



Fairlawn Primary School Spelling Curriculum

Guidance and Expectations for Spelling at Fairlawn

The National Curriculum states the following:

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Planning

- At the start of each year from Year 3 to Year 5, approximately the first month should be spent revising previously taught patterns. You may wish to assess the children's starting points to inform future differentiation.
- In the curriculum coverage below, statutory rules and patterns are accompanied by suggested words for KS1 and suggested ten-word lists for KS2. You may use these word lists to form the basis of your weekly spelling list. Please keep track of spelling coverage on your Literacy medium term planning, and identify the spelling focus for the week in the box provided on your weekly Literacy planning.
- In KS1, spellings should mostly follow the teaching of phonics. In KS2, there is plenty of space in the curriculum for you to teach the statutory content and any topic-related words you feel are important.

Teaching and Learning

- Each Friday a list of 8-10 words is presented to the children. These may link to a taught phonic pattern or follow a specific spelling pattern. They may also be high frequency words (KS1) or taken from the statutory word list for each year group (KS2). They should be taught using a range of strategies (see suggested approaches below). Where children are operating in the previous band for spelling, they should be set differentiated spellings as appropriate.

Teaching Strategies

- When teaching a spelling rule, give children time to explore and discover these rules before modelling.
- For tricky words, think about shape and size of the word.
- Break words into phonemes/sounds, e.g. c-a-t.
- Break words into syllables, e.g. re-mem-ber.
- Break words into affixes, e.g. dis + satisfy.
- Use a mnemonic, e.g. necessary: one collar; two sleeves.
- Refer to a word in the same family, e.g. muscle: muscular, or parts of the word they already know.
- Say words as they sound/in a funny way, e.g. Wed-nes-day.
- Encourage the children to find words within words, e.g. parliament: I AM parliament.
- Refer to etymology, e.g. bi +cycle = two +wheels.
- Learn by sight using the look-cover-write-check method.
- Sing it...

Assessment

- On the Friday after words have been set, the children will be tested on their weekly spellings. You should keep a record of the words which children failed to spell correctly. Again, intervention should be given where necessary. If success is generally limited, it might be worth re-teaching the same pattern the following week to most of your class.
- Some ideas for differentiating the weekly spelling test to ensure challenge for all:
 - A guided group of lower attainers could work with an additional adult at an appropriate pace, sometimes working on a different list;
 - You may decide to work in specific groups across your year group for your weekly spelling lesson;
 - Children who are secure in spellings should be asked to apply their understanding by writing a short sentence containing the given word, rather than moving on to the following year's spellings;

- Finally, you may have children who are ready to progress to the following year's spellings. There is nothing to stop them from doing so, provided that they are fully secure in the content for their year group.
- During the last week of each half term, children will be assessed on a range of spellings learnt during the half term. This should include between 10 and 20 words depending on the age of the children. This assessment will take the form of a dictation. The results of this assessment should feed into your spelling planning for the following half term and also into interventions delivered by TAs.
- Whilst spelling tests and dictations provide a good basic structure for assessment and ensuring coverage, we ultimately want children to be confident spellers in their own independent writing. As such, up to three spelling errors should be highlighted in each piece of writing a child completes. You may provide corrections or ask children to find the correct spelling. Where possible, corrections should link to phonics and High Frequency Words (KS1) or recently taught spelling rules (KS2).

Other

Personalised Spellings

Children should take the time to review any spellings highlighted in their Literacy and Topic books and add these to their alphabetised spelling logs. Success in learning these spellings can be assessed by reviewing whether a child starts to spell a given word correctly in their writing or through peer-testing during the spelling session.

- The children are expected to bring their spelling books to school on Fridays, and are expected to practise all words in their books and complete the application activity.
- Teachers or teaching assistants are expected to check spelling logs once each week, and initial the teacher comment box. If children are regularly failing to practise their spellings, please send a note home. A letter format is saved on the Staff Shared drive.

Key Stage 1

Spelling Year 1

National Curriculum Statutory Guidance

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught,
 - common exception words,
 - the days of the week;
- name the letters of the alphabet:
 - naming the letters of the alphabet in order,
 - using letter names to distinguish between alternative spellings of the same sound;
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs,
 - using the prefix un–;

- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest];
- apply simple spelling rules and guidance, as listed below;
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Notes and Guidance (non-statutory)

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Revision of Learning from 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 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.

Objectives

| Number | Spelling Pattern (Statutory) | Notes and Guidance (Non-statutory) | Example Words (Non-statutory) <i>May be used as part of weekly spelling list</i> |
|--|---|--|--|
| Revision of Learning from Reception | | | |
| 1 | The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. | off, well, miss, buzz, back |
| 2 | The /ŋ/ sound spelt n before k | | bank, think, honk, sunk |
| 3 | 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 |
| 4 | -tch | The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such. | catch, fetch, kitchen, notch, hutch |
| 5 | The /v/ sound at the end of words | English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. | have, live, give |

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| 6 | Adding s and es to words (plural of nouns and the third person singular of verbs) | If the ending sounds like /s/ or /z/, it is spelt as –s . If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es . | cats, dogs, spends, rocks, thanks, catches |
| 7 | Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word | –ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| 8 | Adding –er and –est to adjectives where no change is needed to the root word | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. | grander, grandest, fresher, freshest, quicker, quickest |
| <i>Vowel Digraphs and Trigraphs</i> | | | |
| 9 | 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 |
| 10 | ay, oy | ay and oy are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay boy, toy, enjoy, annoy |
| 11 | a–e | | made, came, same, take, safe |
| 12 | e–e | | these, theme, complete |

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| 13 | i-e | | five, ride, like, time, side |
| 14 | o-e | | home, those, woke, hope, hole |
| 15 | u-e | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e . | June, rule, rude, use, tube, tune |
| 16 | ar | | car, start, park, arm, garden |
| 17 | ee | | see, tree, green, meet, week |
| 18 | ea (/i:/) | | sea, dream, meat, each, read (present tense) |
| 19 | ea (/ɛ/) | | head, bread, meant, instead, read (past tense) |
| 20 | er (/ɜ:/) | | (stressed sound): her, term, verb, person |
| 21 | er (/ə/) | | (unstressed <i>schwa</i> sound): better, under, summer, winter, sister |
| 22 | ir | | girl, bird, shirt, first, third |
| 23 | ur | | turn, hurt, church, burst, Thursday |

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| 24 | 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> | food, pool, moon, zoo, soon |
| 25 | oo (/ʊ/) | | book, took, foot, wood, good |
| 26 | oa | The digraph oa is very rare at the end of an English word. | boat, coat, road, coach, goal |
| 27 | oe | | toe, goes |
| 28 | ou | The only common English word ending in ou is <i>you</i> . | out, about, mouth, around, sound |
| 29 | ow (/aʊ/) ow (/əʊ/) ue ew | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo . | now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw |
| 30 | ie (/aɪ/) | | lie, tie, pie, cried, tried, dried |
| 31 | ie (/i:/) | | chief, field, thief |
| 32 | igh | | high, night, light, bright, right |
| 33 | or | | for, short, born, horse, morning |
| 34 | ore | | more, score, before, wore, shore |

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| 35 | aw | | saw, draw, yawn, crawl |
| 36 | au | | author, August, dinosaur, astronaut |
| 37 | air | | air, fair, pair, hair, chair |
| 38 | ear | | dear, hear, beard, near, year |
| 39 | ear (/ɛə/) | | bear, pear, wear |
| 40 | are (/ɛə/) | | bare, dare, care, share, scared |
| 41 | Words ending –y (/i:/ or /ɪ/) | | very, happy, funny, party, family |
| 42 | New consonant spellings ph and wh | The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>). | dolphin, alphabet, phonics, elephant when, where, which, wheel, while |
| 43 | 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 |
| 44 | 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 |
| 45 | 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 |

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| 46 | 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 |
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Spelling Year 2

National Curriculum Statutory Guidance

In writing, pupils at the beginning of year 2 should be able to spell correctly many of the words covered in year 1 (see above). They should also be able to make phonically plausible attempts to spell words they have not yet learnt.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up.

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly,
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones,
 - learning to spell common exception words,
 - learning to spell more words with contracted forms,
 - learning the possessive apostrophe (singular) [for example, the girl's book],

- distinguishing between homophones and near-homophones;
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly;
- apply spelling rules and guidance, as listed below;
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Notes and Guidance (non-statutory)

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.

At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Revision of Learning 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.

Objectives

| Number | Spelling Pattern | Notes and Guidance | Example Words |
|--------|------------------|--------------------|---------------|
|--------|------------------|--------------------|---------------|

| | (Statutory) | (Non-statutory) | (Non-statutory) <i>May be used as part of weekly spelling list</i> |
|---|---|---|---|
| 1 | 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/, /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 –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> | <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> |
| 2 | The /s/ sound spelt c before e, i and y | | race, ice, cell, city, fancy |
| 3 | 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 |

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| 4 | The /r/ sound spelt wr at the beginning of words | This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap |
| 5 | 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 |
| 6 | The /l/ or /əl/ sound spelt –el at the end of words | The –el spelling is much less common than –le . The –el spelling is used after m, n, r, s, v, w and more often than not after s . | camel, tunnel, squirrel, travel, towel, tinsel |
| 7 | The /l/ or /əl/ sound spelt –al at the end of words | Not many nouns end in –al , but many adjectives do. | metal, pedal, capital, hospital, animal |
| 8 | Words ending –il | There are not many of these words. | pencil, fossil, nostril |
| 9 | 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 |
| 10 | Adding –es to nouns and verbs ending in –y | The y is changed to i before –es is added. | flies, tries, replies, copies, babies, carries |
| 11 | Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it | The y is changed to i before –ed , –er and –est are added, but not before –ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> . | copied, copier, happier, happiest, cried, replied ... but copying, crying, replying |

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| 12 | Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it | The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> . | hiking, hiked, hiker, nicer, nicest, shiny |
| 13 | 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/, /ε/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> . | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| 14 | The /ɔ:/ sound spelt a before l and ll | The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll . | all, ball, call, walk, talk, always |
| 15 | The /ʌ/ sound spelt o | | other, mother, brother, nothing, Monday |
| 16 | The /i:/ sound spelt –ey | The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>). | key, donkey, monkey, chimney, valley |
| 17 | The /ɒ/ sound spelt a after w and qu | a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu . | want, watch, wander, quantity, squash |
| 18 | The /ɜ:/ sound spelt or after w | There are not many of these words. | word, work, worm, world, worth |
| 19 | The /ɔ:/ sound spelt ar after w | There are not many of these words. | war, warm, towards |

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| 20 | The /3/ sound spelt s | | television, treasure, usual |
| 21 | 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>Exceptions:</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> |
| 22 | 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 |
| 23 | The possessive apostrophe (singular nouns) | | Megan's, Ravi's, the girl's, the child's, the man's |
| 24 | Words ending in –tion | | station, fiction, motion, national, section |
| 25 | 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 |

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| 26 | Common exception words | <p>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>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p> | <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p> |
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KS2

Spelling Year 3

National Curriculum Statutory Guidance

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see below). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them;
- spell further homophones;
- spell words that are often misspelt;
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's];
- use the first two or three letters of a word to check its spelling in a dictionary;
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Notes and Guidance (non-statutory)

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see writing curriculum).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

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**.

Revision of Learning from Year 2

Pay special attention to the rules for adding suffixes. It is likely that the first four weeks of the year will be spent revising spelling a range of patterns from Year 2.

Objectives

| Number | Spelling Pattern | Notes and Guidance | Example Words |
|--------|------------------|--------------------|---------------|
|--------|------------------|--------------------|---------------|

| | (Statutory) | (Non-statutory) | (Non-statutory) <i>May be used as weekly spelling list</i> |
|---|---|--|--|
| 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. | <ol style="list-style-type: none"> 1. forgetting 2. forgotten 3. beginning 4. beginner 5. prefer 6. preferred 7. travelling 8. travelled 9. cancel 10. cancelled |
| 2 | Adding suffixes beginning with vowel letters to words of more than one syllable | The consonant letter is not doubled if the syllable is unstressed. | <ol style="list-style-type: none"> 1. garden 2. gardening 3. gardener 4. limiting 5. limited 6. limitation 7. offer 8. offering 9. benefit 10. benefited |

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| 3 | The /ɪ/ sound spelt y elsewhere than at the end of words | These words should be learnt as needed. | <ol style="list-style-type: none"> 1. myth 2. gym 3. Egypt 4. mystery 5. pyramid 6. lyric 7. syrup 8. system 9. typical 10. crystal |
| 4 | The /ʌ/ sound spelt ou | These words should be learnt as needed. | <ol style="list-style-type: none"> 1. touch 2. double 3. trouble 4. young 5. country 6. couple 7. country 8. cousin 9. encourage 10. nourish |
| 5 | More prefixes | <p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> | <ol style="list-style-type: none"> 1. dislike 2. disappoint 3. disagree 4. disappear |

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| | | | 5. dishonest 6. misfortune 7. misread 8. misplace 9. mistake 10. miscalculate |
| 6 | More prefixes | The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l , in- becomes il . Before a root word starting with m or p , in- becomes im- . Before a root word starting with r , in- becomes ir- . | 1. inactive 2. incorrect 3. indefinite 4. incomplete 5. illegal 6. illegible 7. impossible 8. impatient 9. irregular 10. irrelevant |
| 7 | More prefixes | re- means 'again' or 'back'. | 1. rebuild 2. recycle 3. recall 4. reform 5. retreat 6. return 7. replace 8. revisit |

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| | | | 9. replay 10. rewrite |
| 8 | More prefixes | sub– means ‘under’. inter– means ‘between’ or ‘among’. | 1. submarine 2. submerge 3. subway 4. subdivide 5. subheading 6. interactive 7. internet 8. international 9. interrelated 10. interdependent |
| 9 | More prefixes | super– means ‘above’. anti– means ‘against’. auto– means ‘self’ or ‘own’. | 1. superhero 2. superman 3. supermarket 4. superstar 5. antiseptic 6. antisocial 7. anticlockwise 8. autobiography 9. autograph 10. automobile |

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| 10 | The suffix –ation | The suffix –ation is added to verbs to form nouns. A final e may also be removed. The rules already learnt still apply. | <ol style="list-style-type: none"> 1. information 2. installation 3. adoration 4. sensation 5. imagination 6. preparation 7. admiration 8. improvisation 9. affectation 10. registration |
| 11 | The suffix –ly | <p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> | <ol style="list-style-type: none"> 1. sadly 2. completely 3. usually 4. finally 5. comically 6. badly 7. happily 8. easily 9. luckily 10. angrily |
| 12 | The suffix –ly | <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> | <ol style="list-style-type: none"> 1. gently 2. simply 3. humbly 4. nobly |

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| | | (4) The words <i>truly, duly, wholly</i> . | <ol style="list-style-type: none"> 5. basically 6. frantically 7. dramatically 8. truly 9. duly 10. wholly |
| 13 | Words with endings sounding like /ʒə/ or /tʃə/ | <p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p> | <ol style="list-style-type: none"> 1. measure 2. treasure 3. pleasure 4. adventure 5. feature 6. creature 7. stretcher 8. catcher 9. richer 10. teacher |

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| 14 | Endings which sound like /ʒən/ | If the ending sounds like /ʒən/, it is spelt as –sion . | <ol style="list-style-type: none"> 1. divide 2. division 3. invade 4. invasion 5. confusion 6. decide 7. decision 8. collide 9. collision 10. television |
| <i>Words below are from the word list and are statutory.</i> | | | |
| 15 | Word list – years 3 and 4 | | <ol style="list-style-type: none"> 1. answer 2. appear 3. arrive 4. believe 5. bicycle 6. build 7. centre 8. certain 9. circle 10. disappear |
| 16 | Word list – years 3 and 4 | | <ol style="list-style-type: none"> 1. describe 2. different 3. difficult |

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| | | | <ul style="list-style-type: none"> 4. early 5. earth 6. eight 7. extreme 8. famous 9. February 10. forwards |
| 17 | Word list – years 3 and 4 | | <ul style="list-style-type: none"> 1. fruit 2. group 3. heard 4. height 5. history 6. interest 7. learn 8. length 9. library 10. minute |
| 18 | Word list – years 3 and 4 | | <ul style="list-style-type: none"> 1. natural 2. notice 3. perhaps 4. popular 5. possible 6. potatoes 7. probably |

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| | | | <ul style="list-style-type: none"> 8. promise 9. quarter 10. question |
| 19 | Word list – years 3 and 4 | | <ul style="list-style-type: none"> 1. recent 2. remember 3. sentence 4. special 5. strange 6. strength 7. thought 8. through 9. weight 10. woman |

Spelling Year 4

National Curriculum Statutory Guidance

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see below). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them;
- spell further homophones;
- spell words that are often misspelt;
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's];
- use the first two or three letters of a word to check its spelling in a dictionary;
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Notes and Guidance (non-statutory)

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see writing curriculum).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

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**.

Revision of Learning from Year 3

It is likely that the first four weeks of the year will be spent revising spelling a range of patterns from Year 3.

Objectives

| Number | Spelling Pattern (Statutory) | Notes and Guidance (Non-statutory) | Example Words (Non-statutory) <i>May be used as weekly spelling list</i> |
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| 1 | The suffix –ous | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. – our is changed to – or before – ous is added. | <ol style="list-style-type: none"> 1. poisonous 2. dangerous 3. mountainous 4. tremendous 5. enormous 6. jealous 7. adventurous 8. humorous 9. glamorous 10. vigorous |
| 2 | The suffix –ous | A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the – ous ending, it is usually spelt as i , but a few words have e . | <ol style="list-style-type: none"> 1. courageous 2. outrageous 3. serious 4. seriously 5. obvious 6. obviously 7. curious 8. hideous 9. spontaneous 10. courteous |
| 3 | Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian | Strictly speaking, the suffixes are – ion and – ian . Clues about whether to put t , s , ss or c before these suffixes often come from the last letter or letters of the root word. | <ol style="list-style-type: none"> 1. invention 2. injection 3. action 4. hesitation |

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| | | <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> | <ol style="list-style-type: none"> 5. completion 6. expression 7. discussion 8. confession 9. permission 10. admission |
| 4 | Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian | <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> | <ol style="list-style-type: none"> 1. expansion 2. extension 3. comprehension 4. tension 5. musician 6. optician 7. electrician 8. magician 9. politician 10. mathematician |
| 5 | Words with the /k/ sound spelt ch (usually Greek in origin) | | <ol style="list-style-type: none"> 1. scheme 2. chorus 3. chemist 4. echo 5. character 6. ache 7. orchid 8. architect |

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| | | | 9. orchestra 10. stomach |
| 6 | Words with the /j/ sound spelt ch (mostly French in origin) | | 1. chalet 2. chef 3. chute 4. chic 5. quiche 6. machine 7. brochure 8. parachute 9. chandelier 10. moustache |
| 7 | Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (mostly French in origin) | | 1. league 2. tongue 3. catalogue 4. dialogue 5. vague 6. rogue 7. antique 8. unique 9. boutique 10. cheque |

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| 8 | Words with the /s/ sound spelt sc (mostly 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/. | <ol style="list-style-type: none"> 1. scene 2. discipline 3. crescent 4. scissors 5. ascend 6. descend 7. fascinate 8. fascination 9. science 10. scientific |
| 9 | Words with the /ei/ sound spelt ei, eigh, or ey | | <ol style="list-style-type: none"> 1. sleigh 2. neigh 3. eight 4. weight 5. vein 6. neighbour 7. they 8. grey 9. obey 10. convey |
| 10 | 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>). | <ol style="list-style-type: none"> 1. girls' 2. boys' 3. neighbours' 4. babies' |

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| | | 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) | 5. children's 6. women's 7. men's 8. mice's 9. sheep's 10. Cyprus's |
| 11 | Homophones and near-homophones | | 1. accept 2. except 3. affect 4. effect 5. ball 6. bawl 7. berry 8. bury 9. brake 10. break |
| 12 | Homophones and near-homophones | | 1. fair 2. fare 3. grate 4. great 5. groan 6. grown 7. here 8. hear |

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| | | | 9. heel 10. heal |
| 13 | Homophones and near-homophones | | 1. knot 2. not 3. mail 4. male 5. main 6. mane 7. meat 8. meet 9. missed 10. mist |
| 14 | Homophones and near-homophones | | 1. peace 2. piece 3. plain 4. plane 5. scene 6. seen 7. weather 8. whether 9. whose 10. who's |
| <i>Words below are from the word list and are statutory.</i> | | | |
| 15 | Word list – years 3 and 4 | | 1. accidentally |

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| | | | <ul style="list-style-type: none"> 2. actually 3. address 4. breath 5. breathe 6. business 7. calendar 8. caught 9. century 10. complete |
| 16 | Word list – years 3 and 4 | | <ul style="list-style-type: none"> 1. consider 2. continue 3. decide 4. enough 5. exercise 6. experience 7. experiment 8. favourite 9. grammar 10. guard |
| 17 | Word list – years 3 and 4 | | <ul style="list-style-type: none"> 1. guide 2. heart 3. imagine 4. increase 5. important |

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| | | | 6. island 7. knowledge 8. material 9. medicine 10. mention |
| 18 | Word list – years 3 and 4 | | 1. naughty 2. occasionally 3. often 4. opposite 5. ordinary 6. particular 7. peculiar 8. position 9. possession 10. pressure |
| 19 | Word list – years 3 and 4 | | 1. purpose 2. regular 3. reign 4. separate 5. straight 6. suppose 7. surprise 8. therefore 9. although |

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| | | | 10. various |
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Spelling Year 5

National Curriculum Statutory Guidance

Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them;
- spell some words with 'silent' letters [for example, knight, psalm, solemn];
- continue to distinguish between homophones and other words which are often confused;
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed below;
- use dictionaries to check the spelling and meaning of words;
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary;
- use a thesaurus.

Notes and Guidance (non-statutory)

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

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*.

Revision of Learning from Year 4

It is likely that the first four weeks of the year will be spent revising spelling a range of patterns from Year 4.

Objectives

| Number | Spelling Pattern (Statutory) | Notes and Guidance (Non-statutory) | Example Words (Non-statutory) <i>May be used as weekly spelling list</i> |
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| 1 | Endings which sound like /jəs/ spelt –cious or –tious | Not many common words end like this. If the root word ends in –ce , the /j/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i> . Exception: <i>anxious</i> . | <ol style="list-style-type: none"> 1. vicious 2. malicious 3. gracious 4. spacious 5. suspicious 6. ambitious 7. cautious 8. infectious 9. nutritious 10. anxious |
| 2 | Endings which sound like /jəl/ | –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>). | <ol style="list-style-type: none"> 1. official 2. special 3. artificial 4. partial 5. potential 6. confidential 7. essential 8. financial 9. commercial 10. initial |
| 3 | Words ending in –ant, –ance/–ancy, | Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. | <ol style="list-style-type: none"> 1. observant 2. observance 3. observation |

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| | <p>–ent, –ence/–ency</p> | | <p>4. hesitant 5. hesitancy 6. hesitation 7. tolerant 8. tolerance 9. substantial 10. assistance</p> |
| 4 | <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</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> | <p>1. innocent 2. innocence 3. decent 4. decency 5. frequent 6. frequency 7. independent 8. independence 9. confident 10. confidence</p> |
| 5 | <p>Words ending in –able and –ible Words ending in –ably and –ibly</p> | <p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</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</p> | <p>1. noticeable 2. dependable 3. comfortable 4. reasonable 5. enjoyable 6. reliable</p> |

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| | | <p>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 last few examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> | <ul style="list-style-type: none"> 7. adorably 8. applicably 9. considerably 10. tolerably |
| 6 | <p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p> | <p>The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p> | <ul style="list-style-type: none"> 1. forcible 2. legible 3. possible 4. horrible 5. terrible 6. visible 7. incredible 8. incredibly 9. sensible 10. sensibly |
| 7 | <p>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> | <ul style="list-style-type: none"> 1. preferring 2. preferred 3. transferring 4. transferred 5. referring 6. referral |

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| | | | <ol style="list-style-type: none"> 7. reference 8. referee 9. preference 10. transference |
| 8 | 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. | <ol style="list-style-type: none"> 1. co-ordinate 2. co-operate 3. co-own 4. re-enter 5. re-elect 6. re-educate 7. all-inclusive 8. non-refundable 9. self-esteem 10. mid-February |
| 9 | Words with the /i:/ sound spelt ei after c | <p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p> | <ol style="list-style-type: none"> 1. deceive 2. conceive 3. receive 4. perceive 5. ceiling 6. conceit 7. receipt 8. protein 9. caffeine 10. seize |

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| 10 | 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. | <ol style="list-style-type: none"> 1. rough 2. tough 3. enough 4. ought 5. bought 6. nought 7. brought 8. fought 9. thought 10. thoughtless |
| 11 | 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. | <ol style="list-style-type: none"> 1. though 2. although 3. dough 4. through 5. throughout 6. thorough 7. borough 8. plough 9. bough 10. cough |
| 12 | Words with 'silent' letters (i.e. letters whose presence cannot | 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 | <ol style="list-style-type: none"> 1. lamb 2. limb 3. knot |

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| | be predicted from the pronunciation of the word) | the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> . | <ol style="list-style-type: none"> 4. knight 5. island 6. solemn 7. thistle 8. loch 9. doubt 10. doubtless |
| 13 | Homophones and other words that are often confused | In the pairs of words opposite, nouns end –ce and verbs end –se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c . | <ol style="list-style-type: none"> 1. advice 2. advise 3. device 4. devise 5. licence 6. license 7. practice 8. practise 9. prophecy 10. prophesy |
| 14 | Homophones and other words that are often confused | <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane).</p> <p>isle: an island.</p> <p>aloud: out loud.</p> <p>allowed: permitted.</p> | <ol style="list-style-type: none"> 1. aisle 2. isle 3. aloud 4. allowed 5. affect 6. effect |

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| | | <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>).</p> <p>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>).</p> <p>altar: a table-like piece of furniture in a church.</p> <p>alter: to change.</p> <p>bridal: to do with a bride at a wedding.</p> <p>bridle: reins etc. for controlling a horse.</p> | <p>7. altar</p> <p>8. alter</p> <p>9. bridal</p> <p>10. bridle</p> |
| 15 | Homophones and other words that are often confused | <p>cereal: made from grain (e.g. breakfast cereal).</p> <p>serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).</p> <p>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>ascent: the act of ascending (going up).</p> <p>assent: to agree/agreement (verb and noun).</p> <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>1. cereal</p> <p>2. serial</p> <p>3. compliment</p> <p>4. complement</p> <p>5. ascent</p> <p>6. assent</p> <p>7. descent</p> <p>8. dissent</p> <p>9. desert</p> <p>10. dessert</p> |

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| | | dessert: (stress on second syllable) a sweet course after the main course of a meal. | |
| 16 | Homophones and other words that are often confused | <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>farther: further</p> <p>father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i></p> <p>guest: visitor</p> <p>heard: past tense of the verb <i>hear</i></p> <p>herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i></p> <p>lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> | <ol style="list-style-type: none"> 1. draft 2. draught 3. farther 4. father 5. guessed 6. guest 7. heard 8. herd 9. led 10. lead |
| 17 | Homophones and other words that are often confused | <p>morning: before noon</p> <p>mourning: grieving for someone who has died</p> <p>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>)</p> <p>passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> | <ol style="list-style-type: none"> 1. morning 2. mourning 3. past 4. passed 5. precede 6. proceed 7. principal 8. principle |

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| | | precede: go in front of or before proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future | 9. profit 10. prophet |
| 18 | Homophones and other words that are often confused | stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>) | 1. stationary 2. stationery 3. steal 4. steel 5. wary 6. weary 7. who's 8. whose 9. definitely 10. defiantly |
| Words below are from the word list and are statutory. | | | |
| 19 | Word list – years 5 and 6 | | 1. according 2. achieve 3. aggressive 4. ancient 5. apparent |

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| | | | 6. available 7. average 8. awkward 9. bargain 10. bruise |
| 20 | Word list – years 5 and 6 | | 1. category 2. competition 3. controversy 4. curiosity 5. desperate 6. determined 7. develop 8. dictionary 9. equipment 10. especially |
| 21 | Word list – years 5 and 6 | | 1. excellent 2. explanation 3. familiar 4. forty 5. frequently 6. identity 7. individual 8. language 9. lightning |

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| | | | 10. marvellous |
| 22 | Word list – years 5 and 6 | | 1. muscle 2. neighbour 3. occupy 4. opportunity 5. physical 6. profession 7. programme 8. recognise 9. relevant 10. shoulder |
| 23 | Word list – years 5 and 6 | | 1. rhyme 2. rhythm 3. signature 4. stomach 5. suggest 6. symbol 7. system 8. thorough 9. twelfth 10. vegetable |

Spelling Year 6

National Curriculum Statutory Guidance

Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them;
- spell some words with 'silent' letters [for example, knight, psalm, solemn];
- continue to distinguish between homophones and other words which are often confused;
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed below;
- use dictionaries to check the spelling and meaning of words;
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary;
- use a thesaurus.

Notes and Guidance (non-statutory)

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

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

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning ‘without hope’, is often pronounced in English as *desp’rate*, but the *–sper-* part comes from the Latin *spero*, meaning ‘I hope’, in which the *e* was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as *a*.

Revision of Learning from throughout KS2

Throughout Year 6, a range of spelling patterns taught during KS2 will be assessed and revised as necessary. Children will also complete past spelling assessments to highlight areas of weakness. It is likely that the lower set will need to revisit content from Years 3 to 5 whereas the higher set may only need to revise content from Year 5.

Objectives

| Number | Spelling Pattern (Statutory) | Notes and Guidance (Non-statutory) | Example Words (Non-statutory) |
|--------|---------------------------------|---------------------------------------|----------------------------------|
|--------|---------------------------------|---------------------------------------|----------------------------------|

| | | | <i>May be used as weekly spelling list</i> |
|---|---------------------------|--|--|
| <i>Words below are from the word list and are statutory.</i> | | | |
| 1 | Word list – years 5 and 6 | | 1. accommodate 2. accompany 3. amateur 4. appreciate 5. attached 6. cemetery 7. committee 8. communicate 9. community 10. convenience |
| 2 | Word list – years 5 and 6 | | 1. conscience 2. conscious 3. correspond 4. criticise 5. definite 6. disastrous 7. embarrass 8. environment 9. exaggerate 10. existence |
| 3 | Word list – years 5 and 6 | | 1. foreign |

| | | | |
|---|---------------------------|--|--|
| | | | <ol style="list-style-type: none"> 2. government 3. guarantee 4. harass 5. hindrance 6. immediately 7. interfere 8. interrupt 9. leisure 10. mischievous |
| 4 | Word list – years 5 and 6 | | <ol style="list-style-type: none"> 1. necessary 2. nuisance 3. occur 4. parliament 5. persuade 6. prejudice 7. privilege 8. pronunciation 9. queue 10. recommend |
| 5 | Word list – years 5 and 6 | | <ol style="list-style-type: none"> 1. restaurant 2. sacrifice 3. secretary 4. sincerely 5. soldier |

| | | | |
|--|--|--|--|
| | | | 6. sufficient 7. temperature 8. variety 9. vehicle 10. yacht |
|--|--|--|--|

Appendix 1 – First 100 High Frequency Words (in frequency order – reading down the columns)

| | | | | |
|------|-------|--------|----------|--------|
| the | that | not | look | put |
| and | with | then | don't | could |
| a | all | were | come | house |
| to | we | go | will | old |
| said | can | little | into | too |
| in | are | as | back | by |
| he | up | no | from | day |
| I | had | mum | children | made |
| of | my | one | him | time |
| it | her | them | Mr | I'm |
| was | what | do | get | if |
| you | there | me | just | help |
| they | out | down | now | Mrs |
| on | this | dad | came | called |
| she | have | big | oh | here |
| is | went | when | about | off |
| for | be | it's | got | asked |
| at | like | see | their | saw |
| his | some | looked | people | make |
| but | so | very | your | an |

Appendix 2 – Next 200 High Frequency Words (in frequency order – reading down the column

| | | | | | | | | | |
|--------|----------|---------|-----------|----------|----------|-----------|---------|---------|--------|
| water | bear | find | these | live | let's | fun | any | better | lived |
| away | can't | more | began | say | much | place | under | hot | birds |
| good | again | I'll | boy | soon | suddenly | mother | hat | sun | duck |
| want | cat | round | animals | night | told | sat | snow | across | horse |
| over | long | tree | never | narrator | another | boat | air | gone | rabbit |
| how | things | magic | next | small | great | window | trees | hard | white |
| did | new | shouted | first | car | why | sleep | bad | floppy | coming |
| man | after | us | work | couldn't | cried | feet | tea | really | he's |
| going | wanted | other | lots | three | keep | morning | top | wind | river |
| where | eat | food | need | head | room | queen | eyes | wish | liked |
| would | everyone | fox | that's | king | last | each | fell | eggs | giant |
| or | our | through | baby | town | jumped | book | friends | once | looks |
| took | two | way | fish | I've | because | its | box | please | use |
| school | has | been | gave | around | even | green | dark | thing | along |
| think | yes | stop | mouse | every | am | different | grandad | stopped | plants |
| home | play | must | something | garden | before | let | there's | ever | dragon |
| who | take | red | bed | fast | gran | girl | looking | miss | pulled |
| didn't | thought | door | may | only | clothes | which | end | most | we're |
| ran | dog | right | still | many | tell | inside | than | cold | fly |
| know | well | sea | found | laughed | key | run | best | park | grow |

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Appendix 3 – Full List of Year 3 and Year 4 Statutory Words

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

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strength
suppose

surprise
therefore

though/although
thought

through
various

weight
woman/women

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Appendix 4 – Full List of Year 5 and Year 6 Statutory Words

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

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suggest
symbol

system
temperature

thorough
twelfth

variety
vegetable

vehicle
yacht

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Appendix 5 – International Phonetic Alphabet

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme. The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling curriculum. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

| Consonants | | Vowels | |
|------------|--------------------------------|--------|--------------------------------------|
| /b/ | bad | /ɑ:/ | father, arm |
| /d/ | dog | /ɒ/ | hot |
| /ð/ | this | /æ/ | cat |
| /dʒ/ | gem, jug | /aɪ/ | mind, fine, pie, high |
| /f/ | if, puff, photo | /aʊ/ | out, cow |
| /g/ | gum | /ɛ/ | hen, head |
| /h/ | how | /eɪ/ | say, came, bait |
| /j/ | yes | /ɛə/ | air |
| /k/ | cat, check, key, school | /əʊ/ | cold, boat, cone, blow |
| /l/ | leg, hill | /ɪ/ | hit |
| /m/ | man | /ɪə/ | beer |
| /n/ | man | /i:/ | she, bead, see, scheme, chief |
| /ŋ/ | sing | /ɔ:/ | launch, raw, born |

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| | | | |
|------|------------------------|------|-------------------------------|
| /θ/ | both | /ɔɪ/ | coin, boy |
| /p/ | pet | /ʊ/ | book |
| /r/ | red | /ʊə/ | tour |
| /s/ | sit, miss, cell | /u:/ | room, you, blue, brute |
| /ʃ/ | she, chef | /ʌ/ | cup |
| /t/ | tea | /ɜ:/ | fern, turn, girl |
| /tʃ/ | check | /ə/ | farmer |
| /v/ | vet | | |
| /w/ | wet, when | | |
| /z/ | zip, hens, buzz | | |
| /ʒ/ | pleasure | | |