



## Spelling Non-Negotiables

Year Group	Statutory Requirements	Rules and Guidance	Example Words
<b>Year One</b>  <b>Revision of Reception work</b> 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: <ul style="list-style-type: none"> <li>▪ all letters of the alphabet and the sounds which they most commonly represent</li> <li>▪ consonant digraphs and the sounds which they represent</li> <li>▪ vowel digraphs which have been taught and the sounds which they represent</li> <li>▪ the process of segmenting words into sounds before choosing graphemes to represent the sounds</li> <li>▪ words with adjacent consonants</li> <li>▪ rules and guidelines which have been taught</li> </ul>	Days of the week		Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday
	Use letter names to distinguish between alternative spellings of the same sound:		
	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back
	The /ŋ/ sound spelt n before k		bank, think, honk, sunk
	Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
	-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch, fetch, kitchen, notch, hutch
	The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have, live, give
	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b>	cats, dogs, spends, rocks, thanks, catches
	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> 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 <b>-ed</b> .  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, helping, helped
	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



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	<b>Vowel digraphs and trigraphs:</b>	Some may already be known, depending on the programmes used in reception, but some will be new.	
	<b>ai</b> <b>oi</b>	The digraphs <b>ai</b> and <b>oi</b> are never used at the end of English words	rain, wait, train, paid, afraid oil, join, coin, point, soil
	<b>ay</b> <b>oy</b>	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables	day, play, say, way, stay boy, toy, enjoy, annoy
	<b>a-e</b>		made, came, same, take, safe
	<b>e-e</b>		these, theme, complete
	<b>i-e</b>		five, ride, like, time, side
	<b>o-e</b>		home, those, woke, hope, hole
	<b>u-e</b>	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune
	<b>ar</b>		car, start, park, arm, garden
	<b>ee</b>		see, tree, green, meet, week
	<b>ea (/i:/)</b>		sea, dream, meat, each, read (present tense)
	<b>ea (/ɛ/)</b>		head, bread, meant, instead, read (past tense)
	<b>er (/ɜ:/)</b>		stressed sound): her, term, verb, person
	<b>ir</b>		girl, bird, shirt, first, third
	<b>ur</b>		turn, hurt, church, burst, Thursday
	<b>oo (/u:/)</b>	Very few words end with the letters oo.	food, pool, moon, zoo, soon
	<b>oo (/ʊ/)</b>		book, took, foot, wood, good
	<b>oa</b>	The digraph <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal



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oe		toe, goes
ou	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u—e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore aw		more, score, before, wore, shore 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
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e</b> , <b>i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry



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	<b>Common exception words</b>	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
	<b>Can spell CVC words usually correctly</b>		Sit, bag, cat
<b>Year Group</b>	<b>Statutory Requirements</b>	<b>Rules and Guidance</b>	<b>Example Words</b>
<b>Year Two</b> <b>Revision of work from year 1</b> 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.	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 <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).	badge, edge, bridge, dodge, fudge
		After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.	age, huge, change, charge, bulge, village
		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.	gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
	The /s/ sound spelt c before e, i and y.		race, ice, cell, city, fancy
	The /n/ sound spelt kn and (less often) gn at the beginning of words.	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
	The /r/ sound spelt wr at the beginning of words.	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
	The // or /əl/ sound spelt -le at the end of words.	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle



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The // or /ə/ sound spelt –el at the end of words.	The <b>–el</b> spelling is much less common than <b>–le</b> . The <b>–el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The // or /ə/ sound spelt –al at the end of words.	Not many nouns end in <b>–al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending in –il.	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words.	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y.	The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>–ed</b> , <b>–er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The <b>–e</b> at the end of the root word is dropped before <b>–ing</b> , <b>–ed</b> , <b>–er</b> , <b>–est</b> , <b>–y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll.	The /ɔ:/ sound ('or') is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o.		other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey.	The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu.	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The / ɜ:/ sound spelt or after w.	There are not many of these words.	word, work, worm, world, worth
The / ɔ:/ sound spelt ar after w.	There are not many of these words.	war, warm, towards



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	The /z/ sound spelt s.	television, treasure, usual	The /z/ sound spelt s
	The suffixes –ment, –ness, –ful, –less and –ly.	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
	Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>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, didn't, hasn't, couldn't, it's, I'll
	The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
	Words ending in –tion		station, fiction, motion, national, section
	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
	Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> .  <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> .	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. <b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.
	To form nouns using suffixes such as –ness, –er and by compounding		Unpleasantness, openheartedness, levelheadedness, Build builder, defend defender, dust duster, help helper, lend lender, mend mender, protest protester, respond responder, weld welder Whiteboard, superman



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	To form adjectives using suffixes such as –ful, –less	Some root words take both suffixes such as care careful careless other root words don't take both such as count countless and play playful.	Care careful, harm harmful, help helpful, hope hopeful Pain painless, power powerless, use useless, thought thoughtless, taste tasteless
	To use suffixes –er, –est and -ly in adjectives to turn adjectives into adverbs	Adverb, comparative (to compare it with something else) and superlative (the most extreme end of the spectrum such as the best, worst, least or most).  Most cases just add ly but adjectives ending in y replace with an l and add ly and adjectives ending in able, ible, le replace the e with y. If the adjective ends in ic add ally (exception public publicly)	Pretty prettiest, quick quickest Well - better - best Badly – worse - worst Little – less – least Much – more - most Quick quickly, slow slowly, terrible terribly, basic basically
	Can use phonetically plausible strategies to spell or attempt to spell unknown words consistently through a piece of writing		

Year Group	Statutory Requirements	Rules and Guidance	Example Words
<b>Year Three</b> Revision of work of years 1 and 2 Pay special attention to the rules for adding suffixes.	<b>To spell words that are often misspelt</b>	What words are your class / groups regularly getting incorrect? What words are you regularly writing at the bottom of pupil books for them to write out and practice? Which words are regularly incorrect on spelling tests? What spelling patterns / rules are pupils regularly getting wrong as they were not taught / consolidated in prior year groups? Do they know all the high frequency words? Common exception words? Are they ready to move on to the Y3 statutory spelling words? If not, what intervention are you going to use to accelerate this progress?	HfW – all 300 high frequency words should be known by the time they enter year 3.
	<b>Use the first two or three letters of a word to check its spelling in a dictionary</b>	Must know alphabetical order	
	<b>The suffixes –ment, –ness, –ful, –less and ‘-ly’</b>  Year 2 recap – 4/5 weeks	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
	Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
	The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
	<b>The suffix –ation</b>	The suffix <b>–ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
	<b>The suffix –ly</b>	The suffix <b>–ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>–ly</b> starts with a consonant letter, so it is added straight on to most root words. <b>Exceptions:</b> (1) If the root word ends in –y with a consonant letter before it, the <b>y</b> is changed to <b>i</b> , but only if the root word has more than one syllable. (2) If the root word ends with <b>–le</b> , the <b>–le</b> is changed to <b>–ly</b> . (3) If the root word ends with <b>–ic</b> , <b>–ally</b> is added rather than just <b>–ly</b> , except in the word <i>publicly</i> . (4) The words <i>truly, duly, wholly</i> .	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
	<b>Words with endings sounding like /ʒə/ or /tʃə/</b>	The ending sounding like /ʒə/ is always spelt <b>–sure</b> . The ending sounding like /tʃə/ is often spelt <b>–ture</b> , but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
	<b>Words with the /k/ sound spelt ch (Greek in origin)</b>		scheme, chorus, chemist, echo, character
	<b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b>		chef, chalet, machine, brochure





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	To form nouns using a range of prefixes, such as super–, anti–, auto–				Superhero, anit-pasta, automobile,	
	To use a or an according to whether the next word begins with a consonant or a vowel		Use 'a' before words that start with a consonant sound and 'an' before words that start with a vowel sound. Remember it is the sound not the letter that matters for eg an hour – the h in hour is a vowel sound as it is a silent h.		A rock An open box	
	To recognise word families based on common words, and showing how words are related in form and meaning		Knowledge and recognition of root words and their meaning		solve, solution, solver, dissolve, insoluble	
	Word lists for year 3 and 4 - 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 guidelines for adding prefixes and suffixes are also known.					
	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 experiment extreme	Famous Favourite February Forward(s) Fruit Grammar Group Guard Guide Heard Heart Height History Imagine Increase Important Interest	Island Knowledge Learn Length Library Material Medicine Mention Minute Natural Naughty Notice Occasion(ally) Often Opposite Ordinary particular	Peculiar Perhaps Popular Position Possess(ion) Possible Potatoes Pressure Probably Promise Purpose Quarter Question Recent Regular Reign Remember	Sentence Separate Special Straight Strange Strength Suppose Surprise Therefore Though/although Thought Through Various Weight Woman/women
Year Group	Statutory Requirements		Rules and Guidance		Example Words	
Year Four Revision of work of years 2 and 3. Pay special attention to the	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		Dictation is the process of writing down what someone else has said. It is a strategy that can be used to help children learn their spellings as it allows them to use the spellings in a real life context. You say a phrase or sentence containing the spelling word and students repeat it and write it down.			



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rules for adding suffixes and homophones	To use standard English forms for verb inflections instead of local spoken forms		I did instead of I done We were instead of we was
	The /n/ sound spelt ou		young, touch, double, trouble, country
	More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below. Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings. The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il</b> Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b> . Before a root word starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> . <b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'.	<b>dis-</b> , <b>mis-</b> : disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) <b>in-</b> : inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible <b>re-</b> : redo, refresh, return, reappear, redecorate <b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity, international, interrelated (inter + related) <b>super-</b> : supermarket, superman, superstar <b>anti-</b> : antiseptic, anti-clockwise, antisocial <b>auto-</b> : autobiography, autograph
	The suffix <b>-ous</b>	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. <b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added. A final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the <b>-ous</b> 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
	Endings which sound like /ʃən/, spelt <b>-tion</b> , <b>-sion</b> , <b>-ssion</b> , <b>-cian</b>	Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b> . Clues about whether to put <b>t</b> , <b>s</b> , <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word. <b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b> . <b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b> . <b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b> . <b>Exceptions:</b> <i>attend</i> – <i>attention</i> , <i>intend</i> – <i>intention</i> . <b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
	Words ending with the /g/ sound spelt <b>-gue</b> and the /k/ sound spelt <b>-que</b> (French in origin)		league, tongue, antique, unique



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Words with the /s/ sound spelt sc (Latin in origin)		In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/		science, scene, discipline, fascinate, crescent	
Words with the /ei/ sound spelt ei, eigh, or ey				vein, weigh, eight, neighbour, they, obey	
Possessive apostrophe with plural words		The apostrophe is placed after the plural form of the word; <b>–s</b> is not added if the plural already ends in <b>–s</b> , but <i>is</i> added if the plural does not end in <b>–s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ).		girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)	
Homophones or 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	
To recognise and use the grammatical difference between plural and possessive -s		Many people have trouble distinguishing between possessive nouns and plural nouns. Simply put, possessive nouns demonstrate ownership while plural nouns indicate more than one person, place or thing. Possessive nouns typically include an apostrophe. They work as adjectives but are still nouns.  Virtually any noun can have a plural form unless there is only one of them for example 'New York City' 'New York Cities' does not make grammatical sense as there is only one New York City. Add an s unless it ends with an x or s already and add es and if it ends with a y take off the y and add ies. Some words change to a complete new word when making them plural.		Jennifer's imagination ran wild, the kitten's favourite toy, the puppy's collar is red  Cats, books, blankets Boxes, foxes, buses Cities, Deer, geese	
Word lists for year 3 and 4 - 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 guidelines for adding prefixes and suffixes are also known.					
accident(ally) actual(ly) address answer appear arrive believe bicycle breath	circle complete consider continue decide describe different difficult disappear	Extreme Famous Favourite February Forward(s) Fruit Grammar Group Guard	Interest Island Knowledge Learn Length Library Material Medicine Mention	particular Peculiar Perhaps Popular Position Possess(ion) Possible Potatoes Pressure	Remember Sentence Separate Special Straight Strange Strength Suppose Surprise



## Spelling Non-Negotiables

	breathe build busy/business calendar caught centre century certain	early earth eight eighth enough exercise experience experiment	Guide Heard Heart Height History Imagine Increase Important	Minute Natural Naughty Notice Occasion(ally) Often Opposite Ordinary	Probably Promise Purpose Quarter Question Recent Regular Reign	Therefore Though/although Thought Through Various Weight Woman/women
Year Group	Statutory Requirements		Rules and Guidance		Example Words	
<b>Year Five</b> 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 guidelines for adding prefixes and suffixes are also known. Many of the words in the list below can be used for practice in adding suffixes.	<b>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</b>		Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /e/?/ sound in the right position; <b>–ation</b> endings are often a clue. Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b> , or if there is a related word with a clear /ʔ/ sound in the right position. There are many words, however, where the above guidelines don't 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	
	<b>Adding suffixes beginning with vowel letters to words ending in –fer</b>		The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added. The <b>r</b> is not doubled if the <b>–fer</b> is no longer stressed.		referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	
	<b>Words with the /i:/ sound spelt ei after c</b>		The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).		deceive, conceive, receive, perceive, ceiling	
	<b>Words containing the letter-string ough</b>		<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.		ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough	
	<b>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b>		Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .		doubt, island, lamb, solemn, thistle, knight	



## Spelling Non-Negotiables

	The prefixes: im/in		Improbable, impersonal, impossible, immortal, imbalance, incapable, inadequate, incorrect
	The prefixes relating to number:		Unicycle, biceps, biannual, triplicate, quadrilateral, quintuplets, September, octopus, October, decimal
	The prefixes: un, re, en		Unbelievable, unemployed, unfortunate Reinstate, reinvent, recycle Enrich, enable, endear
	The prefixes: fore,pre,de,ab,post	A range of words should be given for each prefix taught.	Foresight, forecast, premature, predicted, deactivate, decomposition, abstract, abhor, postpone, posterior
	Common irregular verbs and past tenses		Catch-caught Buy-bought Find-found Fight-fought Choose-chose Bring-brought Throw-threw Understand-understood Think-thought
	The prefixes: non, mis, dis	A range of words should be given for each prefix taught.	Nonsense, nonchalant, misbehave, misunderstand, disappear, disadvantaged
	<b>Homophones and other words that are often confused</b>	In these pairs of words, nouns end <b>–ce</b> and verbs end <b>–se</b> . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c. aisle: a gangway between seats (in a church, train, plane) isle: an island aloud: out loud allowed: permitted affect: usually a verb (e.g. <i>The weather may affect our plans</i> ) effect: usually a noun (e.g. <i>It may have an effect on our plans</i> ). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business.</i> ). altar: a table-like piece of furniture in a church alter: to change ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun)	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy ( <i>as heavy as lead</i> ) morning: before noon



## Spelling Non-Negotiables

		bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun <i>series</i> – a succession of things one after the other compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i> ) 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. <i>to draft in extra help</i> ) draught: a current of air	mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i> ) or preposition or adverb showing place (e.g. <i>he walked past me</i> ) passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i> ) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i> ) noun – important person (e.g. <i>principal of a college</i> ) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you and steel: metal wary: cautious and weary: tired who’s: contraction of <i>who is</i> or <i>who has</i> and whose: belonging to someone (e.g. <i>Whose jacket is that?</i> )		
To convert nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)			Simplify, mystify, exemplify, realise, specialise, materialise, activate, alienate, allocate		
To use verb prefixes (e.g. dis–, de–, mis–, over– and re–)			Disappoint, demist, misunderstand, overemphasise, rework		
Word list for years 5 and 6					
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward	communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate determined	environment equip (ped/ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee	individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme	stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht



## Spelling Non-Negotiables

	bargain bruise category cemetery committee	develop dictionary disastrous embarrass	harass hindrance identity immediate(ly)	neighbour nuisance occupy occur opportunity parliament	rhythm sacrifice secretary shoulder signature sincere(ly) soldier	
Year Group	Statutory Requirements		Rules and Guidance		Example Words	
Year Six	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. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i> <b>Exception:</b> <i>anxious</i> .		vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	
	Endings which sound like /ʃəl/ cial		–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i> ).		official, special, artificial, partial, confidential, essential	
	Words ending in –able and –ible Words 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 <i>cap</i> and <i>gap</i> ) 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 <i>reliable</i> , the complete word <i>rely</i> 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 <i>can</i> be heard (e.g. <i>sensible</i> ).		adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	
	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, re-enter, re-iteration	



## Spelling Non-Negotiables

	The suffixes or/er		Spectacle – spectator Compete-competitor Operate-operator Investigate-investigator Interview-interviewer Compose-composer Control-controller Fertilise-fertiliser Laugh-laughter
	Different spelling but same pronunciation of /sh/	t/c/s/ss	Patient, impatient, ancient, efficient, sufficient, coefficient, ocean, mansion, tissue, issued
	Spelling sh with cia		Crucial, especially, artificial, financial, racial, officially, facial, commercial, specialism, socially
	The suffixes: ancy, ency, cies		Transparent-transparency Agent-agencies Account-accountancy Buoyant-buoyancy Vacant-vacancies Decent-decency Frequent-frequency
	The suffix- ance / ence		Remember-remembrance Grieve-grievance Rely-reliance Ignore-ignorance Silent-silence Intelligent-intelligence Present-presence
	Silent – pst, pn, mn, wr, gn		Psychology, psychic, psychiatrist, pneumonia, pneumatic, mnemonic, typewritten, wretched, designed, foreign
	Exceptions to i before e		Receive, receipt, conceit, deceive, conceive, ceiling, veil, vein, society, seize
	<b>Homophones and other words that are often confused</b>	In these pairs of words, nouns end <b>–ce</b> and verbs end <b>–se</b> . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c. aisle: a gangway between seats (in a church, train, plane)	advice/advise device/devise licence/license practice/practise





## Spelling Non-Negotiables

		<p>isle: an island          aloud: out loud          allowed: permitted          affect: usually a verb (e.g. <i>The weather may affect our plans</i>)          effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business.</i>).          altar: a table-like piece of furniture in a church          alter: to change          ascent: the act of ascending (going up)          assent: to agree/agreement (verb and noun)          bridal: to do with a bride at a wedding          bridle: reins etc. for controlling a horse          cereal: made from grain (e.g. breakfast cereal)          serial: adjective from the noun <i>series</i> – a succession of things one after the other          compliment: to make nice remarks about someone (verb) or the remark that is made (noun)          complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>)          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. <i>to draft in extra help</i>)          draught: a current of air</p>	<p>prophecy/prophesy          farther: further          father: a male parent          guessed: past tense of the verb <i>guess</i>          guest: visitor          heard: past tense of the verb <i>hear</i>          herd: a group of animals          led: past tense of the verb <i>lead</i>          lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)          morning: before noon          mourning: grieving for someone who has died          past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)          passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)          precede: go in front of or before          proceed: go on          principal: adjective – most important (e.g. <i>principal ballerina</i>)          noun – important person (e.g. <i>principal of a college</i>)          principle: basic truth or belief          profit: money that is made in selling things          prophet: someone who foretells the future          stationary: not moving          stationery: paper, envelopes etc.          steal: take something that does not belong to you          steel: metal          wary: cautious          weary: tired</p>
	To recognise the difference between and use vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing		Find out – discover, ask for – request, go in - enter
	To understand how words are related by meaning as synonyms and antonyms		Big, large, little



Word list for years 5 and 6						
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee	communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous embarrass	environment equip (ped/ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly)	individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical	prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier	stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	
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 guidelines for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.						