

English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as ‘example words’ for years 1 and 2, including almost all those listed as ‘exception words’, are used frequently in pupils’ writing, and therefore it is worth pupils learning the correct spelling. The ‘exception words’ contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils’ attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter ‘c’. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

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/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck | The /f/, /l/, /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 /ɪz/ 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 | <p>-ing and -er always add an extra syllable to the word and -ed sometimes does.</p> <p>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.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p> | 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, <i>zoo</i> | 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 <i>you</i> . | out, about, mouth, around, sound |
| ow (/aʊ/) ow (/əʊ/) ue ew | 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 |
| 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, fill, 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 |

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 | <p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>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.</p> | <p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p> |
| 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 // 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 // or /ə/ 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 // or /ə/ 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: <i>being</i> . | 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 II | The /ɔ:/ sound (‘or’) is usually spelt as a before I and II . | 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 /i:/ 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 /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 | 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 /ɜ/ sound spelt s | | television, treasure, usual |
| The suffixes –ment, –ness, –ful, –less and –ly | <p>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.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p> | <p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p> |
| Contractions | <p>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>).</p> <p><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.</p> | 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 | <p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>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>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</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 – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p> |