

Stockton Heath Primary School

Spelling scheme of work

Year 1: Revision of Foundation Stage

Letters and Sounds Phases 1-4

	Rules / guidelines	Example words
Consonant-vowel-consonant (cvc) words		bad, leg, fit, hop, red, run, yes, van, zip, wet, jam, kit, cup, lid, fox, quiz (<i>fox</i> and <i>quiz</i> are not phonologically cvc but are included for the sake of covering all letters of the alphabet)
Ccvc		flat, step, drip, frog, plum
Cvcc		sand, help, lost, jump, wind
Ccvcc		grand, crept, print, frost, blunt
Words with consonant digraphs		ship, fish, chips, much, thin, this, ring
Words ending 'ff', 'll', 'ss', 'zz', 'ck'	The /f/, /l/, /s/ and /z/ sounds are usually spelt as ff, ll, ss and zz straight after the /a/, /e/, /i/, /o/ and /u/ sounds in short words. Exceptions: <i>if, pal, us, bus, yes</i>	off, bell, kiss, buzz, back
Words ending 'nk'	The /ng/ sound is spelt as n before k.	bank, pink, think, honk, chunk
Words of more than one syllable	Each syllable is like a 'beat' in the word	pocket, rabbit, thunder, panda, picnic

Year 1: Letters and Sounds Phase 5

	Rules / guidelines	Example words
Tch	If the /ch/ sound comes straight after a vowel sound spelt with a single vowel letter, it is usually spelt as tch . Exceptions: rich, which, much, such	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	Live, have, give
Adding -s and -es to words (plural of nouns and the third person singular of verbs)		
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word		
Adding -er and -est to adjectives where no change is needed to the root word		
<u>Vowel digraphs and trigraphs:</u> ai oi ay oy a-e, e-e, i-e, o-e, u-e,	Some should already be known, depending on the programme used, but some will be new. The endings -ing, -ed, -er and -est , if relevant, can be added straight on to all	rain, sail, train, paid, snail oil, boil, join, coin day, play, say, way, Sunday boy, toy, enjoy, annoy made, came, same, take, late these, theme

<p>ar ee ea (/ee/) ea (/e/) er (stressed sound) er (unstressed schwa sound) ir ur oo oa oe ou ow (/ou/) ow (/oa/) ue ew ie (/igh/) ie (/ee/) igh or ore aw au air</p>	<p>the words which can function as verbs or adjectives, except for those in italics.</p> <p>The digraphs ai and oi are never used at the end of English words.</p> <p>ay and oy are used for those sounds at the end of words and at the end of syllables.</p> <p>Both the /yoo/ and /oo/ sounds can be spelt u-e.</p> <p>Saying the /er/ in <i>butter</i> etc. as a clear /er/ sound (as in <i>her</i>) helps in remembering how to spell it.</p> <p>Very few words end with the letters oo.</p> <p>The digraph oa is rarely used at the end of an English word. The only common English word ending in ou is <i>you</i>.</p> <p>Both the /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.</p>	<p>kite, bite, like, time, slide, bike home, those, note, bone, hole June, rule, rude, use, cube, tune car, star, park, arm, garden <i>see, tree, green, meet, week</i> leaf, sea, dream, meat, read (present tense) head, bread, ready, instead, read (past tense) (stressed sound): her, term, verb (unstressed schwa sound): butter, letter, summer, winter, greener girl, bird, shirt, skirt, third turn, burn, curl, hurt food, cool, moon, zoo, spoon book, look, foot, wood, good boat, coat, road, soap toe, goes out, about, cloud, round, sound now, how, cow, down, town blow, snow, grow, slow, show blue, clue, true, rescue, argue new, few, grew, chew, drew, threw lie, pie, cried, tried, fried chief, field, thief high, night, light, bright, right for, fork, born, horse more, sore, before, wore saw, draw, yawn, crawl author, August, dinosaur, astronaut air, fair, pair, stairs, chair</p>
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ear ear (/air/) are (/air/)		ear, dear, hear, clear, near bear, pear, wear bare, dare, care, share, stare
Words ending -y (/ee/ or /i/ depending on accent)		very, happy, sorry, carry, party
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, whisk
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, skeleton, kit, skip, husky
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
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, laptop, playground, farmyard, bedroom, blackberry
Common exception words		the, a, do, to, of, said, says, are, were, was, I, you, your, they, be, he, me, she, we, no, go, so, by, my, there, love, come, some, one, once - and/or others according to programme used.

Year 2: Letters and Sounds Phase 6; Support for Spelling; National Curriculum 2014

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. (See 'Support for Spelling' unit 1)

	Rules / guidelines	Example words
The /j/ 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 /j/ sound at the end of English words. At the end of a word, the /j/ sound is spelt -dge straight after the /a/, /e/, /i/, /o/ and /u/ sounds ('short' vowels). After all other sounds, whether vowels or consonants, the /j/ sound is spelt as -ge at the end of a word. In other positions in words, the /j/ sound is often (but not always) spelt as g before e, i, and y . The /j/ sound is always spelt as j before a, o and u .	badge, ledge, bridge, dodge, fudge age, huge, orange, charge, bulge, village gem, giant, ginger, giraffe, energy
The /s/ sound spelt c before e, i and y		race, prince, 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.	knot, know, knee, knife, 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, wreck
The /l/ or schwa + /l/ 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, handle, bottle, tickle, middle

The /l/ or schwa + /l/ 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.	camel, tunnel, squirrel, tinsel, travel, towel
The /l/ or schwa + /l/ sound spelt -al at the end of words	Not many nouns end in al, but many adjectives do.	metal, pedal, capital, hospital, animal, tropical
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /igh/ 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, fry, try, reply, July
Adding -es to nouns and verbs ending in consonant + y <i>Support for Spelling Y2 T2</i>	The y is changed to i before -es is added.	cries, flies, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to root words ending in consonant + y <i>Support for Spelling Y2 T2</i>	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings -ing, -ed, -er, - est and -y to words ending in vowel + consonant + e <i>Support for Spelling Y2 T2</i>	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 is added.	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 <i>Support for Spelling Y2 T2</i>	The last consonant of the root word is doubled to keep the /a/, /e/, /i/, /o/, /u/ 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, tapping, tapped, fatter, fattest, runner, runny

The /aw/ sound spelt a before l and ll	The /aw/ sound is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
The /u/ sound spelt o		other, mother, brother, nothing, Monday, wonder
The /ee/ sound spelt ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, honey
The /o/ sound spelt a after w and qu	a is the most common spelling for the /o/ sound after w and qu .	want, wash, wander, watch, quantity, squash
The /ur/ sound spelt or after w	There are very few of these words.	word, work, worm, world
The /aw/ sound spelt ar after w	There are very few of these words.	war, warm, towards
The /zh/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful and -less <i>Support for Spelling Y2 T2</i>	If a suffix starts with a consonant, 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 consonant + y - see above.	enjoyment, sadness joyful, playful, hopeless, plainness (plain + ness)

Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't - cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's raining</i>) or sometimes <i>it has</i> (e.g. <i>It's been raining</i>), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, who's
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, to/too/two, be/bee, blue/blew, cheap/cheep, night/knight
Common exception words	Some words are exceptions in some accents but not in others - e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /ai/ sound is spelt ea .	door, floor, poor, find, kind, behind, wild, most, every, laugh, aunt, autumn, great, break, steak, push, pull, pretty, beautiful, hour, shoes, buy, sure, fast, past, path, bath, eye, climb, thumb, castle, listen, could, should, would - and/or others according to programme used.
Common prefixes <i>Support for Spelling Y2 T3</i>	Add common prefixes to root words and understand how they change meaning	happy - unhappy; fair - unfair; like - dislike; appear - disappear
To discriminate syllables in multisyllabic words as an aid to spelling <i>Support for Spelling Y2 T3</i>	This unit offers opportunities to consolidate earlier learning: compound words, suffixes and prefixes .	unworn unhappily unforgiving merciful thankful unselfish plentiful unpopular

Year 3 Support for Spelling; National Curriculum 2014

- Spell high and medium frequency words.
- Recognise a range of prefixes and suffixes, understanding how they modify spelling and meaning, and how they assist in decoding long, complex words.
- Spell unfamiliar words, using known conventions including grapheme / phoneme correspondence and morphological rules.

	Rules / guidelines	Example words
<p>To consolidate understanding of adding suffixes and to investigate conventions related to the spelling pattern -le <i>Support for Spelling Y3 T1</i></p>	<p>Understanding of suffixes added to verbs and the conventions governing their use and introducing a new focus: the spelling pattern -le at the end of two-syllable words.</p>	<p>2 different consonants before -le: grumble; handle; simple; bundle A double consonant before -le: battle; middle; apple One consonant before le: needle; sparkle; people.</p>
<p>To spell regular verb endings and to learn irregular tense changes <i>Support for Spelling Y3 T1</i></p>	<p>Extending learning from Year 2 on past tense verbs. Secure knowledge of regular verbs before introducing irregular ones.</p>	<p>See examples in 'Support for Spelling'.</p>
<p>To know what happens to the spelling of nouns when -s is added <i>Support for Spelling Y3 T2</i></p>	<p>Revise the term singular and plural. <i>For most nouns add...to form a plural.</i> <i>For nouns ending in a hissing or buzzing sound add...</i> <i>For nouns ending in y add...</i></p>	<p>See examples in 'Support for Spelling'.</p>

<p>To understand how words change when suffixes are added <i>Support for Spelling Y3 T2</i></p>	<p>Builds on work from Year 2 term 2 and extends understanding of the spelling and function of the suffixes -ly, -ful, -less, -er and -able.</p> <p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The -ly suffix starts with a consonant, so it is added straight on to most root words unless they end with y. If the root word ends with y, the y is changed to i. Exceptions:</p> <p>1. If the root word ends with -le, the -le is changed to -ly. 2. If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>. 3. The words <i>truly, duly, wholly</i>.</p>	<p>See examples in 'Support for Spelling'.</p> <p>sadly, completely, usually (usual + ly), comically (comical + ly) happily, angrily</p> <p>gently, simply, humbly, nobly basically, frantically, dramatically</p>
<p>Adding suffixes beginning with vowels to words of more than one syllable.</p>	<p>If the last syllable of a word is stressed and ends with one consonant which has just one vowel letter before it, the final consonant is doubled before any ending beginning with a vowel is added. The consonant is not doubled if the syllable is unstressed.</p>	<p>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</p>

<p>To embed the correct use and spelling of pronouns <i>Support for Spelling Y3 T3</i></p>	<p>A pronoun helps a speaker or writer to refer to people or things without naming them, thus avoiding repetition.</p> <p>There are various sub-groups of pronoun (e.g. possessive, reflexive, demonstrative). The term pronoun is sufficient at this stage; children should know that its function is to replace the name of a person or an object.</p>	<p>See examples in 'Support for Spelling'.</p>
<p>To develop knowledge of prefixes to generate new words from root words <i>Support for Spelling Y3 T3</i></p>	<p>This unit revises and extends work from Year 2 term 3 on prefixes. Revise un- and dis-. Introduce de-, re-, pre- and mis-.</p>	<p>See examples in 'Support for Spelling'.</p>
<p>The /i/ sound spelt y elsewhere than at the end of words</p>	<p>These words should be learnt as needed.</p>	<p>myth, gym, Egypt, pyramid, mystery</p>
<p>The /u/ sound spelt ou</p>	<p>These words should be learnt as needed.</p>	<p>young, cousin, double, trouble, couple, country</p>
<p>Words with endings sounding like /zhuh/ or /chuh/</p>	<p>The ending sounding like /zhuh/ is always spelt -sure. The ending sounding like /chuh/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an -er ending, e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure picture, adventure, creature, furniture, departure, mixture</p>

Words with the /k/ sound spelt ch (Greek in origin)		school, chorus, chemist, Christmas, character, anchor
Words with the /sh/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure, champagne, chauffeur
Words with the /ai/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Year 4 Support for Spelling; National Curriculum 2014

- Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
- Distinguish between the spelling and meaning of common homophones
- Know and apply common spelling rules
- Develop a range of personal strategies for learning new and irregular words

	Rules / guidelines	Examples
<p>To distinguish between the spelling and meaning of homophones</p> <p><i>(Support for Spelling Y4 T1)</i></p>	<p>A homophone is a word that sounds the same as another but is spelt differently (e.g. <i>mail, male; to, too, two</i>). It must be recognised that sound is not necessarily an indication of spelling.</p> <p>Many jokes in English rely on the idiosyncrasies of the language (e.g. <i>What is black and white and read all over? - a newspaper</i>) or riddles (e.g. <i>How many socks in a pair? - None because you eat a pear!</i>).</p>	<p>be/bee new/knew right/write through/threw hole/whole are/our.</p> <p>See other examples from Support for Spelling</p>
<p>To investigate, collect and classify spelling patterns related to the formation of plurals</p> <p><i>(Support for Spelling Y4 T1)</i></p>	<p>Revise the terms singular and plural.</p> <p>Revise the term suffix. Most nouns add s in the plural. Nouns ending in a hissing, buzzing oo shushing sound (e.g. ss, z, ch, sh) add es in the plural. The extra syllable makes it easier to say (e.g. <i>dish - dishes</i>). Nouns ending in a consonant and y (e.g. <i>party, army</i>) change y to i and add es. Nouns ending with a vowel and y (e.g. <i>day, boy</i>) just add s. Several nouns ending in o add es in the plural. These tend to be older words (e.g. <i>potatoes, tomatoes</i>); newer words (e.g. <i>patio - patios</i>) just add s.</p>	<p>See examples from Support for Spelling</p>

<p>To investigate and learn to spell words with common letter strings</p> <p><i>(Support for Spelling Y4 T2)</i></p>	<p>Support for Spelling uses -ight; -ough and -ear as example letter strings to investigate, but this unit is also a good opportunity to go over others from Years 2 and 3 that the children may need to revise. Use this document to select objectives relevant to the needs of your class.</p>	<p>See examples from Support for Spelling</p>
<p>To understand how suffixes change the function of words</p> <p><i>(Support for Spelling Y4 T2)</i></p>	<p>Revise suffixes taught in Years 2 and 3 to begin with.</p> <p>Establish a definition, for example: <i>A suffix is always placed at the end of a word and usually the word changes at the point where the two parts join.</i></p> <p>Explain that suffixes change the job of a word (e.g. changing nouns to adjectives) and this is the focus of this unit: how to change words by adding suffixes.</p>	<p>Changing the function of words: Into verbs (-ate, -en, -ify, -ise) Into nouns (-tion, -ity, -ness)</p> <p>See examples from Support for Spelling.</p>
<p>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</p>

<p>Endings which sound like /shun/, spelt -tion, -sion, -ssion, -cian</p>	<p>Strictly speaking, the endings are -ion and -ian. Clues about whether to put t, s, ss or c before these endings often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t (invent) or te (inflate). -ssion is used if the root word ends in ss (express) or -mit (permit). -sion is used if the root word ends in d or se (Exceptions: <i>attend - attention; intend - intention</i>) -cian is used if the root word ends in c or cs (e.g. <i>music - musician, politics - politician</i>).</p>	<p>invention, inflation, injection, action, completion, exception expression, discussion, confession, permission, transmission, admission expansion, extension, comprehension, tension musician, electrician, politician, magician, mathematician</p>
<p>Endings which sound like /zhun/</p>	<p>If the ending sounds like /zhun/, it is spelt as -sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>
<p>The suffix -ous</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowels. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' must be kept if the /j/ 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 (e.g. <i>spontaneous, hideous, piteous</i>).</p>	<p>poisonous, dangerous, mountainous, nervous, famous, various, tremendous, enormous, obvious, pompous, previous, ravenous humorous, glamorous, vigorous courageous, outrageous serious, previous, obvious, furious, envious</p>

<p>To understand the use of the apostrophe in contracted forms of words</p> <p><i>(Support for Spelling Y4 T3)</i></p>	<p>Children will be familiar with some common contractions. This unit builds on the children's use of contractions in speech and promotes their understanding of how to interpret them in reading and how to use them in writing.</p> <p>Refer to year 2 objective and examples.</p>	<p>See examples in Support for spelling.</p> <p>Explain the special case:</p> <p><i>-it's means it is or it has;</i></p> <p><i>-its means belonging to it.</i></p>
<p>To revise and investigate links between meaning and spelling when using affixes</p> <p><i>(Support for spelling Y4 T3)</i></p> <p>(Whole term's worth of work in this unit.)</p>	<p>This unit demonstrates how knowing the meaning of roots, prefixes and suffixes supports spelling.</p> <p>Revise prior learning about prefixes and how a prefix can change the meaning of a word.</p>	<p>See examples in Support for spelling.</p>
<p>More prefixes</p>	<p>Prefixes are added to the beginning of root words without any changes in spelling. 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'. anti- means 'against'. auto- means 'self' or 'own'.</p>	<p>dis-, mis-, in- disappear, disappoint, disobey misbehave, mislead, misspell (mis + spell) inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antidote auto-: automatic, autograph</p>

<p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p>		<p>league, tongue, synagogue, antique, unique, mosque</p>
<p>Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>The Romans probably pronounced the sc in the Latin words from which these words come as /sk/, so mentally pronouncing these words that way may help with spelling - e.g. the pronunciation /skene/ can be used when learning to spell <i>scene</i>.</p>	<p>science, scene, scissors, muscle, disciple, fascinate</p>
<p>Possessive apostrophe with plural words</p>	<p>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>).</p>	<p>girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an 's' use the 's' notation e.g. Cyprus's population)</p>
<p>Words to be learnt (Years 3 and 4) accident, advertise, approve, benefit, behave, bicycle, breath, breathe, building, calendar, certain, concentrate, chocolate, congratulate, conscience, continue, decorate, describe, dictionary, difficult, discover, disturb, early, earn, earth, educate, excite, experience, experiment, explore, extreme, February, grammar, guide, guard, half, heart, immediate, improve, increase, independent, injure, inquire, interest, island, junior, knowledge, library, material, medicine, mention, multiply, murmur, nephew, occasion, often, opposite, paragraph, particular, peculiar, position, possess, produce, professor, promise, property, prove, punctuate, quality, quantity, quarrel, quarter, recite, recover, register, regular, reign, remember, sentence, separate, sew, situate, strength, sufficient, sure, surprise, surround, thought, through, though, weary</p>	<p>Many root words need to be learnt, but once they are learnt, and the rules and guidelines for adding prefixes and suffixes are known, many long words can be spelt correctly. Understanding relationships between words can help with spelling. A few examples: <i>conscience</i> is related to <i>science</i> - both come from the Latin word meaning 'to know'. <i>bicycle</i> is <i>cycle</i> (from the Greek for <i>wheel</i>) with <i>bi-</i> (meaning <i>two</i>) before it. <i>medicine</i> is related to <i>medical</i>. <i>opposite</i> is related to <i>oppose</i>, so the schwa sound in <i>opposite</i> is spelt as o. <i>regular</i> sounds as if it might end in the letters -er, but the clear /a/ in the related word <i>regularity</i> shows that <i>regular</i> must end with the letters ar</p>	

Year 5 Support for Spelling; National Curriculum 2014

Spell words containing unstressed vowels.

Know and use less common prefixes and suffixes (e.g. **im-**, **ir-**, and **-cian**).

Group and classify words according to their spelling patterns and meanings.

	Rules / guidelines	Examples
<p>To spell unstressed vowels in polysyllabic words</p> <p><i>Support for Spelling Y5 T1</i></p>	<p>There are many words in the English language that contain parts that we don't hear (e.g. <i>Wednesday, separate</i>). The beat in the word falls elsewhere.</p>	<p>See examples from Support for Spelling.</p>
<p>To spell words with common letter strings and different pronunciations</p> <p><i>Support for Spelling Y5 T1</i></p>	<p>This unit extends and consolidates earlier teaching related to the alphabetic code - that just as one phoneme can be spelt in more than one way, the same spelling can represent more than one phoneme.</p> <p>Revisit the term phoneme and invite examples of the same digraphs or trigraphs with different pronunciations (e.g. ea: <i>read, deaf, Reading - the town, bear</i>).</p>	<p>-ight -ear -oo -ough -ie -our</p> <p>See examples from Support for spelling.</p> <p>-cian -sion -tion -ssion</p>
<p>To explore the spelling patterns of consonants and to formulate rules</p> <p><i>Support for Spelling Y5 T2</i></p>	<p>This unit relates to the last unit (Year 5 term 1), focusing on the range of pronunciations for the consonant c.</p> <p>Explain that there are about half a million words in current use - far too many to learn by rote! It is helpful to learn the general rules of spelling so that we can spell words we have not seen before in print.</p>	<p>ci- ce- cy- ca- co-</p> <p>See examples from Support for spelling.</p>

<p>To explore less common prefixes and suffixes</p> <p><i>Support for Spelling Y5 T2</i></p>	<p>Revise from earlier years (Year 2 term 3, Year 3 term 3, Year 4 term 3) the term prefix.</p> <p>Explain how a prefix can change the meaning of a word (e.g. un-: <i>happy - unhappy, well - unwell, selfish - unselfish; dis-</i>: <i>appear - disappear, agree - disagree</i>).</p> <p>Invite the children to write, on their whiteboards, a word using the prefix un-, a word using the prefix dis- and a word using the prefix mis-.</p> <p>Invite the children to work in pairs, orally, to give a positive sentence and a sentence with the opposite meaning, just using one of the prefixes un-, dis-, mis- (e.g. <i>I behaved well at the party - I misbehaved at the party. He was well yesterday - he was unwell yesterday</i>).</p> <p>Discuss other common prefixes for opposites (e.g. anti-, non-, de-). Collect examples.</p> <p>Explain to the children that this unit will extend the knowledge they already have about prefixes by introducing them to some more unusual examples.</p>	<p>in- im- ir- il- non- and anti- words</p> <p>See examples from Support for spelling.</p>
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<p>To investigate and learn spelling rules for adding suffixes to words ending in e, words ending in -y and words containing ie</p> <p><i>Support for Spelling Y5 T3</i></p>	<p>This unit continues the theme of understanding and learning spelling rules related to adding suffixes to the end of words.</p> <p>The aim is to explore and consolidate understanding of how suffixes work and the spelling rules involved. The unit revises and consolidates understanding of all suffixes learnt so far and introduces new suffixes.</p> <p>(See year 3 and 4 units on suffixes)</p> <p>Check understanding of the terms vowel, consonant and suffix. Ask for examples.</p> <p>Revise earlier work on doubling consonants (e.g. <i>fit - fitter, hop - hopping, slip - slipping, win - winning</i>).</p> <p>Revisit the rule: <i>If a base word ends in a single consonant letter preceded by a single vowel letter, and the suffix begins with a vowel, double the consonant letter.</i></p> <p>Ask children if they know what happens if the word ends in c (e.g. <i>panic - panicking, picnic - picnicking</i>). <i>We add a k, which acts as a double consonant.</i></p>	<p>See examples from Support for spelling.</p>
<p>To identify word roots, derivations and spelling patterns as a support for spelling</p> <p><i>Support for Spelling Y5 T3</i></p>	<p>This unit encourages the children to look closely at word structure, word families and word histories to extend their vocabulary and develop spelling skills.</p> <p>Meaning is sometimes a better predictor of spelling than pronunciation (e.g. <i>please, pleasure, south, southern</i>).</p> <p>Children are fascinated to learn where words came from and they should be encouraged to use etymological dictionaries and thesauruses for support.</p> <p>Revisit prior learning about prefixes and suffixes from Year 4 term 3. A matrix is useful in giving a visual explanation of how words are built up.</p>	<p>See examples from Support for spelling.</p>

<p>Endings which sound like /shus/ spelt -cious or -tious</p>	<p>Not many common words end like this. If the root word ends in -ce, the /sh/ sound is spelt as c - e.g. <i>vice -vicious, grace -gracious, space -spacious, malice -malicious</i>. Exception: <i>anxious</i></p>	<p>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</p>
<p>Endings which sound like /shul/</p>	<p>-cial is common after a vowel and -tial after a consonant, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (though the spelling of the last three could be said to come from <i>finance, commerce and province</i>.)</p>	<p>official, special, artificial, partial, confidential, essential</p>
<p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p>	<p>Use -ant and -ance/-ancy if there is a related word with a clear /a/ or /ai/ sound in the right position - -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/j/ sound) and qu, or if there is a related word with a clear /e/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.</p>	<p>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</p>
<p>Words ending in -able and -ible</p>	<p>The -able ending is far more common than the -ible ending. 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 six 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.</p>	<p>adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible, horrible, terrible, visible, incredible, sensible.</p>

<p>Use of the hyphen to link words</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel and the root word also begins with one.</p>	<p>e.g. co-ordinate, re-iterate, pre-eminent, co-own</p>
<p>Words with the /ee/ sound spelt ei after c</p>	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is a clear /ee/. Exceptions: <i>protein, caffeine, seize</i>.</p>	<p>deceive, conceive, receive, perceive, ceiling (+ deceit, conceit, receipt)</p>

Year 6 Support for Spelling; National Curriculum 2014

Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words.

Use a range of strategies to edit, proofread and correct spelling in their own work, on paper and on screen.

	Rules / guidelines	Examples
<p>To embed the use of independent spelling strategies for spelling unfamiliar words</p> <p><i>Support for Spelling Y6 T1</i></p>	<p>This unit aims to encourage the children to become independent spellers and to develop strategies of their own that would improve their accuracy.</p> <p>First, it may be useful to use a questionnaire to raise the children's awareness of spelling and themselves as spellers. Make strategies for learning spellings explicit. Visual strategies involving the eye and hand; Auditory strategies involving the ear and mouth; Learning strategies based on mind and method. Ask children to look at their own writing and at the errors they made. Build a positive image by emphasising that they will never spell a word completely incorrectly. Some parts of the word will always be correct and the children just need to concentrate on the letters that were incorrect. Support them in categorising their errors. A matrix may help; below are two examples that will support children's self-analysis and help them in deciding on personal spelling priorities. Discuss the children's priorities for their personal spelling targets.</p>	<p>See examples from Support for spelling.</p>
<p>Investigate the meaning and spelling of connectives</p> <p><i>Support for Spelling Y6 T1</i></p>	<p>This unit links to grammar work on connectives. Connectives can be single words, compound words or phrases that join texts together by referring and making links to what has gone before.</p> <p>Use a known text such as a report or piece of journalistic writing. Highlight connectives and help the class to work out their function - to connect phrases, sentences and ideas in different ways.</p>	<p>See examples from Support for spelling.</p>

<p>To revise and extend work on spelling patterns for unstressed vowels and consonants in polysyllabic words</p> <p><i>Support for Spelling Y6 T2</i></p>	<p>This unit revises and extends prior learning from Year 5 term 1. Write a several words containing unstressed vowels on the whiteboard (e.g. Wednesday, vegetable, miniature, primary). Ask the children to work out what the words have in common and why people might have difficulty in spelling them. Explain that sometimes letters or complete syllables are difficult to hear and this can cause difficulties in spelling.</p>	<p>Example words: animal miniature predict stationary conference offering desperate definite centre company explanatory prosperous secretary interest disinterest interested separate literature February memorable reference prepare messenger separate astronomy history consonant describe margarine medicine miniature parliament Wednesday secretary Saturday voluntary</p> <p>See Support for Spelling.</p>
<p>To use what is known about prefixes and suffixes to transform words</p> <p><i>Support for Spelling Y6 T2</i></p>	<p>This unit revises and consolidates all the learning so far about prefixes and suffixes.</p> <ul style="list-style-type: none"> • Revise: What is a suffix? Establish that a suffix is placed at the end of a word and changes the status of a word, singular to plural, present to past tense, noun to verb or adjective, verb to noun, comparatives. • Encourage the children to use individual whiteboards to give examples of each type of suffix. Emphasise the spelling modifications: y to i, y to ies, dropping the e, doubling the consonant (e.g. party - parties, church - churches, hope - hoping, skip - skipping, walk -walked, solid - solidify, run - runner; bright, brighter, brightest). • Revise: What is a prefix? Establish that a prefix is a morpheme (smallest unit of meaning) and it is placed in front of a word to change its meaning. Invite examples from the children (e.g. un - unwell, dis - disabled, mis - mistake, anti - antidote). 	<p>See extensive examples and activities in Support for Spelling.</p>
<p>To spell unfamiliar words by using what is known of spelling patterns and word families</p> <p><i>Support for Spelling Y6 T3</i></p>	<p>This unit aims to encourage children to apply their knowledge of letter patterns and strings to the spelling of words that they have not encountered in print before.</p>	

<p>To revise and use word roots, prefixes and suffixes as a support for spelling.</p> <p><i>Support for Spelling Y6 T3</i></p>	<p>This unit extends and consolidates work, from Year 4 term 3 and Year 5 term 3, relating to etymology (word origins) and word structure (morphology).</p> <ul style="list-style-type: none"> • Dictionaries, both standard and etymological, are useful resources for this unit. • Revise the meaning of root. A root word (e.g. girl, pen, agree, take) cannot be broken down into parts. • Other words contain a root word with a prefix, suffix or both added (e.g. appear: root + dis- = disappear, add -ed = disappeared; there is a prefix before the root word and a suffix after it). 	<p>See examples from Support for spelling.</p>
<p>Adding suffixes beginning with vowels to words ending in -fer</p>	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>
<p>Words containing the letter-string ough</p>	<p>ough is one of the trickiest spellings in English - it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought rough, tough, enough cough though, although, dough through thorough, borough plough</p>
<p>Words with 'silent' letters (i.e. letters which cannot be predicted from the pronunciation of the word)</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, the k was sounded as /k/ and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	<p>doubt, island, lamb, solemn, thistle, knight</p>

Homophones and other words that are often confused	In these pairs of words, 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 .	advice/advise device/devise licence/license practice/practise prophecy/prophesy
<p>Other examples:</p> <p>aisle: a gangway between seats (in a church, train, plane) isle: an island</p> <p>aloud: out loud allowed: permitted</p> <p>affect: usually a verb (e.g. 'The weather may affect our plans.')</p> <p>effect: usually a noun (e.g. 'The weather may have an effect on our plans.'). If a verb, it means 'bring about' (e.g. 'He will effect changes in the running of the business.').</p> <p>altar: a table-like piece of furniture in a church alter: to change</p> <p>ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun)</p> <p>eligible: suitable to be chosen or elected illegible: not legible (i.e. unreadable)</p> <p>eliminate: get rid of/exclude illuminate: light up</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb 'guess' guest: visitor</p> <p>heard: past tense of the verb 'hear' herd: a group of animals</p> <p>led: past tense of the verb 'lead' lead: present tense of that verb, or else the metal which is very heavy ('as heavy as lead')</p> <p>bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse</p> <p>cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun 'series' - a succession of things one after the other</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word 'complete' - to make something complete or more complete (e.g. 'Her scarf complemented her outfit.')</p> <p>descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun)</p> <p>desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal</p> <p>disinterested: not having a personal stake in the matter (a World Cup referee must be disinterested - i.e. must not be from one of the countries playing in the match) uninterested: not interested, bored (a referee should be interested, not uninterested, in football)</p> <p>draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. 'He walked past me')</p>		

passed: past tense of the verb 'pass' (e.g. 'I passed him in the road.'
 precede: go in front of or before proceed: go on
 principal: adjective - most important (e.g. principal ballerina); noun - important person (e.g. principal of a college) principle: basic truth or belief
 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
 who's: contraction of 'who is' or 'who has' whose: belonging to someone (e.g. 'Whose jacket is that?')

Word List for Years 5 and 6

accommodate affection analyse ancient apparent appreciate atmosphere attitude average awkward
 bargain believe blemish boundary bruise
 career celebrate century challenge committee convince correspond coward create curious
 debate deceive decimal definite demonstrate deprive destroy develop
 electric embarrass emigrate encounter encourage endure engineer enrol envelope equator equip especially estimate Europe European evidence exaggerate excavate exceed explanation
 favour familiar festival flavour forbid foreign forty fruit
 garage genuine germ govern(ment) gradual granite guarantee
 harass haughty haunt hearty height hinder hindrance hoax honour horizon humility hurricane
 identify illustrate imagine imitate immense impress imprison include index industry inferior influence inhabitant instrument interfere interrupt interview introduce investigate
 jealous juice junction jury
 knead knuckle
 lawyer lecture legend leisure length lenient lightning liquid
 magazine majesty majority manage manufacture marvellous medium military mineral minor miracle mischief mischievous modern modest moisture mosquito
 narrate nation natural ninth nuisance
 object observe occupy omit operate opinion organise origin
 parallel parliament permanent persevere phrase popular prefer privilege pronunciation protect punctual purpose
 qualify quench query
 rapid realise reason receive receipt recent recommend refuse regret relevant remove request resemble resign restore revise rhyme rhythm ridiculous
 sandwich satisfy saucepan scheme seize severe sign similar sincere society solemn sphere statue stubborn style succeed success suggest suit superior surprise syllable sympathy syrup
 talent telescope tempt terminate theatre thorough tomorrow tremendous triumph twelfth tyrant
 umpire unite utter
 vacant variety (root word *vary*) ventilate villain virtue vocabulary volcano volume
 wardrobe whether wisdom wizard woollen wrench
 yacht yeast zero zone zoology

