



Spellings: Statutory Requirements
 See full curriculum document for **Rules and Guidance and Example words**

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>Revision of Reception</u></p> <ul style="list-style-type: none"> 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 <p><u>Year 1</u></p> <ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change is needed to the root word Words ending -y (/i:/ or /ɪ/) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix -un Compound words <u>Vowel Digraphs and Trigraphs</u> 	<ul style="list-style-type: none"> 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 /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words Words ending -il The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɑ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt -ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ʒ/ sound spelt s The suffixes -ment, -ness, -ful, -less and -ly Contractions The possessive apostrophe (singular nouns) Words ending in -tion 	<p><u>Revision of 1 & 2</u></p> <p>Rules for adding suffixes: s, es, ing, er, est, ed, ment, ness, full, less, ly</p> <p><i>*Year 3 & 4 requirements split for River & Estuary coverage.</i></p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes; dis, mis, in, re, sub, inter, super, anti, auto The suffix -ation The suffix -ly Words with endings sounding like /zə/ or /tʃə/ Endings which sound like /ʒən/ 	<p><u>Revision of Year 3</u></p> <p>Assess all year 3 spelling rules and implement interventions to ensure full coverage understanding.</p> <p><i>*Year 3 & 4 requirements split for River & Estuary coverage.</i></p> <ul style="list-style-type: none"> The suffix -ous Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words 	<p><u>Revision of Year 4</u></p> <p>Assess all year 4 spelling rules and implement interventions to ensure full coverage understanding.</p> <p><i>*Year 5 & 6 requirements split for Estuary & Ocean coverage.</i></p> <ul style="list-style-type: none"> Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible Words ending in -ably and -ibly 	<p><u>Revision of Year 5</u></p> <p>Assess all year 5 spelling rules and implement interventions to ensure full coverage understanding.</p> <p><i>*Year 5 & 6 requirements split for Estuary & Ocean coverage.</i></p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
<p>Common exception words KS1</p> <p>*These words should also be able to be read quickly with their meanings understood</p>	<p>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</p> <p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</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, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p><i>*Year 3 & 4 requirements split for River & Estuary coverage.</i></p> <p>actual(ly) address appear arrive bicycle build calendar circle complete continue different difficult disappear early earth eight/eighth experience experiment extreme famous February forward(s) fruit group guide heard heart history important interest island</p>	<p>learn length material minute natural notice often ordinary particular popular possible potatoes pressure probably promise quarter question regular remember sentence special straight strange surprise thought through weight woman/women</p>	<p>Assess all year 3 spellings and implement interventions to ensure full coverage understanding.</p> <p><i>*Year 3 & 4 requirements split for River & Estuary coverage.</i></p> <p>accident(ally) answer believe breath breathe busy/business centre caught century certain consider decide describe enough exercise favourite grammar guard height imagine increase knowledge library medicine mention naughty occasion(ally) opposite peculiar perhaps position possess(ion) purpose recent reign separate strength suppose therefore though/although various</p>	<p>Assess all year 4 spellings and implement interventions to ensure full coverage understanding.</p> <p><i>*Year 5 & 6 requirements split for Estuary & Ocean coverage.</i></p> <p>accompany according achieve aggressive attached average category cemetery committee communicate community competition curiosity definite desperate determined develop dictionary environment equip (–ped, –ment) especially excellent explanation familiar forty frequently government harass hindrance identity</p> <p>individual language leisure lightning marvellous muscle neighbour occupy occur persuade physical profession programme queue recognise restaurant rhyme rhythm shoulder signature sincere(ly) soldier stomach suggest symbol system temperature twelfth variety vegetable</p>	<p>Assess all year 5 spellings and implement interventions to ensure full coverage understanding.</p> <p><i>*Year 5 & 6 requirements split for Estuary & Ocean coverage.</i></p> <p>accommodate amateur ancient apparent appreciate available awkward bargain bruise conscience* conscious* controversy convenience correspond criticise (critic + ise) disastrous embarrass exaggerate existence foreign guarantee immediate(ly) interfere interrupt mischievous necessary nuisance</p> <p>opportunity parliament prejudice privilege pronunciation recommend relevant sacrifice secretary sufficient thorough vehicle yacht</p>

Homophones and near-Homophones

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
		<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><i>*Year 3 & 4 requirements split for River & Estuary coverage.</i></p> <p>brake/break, fair/fare, grate/great, here/hear, knot/not, mail/male, meat/meet, peace/piece, plain/plane,</p>	<p><i>*Year 3 & 4 requirements split for River & Estuary coverage.</i></p> <p>accept/except, affect/effect, ball/bawl, berry/bury, groan/grown, heel/heal/he'll, main/mane, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p><i>*Year 5 & 6 requirements split for Estuary & Ocean coverage.</i></p> <p><u>Confused words</u> guessed: past tense of the verb <i>guess</i> guest: visitor</p> <p>heard: past tense of the verb <i>hear</i> herd: a group of animals</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>stationary: not moving stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you steel: metal</p> <p>who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>	<p><i>*Year 5 & 6 requirements split for Estuary & Ocean coverage.</i></p> <p><u>Confused words</u> farther: further father: a male parent</p> <p>led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>precede: go in front of or before proceed: go on</p> <p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief</p> <p>profit: money that is made in selling things prophet: someone who foretells the future</p> <p>wary: cautious weary: tired</p>