

**Spelling (see [English Appendix 1](#))**

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 in [English Appendix 1](#)
- Common exception words to be taught alongside HFW and ‘tricky words’.
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Phonic vowel diagraphs / trigraphs and GPC’s according to school programme (Floppy phonics)

Statutory requirements	Non statutory guidance
Division of words into syllables	Each <b>syllable</b> 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
Adding <b>s and es to</b> 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	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p> <p>grander, grandest, fresher, freshest, quicker, quickest</p>
Using k for the /k/ sound	<p>The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e</b>, <b>i</b> and <b>y</b>.</p> <p>Kent, sketch, kit, skin, frisky</p>
Adding the prefix –un	<p>The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.</p> <p>unhappy, undo, unload, unfair, unlock</p>
Compound words	<p>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.</p> <p>football, playground, farmyard, bedroom, blackberry</p>

### Common exception word list

*Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.*

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

# Year 2



## Spelling (see [English Appendix 1](#))

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 in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Phonic vowel digraphs / trigraphs and GPC's according to school programme (Floppy phonics)
- Common exception words to be taught alongside HFW and 'tricky words'.
- Beginning to relate words by meaning through synonyms and antonyms

Statutory requirements	Non statutory guidance
<p>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>	<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/, /ε/, /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>

	gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
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
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> . 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> . camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do. metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words. pencil, fossil, nostril
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
Adding -es to nouns and verbs ending in -y	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added. flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>-ed</b> , <b>-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 -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The <b>-e</b> at the end of the root word is dropped before <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> , <b>-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 –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). <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 a before l and ll	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 o	other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s ( <i>donkeys, monkeys, etc.</i> ). key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	<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 or after w	There are not many of these words. word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words. war, warm, towards
The /ɜ/ sound spelt s	television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i> ). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s raining</i> ) or sometimes <i>it has</i> (e.g. <i>It’s been raining</i> ), but <i>it’s</i> is never used for the possessive.

	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
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 word list

*Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat.*

*Great, break and steak are the only common words where the /eɪ/ sound is spelt ea.*

door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.

Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

# Year 3



## Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- 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.
- Revision of contractions, possessive apostrophe
- Pay special attention to the rules for adding suffixes –ed, -ing, -er, -ment, -ness, -ful, -less, -ly
- Beginning to relate words by meaning through synonyms and antonyms

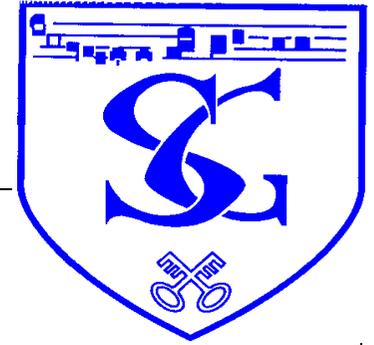
Statutory requirements	Non statutory guidance
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending 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 /ʌ/ sound spelt ou	These words should be learnt as needed. young, touch, double, trouble, country
Use a range of prefixes	Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings. <b>dis-</b> : disappoint, disagree, disobey <b>mis-</b> : misbehave, mislead, misspell (mis + spell) <b>re-</b> means 'again' or 'back'. <b>re-</b> : redo, refresh, return, reappear, redecorate <b>sub-</b> means 'under'. <b>sub-</b> : subdivide, subheading, submarine, submerge

	<p><b>super-</b> means 'above'.</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b> means 'against'.</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b> means 'self' or 'own'.</p> <p><b>auto-</b>: autobiography, autograph</p>
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. sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <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. happily, angrily</p> <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>. gently, simply, humbly, nobly</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>. basically, frantically, dramatically</p> <p>(4) The words <i>truly, duly, wholly</i>.</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>. measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>
Words with the /ʃ/ sound spelt ch (mostly French in origin)	chef, chalet, machine, brochure
Words ending with the /g/ sound spelt <b>-gue</b> and the /k/ sound spelt <b>-que</b> (French in origin)	league, tongue, antique, unique
Homophones and near-homophones Grp 1 + 2	berry / bury, brake / break, fair / fare, grate / great, groan / grown, here / hear, knot / not, mail / male, main / mane, meat / meet, piece / peace, plain / plane
Word families based on common words	Show how words are related in form and meaning e.g solve, cent

**Year 3 statutory word list**

address	describe	guide	perhaps
answer	different	heard	potatoes
appear	difficult	heart	quarter
arrive	disappear	interest	question
build	early	island	recent
busy/business	earth	learn	remember
caught	enough	length	sentence
centre	exercise	library	special
century	favourite	material	strange
certain	February	minute	strength
circle	forward(s)	natural	though/although
complete	fruit	naughty	thought
consider	group	notice	through
decide	guard	often	woman/women

# Year 4



## Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- 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.
- Revision of contractions, possessive apostrophe
- Pay special attention to the rules for adding suffixes –ed, -ing, -er, -ment, -ness, -ful, -less, -ly
- Relate words by meaning through synonyms and antonyms

Statutory requirements	Non statutory guidance
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed. myth, gym, Egypt, pyramid, mystery, rhythm, gymnastic, physical, mysterious, system, symbol, system
Use a range of prefixes	The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. <b>in-</b> : inactive, incorrect Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il</b> . illegal, illegible Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b> . immature, immortal, impossible, impatient, imperfect Before a root word starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> . irregular, irrelevant, irresponsible <b>inter-</b> means 'between' or 'among'. <b>inter-</b> : interact, intercity, international, interrelated (inter + related)
The suffix –ation	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.

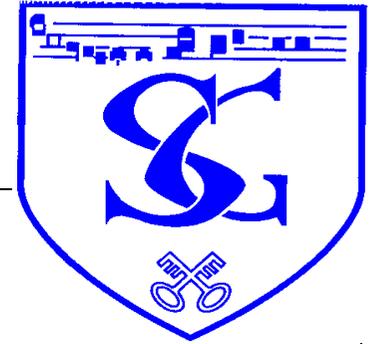
	information, adoration, sensation, preparation, admiration
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as <b>-sion</b> . division, invasion, confusion, decision, collision, television
The suffix <b>-ous</b>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. poisonous, dangerous, mountainous, famous, various Sometimes there is no obvious root word. tremendous, enormous, jealous <b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added. humorous, glamorous, vigorous A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. courageous, outrageous 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> . serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt <b>-tion</b> , <b>-sion</b> , <b>-ssion</b> , <b>-cian</b>	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. <b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b> . invention, injection, action, hesitation, completion <b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b> . expression, discussion, confession, permission, admission <b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b> . <b>Exceptions:</b> <i>attend – attention, intend – intention</i> . expansion, extension, comprehension, tension <b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> . musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt <b>ch</b> (Greek in origin)	scheme, chorus, chemist, echo, character
Words with the /s/ sound spelt <b>sc</b> (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, muscle, abscess, disciple
Words with the /eɪ/ sound spelt <b>ei</b> , <b>eigh</b> , or <b>ey</b>	vein, weigh, eight, neighbour, they, obey
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 <b>-s</b> , but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ).

	girls', boys', babies', children's, men's, mice's <b>(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</b>
Homophones and near-homophones Grp 1+ 2	accept / except, effect / affect, ball / bawl, heel / heal / he'll, medal / meddle, missed / mist, rain / reign / rein, seen / scene, weather / whether, whose / who's

#### Year 4 statutory word list

accident(ally) actual(ly) believe bicycle breath breathe calendar continue eight / eighth experience experiment	extreme famous grammar height history imagine increase important knowledge medicine mention	occasion(ally) opposite ordinary particular peculiar popular position possess(ion) possible pressure probably	promise purpose regular reign separate straight suppose surprise therefore various weight
---	---	---	---

# Year 5



## Spelling (see [English Appendix 1](#))

- 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 in English Appendix 1
- 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.
- Relate words by meaning through synonyms and antonyms

Statutory requirements	Non statutory guidance
Verb prefixes	for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b>	for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>
Words ending in <i>-able</i> and <i>-ible</i> Words ending in <i>-ably</i> and <i>-ibly</i>	<p>The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings.</p> <p>As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.  <i>adorable/adorably</i> (adoration),  <i>applicable/applicably</i> (application), <i>considerable/considerably</i> (consideration), <i>tolerable/tolerably</i> (toleration)</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.  <i>changeable</i>, <i>noticeable</i>, <i>forcible</i>, <i>legible</i></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.  <i>dependable</i>, <i>comfortable</i>, <i>understandable</i>, <i>reasonable</i>, <i>enjoyable</i>, <i>reliable</i></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>

	possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Words containing the letter-string ough	<p><b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p> <p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p> <p>doubt, island, lamb, solemn, thistle, knight</p>
<p>Homophones and other words that are often confused</p> <p>Grp 1 + 2 + 3</p> <p>Grp 1 +2 +3</p> <p>Grp 1+2 – spring term</p>	<p><b>aisle</b>: a gangway between seats (in a church, train, plane).</p> <p><b>isle</b>: an island.</p> <p><b>aloud</b>: out loud.</p> <p><b>allowed</b>: permitted.</p> <p><b>altar</b>: a table-like piece of furniture in a church.</p> <p><b>alter</b>: to change.</p> <p><b>bridal</b>: to do with a bride at a wedding.</p> <p><b>bridle</b>: reins etc. for controlling a horse.</p> <p><b>cereal</b>: made from grain (e.g. breakfast cereal).</p> <p><b>serial</b>: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p><b>desert</b>: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p><b>dessert</b>: (stress on second syllable) a sweet course after the main course of a meal.</p> <p><b>draft</b>: 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><b>draught</b>: a current of air.</p> <p><b>farther</b>: further</p> <p><b>father</b>: a male parent</p> <p><b>guessed</b>: past tense of the verb <i>guess</i></p> <p><b>guest</b>: visitor</p>

**heard:** past tense of the verb *hear*  
**herd:** a group of animals  
**led:** past tense of the verb *lead*  
**lead:** present tense of that verb, or else the metal which is very heavy (*as heavy as lead*)  
**morning:** before noon  
**mourning:** grieving for someone who has died  
**past:** noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*)  
**passed:** past tense of the verb 'pass' (e.g. *I passed him in the road*)  
**profit:** money that is made in selling things  
**prophet:** someone who foretells the future  
**steal:** take something that does not belong to you  
**steel:** metal  
**who's:** contraction of *who is* or *who has*  
**whose:** belonging to someone (e.g. *Whose jacket is that?*)

### Year 5 statutory word list

achieve	develop	neighbour	suggest
aggressive	dictionary	occupy	symbol
ancient	equip (-ped, -ment)	occur	system
attached	especially	physical	temperature
available	excellent	queue	thorough
average	explanation	recognise	twelfth
awkward	familiar*	recommend	variety
bargain	forty	rhyme	vegetable
bruise	frequently	rhythm	vehicle
competition	identify	sacrifice	yacht
criticise (critic + ise)	individual	shoulder	
definite	lightning	signature	
desperate*	marvellous	soldier	
determined	muscle	stomach	

Note and guidance

Teachers should continue to emphasize to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules 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.

# Year 6



## Spelling (see [English Appendix 1](#))

- 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 in English Appendix 1
- 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.
- Relate words by meaning through synonyms and antonyms

Statutory requirements	Non statutory guidance
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>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></p> <p><b>Exception:</b> <i>anxious.</i></p> <p>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p> <p><i>official, special, artificial, partial, confidential, essential</i></p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>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.</p> <p><i>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 (substant<u>i</u>al)</i></p>

	<p>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.</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p> <p>assistant, assistance, obedient, obedience, independent, independence</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>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p> <p>reference, referee, preference, transference</p>
Use of the hyphen	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p> <p>co-ordinate, re-enter, co-operate, co-own</p>
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>deceive, conceive, receive, perceive, ceiling</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>
<p>Homophones and other words that are often confused</p> <p>Grp 3 only</p> <p>Grp 2</p>	<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>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p><b>affect:</b> usually a verb (e.g. <i>The weather may affect our plans</i>).</p> <p><b>effect:</b> 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><b>ascent:</b> the act of ascending (going up).</p> <p><b>assent:</b> to agree/agreement (verb and noun).</p> <p><b>compliment:</b> to make nice remarks about someone (verb) or the remark that is made (noun).</p> <p><b>complement:</b> 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><b>descent:</b> the act of descending (going down).</p> <p><b>dissent:</b> to disagree/disagreement (verb and noun).</p>

**precede:** go in front of or before  
**proceed:** go on  
**principal:** adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*)  
**principle:** basic truth or belief  
**stationary:** not moving  
**stationery:** paper, envelopes etc.

### Year 6 statutory word list

accommodate	controversy	harass	persuade
accompany	convenience	hindrance	prejudice
according	correspond	immediate (ly)	privilege
amateur	curiosity	interfere	profession Yellow not done by Grp2
appreciate	disastrous	interrupt	programme
category	embarrass	language	pronunciation
cemetery	environment	leisure	relevant
committee	exaggerate	mischievous	restaurant
communicate	existence	necessary	secretary
community	foreign	nuisance	sincere (ly)
conscience*	government	opportunity	sufficient
conscious*	guarantee	parliament	

### Note and guidance

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**.