



CHURCHWOOD
PRIMARY
ACADEMY

At Churchwood Everyone Can

Churchwood Primary Academy Policy on: Spelling

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Signed by Principal:

Date:

Signed by Chair of Governors:

Date:

Date to be reviewed:

However this policy is a living document and will be updated as new legislation and guidance is produced or in response to research or other events which have not previously been covered in depth.



At Churchwood Everyone Can

Spelling Policy

1. What are the principles and aims of teaching spelling?

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image.

We aim to equip children to spell fluently through a developmental process of investigating patterns and learning to apply a range of strategies appropriately. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sounds of words, the letter patterns within them and the various ways they can learn these patterns. In order to study words like this we have to take them out of context for the specific teaching of spelling. We believe that this is best achieved little and often and through stimulating, multi-sensory activities and games.

2. How and when do we teach spelling?

In EYFS Village and Year 1, much of the teaching of spelling is delivered through 20 minute daily sessions following the Letters and Sounds phonics programme. This is consolidated in the first half term of Year 2. Spelling is taught in discrete 15 minute sessions 5 times a week in Years 1 – 6 across the academy. We follow the teaching sequence of revisit and review, teach, practice, apply, and assess. Whilst the objectives that make up our medium term planning come from the 2014 National Curriculum (See appendix), this structure and many of the activities we use are taken from Support for Spelling and the Spelling Bank Materials.

3. Early Years Academy

In its initial stages, successful spelling depends on good phonological awareness; children must have finely tuned listening skills. Practice is provided in a range of contexts: music, dance, PE and story, for example. Children are exposed to rhyme, rhythm and alliteration, attuning their ears to listen carefully to the parts of a word. This stage of phonics begins in Nursery and continues in Reception. Many Nursery children are interested in learning to write their own name and have opportunities daily to see it in print and can use their name card as a prompt for writing it.

Children in Reception are taught letter sounds (grapheme-phoneme correspondences) and how to use them to read and spell. By the end of Reception they will have learned at least one way of spelling each of the 44 phonemes used in English. Children are taught to blend sounds to read and to segment to spell. At the same time, they are introduced to words

which are not phonically regular ('tricky words') and learn that they must be able to recognise these on sight.

Children are encouraged to see themselves as writers from an early stage and to 'have a go' at writing, using the sounds they can hear in a word. Letter mats are provided as prompts.

4. Year 1

The Letters and Sounds programme continues in Year 1. For spelling purposes, the emphasis is on the children's ability to segment words into phonemes and then match the most likely letter or letters to each sound by accessing the alphabetic code. In addition, children learn how to spell a number of sight words, high frequency words and common irregular words to enable them to write fluently. Pupils in Year 1 begin to learn their spellings in accordance with the Deep Sea Spellers' Spelling Scheme. Deep Sea Spellers uses repetition to enable pupils to truly learn how to spell common words that they use every day, as well as words that are often difficult to remember. The structure of the scheme motivates pupils to move through the bands, creating a positive attitude towards the learning of the spellings and the tests themselves.

Deep Sea Spellers is made up of 7 main clubs. These clubs contain a large number of words, so each one is broken down into bands. Each band has a group of words for the pupils to learn for their test. Pupils are not expected to get all the spellings in their banding right at the first attempt as the lists are long, however, they need to get all the spellings in their band correct before they can move onto the next one. If they fail to get all the words in that band correct they continue with the same set of words they have been learning. This provides the repetition that reinforces the correct spelling in the pupil's minds and prevents them from forgetting the spelling of those words in the future. Children take their words home on a weekly basis to learn to recognise them on sight and begin to learn to spell them. They investigate and learn to use common spelling patterns, and frequently used prefixes and inflectional endings in their own writing.

Years 2 – 6

Within these year groups pupils continue to work through the Deep Sea Spellers' Spelling Scheme. In Year 2 children learn that there isn't always an obvious connection between pronunciation and spelling, that there are different ways of spelling the same sound, and silent letters. From Year 3, children continue to use their phonic knowledge and their growing understanding of the morphology and etymology of words to support their spelling.

There is an emphasis on developing confidence and assuming increased responsibility for identifying their own spelling errors and making reasoned choices about likely alternatives. They also learn to use a dictionary and thesaurus with increasing independence. When actually writing, children are concentrating on higher order skills and therefore should simply 'have a go' at spelling and underline words (dotted line) they are unsure of. These should be self-checked at the end or in a natural break in composition. When marking children's work, we do not correct all spelling errors; instead we focus on high frequency words, topic words and those studied in spelling sessions.

5. Spelling Expectations

In line with the 2014 National Curriculum, it is expected that by the end of Key Stage 1 the children should be able to read and spell the first 300 high frequency words. (Appendix 1). Across the academy teachers set clear expectations for the spelling of key words and will share these with the class. Appendix 2 outlines expectations for spelling from Early Years to Year 6. Each term the class agree on non-negotiable key word spellings which are expected to be spelt correctly in the children's work. These target words may be related to topic words, words which include a particular pattern or taken from National Curriculum high frequency lists and will be displayed as a visual resource in the classroom. Marking will identify these words in the children's independent writing. If misspelt, these words will be underlined for the children to correct using dictionaries, peers and word banks.

6. How do we assess and monitor spelling?

Spelling is formally assessed twice a year across the academy using commercial assessment materials. These assessments provide teachers with a spelling age for their pupils. Spelling is also informally assessed through daily observations of children's work in lessons and marking. Teachers also assess children's application of their learning through dictation exercises. Pupils in Years 1 – 6 are grouped in accordance with the Deepsea Spellers' Scheme and short lists of words studied at school are sent home to learn using taught strategies and tested the following week. Spelling assessments are tracked on a weekly basis with teachers. Certificates are given when pupils can correctly spell the words from the band they are working on and they then move to the next band within their club. When they have correctly spelt all the words in the last band in their club they receive an end of club certificate, which can be given out in Achievement assembly by the Principle. All pupils' spelling banding is displayed on the interactive spelling display in the academy hall. Pupils are therefore able to track their own progress through the spelling scheme.

Spelling is also formally assessed as part of the Statutory Assessments within the Year 6 and 2 Spelling, Punctuation and Grammar test. Spelling will be monitored by the English subject leader and may include: book and planning scrutiny, observations, learning walks and talking to staff and children.

7. Handwriting and Spelling

Links between handwriting, phonics and spelling are also important. The regular practise of letter patterns and the copying of high frequency words helps develop good visual and writing habits. By copying and tracing whole words and linking their handwriting to patterns learnt in Letters and Sounds, the children will develop a good motor memory which will aid independent writing and spelling.

8. Inclusion

Where pupils have made limited progress, a targeted programme is required. Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SENDCo and parents. These provisions are detailed within the pupil's

individual provision mapping and reviewed regularly by the class teacher and SEND coordinator.

9. This Policy

The English Subject Leader and the Principal will be responsible for ensuring the effective monitoring, evaluation and review of this policy. This policy will be reviewed in November 2018.

APPENDIX: Spelling – work for year 1

Revision of reception work

Statutory requirements

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

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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /v/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /v/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. Nessy Island 2 Lesson 11	off puff huff cuff cliff sniff snuff stuff well bell all fall call back luck kick sock lock shock stock chess buzz fuzz fizz frizz jazz miss kiss hiss less mess dress
The /ŋ/ sound spelt n before k	Nessy Island 2 Lesson 13	bank thank think ink pink hunk dunk link wink honk sunk tank stink
Division of words into syllables	Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Nessy Island 2 Lesson 17	pocket rabbit carrot cobweb magnet basket bitten thunder sunset picnic goblin button hotdog cotton

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such. Nessy Island 3 Lesson 28	catch fetch kitchen ditch latch match witch notch hutch itch pitch patch notch watch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually	have live dove above

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
	needs to be added after the 'v'.	give love	glove
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 balls	bags catches matches boxes foxes
Adding the endings -ing , -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on. <i>-ed – Nessy Island 4 Lesson 36</i>	hunting hunted hunter buzzing buzzed buzzer adding added asking asked ending	jumping jumped jumper running runner playing player played clipped clipping ended
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander grandest fresher freshest faster fastest kinder kindest	quicker quickest lower lowest older oldest harder hardest

Vowel digraphs and trigraphs

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

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
ai, oi	The digraphs ai and oi are virtually never used at the end of English words. <i>ai – Nessy Island 3 Lesson 24</i> <i>oi – Nessy Island 4 Lesson 38</i>	rain wait train paid afraid fail tail sail	jail oil join coin point soil spoil boil	
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables. <i>ay – Nessy Island 3 Lesson 24</i> <i>oy – Nessy Island 4 Lesson 38</i>	day play say way stay may pray sway clay	pay stay boy toy joy soy enjoy annoy	
a-e	<i>Nessy Island 3 Lesson 21</i>	made came same fame name tame blame shame game	cake fake take lake bake fade safe late	
e-e		these theme complete		
i-e	<i>Nessy Island 3 Lesson 21</i>	five ride like hike lime mine	time side fine line ride hide	nine pine life shine wide
o-e	<i>Nessy Island 3 Lesson 21</i>	home those woke slope rope	hope hole pole stole bone	
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e . <i>Nessy Island 3 Lesson 21</i>	June rule rude use tube tune	cute cube fume use fuse	
ar	<i>Nessy island 2 Lesson 14</i>	car bar jar far tar start	arm garden star art barn yarn	dark harp hard lard park park
ee	<i>Nessy Island 2 Lesson 20</i>	see bee free feel heel	feed tree green meet week	sheep sweep beep been green

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
ea (/i:/)	<i>Nessy Island 2 Lesson 20</i>	peel sea dream meat each read	neat heat seat cheat	beak weak eat lead
ea (/ɛ/)	<i>Nessy Island 2 Lesson 20</i>	head bread meant instead read	deaf steady dead heavy	
er (/ɜ:/)	<i>Nessy Island 2 Lesson 16</i>	(stressed sound): her term verb person	herd jerk perch	
er (/ə/)		(unstressed <i>schwa</i> sound): better under summer	sister bitter burger winter	
ir	<i>Nessy Island 2 Lesson 16</i>	girl bird shirt first	stir girl birth fir	first firm shirt third
ur	<i>Nessy Island 2 Lesson 16</i>	turn hurt church hurt fur purr	burst Thursday burn curl nurse surf	

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i> <i>Nessy Island 3 Lesson 28</i>	food pool moon zoo moo soon spoon root	hoot tool fool cool doom boost choose roost	
oo (/ʊ/)	<i>Nessy Island 3 Lesson 28</i>	book took foot wood good look	book hook cook crook soot wool	
oa	The digraph oa is very rare at the end of an English word. <i>Nessy Island 3 Lesson 27</i>	boat coat road coach goal float	toast soap soak oak foam loaf	
oe	<i>Nessy Island 3 Lesson 27</i>	toe goes	hoe Joe	
ou	The only common English word ending in ou is <i>you</i> . <i>Nessy Island 4 Lesson 39</i>	mouth around sound loud	found mouse house count	

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
		proud round pound	shout out about	
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo . <i>Nessy Island 4 Lesson 39</i>	now how brown down town own blow	snow grow show blue clue true rescue	Tuesday new few grew flew drew threw
ie (/aɪ/)	<i>Nessy Island 3 Lesson 25</i>	lie tie pie die	cried tried dried fried	
ie (/i:/)	<i>Nessy Island 3 Lesson 25</i>	chief field thief piece ceiling brief		
igh	<i>Nessy Island 3 Lesson 25</i>	high night light bright right sight	tight high sigh fright thigh	
or	<i>Nessy Island 2 Lesson 15</i>	for short born horse morning horn thorn torn story	corn for cork fork born cord lord ford form	
ore	<i>Nessy Island 2 Lesson 15</i>	more score before wore	shore horse store snore	
aw		saw paw law raw draw hawk	dawn fawn yawn crawl shawl	
au	<i>Nessy Island 9 Lesson 83</i>	author August dinosaur astronaut	audio sauce Paul pause	
air	<i>Nessy Island 5 Lesson 48</i>	air fair pair stair	hair chair fairy dairy	
ear	<i>Nessy Island 5 Lesson 48</i>	dear hear beard	ear rear spear	

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)	
		near year	tear
ear (/ɛə/)	<i>Nessy Island 5 Lesson 48</i>	bear pear wear sweat	
are (/ɛə/)	<i>Nessy Island 6 Lesson 54</i>	bare dare care share scared	rare fare spare square stare

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
Words ending –y (/i:/ or /I/)		very happy funny party family city baby body	fly lorry berry poppy spy try copy	
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>). <i>wh- Nessy Island 3 Lesson 23</i> <i>ph – Nessy Island 5 Lesson 41</i>	dolphin alphabet phonics elephant phone photo graph	when where which wheel while why which whale whip	
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent sketch kit skin frisky	king kiss kill keep	
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy undo unload unfair unlock	undone unable unfit unkind unzip	
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football playground farmyard bedroom blackberry teacup	homework lampshade teapot seaside handbag inside	
Common exception words	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the a do to today of said says are were was is his has I	you your they be he me she we no go so by my here there	where love come some one once ask friend school put push pull full house our

APPENDIX Spelling – work for year 2

Revision of work from year 1

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

New work for year 2

Statutory requirement	Rules and guidance (non-statutory)		Example words (non-statutory)	
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	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/, /ε/, /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 fudge dodge age join	change charge bulge village huge adjust jog	magic giraffe energy gem giant jar jacket
The /s/ sound spelt c before e, i and y			race ice cell lace pace space nice	city circle cinema circus mercy fancy rice
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.		knit knob knock knowledge knee knapsack knuckle know knew	known knead kneel knight knot gnat gnaw gnome gnash
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.		write wrote written wrestle wrist wrong answer sword	wren wrap wring wrapping wrapped wreck wiggle
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 puzzle candle	castle staple ripple topple sample people	cable tumble eagle angle jungle uncle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
The /l/ or /əl/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w	angel wheel	cruel camel

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
	and more often than not after s.	level model label hotel jewel	tunnel squirrel towel tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal pedal capital hospital animal local	vocal legal total mental petal
Words ending –il	There are not many of these words.	pencil fossil nostril basil peril pupil stencil	civil evil devil gerbil lentil April
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry fly dry try reply July	fry shy sky why sly defy
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added. (Just the words that follow the rule.)	babies diaries copies carries tries flies replies	cities parties armies jellies fairies
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied copier happier happiest cried replied worrier worried	copying crying replying drying frying worrying carried carrier
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a 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 hiked nicer nicest	shiny icy iced icing coming
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /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 running hitting hitter
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.	ball call fall wall	walk always all tall

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
		talk	mall
The /ʌ/ sound spelt o		mother other brother nothing Monday love glove	come honey money dozen above done some
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key donkey monkey valley chimney alley	gallery jersey hockey money smiley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want watch wander what wash was	wallet quarrel quantity quantity squad squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word work worm world	worth work worthy
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war warmth warm	towards warble
The /z/ sound spelt s	<i>I do not understand why treasure is in this sections as well as in -sure section.</i>	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. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment payment movement sadness happiness darkness prettiness laziness	helpful painful hopeful careful hopeless homeless badly happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't - cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't haven't didn't couldn't wouldn't shouldn't it's	I'll I'm you're you'll he'll doesn't
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's	
Words ending in -tion		station fiction motion national	section action
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/ they're here/hear quite/quiet see/sea bare/bear	one/won sun/son to/too/two be/bee blue/blew night/knight

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
<p>Common exception words</p>	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p> <p>– 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>	<p>door floor poor because find kind mind behind child children* wild climb most only both old could should would</p>	<p>cold gold hold told every everybody even great break steak pretty beautiful after fast last past clothes busy people water money</p>	<p>father class grass pass plant path bath hour move prove improve sure sugar eye who whole any many again half Mr Mrs parents Christmas</p>

APPENDIX Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

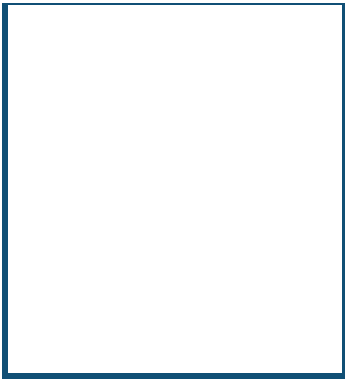
New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
1. Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting forgotten beginning beginner begging hugged grabbed hopping	hoping prefer preferred gardener gardening limiting limitation limited
2. The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt mystery pyramid cygnet	lyric syrup system typical hymn crystal
3. The /ʌ/ sound spelt ou	These words should be learnt as needed.	touch young double trouble country trouble couple	country cousin courage encourage flourish nourish

<p>4. More prefixes</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. 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-. re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'.</p>	<p>dishearten dislike dislodge disappoint disagree disappear displease disqualify dishonest disconnect disinfect</p> <p>rebound rebuild recycle recall refill reform retreat return replace revisit replay rewrite submarine submerge</p> <p>antiseptic antisocial anticlockwise</p>	<p>miscount misdeal misfire misfortune mishear misinform misread misbehave misplace mistake miscalculate misplace unable unwell unhappy untidy untrained unlucky unpopular unpick unseen unusual undo untie unzip unofficial unusual undress</p> <p>interactive internet international interrelated</p>	<p>inactive incorrect indefinite incomplete</p> <p>illegal illegible</p> <p>immature immortal impossible impatient impossible impolite impure</p> <p>irregular irrelevant irresponsible</p> <p>superhero superman supermarket superstar</p> <p>autobiography autograph automatic automobile</p> <p>subway subdivide subheading</p>
<p>5. The suffix –ation</p>	<p>The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information adoration sensation preparation admiration station preparation</p>	<p>vibration decoration donation coronation duration registration population</p>	
<p>6. The suffix –ly</p>	<p>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.</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> <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> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>sadly, completely usually finally comically badly happily strangely really</p> <p>gently simply humbly nobly</p>	<p>suddenly actually loudly quickly carefully probably unhappily easily luckily angrily</p> <p>basically frantically dramatically</p>	
<p>7. Words with endings sounding like /ʒə/ or</p>	<p>The ending sounding like /ʒə/ is always spelt –sure.</p>	<p>measure treasure pleasure</p>	<p>mixture picture nature</p>	

/tʃə/	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> .	enclosure adventure feature feature creature furniture	adventure stretcher catcher richer teacher
8. Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .		division invasion confusion decision collision television
9. The suffix –ous	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 various tremendous enormous jealous humorous glamorous vigorous courageous outrageous	serious obvious curious hideous spontaneous courteous

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)			
10. Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>–cian is used if the root word ends in c or cs.</p>		<table border="1"> <tr> <td data-bbox="948 174 1161 689"> invention injection action hesitation completion fraction detention mention expression discussion confession permission admission progression expansion extension </td> <td data-bbox="1161 174 1385 689"> comprehension tension session musician optician electrician magician politician mathematician </td> </tr> </table>		invention injection action hesitation completion fraction detention mention expression discussion confession permission admission progression expansion extension	comprehension tension session musician optician electrician magician politician mathematician
invention injection action hesitation completion fraction detention mention expression discussion confession permission admission progression expansion extension	comprehension tension session musician optician electrician magician politician mathematician					
11. Words with the /k/ sound spelt ch (Greek in origin)			<table border="1"> <tr> <td data-bbox="948 689 1161 875"> scheme chorus chemist echo character ache </td> <td data-bbox="1161 689 1385 875"> orchid architect orchestra mechanic stomach </td> </tr> </table>		scheme chorus chemist echo character ache	orchid architect orchestra mechanic stomach
scheme chorus chemist echo character ache	orchid architect orchestra mechanic stomach					
12. Words with the /ʃ/ sound spelt ch (mostly French in origin)			<table border="1"> <tr> <td data-bbox="948 875 1161 1003"> chalet chef machine </td> <td data-bbox="1161 875 1385 1003"> brochure parachute chute </td> </tr> </table>		chalet chef machine	brochure parachute chute
chalet chef machine	brochure parachute chute					
13. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)			<table border="1"> <tr> <td data-bbox="948 1003 1161 1218"> league tongue catalogue dialogue epilogue vague rogue </td> <td data-bbox="1161 1003 1385 1218"> antique unique boutique picturesque mosque cheque </td> </tr> </table>		league tongue catalogue dialogue epilogue vague rogue	antique unique boutique picturesque mosque cheque
league tongue catalogue dialogue epilogue vague rogue	antique unique boutique picturesque mosque cheque					
14. Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.		<table border="1"> <tr> <td data-bbox="948 1218 1161 1375"> science scene discipline fascinate </td> <td data-bbox="1161 1218 1385 1375"> crescent scissors descend ascent </td> </tr> </table>		science scene discipline fascinate	crescent scissors descend ascent
science scene discipline fascinate	crescent scissors descend ascent					
15. Words with the /eɪ/ sound spelt ei, eigh, or ey			<table border="1"> <tr> <td data-bbox="948 1375 1161 1563"> sleigh neigh eight weight neighbour </td> <td data-bbox="1161 1375 1385 1563"> vein they convey obey grey </td> </tr> </table>		sleigh neigh eight weight neighbour	vein they convey obey grey
sleigh neigh eight weight neighbour	vein they convey obey grey					
16. Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).		girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an <i>s</i> use the <i>’s</i> suffix e.g. Cyprus’s population)			
17. Homophones and near-homophones			<table border="1"> <tr> <td data-bbox="1023 1720 1182 2056"> accept except affect effect ball bawl berry bury brake break fair </td> <td data-bbox="1182 1720 1385 2056"> mail male main mane meat meet medal meddle missed mist peace </td> </tr> </table>		accept except affect effect ball bawl berry bury brake break fair	mail male main mane meat meet medal meddle missed mist peace
accept except affect effect ball bawl berry bury brake break fair	mail male main mane meat meet medal meddle missed mist peace					



fare
grate
great
groan
grown
here
hear
heel
heal
he'll
knot
not

piece
plain
plane
rain
rein
reign
scene
seen
weather
whether
whose
who's

Word list – years 3 and 4

Y3 T1	Y3 T2	Y3 T3	Y3 T4
accident(ally) actual(ly) address answer appear arrive believe bicycle	breath breathe build busy/business calendar caught centre century	certain circle complete consider continue decide describe different	difficult disappear early earth eight/eighth enough exercise experience
Y3 T5	Y3 T6	Y4 T1	Y4 T2
through various weight woman/women occasion(ally) special notice	experiment extreme famous favourite February forward(s) fruit grammar	often opposite ordinary particular peculiar perhaps popular position	possess(ion) possible potatoes pressure probably promise purpose quarter minute
Y4 T3	Y4 T4	Y4 T5	Y4 T6
question recent regular reign remember sentence separate material medicine	increase important interest island knowledge learn length library mention	straight strange strength suppose surprise therefore though although thought	group guard guide heard heart height history imagine naughty natural

Notes and guidance (non-statutory)

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

Examples:

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as ‘u’, *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning ‘two’) before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**. *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

APPENDIX Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
1. Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	vicious precious conscious delicious malicious suspicious suspicious unconscious conscious precious	ambitious cautious fictitious infectious nutritious ambitious superstitious nutritious surreptitious
2. Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: <i>initial</i>, <i>financial</i>, <i>commercial</i>, <i>provincial</i> (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	official special artificial beneficial commercial crucial facial glacial	social partial confidential essential initial partial essential potential
3. Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	observant observance observat <u>ion</u> expectant expectat <u>ion</u> hesitant hesitancy hesitat <u>ion</u> tolerant tolerance tolerat <u>ion</u> substance substant <u>ial</u> innocent innocence frequent	frequency agency agent decent decency frequent frequency confident confidence confidential assistant assistance obedient obedience independent independence
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
4. Words ending in –able and –ible	<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>	adorable adorably adoration applicable	reasonable enjoyable forcible legible

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
Words ending in –ably and –ibly	<p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation.</p> <p>The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</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>	<table border="0"> <tr> <td>applicably application considerable considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable</td> <td>reliable possible possibly horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly</td> </tr> </table>	applicably application considerable considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable	reliable possible possibly horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly
applicably application considerable considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable	reliable possible possibly horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly			
5. Adding suffixes beginning with vowel letters to words ending in –fer	<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>	<table border="0"> <tr> <td>referring referred referral preferring preferred transferring</td> <td>transferred reference referee preference transference</td> </tr> </table>	referring referred referral preferring preferred transferring	transferred reference referee preference transference
referring referred referral preferring preferred transferring	transferred reference referee preference transference			
6. 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>	<table border="0"> <tr> <td>co-ordinate co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend</td> <td>ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-February mid-Atlantic</td> </tr> </table>	co-ordinate co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend	ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-February mid-Atlantic
co-ordinate co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend	ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-February mid-Atlantic			

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)						
7. 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</i>, <i>caffeine</i>, <i>seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<table border="0"> <tr> <td>conceit ceiling deceive perceive receipt deceit conceive receive</td> <td></td> </tr> </table>	conceit ceiling deceive perceive receipt deceit conceive receive					
conceit ceiling deceive perceive receipt deceit conceive receive								
8. Words containing the letter-string ough	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<table border="0"> <tr> <td>enough rough tough</td> <td>although dough through</td> </tr> <tr> <td>ought bought thought brought fought nought</td> <td>thorough borough</td> </tr> <tr> <td>though</td> <td>plough bough cough</td> </tr> </table>	enough rough tough	although dough through	ought bought thought brought fought nought	thorough borough	though	plough bough cough
enough rough tough	although dough through							
ought bought thought brought fought nought	thorough borough							
though	plough bough cough							

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
9. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> . (words with silent 'w's are in Year 2 spellings)	doubt lamb lamb limb tomb knight island solemn thistle	whistle listen plumber gnome gnat gnash foreign sign column

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
10. Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end – ce and verbs end –se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bridle cereal/serial compliment/ complement farther /father</p>	<p>guessed/guest heard/herd lead/led morning/mourning past/passed precede/proceed descent/dissent desert/dessert draft/draught principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose</p>

Word list – years 5 and 6

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

Notes and guidance (non-statutory)

Teachers should continue to 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*.