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|  **Spelling Scheme** **Year 2-6** |  |
| **New work for Year 2** |
| **Statutory requirements** | **Rules and guidelines (non-statutory)** | **Example words (non-statutory)** | **Date & Comments** |
| **The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y**  | The letter **j** is never used for the /dʒ/ (“dge”) sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt **–dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sounds (sometimes called “short” vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as **–ge** at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as **g** before **e**, **i**, and **y**. The /dʒ/ sound is always spelt as **j** before **a**, **o** and **u**.  | badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy  |  |
| **The /s/ sound spelt c before e, i and y**  |  | race, ice, cell, city, fancy |  |
| **The /n/ sound spelt kn and (less often) gn at the beginning of words**  | The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.  | knock, know, knee, gnat, gnaw  |  |
| **The /ɹ/ sound spelt wr at the beginning of words**  | This spelling probably also reflects an old pronunciation.  | write, written, wrote, wrong, wrap  |  |
| **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  |  |
| **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.  | camel, tunnel, squirrel, tinsel, travel, towel  |  |
| **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  |  |
| **Words ending –il**  | There are not many of these words.  | pencil, fossil, nostril  |  |
| **The /aɪ/ sound spelt –y at the end of words**  | This is by far the most common spelling for this sound at the end of words.  | cry, fly, dry, try, reply, July  |  |
| **Adding –es to nouns and verbs ending in consonant-letter–y**  | The **y** is changed to **i** before **–es** is added.  | flies, tries, replies, copies, babies, carries  |  |
| **Adding –ed, –ing, –er and –est to root words ending in consonant-letter–y**  | 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 *skiing* and *taxiing***.**  | copied, copier, happier, happiest, cried, replied …but copying, crying, replying  |  |
| **Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel-letter–consonant-letter–e**  | 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.  | hiking, hiked, hiker, nicer, nicest, shiny  |  |

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| **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: *mixing*, *mixed*, *boxer*, *sixes*.  | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny  |  |
| **The /ɔ:/ sound spelt a before l and ll**  | The /ɔ:/ sound (“or”) is usually spelt as a before l and ll.  | all, ball, call, walk, talk, always  |  |
| **The /ʌ/ sound spelt o**  | other, mother, brother, nothing, Monday |  |  |
| **The /i:/ sound spelt –ey**  | The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys* etc.).  | key, donkey, monkey, chimney, valley  |  |
| **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, quantity, squash  |  |
| **The /ɜ:/ sound spelt or after w**  | Very few words spell the /ɜ:/ sound (“burn”) this way.  | word, work, worm, world, worth  |  |
| **The /ɔ:/ sound spelt ar after w**  | Very few words spell the **/**ɔ:**/** sound (“or”) this way.  | war, warm, towards  |  |
| **The /ʒ/ sound spelt s**  |  | television, treasure, usual  |  |
| **The suffixes –ment, –ness, –ful and –less**  | 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) *argument* (2) root words ending in a consonant letter followed by **y** – see above.  | enjoyment, sadness, careful, 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. *can’t* – *cannot*). *It’s* means *it is* (e.g. *It’s* raining) or sometimes *it has* (e.g. It’s been raining), but *it’s* is never used for the possessive.  | can’t, didn’t, hasn’t, couldn’t, it’s, I’ll  |  |
| **The possessive apostrophe (singular nouns)**  |  | Megan’s, Ravi’s, the girl’s, the child’s, the man’s  |  |
| **Words ending in –tion**  |  | station, fiction, motion, national, section  |  |
| **Homophones and near-homophones**  | It is important to know the difference in meaning between homophones.  | there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight  |  |
| **Common exception words**  | Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat.* *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**. Note ‘children’ is not an exception, but is included for convenience with ‘child’.  | door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.  |  |

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| **New work for Years 3 and 4 - Years 3 and 4 Revision of work from Years 1 and 2 Pay special attention to the rules for adding suffixes.** |
| **Statutory requirements** | **Rules and guidelines (non-statutory)** | **Example words (non-statutory)** | **Date & Comments** |
|  | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.The consonant letter is not doubled if the syllable is unstressed. | forgetting, forgotten, beginning, beginner, prefer, preferredgardening, gardener, limiting, limited, limitation |  |
| **The /ɪ/ sound spelt y elsewhere than at the end of words** | These words should be learnt as needed. | myth, gym, Egypt, pyramid, mystery |  |
| **The /ʌ/ sound spelt ou** | These words should be learnt as needed. | young, touch, double, trouble, country |  |
| **More prefixes** | Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below.Like un–, the prefixes dis– and mis– have negative meanings.The prefix in– can mean both ‘not’ and ‘in’/’into’. In the words given here it means ‘not’.Before a root word starting with l, in– becomes ilBefore 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’. | dis–, mis–, in–disappoint, disagree, disobeymisbehave, mislead, misspell (mis + spell)inactive, incorrectillegal, illegibleimmature, immortal, impossible, impatient, imperfectirregular, irrelevant, irresponsiblere–: redo, refresh, return, reappear, redecoratesub–: subdivide, subheading, submarine, submergeinter–: interact, intercity, international, interrelated (inter + related)super–: supermarket, superman, superstaranti–: antiseptic, anti-clockwise, antidoteauto–: automatic, autograph |  |
| **The suffix –ation** | The suffix –ation is added to verbs to form nouns. The rules already learnt still apply. | information, adoration, sensation, preparation, admiration |  |

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| **The suffix –ly**  | 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 letter, 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:** 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 *publicly*. 3. The words *truly*, *duly*, *wholly.*  | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically  |  |
| **Words with endings sounding like /ʒə/ or /tʃə/**  | The ending sounding like **/**ʒə**/** is always spelt **–sure**. 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. *teacher*, *catcher*, *richer*, *stretcher.*  | measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure  |  |
| **Endings which sound like /ʒən/**  | If the ending sounds like **/**ʒən**/**, it is spelt as **–sion**.  | division, invasion, confusion, decision, collision, television  |  |
| **The suffix –ous**  | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. **–our** is changed to **–or** before **–ous** is added. A final ‘e’ must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the **–ous** ending, it is usually spelt as **i**, but a few words have **e**.  | poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous  |  |
| **Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian**  | 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** (hesitate). **–ssion is used if the root word ends in ss or –mit.** **–sion** is used if the root word ends in **d** or **se**. **Exceptions**: attend – attention, intend – intention **–cian** is used if the root word ends in **c** or **cs**.  | invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician  |  |
| **Words with the /k/ sound spelt ch (Greek in origin)**  |  | scheme, chorus, chemist, echo, character  |  |
| **Words with the /ʃ/ sound spelt ch (mostly French in origin)**  |  | chef, chalet, machine, brochure  |  |
| **Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)**  |  | league, tongue, antique, unique  |  |
| **Words with the /s/ sound spelt sc (Latin in origin)**  |  | science, scene, discipline, fascinate, crescent  |  |
| **Words with the /eɪ/ sound spelt ei, eigh, or ey**  |  | vein, weigh, eight, neighbour, they, obey  |  |
| **Possessive apostrophe with plural words**  | The apostrophe is placed after the plural form of the word; **–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. *children’s*).  | 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.)  |  |
| **Homophones or near-homophones**  |  | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s  |  |

**Years 5 and 6**

 **Revise work done in previous years**

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| **New work for Years 5 and 6** | **Date & Comments** |
| **Statutory requirements** | **Rules and guidelines (non-statutory)** | **Example words (non-statutory)** |  |
| **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. vice – vicious, grace – gracious, space – spacious, malice – malicious.Exception: anxious | vicious, precious, conscious, delicious, malicious, suspiciousambitious, cautious, fictitious, infectious, nutritious |  |
| **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 finance, commerce and province). | official, special, artificial, partial, confidential, essential |  |
| **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 guidelines don’t help. These words just have to be learnt. | observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)assistant, assistance, obedient, obedience, independent, independence |  |
| **Words ending in –able and –ible** | 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 cap and gap) 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 reliable, the complete word rely 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 can be heard (e.g. sensible). | adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration)changeable, noticeable, forcible, legibledependable, comfortable, understandable, reasonable, enjoyable, reliablepossible, horrible, terrible, visible, incredible, sensible |  |
| **Adding suffixes beginning with****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,

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| transferred reference, referee, preference, transference  |

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| **Use of the hyphen** | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter, co-operate, co-own |  |
| **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: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). | deceive, conceive, receive, perceive, ceiling |  |
| **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. | ought, bought, thought, nought, brought, foughtrough, tough, enoughcoughthough, although, doughthroughthorough, boroughplough |  |
| **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 knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch. | doubt, island, lamb, solemn, thistle, knight |  |
| **Homophones and other words that are often confused** | In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.aisle: a gangway between seats (in a church, train, plane)isle: an islandaloud: out loudallowed: permittedaffect: usually a verb (e.g. The weather may affect our plans.)effect: usually a noun (e.g. It 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.).altar: a table-like piece of furniture in a churchalter: to changeascent: the act of ascending (going up)assent: to agree/agreement (verb and noun)bridal: to do with a bride at a weddingbridle: reins etc. for controlling a horsecereal: made from grain (e.g. breakfast cereal)serial: adjective from the noun series – a succession of things one after the othercompliment: 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)descent: the act of descending (going down)dissent: to disagree/disagreement (verb and noun)desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)dessert: (stress on second syllable) a sweet course after the main course of a mealdisinterested: 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)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 | advice/advisedevice/deviselicence/licensepractice/practiseprophecy/prophesyeligible: suitable to be chosen or electedillegible: not legible (i.e. unreadable)eliminate: get rid of/excludeilluminate: light upfarther: furtherfather: a male parentguessed: past tense of the verb guessguest: visitorheard: past tense of the verb hearherd: a group of animalsled: past tense of the verb leadlead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)morning: before noonmourning: grieving for someone who has diedpast: 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)passed: past tense of the verb ‘pass’ (e.g. I passed him in the road)precede: go in front of or beforeproceed: go onprincipal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)principle: basic truth or beliefprofit: money that is made in selling thingsprophet: someone who foretells the futurestationary: not movingstationery: paper, envelopes etc.steal: take something that does not belong to yousteel: metalwary: cautiousweary: tiredwho’s: contraction of who is or who haswhose: belonging to someone (e.g. Whose jacket is that?) |  |

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