

## **Roundwood Primary School – Parent Guide**

### **Spelling Progression Guidance: through the Primary School from Year 1**

This guidance closely follows the new curriculum Programme of Study for English for 2014. The 'Expected' column is what we are expected to teach, the other two columns are hints, tips and possible words that you could use to enhance the learning of the relevant objective.

Spelling, especially in KS1, is taught through a phonetic approach.

This moves to learning words organised by specific spelling rules. In addition, there are common exception words that do not fit with spelling patterns on each list.

It should be noted that apart from the common exception words and statutory spelling words, children are also learning the letter string, sound or spelling rule, not just the specific word.

In addition to teaching the rule/sound, children will be taught the meanings of words and how they can be used, supporting the development of their vocabulary.

Some age appropriate spelling will also be corrected in children's writing.

#### **How can parents help?**

Regular practise at home is essential. As part of their weekly homework, we would expect children to work on their spellings for 10 minutes three times a week in key stage one and for 15 minutes three times a week in key stage two. Strategies to support Spelling

#### **Phonetic Spelling Strategies**

Ask your child to listen for each sound in a word and to represent each sound with a letter or combination of letters. Take the word brush, for example. If the student can identify the individual sounds and knows the phonemes b, r, u, and sh, he will be able to spell the word easily. Hundreds of words can be written correctly simply by applying this phonetic spelling strategy.

#### **Rule-Based Spelling Strategies**

Children will quickly realise, however, that there are often several possible spellings for the same sound—the sound of /j/ can be spelled j, g or dge, for example—and that's when knowing some rules will come in handy! There are many reliable rules and generalizations in English spelling that will help students make the correct choices in their own writing. For example, knowing the rules regarding the use of c and k and knowing that the sound of /ch/ is usually spelled tch after a short vowel helps us write the word kitchen.

## **Visual Spelling Strategies**

Does the word look right? Good spellers often try spelling a word several ways to see which way looks correct. Visual memory is important when it comes to correctly using homophones, too, like pray and prey or tale and tail. Reading and word games such as scrabble, crosswords and bananagrams will also help your child build visual memory.

## **Morphemic Spelling Strategies**

Morphemic strategies are based on the knowledge of how the meaning of a word influences its spelling. Older children will learn words with Greek and Latin roots and words based on other derivatives, how to add prefixes and suffixes to base words, and how to form compound words and abbreviations.

As spellers become more competent, they will usually use a combination of all four strategies in their writing. Most people don't even realize that they are using these approaches to spelling—with practise, the strategies become automatic and are employed on a subconscious level.

## **More Spelling Strategies**

In addition to these four main spelling strategies there are other strategies that good spellers may use for a small number of words.

- Look up words in an electronic spell checker or dictionary to verify the spelling. Use the spell checker on the computer.
- When reading, be on the lookout for unfamiliar words and make a mental note of the spelling.
- Recognise which words are "tricky" and identify the tricky parts.
- Use mnemonics, a memory device that helps you remember something. Some common spelling mnemonics include a friend is there to the end, it is definite, and piece of pie. While we don't encourage kids to overuse this strategy, mnemonics can be helpful for remembering Rule Breakers and tricky words. If the device is overused, it becomes difficult to remember all of the mnemonics, which defeats the purpose!
- Keep a personal resource list of words your child tends to misspell and use the list as a reference while writing

**Please see links on the website for fun ideas to practise spelling at home.**

Year Group	Expected	Spelling pattern, rule or tip	Word suggestions
Year 1 Revision of Reception work	<ul style="list-style-type: none"> <li>• Revise all letters of the alphabet, and the sounds they commonly represent</li> <li>• Revise consonant digraphs</li> <li>• Revise vowel digraphs which have been taught</li> <li>• Revise the process of segmenting words</li> <li>• Revise words with adjacent consonants</li> </ul>		
Year 1	<p><b>Statutory:</b></p> <ul style="list-style-type: none"> <li>• These vowel digraphs and trigraphs:</li> <li>• ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au air, ear, are</li> <li>• The sounds f, l, s, k spelt ff, ll, ss, zz, and ck</li> </ul>	<p>Digraphs <b>ai</b> and <b>oi</b> are not used at the end of English words.</p> <p><b>ay</b> and <b>oy</b> are used at the ends of words and the end of syllables</p> <p>These sounds are usually spelt with double letters if they follow a single vowel in short words.</p> <p><b>Exceptions:</b> if, pal, us, bus yes.</p>	<p>rain, wait, oil, join, day, play, boy, toy, made, came, these, theme, five, ride, home, those, June, rule, car, start, see tree, sea, dream, head, bread, her, term, better, under, girl, bird, turn, hurt, food, pool, book, took, boat, coat, toe, goes, now, how, blue, clue, new, few, lie, tie, chief, field, high, night, for, short, more, score, saw, draw, author, August, air, fair, dear, hear, bear, pear, bare (See POS for further suggestions.)</p> <p>off, well, miss, buzz, back</p>

	<ul style="list-style-type: none"> <li>• nk</li> <li>• -tch</li> <li>• v phoneme at the end of words</li> <li>• division of words into syllables</li> <li>• adding <b>s</b> and <b>es</b>, either as plural nouns or third person singular of verbs</li> <li>• adding <b>-ing</b>, <b>-ed</b> and <b>-er</b> to verbs where the root word doesn't change</li> <li>• adding <b>-er</b> and <b>-est</b> to adjectives where the root word doesn't change</li> <li>• Words ending <b>-y</b></li> <li>• Consonant spellings <b>ph</b> and <b>wh</b></li> <li>• Using <b>k</b> for the k sound</li> <li>• Prefix <b>un</b></li> <li>• Compound words</li> </ul>	<p>Most English words add an <b>e</b> after the <b>v</b></p> <p>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.</p> <p>If the ending sounds like 's' or 'z', it is spelt as <b>-s</b>. If the ending sounds like 'iz' and forms an extra beat, it is spelt as <b>-es</b>.</p> <p><b>-ing</b> and <b>-er</b> always add an extra syllable, <b>-ed</b> sometimes does</p> <p>If the adjective ends in two consonant letters (same or different), the ending is simply added on.</p> <p><b>ph</b> is unusual in short everyday words e.g. fat, fill, fun</p> <p><b>un</b> is added to the beginning of the word without any change to the root word.</p> <p>Two words joined together, spelt the same way as if on their own.</p>	<p>bank, think, honk, sunk</p> <p>catch, fetch kitchen</p> <p>have, live, give</p> <p>pocket, rabbit, carrot, thunder, sunset</p> <p>cats, dogs, rocks, catches</p> <p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p> <p>grander, grandest, fresher, freshest, quicker, quickest</p> <p>very, happy, party, family</p> <p>dolphin, alphabet, phonics, elephant, when, where, which, wheel, while</p> <p>Kent, sketch, kit, frisky</p> <p>unhappy, undo, unfair</p> <p>football, playground, bedroom, blackberry</p>
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	<ul style="list-style-type: none"> <li>Common exception words (tricky words / red words)</li> </ul>	<p>Look at grapheme /phoneme correspondences which do/do not fit in with what has been taught so far.</p>	<p>the, a, do, 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</p>
<p>Year 2</p>	<p>Revision from Year 1. Phonic knowledge continues to underpin spelling, but morphology becomes important, as pupils begin to learn about root words and suffixes. Show the relationship between the meaning and spelling of words.</p> <p><b>Statutory:</b></p> <ul style="list-style-type: none"> <li><b>dge</b> or <b>ge</b> phoneme at the ends of words</li> <li><b>s</b> phoneme, spelt 'c' (soft c)</li> <li><b>n</b> phoneme, spelt 'kn' and 'gn'</li> <li><b>r</b> phoneme, spelt 'wr'</li> <li><b>l</b> phoneme, spelt 'le' at the ends of words</li> <li><b>l</b> phoneme, spelt 'el'</li> <li><b>l</b> phoneme, spelt 'al'</li> </ul>	<p>Revise previously taught GPCs, when introducing new ones. Many words will contain both.</p> <p>The letter <b>j</b> is never used for the 'dge' sound at the ends of English words; <b>dge</b> is usually used after short vowels. We usually use a <b>g</b> before e,i and y. We always use <b>j</b> before a, o and u.</p> <p>The k and g at the beginning of these words was sounded hundreds of years ago.</p> <p>Also reflects old pronunciation</p> <p><b>-le</b> is the most common spelling for this sound at the ends of words. Less common than <b>-le</b>. Used after m,n,r,s,v,w and often s. A few nouns and several adjectives.</p>	<p>badge, edge, bridge</p> <p>age, huge, change</p> <p>gem, giant, magic</p> <p>jacket, jar, jog, join, jump</p> <p>race, ice, cell, city, fancy</p> <p>knock, know, knee gnat, gnaw</p> <p>write, wrong, wrap, wrote</p> <p>table, apple, bottle, little</p> <p>camel, tunnel, squirrel, travel, towel, tinsel</p> <p>metal, pedal, hospital, animal</p>

	<ul style="list-style-type: none"> <li>• Words ending 'il'</li> <li>• <b>-y</b> (long 'i' phoneme) at the ends of words</li> <li>• adding <b>-es</b> to nouns and verbs ending in <b>-y</b></li> <li>• adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it.</li> <li>• adding <b>-ing, -ed, -er - est</b> and <b>-y</b> to words ending in <b>-e</b>, with a consonant before it.</li> <li>• adding <b>-ing, -ed, -er, - est</b> and <b>-y</b> to words of one syllable, ending in a single consonant letter after a single vowel letter.</li> <li>• the <b>or</b> phoneme, spelt <b>a</b></li> <li>• the short <b>u</b> phoneme, spelt <b>o</b></li> <li>• the phoneme made by the grapheme <b>-ey</b></li> <li>• the phoneme (short o) spelt <b>a</b>, after the letters <b>w</b> and <b>qu</b></li> <li>• the phoneme spelt <b>or</b> after <b>w</b></li> <li>• the phoneme spelt <b>ar</b> after <b>w</b></li> </ul>	<p>The most common spelling for this sound at the ends of words.</p> <p>Change the <b>y</b> to an <b>i</b> before adding <b>-es</b></p> <p>Change the <b>y</b> to an <b>i</b> before adding the suffix, except for <b>-ing</b>. The only ordinary words with 'ii' are skiing and taxiing.</p> <p>Drop the <b>-e</b> at the end of the root word before <b>-ing, -ed, -er, -est, -y</b> or any other suffix beginning with a vowel. The exception is <b>being</b>.</p> <p>Double the last consonant letter of the root word, to keep the vowel short. <b>Exception:</b> the letter <b>x</b> is never doubled: mixing, boxer, sixes</p> <p>The plural of these words is formed by adding <b>-s</b> e.g. donkeys, monkeys.</p> <p><b>a</b> is the most common spelling for the 'short o' sound, after <b>w</b> and <b>qu</b></p>	<p>final, special, critical, nostril, pencil, fossil</p> <p>cry, fly, dry, try, reply, July</p> <p>flies, tries, babies, carries</p> <p>copied, copier, happier, happiest, cried, replied, ...<b>but</b> copying, crying</p> <p>skiing, taxiing,</p> <p>hiking, hiked, hiker, nicer, nicest, shiny</p> <p>patting, humming, dropped, sadder, fattest, runny</p> <p>always, all, ball, walk, talk</p> <p>other, mother brother, nothing, Monday</p> <p>key, donkey, monkey, chimney, valley</p> <p>want, watch, wander, quantity, squash</p> <p>word, work, worm, world</p>
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	<ul style="list-style-type: none"> <li>the rare phoneme spelt 's' in some words (see list)</li> <li>suffixes <b>-ment, -ness, -ful, -less</b> and <b>-ly</b></li> <li>Contractions</li> <li>Possessive apostrophe – singular nouns</li> <li>-tion</li> <li>Homophones and near-homophones</li> <li>Common exception words (tricky words)</li> </ul>	<p>If a suffix starts with a consonant, it is usually simply added on.</p> <p><b>Exceptions:</b> 1) argument 2) Root words ending in <b>-y</b>, if the root has more than one syllable e.g. merriment, happiness, plentiful, penniless, happily</p> <p>In contractions, the apostrophe shows the letter/s which have been omitted e.g. can't – cannot</p> <p>When the owner is <b>singular</b>, the apostrophe is placed <b>before</b> the s.</p> <p>It is important to know the difference in meaning between homophones.</p> <p>Some words are exceptions in some accents but not in others, e.g. past, bath</p>	<p>war, warm, towards</p> <p>treasure, television, usual</p> <p>enjoyment, sadness, careful, playful, hopeless, plainness, badly</p> <p>can't, didn't, hasn't, couldn't, it's, I'll</p> <p>Megan's, Ravi's, the girl's, the child's, the man's</p> <p>station, fiction, motion, national, section</p> <p>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</p> <p>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,</p>
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Yrs 3 &4	<b>The new Programme Of Study links Years 3 &amp; 4 together. This guidance has split requirements into suggested yearly coverage, which should be adapted to suit pupil ability.</b>	Increasingly, pupils need to understand the role of <b>morphology</b> and <b>etymology</b> , and to understand the link between meaning and spelling, where relevant.	
Year 3	<p><b>Revision</b> of Year 2 coverage. Most children will need to revise and consolidate these important, basic conventions, as they form part of everyday language. Homophones will need revision throughout lower KS2. Use end of KS1 teacher assessments of spelling against the POS, to identify where to begin in Year 3.</p> <p><b>Statutory:</b></p> <ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowels (to words of more than one syllable)</li> <li>• The short <b>u</b> phoneme, spelt <b>ou</b></li> <li>• Prefixes <b>dis, mis, in, super, anti</b></li> <li>• Suffix <b>-ation</b></li> <li>• Suffix <b>-ly</b></li> </ul>	<p>If the last syllable is stressed and ends with one consonant (which has one preceding vowel) the final consonant is doubled e.g. forgetting</p> <p>Add most prefixes to the root without changing the spelling.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p><b>super-</b> means <b>above</b> <b>anti-</b> means <b>against</b></p> <p><b>-ation</b> is added to</p>	<p>forgetting, forgotten, beginning, beginner, preferred</p> <p>young, touch, double, trouble, country</p> <p>disappoint, disagree, disobey misbehave, mislead, misspell</p> <p>supermarket, superman anti-clockwise, antiseptic</p> <p>information, adoration, sensation, preparation</p> <p>sadly, usually, finally,</p>



	<ul style="list-style-type: none"> <li>Words with endings as in <b>treasure</b></li> <li>Words with endings as in <b>picture</b></li> <li>Words with endings – <b>tion, –sion</b> and <b>–ssion</b></li> <li>Words with the 'ay' phoneme, spelt <b>ei, eigh</b> or <b>ey</b></li> <li>Possessive apostrophe with plural words (Revise apostrophe with singular owners first.)</li> <li>Extend known homophones or near-homophones</li> </ul>	<p>verbs to make nouns</p> <p><b>-ly</b> is added to an adjective to make an adverb</p> <p>As <b>-ly</b> starts with a consonant, usually simply add to the root word.</p> <p><b>Exceptions:</b> If the root ends in – <b>y</b> (with a consonant letter before it) change the <b>y</b> to <b>i</b>. If the root ends with <b>–le</b>, change it to <b>–ly</b>.</p> <p>Always spelt <b>–sure</b></p> <p>Can be confused with words like <b>teacher</b> or <b>richer</b>.</p> <p>Clues about whether to put <b>t, s</b> or <b>ss</b> before the suffix – <b>ion</b> often come from the last letter/s of the root word. <b>-tion</b> is the most common. <b>-ssion</b> is used if the root ends in <b>ss</b> or <b>mit</b>. <b>-sion</b> is used if the root ends in <b>d</b> or <b>se</b>.</p> <p>Place the apostrophe <b>after</b> the plural form of the word, e.g. <b>babies'</b></p> <p><b>Exceptions:</b> see Year 4</p>	<p>completely</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>treasure, measure, pleasure, enclosure</p> <p>picture, creature, furniture, nature, adventure</p> <p>invention, injection, action, hesitation,</p> <p>tension, expansion, comprehension, expression, discussion, permission, admission</p> <p>possession permission</p> <p>extend – extension</p> <p>vein, weigh, weight, eight, neighbour, they, obey</p> <p>girls', boys', babies', donkeys'</p> <p>berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, missed/mist, peace/piece, plain/plane/</p>
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	<ul style="list-style-type: none"> <li>Further contractions (not included in new POS)</li> </ul>	<p>Extend range of contractions from Year 2. See right.</p>	<p>rain/rein/reign, weather/whether, whose/who's</p> <p>haven't, won't, shouldn't, shan't, could've, would've, you'll, he'll, she'll, they'll, we'll</p>
<p>Year 4</p>	<p>Revision of Year 3 objectives throughout lower KS2. Extend and develop to Year 4 coverage below, as appropriate.</p> <p><b>Statutory:</b></p> <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowels (to words of more than one syllable)</li> <li>The short 'ɪ' phoneme spelt <b>y</b> in the middle of words.</li> <li>Prefixes <b>in-, il-, im-, ir, re- sub-, inter-</b> and <b>auto</b></li> </ul>	<p>If the last syllable is stressed and ends with one consonant (which has one preceding vowel) the final consonant is doubled e.g. <b>forgetting:</b> however, the consonant is not doubled if the syllable is unstressed, e.g. <b>gardener</b></p> <p><b>in-</b> means both '<b>not</b>' and '<b>in/into</b>'. Before a root starting with <b>l</b>, <b>in-</b> becomes <b>il</b>.</p> <p>Before a root starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b></p> <p>Before a root starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b></p> <p><b>re-</b> means <b>again</b> or <b>back</b></p> <p><b>sub-</b> means <b>under</b></p> <p><b>auto-</b> means <b>self</b> or</p>	<p>(Revise: beginning, forgetting)</p> <p>gardening, gardener, limiting, limited, limitation</p> <p>myth, gym, Egypt, pyramid, mystery</p> <p>incorrect, inactive</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>redo, refresh, return, reappear, redecorate</p> <p>submarine, subheading</p> <p>autobiography, autograph, automatic</p>

	<ul style="list-style-type: none"> <li>• Suffix <b>-ly</b></li> </ul>	<p><b>own</b></p> <p>Revise: the suffix <b>-ly</b> begins with a consonant, so usually it is added straight onto a root word. New: 3<sup>rd</sup> exception (see year 3 for others): If the root ends with <b>-ic</b>, then add <b>-ally</b> rather than just <b>-ly</b>, (except in the word publicly.)</p>	<p>completely, finally</p> <p>basically, frantically, dramatically</p>
	<ul style="list-style-type: none"> <li>• Words with ending <b>-sion</b> (hard sound – e.g. television)</li> </ul>		<p>division, invasion, confusion, decision, collision, television</p>
	<ul style="list-style-type: none"> <li>• Suffix <b>-ous</b></li> </ul>	<p>Sometimes the root word is obvious, e.g. <b>poisonous</b>.</p> <p>Sometimes there is no obvious root word e.g. <b>tremendous</b>.</p> <p><b>-our</b> is changed to <b>-or</b> before adding <b>-ous</b> Keep the final <b>e</b> when using a soft <b>g</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p>
	<ul style="list-style-type: none"> <li>• Words ending with <b>-cian</b></li> </ul>	<p>If there is a short <b>i</b> sound before the suffix <b>-ous</b>, it is usually spelt with an <b>i</b>, but a few words have <b>e</b>.</p> <p><b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>. (Note how many of these words show professions.)</p>	<p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p> <p>musician, electrician, magician, politician, mathematician</p>
	<ul style="list-style-type: none"> <li>• Words with the <b>k</b> phoneme, spelt <b>ch</b></li> </ul>		<p>scheme, chorus, chemist, echo, character</p>
	<ul style="list-style-type: none"> <li>• Words with the <b>sh</b> phoneme, but spelt <b>ch</b></li> </ul>		<p>chef, chalet, machine, brochure</p>
	<ul style="list-style-type: none"> <li>• Words with the hard <b>g</b> phoneme, spelt <b>gue</b></li> </ul>		<p>league, colleague, catalogue</p>

	<ul style="list-style-type: none"> <li>Other words spelt <b>gue</b></li> <li>Words with the <b>k</b> phoneme, spelt <b>que</b></li> <li>Revise possessive apostrophe for singular and plural words.</li> <li>Possessive apostrophe for irregular plural words.</li> <li>Further homophones or near-homophones</li> </ul>	<p>French in origin.</p> <p><b>Revise:</b> when the owner is singular, the apostrophe is placed before the s.  <b>Revise:</b> when the owner is plural, the apostrophe is placed after the s.</p> <p><b>New:</b> some owners are considered as a collective group, as if they were a single body. In this case, the apostrophe goes <b>before the s</b>, as with singular owners, e.g. <b>children's</b>. Singular proper nouns ending in an <b>s</b> use the <b>'s</b> suffix, e.g. Cyprus's</p> <p>Continue to revise homophones from Year 3</p>	<p>tongue</p> <p>antique, unique, clique</p> <p>Sarah's, Mr Black's</p> <p>squirrels' tails; girls' toilet</p> <p>children's, men's, women's, firemen's, policemen's, mice's</p> <p>Cyprus's, Chris's, James's (Can also be written Chris' or James' – not in POS)</p> <p>accept/except, affect/effect, ball/bawl, medal/meddle, scene/seen,</p>
Yrs 5 & 6	<p><b>The new Programme Of Study links Years 5 &amp; 6 together. This guidance has split requirements into suggested yearly coverage, which should be adapted to suit pupil ability. Some pupils in Year 5 will be able to access Year 6 work immediately.</b></p>		
Year 5	<p>Revise spellings from previous years. Assess children against the POS for Years 3&amp;4 in order to ascertain starting points.</p> <p><b>Statutory:</b></p> <ul style="list-style-type: none"> <li>Words ending with – <b>cius</b> or –<b>tious</b></li> </ul>	<p>If the root ends in –<b>ce</b>, then the – <b>cius</b> ending is</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious,</p>

	<ul style="list-style-type: none"> <li>Words ending with <b>-cial</b> and <b>-tial</b></li> <li>Words ending with <b>-ant, -ance, -ancy, -ent, -ence, -ency</b></li> <li>Use of the hyphen</li> <li>Words with the long <b>e</b> (ee) phoneme, spelt <b>ei</b> after <b>c</b></li> </ul>	<p>common, e.g. grace – gracious</p> <p><b>Exception:</b> anxious</p> <p><b>-cial</b> is common after a vowel, and <b>-tial</b> after a consonant, but there are some exceptions.</p> <p><b>Exceptions:</b> initial, financial, commercial, provincial</p> <p>Use <b>-ant, -ance</b> and <b>-ancy</b> if there is a related word with the long a phoneme (see words in column right).</p> <p>Use <b>-ent, -ence</b> and <b>-ency</b> after a soft <b>c</b>, soft <b>g</b> or <b>qu</b></p> <p><b>Exceptions:</b> there are many words, however, where the above guidelines don't help. These words just have to be learnt. Pronouncing the words artificially, in the way they are spelt, can help children to remember.</p> <p>Hyphens can be used to join a prefix to a root, especially if the prefix ends in a vowel and the root also begins with one e.g. <b>co-ordinate</b>.</p> <p>Common rule: <b>i</b> before <b>e</b>, except</p>	<p>ambitious cautious, fictitious, infectious, nutritious</p> <p>official, special, artificial partial, confidential, essential</p> <p>initial, commercial, provincial</p> <p>observant, observance, (observation) expectant (expectation) hesitant, hesitancy (hesitation) tolerant, tolerance (toleration) substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence</p> <p>assistant, assistance, obedient, obedience, independent, independence</p> <p>co-ordinate, re-enter, co-operate, co-own</p> <p>deceive, conceive, receive, perceive, ceiling</p>
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	<ul style="list-style-type: none"> <li>Words containing <b>ough</b></li> <li>Words with letters which are not sounded</li> <li>Further homophones or near-homophones</li> </ul>	<p>after <b>c'</b>, where the sound is spelt by <b>ei</b>. However, there are <b>Exceptions:</b> protein, caffeine, seize, neither</p> <p>One of the trickiest spellings. Can be used to spell a number of sounds.</p> <p>Some 'silent' letters used to be sounded many years ago, e.g. <b>knight</b></p> <p>In these pairs of words, nouns end <b>-ce</b> and verbs end <b>-se</b> e.g. advice (noun) but advise (verb)</p> <p><b>who's</b> is a contraction of <b>who is</b> or <b>who has</b>; <b>whose</b> means belonging to someone</p>	<p>ought, bought, thought rough, tough, enough cough though, although, dough through thorough, borough plough</p> <p>doubt, island, lamb, solemn, thistle, knight</p> <p>advice/advise, device/devise practice/practise,</p> <p>aloud/allowed farther/further/father, guessed/guest, heard/herd, led/lead, past/passed cereal/serial steal/steel who's/whose</p>
Year 6	<p>Revision of Year 3, 4 and 5 objectives. Extend and develop to Year 6 coverage below, as appropriate.</p> <p><b>Statutory:</b></p> <ul style="list-style-type: none"> <li>Words ending in <b>-able</b> and <b>-ible</b>; <b>-ably</b> and <b>-ibly</b></li> </ul>	<p><b>-able</b> and <b>-ably</b> endings are far more common than <b>-ible/-ibly</b>.</p> <p><b>-ible</b> is common if a complete root cannot be heard</p> <p><b>Exception:</b> sensible</p> <p>When adding <b>-able</b></p>	<p>adorable/adorably applicable/applicably considerable/considerably tolerable/tolerably</p> <p>possible, horrible, terrible, visible, incredible</p> <p>change/changeable</p>

	<ul style="list-style-type: none"> <li>Adding suffixes to words ending with <b>-fer</b></li> <li>Further use of the hyphen (not part of statutory POS)</li> <li>Further homophones and near-homophones</li> </ul>	<p>to a word ending with <b>-ce</b> or <b>-ge</b>, keep the <b>e</b>.</p> <p><b>-able</b> is common if a complete root can be heard before it, e.g. depend dependable</p> <p>(Not in POS) Some words can be spelt two ways, e.g. loveable, lovable</p> <p>Double the <b>r</b> if the <b>-fer</b> is still stressed when the ending is added.</p> <p>Do not double the <b>r</b> if the <b>-fer</b> is no longer stressed.</p> <p>Use a hyphen with <b>compound adjectives</b>, to show that they are not a list of separate adjectives, e.g. little-used car, rather than little, used car.</p> <p>In these pairs of words, nouns end <b>-ce</b> and verbs end <b>-se</b> e.g. advice (noun) but advise (verb)</p> <p><b>affect</b>: usually a verb e.g. The weather may affect our plans. <b>effect</b>: usually a noun e.g. It may have an effect on our plans.</p> <p><b>principle</b>: basic</p>	<p>notice/noticeable (but force/forcible and legible)</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p> <p>little-used, square-based, blue-eyed, bad-tempered</p> <p>licence/license, prophecy/prophesy (See Yr 5 for more.)</p> <p>aisle/isle altar/alter ascent/assent bridal/bridle morning/mourning wary/weary profit/prophet affect/effect</p> <p>principle, principal</p>
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See also the Word List for Years 3 and 4, and the Word List for Years 5 and 6.