



**West Croft
Spelling Overview
Year 1 - Year 6
2020-2021**

Year 1 Spelling Focus – National Curriculum Guidance



Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- 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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /v/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /v/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	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.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /tʃ/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest



Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is you .	out, about, mouth, around, sound
ow (/aʊ/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ow (/əʊ/)		
ue		
ew		
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
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 Spelling Focus – National Curriculum Guidance



Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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/ 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/, /ʌ/ and /u/ 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 jacket, jar, jog, join, adjust
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 /r/ 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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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 and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
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 -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 <i>skiing</i> and <i>taxiing</i> .	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 /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before i and il	The /ɔ:/ sound ('or') is usually spelt as a before i and il .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /t/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /b/ sound spelt a after w and qu	a is the most common spelling for the /b/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
The /z:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /y/ sound spelt s		television, treasure, usual
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) <i>argument</i> (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. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> 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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> 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'.

West Croft Spelling Overview

Year 2 2020-2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Phonics phase 5 ay, ou, ie, ea	Plurals adding s Typical words	Adding ed / ing typical words	Apostrophes to show contractions / omissions	tion words (station, fiction, motion, potion, nation, section)	Suffix ful / less
2	Phonics phase 5 oy, ir, ue, aw	Plurals adding es (ss, ch, tch, sh endings) Will need to look at tch endings as not visited since Year 1	Adding ed / ing to words ending in an e	Silent letters kn (knit, knee, knock, gnat, gnaw)	or after w (sounds like er) word, worm, worth, world, work ar after w (sounds like or) warm, war, ward, towards	Suffix ment
3	Phonics phase 5 wh, ph, ew, oe	ai words spelled y (cry, fly, dry, try, reply, July) Plurals change the y to an i and add es	Double consonant add ed / ing	Silent letters wr (write, written, write, wrong, wrap, wrapper)	Homophones	Suffix ness
4	Phonics phase 5 au, a_e, u_e, i_e	Adding y to words - creating adjectives with typical words (rain - rainy) short vowel sound words (mud - muddy) words ending in e (shine - shiny)	Suffix er / est typical words	Words that end in the l sound el / le (table, bottle, apple, little, middle) (camel, tunnel, squirrel, travel, towel)	o sound after w and qu (want, watch, wander, quantity, squash)	Suffix ly
5	Phonics phase 5 o_e, u_e, zh/s/ge	The i sound spelled ey (key, monkey, donkey, chimney, valley) Explore how to make plural (exception to the rules)	Suffix er / est short vowel sounds (double the consonant)	Words that end in the l sound il / al (pencil, fossil, nostril) (medal, pedal, metal, capital, hospital, animal)	Sound spelled o (other, mother, brother, nothing, Monday)	Suffix mix from above
6	Phonics phase 5 c, k, ch	ge and dge words - sounds like j	Adding ed / ing / er / est to words ending in y (change the y to an I and add the suffix except for ing)	a before l and ll (all, ball, call, fall, walk, talk, always)	Recap and review of this terms patterns - this can be tailored to individual classes needs	Spelling mix up! One pattern a day to recap from across the year!!
7	Phonics phase 5 air, ear, ere, eer	Recap 300 frequency words if needed or review spelling patterns this term				Spelling mix up! One pattern a day to recap from across the year!!

Year 3/4 Spelling Focus – National Curriculum Guidance



Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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, limitation
The /t/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /n/ 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'.	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	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'. anti- means 'against'. auto- means 'self' or 'own'.	illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anticlockwise, antisocial auto- : autobiography, 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
The suffix -ly	The suffix -ly is added to an adjective to form 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.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Exceptions:</p> <p>(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.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelled -sure.</p> <p>The ending sounding like /tʃə/ is often spelled -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelled as -sion .	<p>division, invasion, confusion, decision, collision, television</p>
The suffix -ous	<p>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.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /k/ sound before the -ous ending, it is usually spelled as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelled -tion, -sion, -ssion, -cian	<p>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.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention</i>.</p> <p>-cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelled ch (Greek in origin)		<p>scheme, chorus, chemist, echo, character</p>
Words with the /ʃ/ sound spelled ch (mostly French in origin)		<p>chef, chalet, machine, brochure</p>
Words ending with the /g/ sound spelled -gue and the /k/ sound spelled -que (French in origin)		<p>league, tongue, antique, unique</p>
Words with the /s/ sound spelled 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/.	<p>science, scene, discipline, fascinate, crescent</p>
Words with the /eɪ/ sound spelled ei , eigh , or ey		<p>vein, weigh, eight, neighbour, they, obey</p>



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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 <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> 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, 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



Word list for years 3 and 4

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

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 guidelines for adding prefixes and suffixes are also known.

Examples:

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

bicycle is *cycle* (from the Greek for *wheel*) with **bi-** (meaning *two*) before it.

medicine is related to *medical* so the /s/ sound is spelt as **c**.

opposite is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

West Croft Spelling Overview

Year 3 2020-2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Typical verbs s, ed, ing, er, est	Suffixes ness and ment	Exploring suffixes - ship / hood	Apostrophes for possession	Prefixes - in / im	words with qu pattern
2	Verbs ending in e s, ed, ing, er, est	Suffixes - ful / less	Exploring suffixes - like / dom / ish	Words with the f sound - distinguish between those with f, ff and ph	Prefixes ir / il	Suffix ly Root word ends in a y - change y to an I Root word ends in le - change to ly Root word ends in ic - ally used (basically, frantically, dramatically)
3	Short vowel sounds s, ed, ing, er, est	ckle / cle	i sound in middle of words spelled y (myth, gym, Egypt, pyramid, mystery) ou sounds like u (double, trouble, touch, country)	Prefix un/dis	Words with the k sound spelt ch (school, chorus, chemist, echo, character) Words with a sh sound spelt ch (chef, chalet, machine, brochure)	Prefixes tele / photo / circum
4	Verbs ending in y s, ed, ing, er, est	ble / dle / ple	Silent letters (kn, wr.)	Prefixes mis/de	Words with the trigraph str (strange, strike, struck)	Prefixes ex/sub/inter
5	tch sound	able / ible	Silent letters (thumb, salmon, castle, sword, island)	Prefixes re/pre	Prefixes non/anti	Prefixes inter / super / auto
6	Verbs ending in hissing or buzzing sounds es, ed, ing	Double letter + le	Apostrophes / contractions (omissions)	Explore Year 3/4 statutory words and look at the spelling patterns	Explore Year 3/4 statutory words and look at the spelling patterns	Explore Year 3/4 statutory words and look at the spelling patterns
7	Recap of spelling patterns from this half term	al / il / el at the end of words				

West Croft Spelling Overview

Year 4 2020 - 2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Explore Year 3/4 statutory words and look at the spelling patterns	Words ending with the g sound - gue and the k sound - que (league, tongue, antique)	Exploring common letter strings - igh, ough, augh	Prefixes trans / bi / tri	Recap Suffix ly Root word ends in a y - change y to an I Root word ends in le - change to ly Root word ends in ic - ally used (basically, frantically, dramatically)	Apostrophes - link to grammar Contraction/omission
2	Homophones or near homophones	Words ending in chuh (picture, adventure, creature)	Exploring common letter strings - ou, au, ear,	shun - tion	Endings which sound like shu - cious / tious	Compound words
3	plurals / f - ves	Words with endings sounding like zhuh (measure, treasure, pleasure)	Words with the s sound spelled sc (science, scene, scenery, fascinate)	Suffix ation (information, adoration, sensation, preparation, admiration)	Words ending in shul - ial	Words ending in er, ar, or (nectar, transfer, sailor, supplier, cellar)
4	Verb endings - s, ed, ing, er, est	Words ending in ue (continue, value, due, avenue)	Words ending in zhun (vision, television, confusion, decision, collision, invasion)	shun - cian	Words ending in en or on (listen, apron, wooden, poison, kitten, button, eleven)	Words with the ay sound spelt ai, ei, eigh or ey
5	Double consonants spelling (manner, shallow, narrow) Adding ing, er, ed to these words	Suffixes ify / ity (intensify, identify, specify) (identity, community, curiosity)	Prefixes re / pre	shun - sion / ssion	Explore Year 3/4 statutory words and look at the spelling patterns	Words with and ou - distinguish them from words that just have u (armour, double, touch)
6	Suffixous	Suffix ly Root word ends in a y - change y to an I Root word ends in le - change to ly	ible (responsible, eligible; incredible, reversible; invincible, convertible; flexible, terrible; horrible)	Explore Year 3/4 statutory words and look at the spelling patterns	Explore Year 3/4 statutory words and look at the spelling patterns	Explore Year 3/4 statutory words and look at the spelling patterns
7	Suffixous (two weeks due to the amount of words to look at)	Suffix ly Root word ends in ic - ally used (basically, frantically, dramatically)				

Year 5/6 Spelling Focus – National Curriculum Guidance



Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (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. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, 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: <i>initial</i> , <i>financial</i> , <i>commercial</i> , <i>provincial</i> (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i>).	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 guidance does not help. These words just have to be learnt.	observant, observance, (observat <u>ion</u>), expectant (expectat <u>ion</u>), hesitant, hesitancy (hesitat <u>ion</u>), tolerant, tolerance (tolerat <u>ion</u>), substance (substant <u>ial</u>) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confident <u>ial</u>) assistant, assistance, obedient, obedience, independent, independ <u>ence</u>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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 <i>cap</i> and <i>gap</i>) 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 <i>reliable</i> , the complete word <i>rely</i> 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. <i>sensible</i>).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, 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
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



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> 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, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
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 <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused	In the pairs of words opposite, nouns end -ce and verbs end -se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c . <u>More examples:</u> aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals 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>) morning: before noon mourning: grieving for someone who has died 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>) precede: go in front of or before proceed: go on



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused (continued)	<p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>



Word list for years 5 and 6

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

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 guidelines 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*.

West Croft Spelling Overview

Year 5 2020 - 2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Explore Year 3/4 statutory words and look at the spelling patterns	Words ending in fer (refer, transfer, prefer) Adding suffixes to those words (double the r)	Soft c - ci / cy Words with the s sound spelt sc (science, scene, scissors)	Prefixes pro / sus	Hyphenating prefixes look at how the word meaning differs (e.g. re-treat and retreat)	Homonyms
2	Phoneme / trigraph / digraph investigation ight / ou / ough	Unstressed letters	Silent letters (kn, gn, wr)	shun - tion	Homophones	Transforming words - changing verbs to nouns (ion, ism, ology)
3	Phoneme / trigraph / digraph investigation oo / ie / our	Unstressed letters	Silent letters (silent h, silent b, silent l,)	Suffix ation (information, adoration, sensation, preparation, admiration)	Investigating i before e except after c pattern	Transforming words - changing nouns to verbs (ise, ify, en)
4	Endings which sound like shus and shul cious/tious/tial	Words ending in ant / ance / ancy	Suffixes il, ir, (exploring negation)	shun - cian	Hyphenating prefixes look at how the word meaning differs (e.g. re-treat and retreat)	Noun ce / Verb se practise / practice
5	Suffixes ible / able	Words ending in ent/ ence / ency	Suffixes im, in (exploring negation)	shun - sion / ssion	Explore Year 5/6 statutory words and look at the spelling patterns	Word families based on common words, showing how words are related in form and meaning (solve, solution, dissolve, insoluble)
6	Suffixes ibly / ably	Words ending in ery / ary / ory	Explore Year 5/6 statutory words and look at the spelling patterns	Explore Year 5/6 statutory words and look at the spelling patterns	Explore Year 5/6 statutory words and look at the spelling patterns	Explore Year 5/6 statutory words and look at the spelling patterns
7	Explore Year 3/4 statutory words and look at the spelling patterns	Homophones and near homophones and homonyms				Explore Year 5/6 statutory words and look at the spelling patterns

West Croft Spelling Overview

Year 6 2020-2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Explore Year 5/6 statutory words and look at the spelling patterns	Transforming words using prefixes for negation: ir, il, im, in	Suffixes -cious -tious -cial -tial	Soft c Hard c	Revision and recap all patterns in booster sessions	Changing word classes using suffixes: Change nouns to verbs -ate, -ify, -ise, -en Change words to nouns: -tion, -ness, -ity
2	Plural rules adding s / es / f - ves / change y to an I add es / ffs	Transforming words using prefixes for negation: Un, de, dis, anti	Suffixes -ant, -ance/-ancy -ent, -ence/-ency	que / gue / qu	Revision and recap all patterns in booster sessions	Changing word classes using suffixes: Change noun/verb to adjective - ful, -less, -able, -worthy, -ic, -ing, -al
3	Words with double consonants	Words ending in sure / ture Words ending in zhun sound (television / confusion / invasion)	Suffixes -able / ably -ible / ably	ie/ei rules HOMOPHONES	Revision and recap all patterns in booster sessions	Word roots investigation spec, trac, micro, dict
4	Shun investigation	Unstressed letters	Words ending in al, el or le	Silent letters Words ending in -fer and adding suffixes beginning with a vowel to words ending in fer - double the r)	Revision and recap all patterns in booster sessions	More unusual letter patterns ps (psychic), gn (foreign, gnarled), on (pneumonia), pt (pterodactyl)
5	Phoneme / trigraph / digraph investigation igh / ight / ou / ough / ought	Prefixes tele / mis / anti / photo / circum	Words ending in er, ar or or	Superlatives and comparatives -er, -ist, -ish, -like	Revision and recap all patterns in booster sessions	Homophones and other words that are often confused -ce -se
6	The ay sound (ey / air / ay / a / ea) The f sound (f / ff / ph)	Prefixes - auto / bi / tri and semi	Words ending in ery, ary, ory	Soft c Hard c	Revision and recap all patterns in booster sessions	Changing word classes using suffixes: Change nouns to verbs -ate, -ify, -ise, -en Change words to nouns: -tion, -ness, -ity
7	Hyphenating prefixes look at how the word meaning differs (e.g. re-treat and retreat)	Prefixes aero / micro / super / sub / inter	Suffixes ly, ful, ness, ment, ship, hood			