move through it. It is important that progress is carefully monitored so as much support and explicit teaching can be given as possible. If writers do not receive sufficient support they may not progress beyond this phase.</p>	<p>Phase 5: Independent Spelling</p> <p>In this phase writers have become aware of the many patterns and rules that are characteristic of the English spelling system. When spelling a new word they use a multi-strategy approach. They have the ability to recognise when a word doesn’t look right and to think of alternative spellings. Spellers in this phase will have accumulated a large bank of known words that they can automatically recall. Independent spellers continue to use personal constructions when spelling unfamiliar words in draft writing. Independent spellers realise the importance of proof reading.</p>
<p>Key indicators:</p>	
<ul style="list-style-type: none"> • Use letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable • Is beginning to use visual strategies, such as knowledge of common letter patterns and critical features of words • <i>Is willing to take risks and accepts responsibility</i> 	<ul style="list-style-type: none"> • <i>Is aware of social obligations as a speller</i>
<p>Major teaching emphases:</p>	<p>Major teaching emphases:</p>
<p>Transitional spellers need to develop familiarity with many common patterns of spelling through reading, writing and specific spelling activities.</p> <p>They also need opportunities to focus on groups of words rather than patterns in isolation. This enables them to make generalisations about words patterns and to formulate rules.</p> <ul style="list-style-type: none"> • Continue to emphasise visual patterns encouraging writers to focus on patterns and to classify words 	<p>Independent spellers should be encouraged to accept responsibility for extending their spelling vocabulary. They should proof read all their written work as they are now able to spell most commonly used words correctly.</p> <ul style="list-style-type: none"> • Focus on meaning as a guide to spelling • Continue to explore derivations of words – meaning of foreign words as a guide to spelling • Consolidate and extend proof reading skills

- Focus on word meaning and word derivations as a guide to spelling e.g. sign – signature
- Teach strategies for remembering the correct spelling of difficult words
- Teach strategies for the spelling of new words
- Encourage writers to generate alternative spelling in order to select the right one
- Encourage writers to hypothesise and generalise, e.g. rules for plurals and syllabification
- Encourage the use of words not previously used to enlarge spelling vocabulary
- Continue the development of Word Banks and class alphabetical lists
- Continue to model and teach proof-reading skills

- Continue to build up a systematic picture of the whole spelling system
- Teach writers to use context as a guide to spelling
- Reinforce strategies for remembering correct spelling of difficult words
- Emphasise social importance of spelling – insist on correct spelling for public audiences, parents, other classes etc

Appendix 1:

National Curriculum Spelling Requirements:

Year 1:

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	<table border="1"> <tr> <td>off</td> <td>all</td> <td>buzz</td> </tr> <tr> <td>puff</td> <td>fall</td> <td>fuzz</td> </tr> <tr> <td>huff</td> <td>call</td> <td>fizz</td> </tr> <tr> <td>cuff</td> <td>back</td> <td>frizz</td> </tr> <tr> <td>cliff</td> <td>luck</td> <td>jazz</td> </tr> <tr> <td>sniff</td> <td>kick</td> <td>miss</td> </tr> <tr> <td>snuff</td> <td>sock</td> <td>kiss</td> </tr> <tr> <td>stuff</td> <td>lock</td> <td>hiss</td> </tr> <tr> <td>well</td> <td>shock</td> <td>less</td> </tr> <tr> <td>bell</td> <td>stock</td> <td>mess</td> </tr> <tr> <td></td> <td>chess</td> <td>dress</td> </tr> </table>	off	all	buzz	puff	fall	fuzz	huff	call	fizz	cuff	back	frizz	cliff	luck	jazz	sniff	kick	miss	snuff	sock	kiss	stuff	lock	hiss	well	shock	less	bell	stock	mess		chess	dress
off	all	buzz																																	
puff	fall	fuzz																																	
huff	call	fizz																																	
cuff	back	frizz																																	
cliff	luck	jazz																																	
sniff	kick	miss																																	
snuff	sock	kiss																																	
stuff	lock	hiss																																	
well	shock	less																																	
bell	stock	mess																																	
	chess	dress																																	
The /ŋ/ sound spelt n before k	Nessy Island 2 Lesson 13	<table border="1"> <tr> <td>bank</td> <td>link</td> </tr> <tr> <td>thank</td> <td>wink</td> </tr> <tr> <td>think</td> <td>honk</td> </tr> <tr> <td>ink</td> <td>sunk</td> </tr> <tr> <td>pink</td> <td>tank</td> </tr> <tr> <td>hunk</td> <td>stink</td> </tr> <tr> <td>dunk</td> <td></td> </tr> </table>	bank	link	thank	wink	think	honk	ink	sunk	pink	tank	hunk	stink	dunk																				
bank	link																																		
thank	wink																																		
think	honk																																		
ink	sunk																																		
pink	tank																																		
hunk	stink																																		
dunk																																			
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	<table border="1"> <tr> <td>pocket</td> <td>thunder</td> </tr> <tr> <td>rabbit</td> <td>sunset</td> </tr> <tr> <td>carrot</td> <td>picnic</td> </tr> <tr> <td>cobweb</td> <td>goblin</td> </tr> <tr> <td>magnet</td> <td>button</td> </tr> <tr> <td>basket</td> <td>hotdog</td> </tr> <tr> <td>bitten</td> <td>cotton</td> </tr> </table>	pocket	thunder	rabbit	sunset	carrot	picnic	cobweb	goblin	magnet	button	basket	hotdog	bitten	cotton																			
pocket	thunder																																		
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magnet	button																																		
basket	hotdog																																		
bitten	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	<table border="1"> <tr> <td>catch</td> <td>notch</td> </tr> <tr> <td>fetch</td> <td>hutch</td> </tr> <tr> <td>kitchen</td> <td>itch</td> </tr> <tr> <td>ditch</td> <td>pitch</td> </tr> <tr> <td>latch</td> <td>patch</td> </tr> <tr> <td>match</td> <td>notch</td> </tr> <tr> <td>witch</td> <td>watch</td> </tr> </table>	catch	notch	fetch	hutch	kitchen	itch	ditch	pitch	latch	patch	match	notch	witch	watch
catch	notch															
fetch	hutch															
kitchen	itch															
ditch	pitch															
latch	patch															
match	notch															
witch	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'.	<table border="1"> <tr> <td>have</td> <td>dove</td> </tr> <tr> <td>live</td> <td>above</td> </tr> <tr> <td>give</td> <td>glove</td> </tr> <tr> <td>love</td> <td></td> </tr> </table>	have	dove	live	above	give	glove	love							
have	dove															
live	above															
give	glove															
love																
Adding s and es to words	If the ending sounds like /s/ or /z/, it is spelt as -s . If	<table border="1"> <tr> <td>cats</td> <td>bags</td> </tr> </table>	cats	bags												
cats	bags															

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
(plural of nouns and the third person singular of verbs)	the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	dogs spends rocks thanks balls	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. <i>-ed – Nessy Island 4 Lesson 36</i>	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	<p>The digraphs ai and oi are virtually never used at the end of English words.</p> <p><i>ai – Nessy Island 3 Lesson 24</i></p> <p><i>oi – Nessy Island 4 Lesson 38</i></p>	rain wait train paid afraid fail tail sail	jail oil join coin point soil spoil boil	
ay, oy	<p>ay and oy are used for those sounds at the end of words and at the end of syllables.</p> <p><i>ay – Nessy Island 3 Lesson 24</i></p> <p><i>oy – Nessy Island 4 Lesson 38</i></p>	day play say way stay may pray sway clay	pay stay boy toy joy soy enjoy annoy	
a–e	<i>Nessy Island 3 Lesson 21</i>	made came same fame name tame blame shame game	cake fake take lake bake fade safe late	
e–e		these theme complete		
i–e	<i>Nessy Island 3 Lesson 21</i>	five ride like hike lime mine	time side fine line ride hide	nine pine life shine wide
o–e	<i>Nessy Island 3 Lesson 21</i>	home those woke slope rope	hope hole pole stole bone	
u–e	<p>Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e.</p> <p><i>Nessy Island 3 Lesson 21</i></p>	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	<i>Nessy Island 2 Lesson 14</i>	car bar jar far tar start	arm garden star art barn yarn	dark harp hard lard park park
ee	<i>Nessy Island 2 Lesson 20</i>	see bee free feel heel peel	feed tree green meet week	sheep sweep beep been green
ea (/i:/)	<i>Nessy Island 2 Lesson 20</i>	sea dream meat each read	neat heat seat cheat	beak weak eat lead
ea (/ɛ/)	<i>Nessy Island 2 Lesson 20</i>	head bread meant instead read		deaf steady dead heavy
er (/ɜ:/)	<i>Nessy Island 2 Lesson 16</i>	(stressed sound): her term verb person		herd jerk perch
er (/ə/)		(unstressed <i>schwa</i> sound): better under summer		sister bitter burger winter
ir	<i>Nessy Island 2 Lesson 16</i>	girl bird shirt first	stir girl birth fir	first firm shirt third
ur	<i>Nessy Island 2 Lesson 16</i>	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 (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i> <i>Nessy Island 3 Lesson 28</i>	food pool moon zoo moo soon spoon root	hoot tool fool cool doom boost choose roost	
oo (/ʊ/)	<i>Nessy Island 3 Lesson 28</i>	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. <i>Nessy Island 3 Lesson 27</i>	boat coat road coach goal float	toast soap soak oak foam loaf	
oe	<i>Nessy Island 3 Lesson 27</i>	toe goes	hoe Joe	
ou	The only common English word ending in ou is <i>you</i> . <i>Nessy Island 4 Lesson 39</i>	mouth around sound loud proud round pound	found mouse house count shout out about	
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 . <i>Nessy Island 4 Lesson 39</i>	now how brown down town own blow	snow grow show blue clue true rescue	Tuesday new few grew flew drew threw
ie (/aɪ/)	<i>Nessy Island 3 Lesson 25</i>	lie tie pie die	cried tried dried fried	
ie (/i:/)	<i>Nessy Island 3 Lesson 25</i>	chief field thief piece ceiling brief		

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)	
igh	<i>Nessy Island 3 Lesson 25</i>	high night light bright right sight	tight high sigh fright thigh
or	<i>Nessy Island 2 Lesson 15</i>	for short born horse morning horn thorn torn story	corn for cork fork born cord lord ford form
ore	<i>Nessy Island 2 Lesson 15</i>	more score before wore	shore horse store snore
aw		saw paw law raw draw hawk	dawn fawn yawn crawl shawl
au	<i>Nessy Island 9 Lesson 83</i>	author August dinosaur astronaut	audio sauce Paul pause
air	<i>Nessy Island 5 Lesson 48</i>	air fair pair stair	hair chair fairy dairy
ear	<i>Nessy Island 5 Lesson 48</i>	dear hear beard near year	ear rear spear tear
ear (/ɛə/)	<i>Nessy Island 5 Lesson 48</i>	bear pear wear sweat	
are (/ɛə/)	<i>Nessy Island 6 Lesson 54</i>	bare dare care share scared	rare fare spare square stare

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
Words ending –y (/i:/ 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. <i>fat, fill, fun</i>). <i>wh- Nessy Island 3 Lesson 23</i> <i>ph – Nessy Island 5 Lesson 41</i>	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	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /o/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>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.</p>	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	castle staple ripple topple sample	cable tumble eagle angle jungle

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
		puzzle candle	people	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 <i>skiing</i> and <i>taxiing</i> .		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	The –e at the end of the root word is dropped before –ing , –ed , –er , –est , –y or any other suffix beginning with a		hiking hiked hiked	shiny icy iced

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)
consonant before it	vowel letter is added. Exception: <i>being</i> .	nicer nicest	icing coming
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/, /i/, /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 running hitting hitter
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ 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 /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	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 <u>o</u> t’) sound after w and qu .	want watch wander what wash was	wallet quarrel quantity quantity squad squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word work worm world	worth work worthy
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war warmth warm	towards warble
The /ɜ:/ sound spelt s	<i>I do not understand why treasure is in this</i>		treasure

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
The suffixes –ment, –ness, –ful , –less and –ly	<i>sections as well as in –sure section.</i> 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.		usual enjoyment payment movement sadness happiness darkness prettiness laziness helpful painful hopeful careful hopeless homeless badly happily	
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 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. <i>past, last, fast, 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, break</i> and <i>steak</i> 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	door floor poor because find kind mind behind child children* wild climb most only both old could should	cold gold hold told every everybody even great break steak pretty beautiful after fast last past clothes busy father class grass pass plant path bath hour move prove improve sure sugar eye who whole any many	

Statutory requirements	Rules and guidance (non-statutory)			Example words (non-statutory)
	because of its relationship with 'child'.	would	people water money	again half Mr Mrs parents Christmas

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 /i/ 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	<p>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.</p> <p>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.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'.</p>	<p>dishearten dislike dislodge disappoint disagree disappear displease disqualify dishonest disconnect disinfect</p> <p>rebound rebuild recycle recall refill reform retreat return replace revisit</p>	<p>miscount misdeal misfire misfortune mishear misinform misread misbehave misplace mistake miscalculate misplace unable unwell unhappy untidy untrained unlucky unpopular unpick unseen unusual</p>	<p>inactive incorrect indefinite incomplete</p> <p>illegal illegible</p> <p>immature immortal impossible impatient impossible impolite impure</p> <p>irregular irrelevant irresponsible</p> <p>superhero superman</p>

	super- means 'above'.	replay rewrite submarine submerge antiseptic antisocial anticlockwise	undo untie unzip unofficial unusual undress interactive internet international interrelated	supermarket superstar autobiography autograph automatic automobile subway subdivide subheading
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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. (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, duly, wholly</i> .	sadly, completely usually finally comically badly happily strangely really gently simply humbly nobly	suddenly actually loudly quickly carefully probably unhappily easily luckily angrily 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. <i>teacher, catcher, richer, stretcher</i> .	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	<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.</p> <p>A final ‘e’ of the root word 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>	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	<p>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.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>–cian is used if the root word ends in c or cs.</p>	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 <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)	

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 / 4			
accident(ally) actual(ly) address answer appear arrive believe bicycle	breath breathe build busy/business calendar caught centre century	certain circle complete consider continue decide describe different	difficult disappear early earth eight/eighth enough exercise experience
through various weight woman/women occasion(ally) special notice	experiment extreme famous favourite February forward(s) fruit grammar	often opposite ordinary particular peculiar perhaps popular position	possess(ion) possible potatoes pressure probably promise purpose quarter minute
question recent regular reign remember sentence separate material medicine	increase important interest island knowledge learn length library mention	straight strange strength suppose surprise therefore though although thought	group guard guide heard heart height history imagine naughty 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

Revise work done in previous years

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	<p>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>.</p>	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/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. 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>	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	<p>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.</p> <p>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 /ε/ 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.</p>	observant observance observat <u>ion</u> expectant expectat <u>ion</u> hesitant hesitancy hesitat <u>ion</u> tolerant tolerance tolerat <u>ion</u> substance substant <u>ial</u> 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)	
Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
<p>4. Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<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. 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 dependable comfortable understandable</p>	<p>reasonable enjoyable forcible legible reliable possible possibly horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly</p>
<p>5. Adding suffixes beginning with vowel letters to words ending in –fer</p>	<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</p>	<p>transferred reference referee preference transference</p>
<p>6. Use of the hyphen</p>	<p>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.</p>		<p>co-ordinate co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend</p>	<p>ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-February mid-Atlantic</p>

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: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> 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 <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> . (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)	
<p>10. Homophones and other words that are often confused</p>	<p>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.</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bridle cereal/serial compliment/ complement farther /father</p>	<p>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</p>

Word list – years 5 and 6

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

Notes and guidance (non-statutory)

Teachers should continue to emphasize 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**.