



Together we shine

TEMPLE *Grafton*
C of E Primary School

Phonics and Spelling Programme



Adopted: November 2020

Next Review: November 2021

AIM

Our aim is to produce capable and independent spellers through an engaging and challenging whole school approach.

We will:

- Using the No Nonsense Spelling programme, we will provide quality teaching of spelling patterns, rules and strategies to enable children to spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words.
- Capitalise on spelling opportunities in reading and writing to ensure a meaningful approach and secure understanding of word definitions.
- Give opportunities for children to use a range of appropriate strategies to edit, proofread and correct spellings in their own work, on paper and on screen.
- Be fully inclusive of the individual, providing tailored support to ensure progress.
- Continue to build on phonological awareness and the Letters and Sounds objectives followed in the Early Years Foundation Stage and Key Stage 1.

PROGRESSION

Early Years Foundation Stage:

- Phase 1 of Letters & Sounds programme is the main focus of the first 3-4 weeks of the Reception year to support the development of listening skills.
- Phase 2-4 of the Letters and Sounds programme is taught in daily phonics sessions.
- High Frequency/Tricky words learnt.
- Spellings focused on through daily reading and writing opportunities.
- In Summer 2, up to four spellings a week will be sent home to aid transition to Year 1.

Years 1 and 2:

- Consolidate spellings taught in previous years.
- Continue through the Letters and Sounds programme from Phase 5 to Phase 6 during daily phonics sessions.
- Use New Curriculum Spelling work for Year 1 and 2 (Year 2 through No Nonsense programme).
- High Frequency/Common exception words.
- Learn a range of subject specific vocabulary and their definitions.
- Phonics intervention for those children who are not on track to pass the Phonics Screening Check in Year 1 will be through ELS. Year 2 children who have not passed the Phonics Screening Check at the end of Year 1 will be through the use of the No Nonsense Phonics Skills set.

Years 3 and 4:

- Consolidate spellings taught in previous years, using the Letters and Sound programme where necessary to teach the appropriate phase of phonics. Where appropriate, No Nonsense Phonics skills-set will be used to support children below the expected standard.
- Phonics intervention for those children who have not passed the Phonics Screening Test by the end of Year 2 will be through the use of the No Nonsense Phonics skills set and other phonics resources, as appropriate.
- Use New Curriculum Spelling work for Year 3 and 4 (through No Nonsense programme).
- High or Medium Frequency/Tricky words learnt.
- Learn a greater range of prefixes and suffixes.
- Learn a greater range of homophones and near homophones.
- Learn possessive apostrophe with plural words.
- Learn words from the Years 3 and 4 wordlist.
- Learn a range of subject specific vocabulary and their definitions.

Years 5 and 6:

- Consolidate spellings taught in previous years.
- Use 2015 Curriculum Spelling work for Year 5 and 6 (through No Nonsense programme).
- Learn a greater range of subject specific vocabulary and their definitions.
- Develop technical and exciting vocabulary to be used in the appropriate contexts.
- Learn spellings from the Years 5 and 6 word list.

INCLUSION

Where individuals are early EAL, SEND or unable to access the expected age-related level for spelling, provision will be made by the class teacher to enable pupils to access the appropriate phase of Letters and Sounds or spelling level.

EXPECTATIONS

The whole school spelling scheme will be followed by all year groups and teachers are responsible for ensuring full coverage and progression. In the autumn term teachers should revise spelling patterns from the previous year, using the supporting National Curriculum Spelling Progression appendix to track back to the appropriate point for children in their class.

We use baseline assessments, half-termly, in school to identify gaps in knowledge and personalize spelling targets. All children will work to a spelling pattern or rule each week; KS1 learners will follow this through with suggested activities to work with at home and KS2 will have opportunities daily, in class, to practise the rule and their common exception words.

WEEKLY EXPECTATIONS

Throughout the week, class teachers will use a range of strategies, including word searches, spelling games and dictation, to support the learning of specific spellings for that half-term. These spellings are shared with parents through the termly topic web in KS2 and sent home weekly in KS1. Support given at home to learn and become familiar with the common exception words throughout the year helps build children's confidence as spellers.

TERMLY EXPECTATIONS

Informal checks of progress take place in class throughout and at the close of each half-term. At the end of each half-term, teachers should use their formative assessment to identify gaps and plan the next term's target accordingly. In KS2 children are encouraged to identify their own 'tricky' words and are supported in building strategies to help their recall. ***It is essential that children are given the opportunity to consolidate their spelling knowledge of patterns and rules in a meaningful way and that they know that spellings are not simply there to be learnt for a weekly test.***

THE BIG PICTURE

This policy serves to underline the importance of building phonic and spelling skills through quality teaching of spelling patterns and investigational work that goes on continually within the classroom – it is this approach that is key to spelling success. Learning spellings by rote is rarely effective and often results in great spelling test results but poor application in writing. The best spelling sessions are investigative. If children have explored the patterns, 'tricky bits' and history of words, they are far more likely to make informed decisions about how to spell a word when writing it independently.

FEEDBACK & EDITING

Children are coached to identify spelling errors in their written work and make the appropriate corrections. When providing feedback on written work, teachers will draw attention to errors in spelling that relate to common exception words or spelling rules that are age and ability appropriate.

Children should be given the opportunity, as part of editing and feedback response time, to correct their spellings independently or with a 'Learning Partner' using dictionaries or word banks. As good practice, teachers should use a child's common spelling errors from their independent writing to inform their personalized spelling targets.

RESOURCES

- Letters and Sounds programme.
- No Nonsense Spelling programme.
- ELS
- No Nonsense Phonics Skills Set.
- Support for Spelling: A useful guide for teaching sequence ideas and spelling investigations linked to the spelling patterns covered in each year group.
- Spelling games- SEN room.
- Phonics Bug on Active Learn website.

ONLINE RESOURCES

[Mr Thorne Does Phonics](#)

[TES elements](#)

[Phonics Play](#)

[Free Rice](#)

[Twinkl](#)

APPS

Alan Peat – SpellFix and Word-Juice (not free)

Spelling – EYFS/Reception Class

Phases 2-4 taught using Letters and Sounds programme,
Grapheme Phoneme Correspondence (GPC - matching a phoneme to a grapheme and vice versa) delivered in sets.

Phase 2 tricky words taught:

the, to, I, no, go, into

Phase 2 High frequency words					
at	an	got	mum	his	of
a	in	on	up	but	if
it	dad	can	had	big	off
is	and	get	him	back	

Phase 3 tricky words taught:

he, she, we, me, be, was, you, they, all, are, my, her

Phase 3 High frequency words		
will	this	down
that	with	see
then	for	too
now	them	look

Phase 4 tricky words taught:

said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase 4 High frequency words		
went	just	children
from	help	it's

Spelling – 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/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	<div>off</div> <div>puff</div> <div>huff</div> <div>cuff</div> <div>cliff</div> <div>sniff</div> <div>snuff</div> <div>stuff</div> <div>well</div> <div>bell</div> <div>all</div> <div>fall</div> <div>call</div> <div>back</div> <div>luck</div> <div>kick</div> <div>sock</div> <div>lock</div> <div>shock</div> <div>stock</div> <div>chess</div> <div>buzz</div> <div>fuzz</div> <div>fizz</div> <div>frizz</div> <div>jazz</div> <div>miss</div> <div>kiss</div> <div>hiss</div> <div>less</div> <div>mess</div> <div>dress</div>
The /ŋ/ sound spelt n before k		<div>bank</div> <div>thank</div> <div>think</div> <div>ink</div> <div>pink</div> <div>hunk</div> <div>dunk</div> <div>link</div> <div>wink</div> <div>honk</div> <div>sunk</div> <div>tank</div> <div>stink</div>
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.	<div>pocket</div> <div>rabbit</div> <div>carrot</div> <div>cobweb</div> <div>magnet</div> <div>basket</div> <div>bitten</div> <div>thunder</div> <div>sunset</div> <div>picnic</div> <div>goblin</div> <div>button</div> <div>hotdog</div> <div>cotton</div>
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.	<div>catch fetch</div> <div>kitchen</div> <div>ditch latch match</div> <div>witch</div> <div>notch hutch</div> <div>itch pitch</div> <div>patch notch</div> <div>watch</div>
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'.	<div>have live give</div> <div>love</div> <div>dove above</div> <div>glove</div>
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 .	<div>cats dogs spends</div> <div>rocks thanks balls</div> <div>bags catches</div> <div>matches</div> <div>boxes foxes</div>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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.	<div> <div> hunting hunted hunter buzzing buzzed buzzer adding added asking asked ending </div> <div> jumping jumped jumper running runner playing player played clipped clipping ended </div> </div>
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.	<div> <div> grander grandest fresher freshest faster fastest kinder kindest </div> <div> quicker quickest lower lowest older oldest harder hardest </div> </div>

Vowel digraphs & trigraphs

Some may already be known from Reception and 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.	<div> <div>rain wait train paid afraid fail tail sail</div> <div>jail oil join coin point soil spoil boil</div> </div>
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	<div> <div>day play say way stay may pray sway clay</div> <div>pay stay boy toy joy soy enjoy annoy</div> </div>
a–e		<div> <div>made came same fame name tame blame shame game</div> <div>cake fake take lake bake fade safe late</div> </div>
e–e		these theme complete
i–e		<div> <div>five ride like hike lime mine</div> <div>time side fine line ride hide</div> <div>nine pine life shine wide</div> </div>
o–e		<div> <div>home those woke slope rope</div> <div>hope hole pole stole bone</div> </div>
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e .	<div> <div>June rule rude use tube tune</div> <div>cute cube fume use fuse</div> </div>
ar		<div> <div>car bar jar far tar start</div> <div>arm garden star art barn yarn</div> <div>dark harp hard lard park</div> </div>
ee		<div> <div>see bee free feel heel peel</div> <div>Feed tree Green meet week</div> <div>Sheep sweep Beep been green</div> </div>
ea (/i:/)		<div> <div>sea dream meat each read</div> <div>neat heat seat cheat</div> <div>beak weak eat lead</div> </div>
ea (/ɛ/)		<div> <div>head bread meant instead read</div> <div>deaf steady dead heavy</div> </div>

<i>Vowel digraphs and trigraphs</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>		
er (/ɜ:/)		(stressed sound): her term verb person	herd jerk perch	
er (/ə/)		(unstressed <i>schwa</i> sound): better under summer	sister bitter burger winter	
ir		girl bird shirt first	stir girl birth fir	first firm shirt third
ur		turn hurt church hurt fur purr	burst Thursday burn curl nurse surf	
<i>Vowel digraphs and trigraphs</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>		
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>	food pool moon zoo moo soon spoon root	hoot tool fool cool doom boost choose roost	
oo (/ʊ/)		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.	boat coat road coach goal float	toast soap soak oak foam loaf	
oe		toe goes	hoe Joe	
ou	The only common English word ending in ou is <i>you</i> .	mouth around sound loud proud round pound	found mouse house count 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 .	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 die	cried tried dried fried	
ie (/i:/)		chief field thief piece ceiling	brief	
igh		high night light bright right sight	tight high sigh fright thigh	
or		for short born horse morning horn thorn torn story	corn for cork fork born cord lord ford form	
ore		more score before wore	shore horse store snore	
aw		saw paw law raw draw hawk	dawn fawn yawn crawl shawl	
au		author August dinosaur astronaut	audio sauce Paul pause	
air		air fair pair stair	hair chair fairy dairy	
ear		dear hear beard near year	ear rear spear tear	
ear (/ɛə/)		bear pear wear sweat		
are (/ɛə/)		bare dare care share scared	rare fare spare square stare	

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
Words ending –y (/i:/ or /ɪ/)		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>).	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

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 requirements	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	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>		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 wriggle
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 and more often than not after s .		angel wheel level model label hotel jewel	cruel camel 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	The y is changed to i before -es is added.		babies diaries	cities parties

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
verbs ending in -y	(Just the words that follow the rule.)	copies carries tries flies replies
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
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
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</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> .	patting patted humming hummed dropping dropped sadder saddest
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 talk
The /ʌ/ sound spelt o		mother other brother nothing Monday love glove
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys</i> , <i>monkeys</i> , etc.).	key donkey monkey valley chimney alley
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
The /ɜ:/ sound spelt or after w	There are not many of these words.	word work worm world
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war warmth warm
The /ɜ/ 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
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	helpful painful hopeful careful hopeless homeless badly happily
		can't haven't didn't couldn't wouldn't shouldn't it's

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)
The possessive apostrophe (singular nouns)	used for the possessive.		
Words ending in -tion		Megan's, Ravi's, the girl's, the child's, the man's	
Homophones and near-homophones		station fiction motion national	section action
Common exception words	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
	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 /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea . – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	door floor poor because find kind mind behind child children* wild climb most only both old could should would	cold gold hold told every everybody even great break steak pretty beautiful after fast last past clothes busy people water money
			father class grass pass plant path bath hour move prove improve sure sugar eye who whole any many again half Mr Mrs parents Christmas

Spelling - 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 /I/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt	lyric syrup system

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
			mystery pyramid cygnet	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
4. More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>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-.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>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 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 subway subdivide subheading</p>
5. The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.		information adoration sensation preparation admiration station reparation	vibration decoration donation coronation duration registration population
6. The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>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>sadly, completely usually finally comically badly happily strangely really</p> <p>gently simply humbly</p>	<p>suddenly actually loudly quickly carefully probably unhappily easily luckily angrily</p> <p>basically frantically</p>

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Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
	<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, duly, wholly</i>.</p>	nobly	dramatically
7. Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>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>.</p>	measure treasure pleasure enclosure adventure feature feature creature furniture	mixture picture nature 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	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word. –our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	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)	
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>	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)		scheme chorus chemist echo character ache	orchid architect orchestra mechanic stomach
12. Words with the /ʃ/ sound spelt ch (mostly French in origin)		chalet chef machine	brochure parachute chute
13. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		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/.	science scene discipline fascinate	crescent scissors descend ascent
15. Words with the /eɪ/ sound spelt ei, eigh, or ey		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 is 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 s use the 's suffix e.g. Cyprus's population)	
17. Homophones and near-homophones		accept except affect effect ball bawl berry bury brake break fair fare grate great groan grown here hear heel heal he'll knot not	mail male main mane meat meet medal meddle missed mist peace piece plain plane rain rein reign scene seen weather whether whose who's

Word list – years 3 and 4

Y3/4 T 1A Cycle A	Y3/4 T 1B Cycle A	Y3/4 T 2 A Cycle A	Y3/4 T 2 B Cycle A	Y3/4 T 3 A Cycle A	Y3/4 T 3B Cycle A
actual learn build group heard often arrive circle	woman women perhaps pressure promise therefore opposite ordinary	continue decide consider earth enough island minute difficult	different exercise separate special regular complete remember sentence thought weight	though notice answer library appear quarter length famous describe mention	peculiar occasion occasionally probably knowledge experiment experience question disappear important
Y3/4 T 1A Cycle B	Y3/4 T 1A Cycle B	Y3/4 T 1A Cycle B	Y3/4 T 1A Cycle B	Y3/4 T 1A Cycle B	Y3/4 T 1A Cycle B
eight caught centre century heart breath busy early	accident believe strange reign interest various possible grammar	perhaps address guard material recent guide forward fruit February	particular calendar popular position possess possession purpose potatoes	straight favourite strength suppose surprise bicycle business medicine natural naughty	actually extreme certain height history imagine increase interest important

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**.

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	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</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	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/	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i>).	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	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu , or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant observance observ <u>a</u> tion expectant expect <u>a</u> tion hesitant hesitancy hesit <u>a</u> tion tolerant tolerance substance subst <u>a</u> ntial innocent innocence frequent	frequency agency agent decent decency frequent frequency confident confidence confidential assistant assistance obedient obedience independent independence
4. 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 pplication considerable considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable	reasonable enjoyable forcible legible 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	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring referred referral preferring preferred transferring	transferred reference referee preference transference

6. 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 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
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Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
7. Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	conceit ceiling deceive perceive receipt deceit conceive receive	
8. Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	enough rough tough ought bought thought brought fought nought though	although dough through thorough borough plough bough cough
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)
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
10. Homophones and other words that are often confused	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 .	advice/advise device/devise licence/license practice/practise prophecy/prophecy aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bridle cereal/serial compliment/ complement farther /father	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

Word list – years 5 and 6

Y5/6 T 1A Cycle A	Y5/6 T 1B Cycle A	Y5/6 T 2A Cycle A	Y5/6 T 2B Cycle A	Y5/6 T 3A Cycle A	Y5/6 T 3B Cycle A
occur accompany according achieve aggressive ancient apparent occupy forty according	symbol system temperature committee environment government accommodate embarrass rhyme rhythm communicate thorough	attached available average bargain bruise category critic community communicate cemetery awkward	exaggerate hindrance excellent explanation familiar amateur frequently government guarantee immediate existence	competition conscience conscious equipped curiosity harass foreign dictionary definite	knowledge experiment experience business possession disappear weight separate embarrass
Y5/6 T 1A Cycle B	Y5/6 T 1B Cycle B	Y5/6 T 2A Cycle B	Y5/6 T 2B Cycle B	Y5/6 T 3A Cycle B	Y5/6 T 3B Cycle B
individual interfere interrupt language lightning marvellous mischievous muscle recommend relevant restaurant signature	controversy convenience correspond criticize desperate determined disastrous environment equipment especially	sincere immediately soldier stomach suggest twelfth variety vegetable yacht neighbour nuisance appreciate	sacrifice secretary shoulder appreciate conscious competition definite convenience desperate	opportunity parliament persuade physical privilege profession programme pronunciation queue recognise sufficient prejudice	disastrous especially equipment foreign familiar frequently government guarantee immediate

Notes and guidance (non-statutory)

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

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.

Familiar is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.