

The teaching of spelling at Yarborough Academy

| The teaching of Spelling at Yarborough Academy |
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Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

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

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

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

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

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

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

| Year 1 – Milestone One |
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| Revision of reception work |
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| Statutory requirements |
| The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:* all letters of the alphabet and the sounds which they most commonly represent
* consonant digraphs which have been taught and the sounds which they represent
* vowel digraphs which have been taught and the sounds which they represent
* the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
* words with adjacent consonants
* guidance and rules which have been taught
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| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Spell words containing 40+ learned phonemes | 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 |
| Spell words containing 40+ learned phonemes | The /ŋ/ sound spelt n before k |  |  | bank, think, honk, sunk |
| Spell by segmenting words into phonemes and represent them with the correct graphemes. | 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 |
| Spell words containing 40+ learned phonemes. | -tch |  | The /tʃ/ sound is usually spelt as **tch** if it comes straightafter a single vowel letter. **Exceptions**: rich, which, much, such. | catch, fetch, kitchen, notch, hutch |
| 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 |
| Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs  | 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 |
| Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. | 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 |
| Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. | 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 |

### Vowel digraphs and trigraphs

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

| Milestone Indicator | Vowel digraphs and trigraphs |  | Rules and guidance  | Example words  |
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| Spell words containing 40+ learned phonemes | ai, oi |  | The digraphs ai and oi are virtually never used at the end of English words. | rain, wait, train, paid, afraidoil, join, coin, point, soil |
| 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, stayboy, toy, enjoy, annoy |
| a–e |  |  | made, came, same, take, safe |
| e–e |  |  | these, theme, complete |
| i–e |  |  | five, ride, like, time, side |
| o–e |  |  | home, those, woke, hope, hole |
| u–e |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**. | June, rule, rude, use, tube, tune |
| ar |  |  | car, start, park, arm, garden |
| ee |  |  | see, tree, green, meet, week |
| ea (/i:/) |  |  | sea, dream, meat, each, read (present tense) |
| ea (/ɛ/) |  |  | head, bread, meant, instead, read (past tense) |
| er (/ɜ:/) |  |  | (stressed sound): her, term, verb, person |
| er (/ə/) |  |  | (unstressed *schwa* sound): better, under, summer, winter, sister |
| ir |  |  | girl, bird, shirt, first, third |
| ur |  |  | turn, hurt, church, burst, Thursday |

| Milestone Indicator | Vowel digraphs and trigraphs |  | Rules and guidance | Example words  |
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| Spell words containing 40+ learned phonemes | 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, *zoo* | food, pool, moon, zoo, soon |
| oo (/ʊ/) |  |  | book, took, foot, wood, good |
| oa |  | The digraph **oa** is very rare at the end of an English word. | boat, coat, road, coach, goal |
| oe |  |  | toe, goes |
| ou |  | The only common English word ending in **ou** is *you*. | out, about, mouth, around, sound |
| ow (/aʊ/) ow (/əʊ/)ueew |  | 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, townown, blow, snow, grow, showblue, clue, true, rescue, Tuesdaynew, few, grew, flew, drew, threw |
| ie (/aɪ/) |  |  | lie, tie, pie, cried, tried, dried |
| Spell words containing 40+ learned phonemes | ie (/i:/) |  |  | chief, field, thief |
| igh |  |  | high, night, light, bright, right |
| or |  |  | for, short, born, horse, morning |
| ore |  |  | more, score, before, wore, shore |
| aw |  |  | saw, draw, yawn, crawl |
| au |  |  | author, August, dinosaur, astronaut |
| air |  |  | air, fair, pair, hair, chair |
| ear |  |  | dear, hear, beard, near, year |
| ear (/ɛə/) |  |  | bear, pear, wear |
| are (/ɛə/) |  |  | bare, dare, care, share, scared |

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Use spellings rules. | Words ending –y (/i:/ or /ɪ/) |  |  | very, happy, funny, party, family |
| Spell words containing 40+ learned phonemes. | New consonant spellings ph and wh |  | The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. *fat*, *fill*, *fun*). | dolphin, alphabet, phonics, elephantwhen, where, which, wheel, while |
| Use the prefix un. | 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 |
| Spell words containing 40+ learned phonemes. | 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 |
| Use spellings rules. | 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 |
| Spell common exception words correctly (the, said, one, two and the days of the week). | Common exception words |  | Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used |

| Year 2 - Milestone One |
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| Revision of work from year 1 |
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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.

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Learn some new ways to represent phonemes. | 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 |  | The letter j is never used for the /dʒ/ sound at the end of English words.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).After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge** at the end of a word.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. | badge, edge, bridge, dodge, fudgeage, huge, change, charge, bulge, villagegem, giant, magic, giraffe, energyjacket, jar, jog, join, adjust |
| Learn some new ways to represent phonemes. | The /s/ sound spelt c before e, i and y |  |  | race, ice, cell, city, fancy |
| Learn some new ways to represent phonemes. | 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 |
| Learn some new ways to represent phonemes. | The /r/ sound spelt wrat the beginning of words |  | This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap |
| Learn some new ways to represent phonemes. | 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 |

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Use spellings rules. | 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 |
| Use spellings rules. | 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 |
| Use spellings rules. | Words ending –il |  | There are not many of these words. | pencil, fossil, nostril |
| Use spellings rules. | 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 |
| Use spellings rules. | 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 |
| Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. | 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 *skiing* and *taxiing*. | copied, copier, happier, happiest, cried, replied…**but** copying, crying, replying |
| Use spellings rules. | 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**: *being.* | hiking, hiked, hiker, nicer, nicest, shiny |
| Use spellings rules. | 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’).**Exception**: The letter ‘x’ is never doubled: *mixing*, *mixed*, *boxer*, *sixes*. | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| Learn some new ways to represent phonemes. | 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 |
| Learn some new ways to represent phonemes. | The /ʌ/ sound spelt o |  |  | other, mother, brother, nothing, Monday |

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Learn some new ways to represent phonemes. | The /i:/ sound spelt –ey |  | The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys,* etc.). | key, donkey, monkey, chimney, valley |
| 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 |
| 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 /ʒ/ sound spelt s |  |  | television, treasure, usual |
| Add suffixes to spell longer words (-ment, -ness, -ful and -less). | The suffixes –ment, –ness, –ful , –less and –ly |  | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.**Exceptions**:(1) *argument*(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), badlymerriment, happiness, plentiful, penniless, happily |
| Spell contraction words correctly (can’t, don’t). | Contractions |  | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can’t* – *cannot*).*It’s* means *it is* (e.g. *It’s* raining) or sometimes *it has* (e.g. *It’s* been raining), but *it’s* is never used for the possessive. | can’t, didn’t, hasn’t, couldn’t, it’s, I’ll |
| Use the possessive apostrophe. (singular) (for example, the girl's book) | 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 |
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| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Distinguish between homophones and near-homophones. | 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 |
| Spell common exception words correctly. | Common exception words |  | 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. |
| Year 3 and 4 – Milestone Two |

| Revision of work from years 1 and 2 |
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Pay special attention to the rules for adding suffixes.

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Use prefixes and suffixes and understand how to add them. | 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 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, preferredgardening, gardener, limiting, limited, limitation |
| Spell correctly often misspelt words. | The /ɪ/ sound spelt y elsewhere than at the end of words |  | These words should be learnt as needed. | myth, gym, Egypt, pyramid, mystery |
| Spell correctly often misspelt words. | The /ʌ/ sound spelt ou |  | These words should be learnt as needed. | young, touch, double, trouble, country |
| Use prefixes and suffixes and understand how to add them. | More prefixes |  | Most prefixes are added to the beginning of root words without changes in spelling, see **in–** below. |  |
| Use prefixes and suffixes and understand how to add them. | More prefixes |  | Like **un–**, the prefixes **dis–** and **mis–** have negative meanings. | **dis–**: disappoint, disagree, disobey**mis–**: misbehave, mislead, misspell (mis + spell) |
| Use prefixes and suffixes and understand how to add them. | More prefixes |  | The prefix **in–** can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. | **in–**: inactive, incorrect |
| More prefixes |  | Before a root word starting with **l**, **in–** becomes **il**. | illegal, illegible |
|  | Before a root word starting with **m** or **p**, **in–** becomes **im–**. | immature, immortal, impossible, impatient, imperfect |
|  | Before a root word starting with **r**, **in–** becomes **ir–**. | irregular, irrelevant, irresponsible |
|  | **re–** means ‘again’ or ‘back’. | **re–**: redo, refresh, return, reappear, redecorate |
|  | **sub–** means ‘under’. | **sub–**: subdivide, subheading, submarine, submerge |
|  | **inter–** means ‘between’ or ‘among’. | **inter–**: interact, intercity, international, interrelated (inter + related) |
|  | **super–** means ‘above’. | **super–**: supermarket, superman, superstar |
|  | **anti–** means ‘against’. | **anti–**: antiseptic, anti-clockwise, antisocial |
|  | **auto–** means ‘self’ or ‘own’. | **auto–**: autobiography, autograph |
| The suffix –ation |  | The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply. | information, adoration, sensation, preparation, admiration |
| Use prefixes and suffixes and understand how to add them. | More prefixes |  | The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply.The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words. | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) |

| Milestone Indicator | Statutory requirements |  | Rules and guidance  | Example words  |
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| Spell correctly often misspelt words. |  |  | **Exceptions**:(1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. | happily, angrily |
|  | (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. | gently, simply, humbly, nobly |
|  | (3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*. | basically, frantically, dramatically |
|  | (4) The words *truly*, *duly*, *wholly.* |  |
| Use prefixes and suffixes and understand how to add them. | Words with endings sounding like /ʒə/ or /tʃə/ |  | The ending sounding like **/**ʒə**/** is always spelt –**sure**.The ending sounding like **/**tʃə**/** is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.* | measure, treasure, pleasure, enclosurecreature, furniture, picture, nature, adventure |
| Use prefixes and suffixes and understand how to add them. | Endings which sound like /ʒən/ |  | If the ending sounds like **/**ʒən**/**, it is spelt as **–sion**. | division, invasion, confusion, decision, collision, television |
| Use prefixes and suffixes and understand how to add them. | The suffix –ous |  | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.Sometimes there is no obvious root word.**–our** is changed to **–or** before **–ous** is added.A final ‘e’ of the root word must be kept if the /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**. | poisonous, dangerous, mountainous, famous, varioustremendous, enormous, jealoushumorous, glamorous, vigorouscourageous, outrageousserious, obvious, curioushideous, spontaneous, courteous |

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
| --- | --- | --- | --- | --- |
| Use prefixes and suffixes and understand how to add them. | Endings which sound like /ʃən/, 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.**–tion** is the most common spelling. It is used if the root word ends in **t** or **te**.**–ssion** is used if the root word ends in **ss** or –**mit**.**–sion** is used if the root word ends in **d** or **se**.**Exceptions**: *attend – attention*, *intend – intention.***–cian** is used if the root word ends in **c** or **cs**. | invention, injection, action, hesitation, completionexpression, discussion, confession, permission, admissionexpansion, extension, comprehension, tensionmusician, electrician, magician, politician, mathematician |
| Spell correctly often misspelt words. | Words with the /k/ sound spelt ch (Greek in origin) |  |  | scheme, chorus, chemist, echo, character |
| Spell correctly often misspelt words. | Words with the /ʃ/ sound spelt ch (mostly French in origin) |  |  | chef, chalet, machine, brochure |
| Spell correctly often misspelt words. | Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) |  |  | league, tongue, antique, unique |
| Spell correctly often misspelt words. | Words with the /s/ sound spelt sc (Latin in origin) |  | In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/. | science, scene, discipline, fascinate, crescent |
| Spell correctly often misspelt words. | Words with the /eɪ/ sound spelt ei, eigh, or ey |  |  | vein, weigh, eight, neighbour, they, obey |

| Milestone Indicator | Statutory requirements |  | Rules and guidance  | Example words  |
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| Place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s). | 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 *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children’s*). | 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) |
| Spell further homophones. | Homophones and near-homophones |  |  | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s |

| Word list – years 3 and 4 |
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| accident(ally)actual(ly)addressanswerappeararrivebelievebicyclebreathbreathe | buildbusy/businesscalendarcaughtcentrecenturycertaincirclecompleteconsider | continuedecidedescribedifferentdifficultdisappearearlyeartheight/eighthenough | exerciseexperienceexperimentextremefamousfavouriteFebruaryforward(s)fruitgrammar | groupguardguideheardheartheighthistoryimagineincreaseimportant | interestislandknowledgelearnlengthlibrarymaterialmedicinementionminute | naturalnaughtynoticeoccasion(ally)oftenoppositeordinaryparticularpeculiarperhaps | popularpositionpossess(ion)possiblepotatoespressureprobablypromisepurposequarter | questionrecentregularreignremembersentenceseparatespecialstraightstrange | strengthsupposesurprisethereforethough/althoughthoughtthroughvariousweightwoman/women |

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| Notes and guidance |
| Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes 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**. |

| Years 5 and 6 – Milestone Three |
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| Revise work done in previous years |
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| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Use prefixes, applying guidelines for adding them. | Endings which sound like /ʃəs/ spelt –cious or –tious |  | Not many common words end like this.If the root word ends in **–ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *vice – vicious*, *grace – gracious*, *space – spacious*, *malice – malicious.***Exception**: *anxious*. | vicious, precious, conscious, delicious, malicious, suspiciousambitious, cautious, fictitious, infectious, nutritious |
| Use prefixes, applying guidelines for adding them. | Endings which sound like /ʃəl/ |  | **–cial** is common after a vowel letter and **–tial** after a consonant letter, but there are some exceptions.**Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*). | official, special, artificial, partial, confidential, essential |
| Use prefixes, applying guidelines for adding them. | Words ending in –ant, –ance/–ancy, –ent, –ence/–ency |  | 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.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 /ɛ/ sound in the right position.There are many words, however, where the above guidance does not help. These words just have to be learnt. | observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)assistant, assistance, obedient, obedience, independent, independence |

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Use prefixes, applying guidelines for adding them. | Words ending in –able and –ibleWords ending in –ably and –ibly |  | The **–able/–ably** endings are far more common than the **–ible/–ibly** endings.As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**.If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their ‘hard’ sounds (as in *cap* and *gap*)before the **a** of the **–able** ending.The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.The **–ible** ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*). | adorable/adorably (adoration),applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)changeable, noticeable, forcible, legibledependable, comfortable, understandable, reasonable, enjoyable, reliablepossible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly |
| Use prefixes, applying guidelines for adding them. | Adding suffixes beginning with vowel letters to words ending in –fer |  | The **r** is doubled if the **–fer** is still stressed when the ending is added.The **r** is not doubled if the **–fer** is no longer stressed. | referring, referred, referral, preferring, preferred, transferring, transferredreference, referee, preference, transference |
| Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. | Use of the hyphen |  | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter, co-operate, co-own |

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. | Words with the /i:/ sound spelt ei after c |  | The ‘**i** before **e** except after **c**’ rule applies to words where the sound spelt by **ei** is /i:/.**Exceptions**: *protein*, *caffeine*, *seize* (and *either* and *neither* if pronounced with an initial /i:/ sound)*.* | deceive, conceive, receive, perceive, ceiling |
| Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. | 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. | ought, bought, thought, nought, brought, foughtrough, tough, enoughcoughthough, although, doughthroughthorough, boroughplough, bough |
| Spell some words with silent letters (knight, psalm solemn). | Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |  | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*,there was a /k/ sound before the /n/, and the **gh** used to represent the sound that ‘ch’ now represents in the Scottish word *loch.* | doubt, island, lamb, solemn, thistle, knight |

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
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| Distinguish between homophones and other words that are often confused. | Homophones and other words that are often confused |  | In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**.More examples:aisle: a gangway between seats (in a church, train, plane).isle: an island.aloud: out loud.allowed: permitted.affect: usually a verb (e.g. *The weather may affect our plans*).effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means ‘bring about’ (e.g. *He will effect changes in the running of the business*).altar: a table-like piece of furniture in a church.alter: to change.ascent: the act of ascending (going up).assent: to agree/agreement (verb and noun).bridal: to do with a bride at a wedding.bridle: reins etc. for controlling a horse.cereal: made from grain (e.g. breakfast cereal).serial: adjective from the noun *series* – a succession of things one after the other.compliment: to make nice remarks about someone (verb) or the remark that is made (noun).complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*). | advice/advisedevice/deviselicence/licensepractice/practiseprophecy/prophesyfarther: furtherfather: a male parentguessed: past tense of the verb *guess*guest: visitorheard: past tense of the verb *hear*herd: a group of animalsled: 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 noonmourning: grieving for someone who has diedpast: 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*)precede: go in front of or beforeproceed: go on |

| Milestone Indicator | Statutory requirements |  | Rules and guidance | Example words |
| --- | --- | --- | --- | --- |
| Distinguish between homophones and other words that are often confused. | Homophones and other words that are often confused (continued) |  | descent: the act of descending (going down).dissent: to disagree/disagreement (verb and noun).desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)dessert: (stress on second syllable) a sweet course after the main course of a meal.draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. *to draft in extra help*)draught: a current of air. | principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*)principle: basic truth or beliefprofit: money that is made in selling thingsprophet: someone who foretells the futurestationary: not movingstationery: paper, envelopes etc.steal: take something that does not belong to yousteel: metalwary: cautiousweary: tiredwho’s: contraction of *who is* or *who has*whose: belonging to someone (e.g. *Whose jacket is that?*) |

| Word list – years 5 and 6 |
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| accommodateaccompanyaccordingachieveaggressiveamateurancientapparentappreciateattached | availableaverageawkwardbargainbruisecategorycemeterycommitteecommunicatecommunity | competitionconscience\*conscious\*controversyconveniencecorrespondcriticise (critic + ise)curiositydefinitedesperate | determineddevelopdictionarydisastrousembarrassenvironmentequip (–ped, –ment)especiallyexaggerateexcellent | existenceexplanationfamiliarforeignfortyfrequentlygovernmentguaranteeharasshindrance | identityimmediate(ly)individualinterfereinterruptlanguageleisurelightningmarvellousmischievous | musclenecessaryneighbournuisanceoccupyoccuropportunityparliamentpersuadephysical | prejudiceprivilegeprofessionprogrammepronunciationqueuerecogniserecommendrelevantrestaurant | rhymerhythmsacrificesecretaryshouldersignaturesincere(ly)soldierstomachsufficient | suggestsymbolsystemtemperaturethoroughtwelfthvarietyvegetablevehicleyacht |

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| Notes 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**. |

| International Phonetic Alphabet |
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The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). 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 appendix. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

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| **Consonants** |  | **Vowels** |
| /b/  | **b**ad |  | /ɑː/  | f**a**ther, **ar**m |
| /d/  | **d**og |  | /ɒ/  | h**o**t |
| /ð/  | **th**is |  | /æ/  | c**a**t |
| /dʒ/  | **g**em, **j**ug |  | /aɪ/  | m**i**nd, f**i**n**e**, p**ie,** h**igh** |
| /f/  | i**f**, pu**ff**, **ph**oto |  | /aʊ/  | **ou**t, c**ow** |
| /ɡ/  | **g**um |  | /ɛ/  | h**e**n, h**ea**d |
| /h/  | **h**ow |  | /eɪ/  | s**ay**, c**a**m**e**, b**ai**t |
| /j/  | **y**es |  | /ɛə/  | **air** |
| /k/  | **c**at, che**ck**, **k**ey, s**ch**ool |  | /əʊ/  | c**o**ld, b**oa**t, c**o**n**e**, bl**ow** |
| /l/  | **l**eg, hi**ll** |  | /ɪ/  | h**i**t |
| /m/  | **m**an |  | /ɪə/  | b**eer** |
| /n/  | ma**n** |  | /iː/  | sh**e**, b**ea**d, s**ee**, sch**e**m**e**, ch**ie**f |
| /ŋ/  | si**ng** |  | /ɔː/  | l**au**nch, r**aw**, b**or**n |
| /θ/  | bo**th** |  | /ɔɪ/  | c**oi**n, b**oy** |
| /p/  | **p**et |  | /ʊ/  | b**oo**k  |
| /r/  | **r**ed |  | /ʊə/  | t**our** |
| /s/  | **s**it, mi**ss**, **c**ell |  | /uː/  | r**oo**m, y**ou**, bl**ue**, br**u**t**e** |
| /ʃ/  | **sh**e, **ch**ef |  | /ʌ/  | c**u**p |
| /t/  | **t**ea |  | /ɜː/  | f**er**n, t**ur**n, g**ir**l |
| /tʃ/  | **ch**eck |  | /ə/ | farm**er** |
| /v/  | **v**et |  |  |  |
| /w/ | **w**et, **wh**en |  |  |  |
| /z/ | **z**ip, hen**s**, bu**zz** |  |  |  |
| /ʒ/ | plea**s**ure |  |  |  |