



English Appendix 1: Spelling

Spelling Overview KS1

Year 1 PoS	k sound			l sound			s, z sound			f sound			w sound			ch sound			v sound			final y as ee			syllables			compounds		
Spelling List	1:1			1:2			1:3			1:4			1:5			1:6			1:7			1:8			1:9			1:10		
Focus	c	k	ck	l	ll	ll	s	ss	zz	f	ff	ph	w	wh	wh	tc h	ch	ch	v	ve	ve	y	y	y						
Year 1 PoS	Long Vowel Phonemes																													
Spelling List	1:11			1:12			1:13			1:14			1:15			1:16			1:17			1:18			1:19			1:20		
Focus	ai	ay	a-e	ee	ea	e-e	igh	ie	i-e	ow	oa	o-e	ew	ue	u-e	ai,ea,ie,oa,ue			magic e			ay,ee,igh,ow,ew			ie	-y	oe	oo	oo	oo
Year 1 PoS	Vowel Digraphs/Trigraphs															Vowel Suffixes							Prefixes							
Spelling List	1:21			1:22			1:23			1:24			1:25			1:26			1:27			1:28			1:29			1:30		
Focus	ow	ow	ou	oi	oi	oy	ar	ar	or	or e	aw	au	er	ir	ur	air	ar e	ea r	s	es	es	ing	ed	er	er	er	est	un	un	dis

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 – and/or others, according to the programme used

Year 2 PoS	j sound			c sound k, s		Silent			Endings sounding le									Apostrophe			Vowels
Spelling List	2:1			2:2		2:3			2:4			2:5			2:6			2:7	2:8	2:9	2:10
Focus	dg e	ge	g	soft c	c	k	w	g	-le	-le	-le	-el	-al	-al	-il	-il	-ol	contractions	contractions	possession	y sounding eye
Year 2 PoS	Vowel Sounds															Homophones					
Spelling List	2:11			2:12		2:13			2:14			2:15			2:16			2:17	2:18	2:19	2:20
Focus	y sounding ee			ey sounding ee		a sounding or			a sounding o			o sounding u			or	ir	ea	ai, a-e	ee, ea	silent k	silent w
Year 2 PoS	Vowel Suffixes															Consonant Suffixes					
Spelling List	2:21			2:22		2:23			2:24			2:25			2:26			2:27	2:28	2:29	2:30
Focus	e with er, est			e with ed, ing		y with er, est			y with ed, ing			er, est			ed, ing			ful, less	ly, ness	ily, iness	tion

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	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. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.
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Spelling Overview Lower KS2

Year 3 PoS	Vowel Suffixes						Consonant Suffix		Prefixes	
Spelling List	3:1	3:2	3:3	3:4	3:5	3:6	3:7	3:8	3:9	3:10
Focus	ing	ing	ed	er	ion	ion	ly	ly	un, dis, mis	in, il, ir
Year 3 PoS	Vowel Sounds and Letter Strings				Irregular Tenses		Homophones			
Spelling List	3:11	3:12	3:13	3:14	3:15	3:16	3:17	3:18	3:19	3:20
Focus	y sounding i	ou as u,ow,oo	a as ei,eigh,ey	sure,tur,tch	o to e	i to a	common	ai, a-e	ee, ea	st, ssed

Year 4 PoS	Prefixes				Suffixes					
Spelling List	4:1	4:2	4:3	4:4	4:5	4:6	4:7	4:8	4:9	4:10
Focus	super,sub,inter	anti,non,auto	pre, de, re	in, imp, imm	ing	er, ed	ous	ous	tion, cian	sion, ssion
Year 4 PoS	Vowel, Consonant Sounds				Apostrophe		Irregular Tenses		Homophones	
Spelling List	4:11	4:12	4:13	4:14	4:15	4:16	4:17	4:18	4:19	4:20
Focus	ch sounding k	ch, as sh,g,k	sc sounding s	a as ei,eigh,ey	plural possession		eep to ept	ent to end	long o	long i

Common exception words

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.

Word list – years 3 and 4: accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Spelling Overview UPPER KS2

Year 5 PoS	Vowel Suffixes									
Spelling List	5:1	5:2	5:3	5:4	5:5	5:6	5:7	5:8	5:9	5:10
Focus	cious, tious	cial, tial	ant	ent	Ance	ance	ence	able	able, ible	ably, ibly
Year 5 PoS	Vowel Suffix	Vowel Sounds	Letter String	Silent Letters					Homophones	
Spelling List	5:11	5:12	5:13	5:14	5:15	5:16	5:17	5:18	5:19	5:20
Focus	suffix to fer	ie, ei sounds	ough	silent b, c	silent g, k	silent h, k	silent n, t	silent u, w	ce, se	ow, ou

Year 6 Additional	Hyphens			Unstressed Letters			Latin Prefixes			Roots
Spelling List	6:1	6:2	6:3	6:4	6:5	6:6	6:7	6:8	6:9	6:10
Focus	prefixes	homophones	adjectives	vowels	vowels	consonants	uni, bi, tri	circ,tele,trans	min,mag,multi	tract, struct
Year 6 Additional	Suffixes				Roots and Affixes (Multisyllabic)					
Spelling List	6:11	6:12	6:13	6:14	6:15	6:16	6:17	6:18	6:19	6:20
Focus	en, ify, ate	ness	ity, ility	ial, ious	form, trust	joy, agree	cover, act	assist, light	child, sign	take, help

Common exception words

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.

Word list – years 5 and 6: accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht