



# Spelling Policy

September 2023

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## 1. Curriculum Statement

### **Intent**

At William Patten, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. Our teachers enjoy exploring and investigating the patterns and contradictions of the English language and we encourage the children to take delight in what they discover.

### **Implementation**

These aims are embedded across our curriculum, and feature particularly in our English teaching. We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for spelling development. We have also implemented a weekly timetable of spelling sessions with linked handwriting practise for KS1 and 2, in which a 'little and often' approach is taken to ensure orthographical confidence, assessed in weekly spelling tests. These sessions allow an exploration of words which have been grouped to emphasise morphological and etymological patterns, and to provide ample exposure to and practice of key vocabulary, including statutory word lists from the National Curriculum. Further to this, children from reception to Y2 develop a sound knowledge of spelling strategies as part of the Read, Write, Inc programme, as outlined in the RWI policy. Small groups and regular assessment, ensure that children progress through the programme at a rate appropriate to their level of understanding. Children who are identified as requiring further support in phonetic understanding in KS2, also benefit from participation in the programme. In Key Stages 1 and 2, the words tested in the weekly spelling assessments are also assigned as homework on the google platform, with guidance on a range of strategies shared with parents to support home help. The school's marking policy also places a strong emphasis on supporting the improvement of spelling, with an initial focus on medium – high frequency words and targeted spelling programmes are put into place for children who would benefit from additional support in this area.

### **Impact**

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils acquire the knowledge and learn the skills to apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose.

When spelling, our pupils:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve
- Are encouraged to be imaginative, creative and challenge themselves

The success of the school's approaches to spelling is evidenced by high results in the phonics screening check at the end of year 1. Children's achievement in the standard assessment tests at the end of KS2, in which children's spelling is assessed, is also above both the Hackney and National Average. Outcomes of written work further evidence the children's confidence and accuracy in spelling across the school. Our weekly timetabled 'short burst sessions' of handwriting and spelling have raised the profile of orthography in our classrooms, and an improvement in weekly spelling assessment results have been reported across the key stages.

## **2. Teaching and Learning**

In order for children to achieve a high standard of spelling they need to be explicitly taught the knowledge and skills needed. Spelling lessons take place from Y1 – 6 following the spelling rules and expectations set out in the National Curriculum English Appendix 1: Spelling (from p7 of this document). A rule or group of words is taught as the spelling focus of each week, following the termly overview for the year group, and the list of ten words is assessed on a Friday. In KS1, some sessions focus on writing words with taught sounds that are not necessarily connected to the weekly rule. This spaced recall aligns with our teaching of systematic synthetic phonics and ensures ample opportunities to practise spelling using taught phonemes and graphemes. Sessions are daily. In KS2, sessions are all centred around the spelling rule or set of words chosen as the weekly focus, and take place twice daily on most days (see timetable in section 5 of this document).

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules, including combining the teaching of spelling and handwriting. Across the curriculum, our teaching of spelling includes knowledge of common exception words, high frequency words, statutory words and personal and topic spelling. A range of teaching strategies are used in our spelling sessions including:

- Pattern recognition (etymological and morphological)
- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Memorable 'silly sentences'
- Clapping and counting sounds/syllables
- Mnemonics

We also employ a range of strategies to adapt our support for children with specific literacy difficulties in spelling, and dyslexia. An overview of these strategies has been created by our dyslexia specialist and given to all teachers. Use of 'Word Aware' strategies further support all children to develop their spelling of subject specific vocabulary in our topic lessons.

At William Patten we believe that children should not be inhibited or overly cautious in their approach to spelling as it can restrict their enjoyment and progress in other areas of writing. Therefore, while spelling corrections are included sensitively in the marking of work, these should primarily be high frequency words or technical words relating to the piece of writing. See Marking Policy for further details. Widgit symbol word mats are used to provide word banks for challenging spelling words so that children feel confident to incorporate unfamiliar words into their writing.

Further to this, our pupils are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use age appropriate dictionaries from Y2 -6 which ensure that our pupils make progress in their dictionary skills as they progress through the school.

### 3. Assessment

The assessment of spelling is in line with the school's Assessment Policy. At William Patten, we continually assess spelling over the year. For example:

- Spellings in an unseen, dictated sentence
- Spellings in independent writing
- Results of weekly spelling tests

Our assessment in spelling is in line with the guidance outlined in the National Curriculum English Appendix 1: Spelling.

### 4. Planning and Resources

At William Patten we use the National Curriculum English Appendix 1: Spelling as the basis of our spelling planning for Years 1 – 6. Our weekly spelling overviews ensure coverage and support progression when exploring statutory spellings across a phase group.

Spelling is also incorporated into the Read, Write, Inc. (RWI) sessions for Reception – Y2. In these sessions children begin by spelling simple CVC words out using magnetic tiles before they go on to writing CVC words in their RWI books. As the children progress through the programme they are able to use the increasingly complex sounds they have learnt in their RWI lessons. During the summer term, children that have developed a sound GPC also write simple sentences in their RWI books during their RWI lessons.

### 5. Organisation – KS1 and 2

KS1	Monday	Tuesday	Wednesday	Thursday	Friday
PM* (1.35)	<a href="#">Session 1</a> Focus rule/word grouping is taught. Patterns are explored and word definitions clarified. Children practise reading and recognising the words with a short activity e.g. a word search	<a href="#">Session 2 –</a> Handwriting-embedded practice. Children complete activities in their Nelson handwriting books, using taught graphemes to spell words and sentences.	<a href="#">Session 3</a> Focus rule is revisited. Children practise writing their 10 spelling words using taught letter formation (or joins when appropriate).	<a href="#">Session 4 –</a> Handwriting-embedded practice. Children complete activities in their Nelson handwriting books, using taught graphemes to spell words and sentences.	<a href="#">Session 5</a> Spelling assessment – time dependent on class timetable. New focus rule may be introduced.
<p>Year 1 / 2 children who attend phonics will also complete spelling work using taught sounds 3x a week in these sessions.</p> <p>Year 2 HLR children should complete brief additional spelling practice using the weekly list or statutory spellings at least 3x a week at 9.05 (similar to KS2).</p>					

\*In the run-up to the Phonics Screening Check, the KS1 afternoon sessions focusing on taught GPCs are replaced with additional targeted phonics practise for small groups.

During the final week of every half term, each session is used to consolidate learning using dictation activities.

LKS2	Monday	Tuesday	Wednesday	Thursday	Friday
9.05AM	N/A Class staff meetings	<a href="#">Session 2</a> Children independently read and recognise the words using an activity such as a word search.	<a href="#">Session 4</a> Handwriting-embedded practice. Children independently practise applying taught joins to their focus spelling words.	<a href="#">Session 3</a> Children independently practise their recall of the words using a 'look cover write check' activity.	<a href="#">Session 7</a> Spelling assessment - time dependent on class timetable
1.35PM	<a href="#">Session 1</a> Focus rule/word grouping is taught. Patterns are explored and word definitions clarified. Children practise reading and recognising the words with a whole class activity (e.g. a game).  This session may also be completed on the Friday of the preceding week.	<a href="#">Session 3</a> Handwriting-embedded practice. Teachers model writing spelling focus words, teaching or revisiting joins as appropriate. Children then practise on the handwriting sheet.	<a href="#">Session 5</a> Handwriting-embedded practice. On handwriting guide paper, Children spell words in context. This is either sentence dictation, independent composition following teacher modelling, or a mixture of the two.	N/A Y3 + 4 singing assembly	

UKS2	Monday	Tuesday	Wednesday	Thursday	Friday
9.05AM	N/A Class staff meetings	<a href="#">Session 2</a> Children independently read and recognise the words using an activity such as a word search.	<a href="#">Session 3</a> Children independently practise their recall of the words using a 'look cover write check' activity.	<a href="#">Session 5</a> Handwriting-embedded practice.  Children independently practise applying taught joins to their focus spelling words	
1.35PM	<a href="#">Session 1</a> Focus rule/word grouping is taught. Patterns are explored and word definitions clarified. Children practise reading and recognising the words with a whole class activity (e.g. a game).  This session may also be completed on the Friday of the preceding week.	N/A Y5 + 6 singing assembly	<a href="#">Session 4</a> Handwriting-embedded practice.  Teachers model writing the 10 spelling focus words, teaching or revisiting joins as appropriate. Children then practise on the handwriting sheet.	<a href="#">Session 6</a> Handwriting-embedded practice.  On handwriting guide paper, children spell words in context. This is either sentence dictation, independent composition following teacher modelling, or a mixture of the two.	<a href="#">Session 7</a> Spelling assessment - time dependent on class timetable

## 6. EYFS

In the Early Years, spelling is taught alongside the learning of graphemes and diagraphs. Children initially master spelling their names before moving on to applying the sounds they have learnt in their own independent writing. E.g. map, cat, etc. Emphasis is always placed on children 'having a go' at applying the sounds that they have learnt rather than achieving the correct spelling.

There is also a great focus on children learning how to spell high frequency irregular words. These words are known as 'red words'. E.g. the, so, are.

Spelling activities are planned for both in focus literacy activities and as part of the continuous provision of the learning space. These might include:

- Exploring rhyme
- Making words out of magnetic letters
- Making words out of playdough
- Matching 'red words'

## 7. Equal Opportunities

All children have equal opportunities to reach their full potential in spelling, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

## 8. Inclusion

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage.

### *Children with EAL*

Children with EAL are encouraged to make the same outstanding progress in spelling as their peers. To support their understanding, spelling should be consistently modelled by the class teacher and pictorial aids used wherever possible. New and unfamiliar spelling words should always be taught in context and examples of how they fit into a sentence given. Word Aware is further used to support EAL children's word knowledge and associated spelling knowledge.

### *Children with SEND*

Where pupils have fallen behind their peers and cannot access age-related content, class teachers will differentiate the spelling curriculum and homework to ensure those pupils are able to progress, succeed and close gaps in their spelling knowledge and skills. Strategies for supporting children with specific literacy difficulties in spelling have been disseminated to all teachers by our dyslexia specialist. Strategies that parents can use at home have also been given to families who would benefit (appendix 2). Children with SEN may also be supported with small group or individual interventions for specific literacy difficulties with spelling.

## 9. Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in English through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader in relation to spelling include:

- monitoring and analysis of pupil work samples to analyse how spelling rules are applied by pupils across the school
- analysis of spelling data
- purchasing spelling resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments

## **10. Parents**

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our annual Meet the Teacher meetings and parental workshops where relevant.

In order to ensure success and deepen learning, we encourage our pupils to spend some time every day learning their spellings at home. Strategies used in the classroom are communicated to parents through the google platform and during parent meetings. Regular communication with parents regarding spelling is essential. Should we have any concerns about a child's progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported. Strategies to help at home are disseminated, and have been included as a second appendix to this document.

<b>Policy Agreed:</b>	<b>March 2023</b>
<b>Policy Review Date:</b>	<b>July 2024</b>

## English Appendix 1: Spelling

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

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

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

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

**In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.**

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.



# Spelling – work for year 1

## Revision of reception work

### Statutory requirements

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

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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch, fetch, kitchen, notch, hutch

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have, live, give
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 <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<p><b>–ing</b> and <b>–er</b> always add an extra syllable to the word and <b>–ed</b> sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>–ed</b>.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>
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.	<p>grander, grandest, fresher, freshest, quicker, quickest</p>

## Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	<b>ay</b> and <b>oy</b> 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
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters <b>oo</b> , 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
oo (/ʊ/)		book, took, foot, wood, good

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oa	The digraph <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u–e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
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
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

## 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 <b>–dge</b> 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 /dʒ/ sound is spelt as <b>–ge</b> 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>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy</p> <p>jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
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
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 <b>–le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The <b>–el</b> spelling is much less common than <b>–le</b> .	camel, tunnel, squirrel, travel, towel, tinsel

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	
The /l/ or /əl/ sound spelt <b>-al</b> at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending <b>-il</b>	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt <b>-y</b> at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding <b>-es</b> to nouns and verbs ending in <b>-y</b>	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries
Adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words ending in <b>-e</b> with a consonant before it	The <b>-e</b> at the end of the root word is dropped before <b>-ing, -ed, -er, -est, -y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt <b>a</b> before <b>l</b> and <b>ll</b>	The /ɔ:/ sound ('or') is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt <b>o</b>		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt <b>-ey</b>	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys</i> , etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt <b>a</b> after <b>w</b> and <b>qu</b>	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt <b>or</b> after <b>w</b>	There are not many of these words.	word, work, worm, world, worth

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	<p>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.</p> <p><b>Exceptions:</b></p> <p>(1) <i>argument</i></p> <p>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>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>).</p> <p><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.</p>	can't, didn't, hasn't, couldn't, it's, I'll
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
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even,



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</p>	<p>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.</p> <p><b>Note:</b> ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p>

## 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)
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 /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in–</b> below.</p> <p>Like <b>un–</b>, the prefixes <b>dis–</b> and <b>mis–</b> have negative meanings.</p> <p>The prefix <b>in–</b> can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p>	<p><b>dis–</b>: disappoint, disagree, disobey</p> <p><b>mis–</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in–</b>: inactive, incorrect</p>
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with <b>l</b> , <b>in–</b> becomes <b>il</b> .	illegal, illegible

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix <b>-ly</b>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p>	happily, angrily

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>(2) If the root word ends with <b>–le</b>, the <b>–le</b> is changed to <b>–ly</b>.</p> <p>(3) If the root word ends with <b>–ic</b>, <b>–ally</b> is added rather than just <b>–ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>–sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>–ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as <b>–sion</b>.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix <b>–ous</b>	<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. <b>–our</b> is changed to <b>–or</b> before <b>–ous</b> 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 <b>–ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are <b>–ion</b> and <b>–ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>–ssion</b> is used if the root word ends in <b>ss</b> or <b>–mit</b>.</p> <p><b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; <b>–s</b> is not added if the plural already ends in	girls', boys', babies', children's, men's, mice's

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>–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>).</p>	<p><b>(Note:</b> singular proper nouns ending in an <i>s</i> use the ‘s suffix e.g. Cyprus’s population)</p>
Homophones and near-homophones		<p>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</p>

## Word list – years 3 and 4

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

### 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.

**Notes and guidance (non-statutory)****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)
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in <b>–ce</b> , the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i> . <b>Exception:</b> <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	<b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i> ).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.  Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b> , or if there is a related word with a clear /ɛ/ sound in the right position.  There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, hesitancy (hesit <u>a</u> tion), tolerant, tolerance (toler <u>a</u> tion), substance (subst <u>a</u> ntial)  innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid <u>e</u> ntial)  assistant, assistance, obedient, obedience, independent, independence
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in –able and –ible	The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings. As with <b>–ant</b> and <b>–ance/–ancy</b> , the <b>–able</b> ending is used if there is a related word	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in –ably and –ibly	<p>ending in <b>–ation</b>.</p> <p>If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>(consideration), tolerable/tolerably (toleration) 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 <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>–fer</b> 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 root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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 <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein</i>, <i>caffeine</i>, <i>seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
		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 <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end <b>–ce</b> and verbs end <b>–se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b>.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane).  isle: an island.  aloud: out loud.  allowed: permitted.  affect: usually a verb (e.g. <i>The weather may affect our plans</i>).  effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business</i>).  altar: a table-like piece of furniture in a church.  alter: to change.  ascent: the act of ascending (going up).  assent: to agree/agreement (verb and noun).  bridal: to do with a bride at a wedding.  bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun <i>series</i> – a succession of things one after the other.  compliment: to make nice remarks about someone (verb) or the remark that is made (noun).  complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophecy</p> <p>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</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused (continued)	<p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

## Word list – years 5 and 6

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

**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. 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.

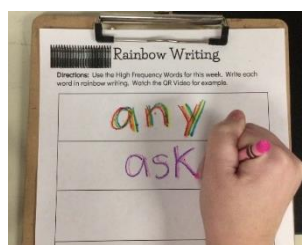
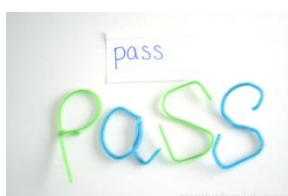
**Examples:**

- *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**.

## Appendix 2: Supporting Spelling

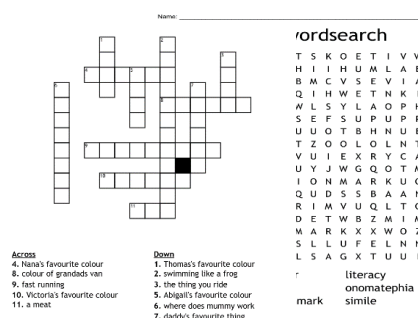
Please see below for ideas to support your child with learning new spellings and revising previously learned ones.

- making words out of blu-tac, pipe cleaners, or other materials that can be bent to form letters.
- Rainbow writing (writing over words in different colours)
- Making words out of Lego bricks, writing in sand or shaving cream with fingers
- Writing with different parts of the body e.g. elbows, cutting letters out of a variety of materials.



There are a variety of online tools that can create crosswords, word searches, and other activities that can support retaining spellings:

- <https://crosswordlabs.com/>
- <https://thewordsearch.com/>

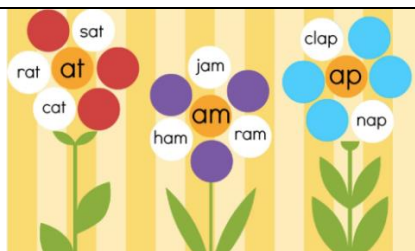


Boggle is often recommended as a game that supports generating spellings, playable online (<https://wordshake.com/boggle>) or physically.



Grouping words together in 'families' that rhyme, or have similar endings, can support learners to remember whole groups – e.g. the following words are in the 'eight' family: eight, weight, freight, eighty, sleigh.





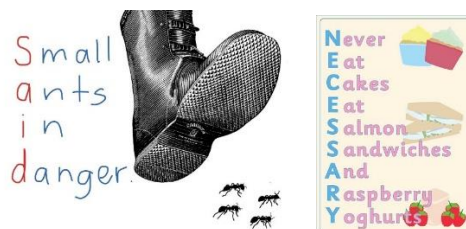
Making up songs or chanting spellings can provide multiple memory hooks to help to recall spellings. We see this in singing the alphabet song, for months of the year and many more. Tricky three-letter words can be sung to the tune of Jingle Bells or Three Blind Mice, four-letter words can use YMCA or Twinkle Twinkle Little Star, five-letter words can use Row, Row, Row Your Boat or BINGO, 6-letter words can use This Old Man or Happy Birthday. There are many more options.



'Speaking for spelling' can be useful to emphasise difficult-to-hear or silent sounds in words, such as saying the /k/ sound in 'knife', or splitting up 'Wed-nes-day' to clearly say the /d/ sound. Another way to use this strategy is to over-enunciate sounds that may be unstressed such as the /or/ in 'actor' and 'tractor'.



Mnemonic devices can be used to remember spellings, particularly for irregular words. This involves making a sentence with the letters in the word, e.g. **Every Vampire Eats Raw Yak**. It can be helpful to start the mnemonic with the word it is spelling out, and drawing a picture to go along with the word can provide an extra memory 'hook'.



Linking spellings to pictures can support remembering tricky words, such as writing An island **is land** surrounded by water, along with drawing a picture of an island. Drawing pictures provides an additional memory hook for spellings, and can support remembering a tricky part of a word, or a tricky sequence of letters.



Teaching learners to recognise words within words, such as 'busy' being spelled 'bus+y' (also see 'an island is land' above) can support learners to both decode unfamiliar words and remember spellings.

**Saturday**      ship/wreck      **piece**      snow/man

Direct teaching of homophones (words that sound the same but have different spellings) can support learners to notice and use the differences between them. Homophones are most efficiently taught together, teaching 'bear/bare' or 'hair/hare' together can make links between the spellings and allow learners to more efficiently differentiate between them. Homophones should be taught with context, such as teaching 'bear' and 'bare' using the phrases 'The wolf bared its teeth' and 'I put cream on my bare arms'. This will support learners in choosing the correct homophone.



Encouraging learners to look at the morphology, or the structure of words and their meanings. The spellings of prefixes and suffixes tends to stay consistent across language, even when the sounds change, for example past tense words tend to use the suffix –ed, whether it sounds like /d/, /t/ or /id/. Another example would be that the ‘g’ in ‘sign’ looks very strange, until put in the context of the word ‘signal’, ‘signalling’. Similarly, the ‘w’ in ‘two’ is often taught as an irregularity, but in the context of words like ‘twins’, ‘twelve’, ‘twenty’, ‘twice’ it regains its meaning.

de re	<b>sign</b> <i>To mark; token</i>	al	ing
		ate	ed ion ure
		er	
		i	fy    ing