Spelling Curriculum Y2 - 6

Spelling Curriculum

Year 2

Statutory	Guidance	Examples
Adding –es to nouns and verbs ending in –y	The **y** is changed to **i** before **–es** is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The **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 –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**: *being*.	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the ɛ ɪɒand sound (i.e. to keep the vowel 'short'). **Exception**: The letter 'x' is never doubled: *mixing, mixed, boxer, sixes.* /æ/, / /, / /, / / /ʌ/	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
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) *argument* (2) root words ending in –**y** with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *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	
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

Spelling Curriculum

Year 3

Statutory	Guidance	Examples		
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited,		
The /ɪ/ sound spelt y elsewhere than at the end of words		myth gym Egypt mystery pyramid cygnet	lyric syrup system typical hymn crystal	
The /ʌ /(Southern pronunciation) sound spelt ou		touch young double trouble country trouble couple	country cousin courage encourage flourish nourish	
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 **il**. Before a root word starting with **m** or **p**, **in–** becomes **im–**. Before a root word starting with **r**, **in–** becomes **ir–**. **re–** means 'again' or 'back'. **sub–** means 'under'. **inter–** means 'between' or 'among'. **super–** means 'above'.	dishearten dislike dislodge disappoint disagree disappear displease disqualify dishonest disconnect disinfect rebound rebuild recycle recall refill reform retreat return replace revisit replay rewrite submarine submerge antiseptic antisocial anticlockwise	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	inactive incorrect indefinite incomplete illegal illegible immature immortal impossible impatient impossible impolite impure irregular irrelevant irresponsible superhero superman supermarket superstar autobiography autograph automatic automobile subway subdivide subheading
The suffix –ly	The suffix **–ly** is added to an adjective to form	sadly,	suddenly	

	an adverb. The rules already learnt still apply. The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words. **Exceptions**: (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. (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. (3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*. (4) The words *truly, duly, wholly.*	completely usually finally comically badly happily strangely really gently simply humbly nobly	actually loudly quickly carefully probably unhappily easily luckily angrily 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 adventure feature feature creature furniture	mixture picture nature adventure stretcher catcher richer teacher
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' of the root word 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
Homophones and near-homophones		here hear heel heal he'll knot not	mail male main mane meat meet

Spelling Curriculum

Year 4

• I use the first two or three letters of a word to check its spelling in a dictionary.	• I spell words with additional prefixes and suffixes and understand how to add them to root words. (– ation, ous, ion, ian) • I use plural – s and possessive –s correctly. (The girls were playing football. The girls' football boots. The girl's football boots.)	• I recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle) • I spell most words from the Year 3 and 4 word list correctly.

Statutory	Guidance	Examples	
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 preparation	vibration decoration donation coronation duration registration population
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	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. **–tion** is the most common spelling. It is used if the root word ends in **t** or **te**. **–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 fraction detention mention expression discussion confession permission admission progression expansion extension	comprehension tension session musician optician electrician magician politician mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme chorus chemist echo character ache	orchid architect orchestra mechanic stomach
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chalet chef machine	brochure parachute chute
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
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
Words with the /eɪ/ sound spelt ei, eigh, or ey		sleigh neigh eight weight neighbour	vein they convey obey grey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already	girls', boys', babies', children's, men's, mice's	

Spelling Curriculum

	ends in –**s**, but *is* added if the plural does not end in –**s** (i.e. is an irregular plural – e.g. *children's*).	(**Note:** singular proper nouns ending in an *s* use the 's suffix e.g. Cyprus's population)	
Homophones and near-homophones		accept except affect effect ball bawl berry bury brake break fair fare grate great groan grown	medal meddle missed mist peace piece plain plane rain rein reign scene seen weather whether whose who's

Word list – years 3 and 4

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

🛡 Spelling Curriculum

Year 5

• I form verbs with prefixes, e.g., dis, de, mis, over and re. • I use the first three or four letters of a word to check spelling, meaning or both in a dictionary.	• I spell most words with 'silent' letter. *(e.g. knight, psalm, solemn)* • I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. • I distinguish between homophones and other words which are often confused. *(guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle)*	I can spell identified commonly misspelt words from Year 5 and 6- word list. *(Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)*

Statutory	Guidance	Examples	
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*. (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
Homophones and other words that are often confused		**alter/altar bridal/bridle**	**guessed/guest desert/dessert draft/draught principal/principle stationary/stationery**
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
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 observation expectant expectation hesitant hesitancy hesitation tolerant tolerance toleration substance substantial innocent innocence frequent	frequency agency agent decent decency frequent frequency confident confidence confidential assistant assistance obedient obedience independent independence

Spelling Curriculum

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 suspicious suspicious unconscious conscious precious	ambitious cautious fictitious infectious nutritious ambitious superstitious nutritious surreptitious
. 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 beneficial commercial crucial facial glacial	social partial confidential essential initial partial essential potential

Spelling Curriculum

Year 6

• I use a range of spelling strategies not just spelling phonetically. • I use a dictionary to check spelling/meaning. • I proof read and edit my work to check for spelling and punctuation errors. *(Year 3 and 4 and year 5/6 word lists)*	• I change verbs into nouns by adding suffixes. (tion/sion/ment – cancel-cancellation/ expand-expansion/ excite-excitement/ enjoy-enjoyment) • I ensure I use the correct homophone. *(see year 5/6 homophone list)*	• I can spell most of words that appear in the Year 5/6 list.

Statutory	Guidance	Examples	
Homophones and other words that are often confused	In the pairs of words opposite, 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**.	advice/advise device/devise licence/license practice/practise prophecy/prophesy 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
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
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 *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 adorably adoration applicable applicably application 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
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
Revision of spelling patterns from all previous years.			

Spelling Curriculum

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience'	language	sufficient
conscious'	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	