



## English Curriculum – Reading and Speaking and listening

| Year | Reading – word reading   | Reading comprehension  |
|------|--|--|
| 1    | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>apply phonic knowledge and skills as the route to decode words</li><li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>read other words of more than one syllable that contain taught GPCs</li><li>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li><li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li><li>re-read these books to build up their fluency and confidence in word reading.</li></ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>being encouraged to link what they read or hear read to their own experiences</li><li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>recognising and joining in with predictable phrases</li><li>learning to appreciate rhymes and poems, and to recite some by heart</li><li>discussing word meanings, linking new meanings to those already known</li><li>understand both the books they can already read accurately and fluently and those they listen to by:</li><li>drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>discussing the significance of the title and events</li><li>making inferences on the basis of what is being said and done</li><li>predicting what might happen on the basis of what has been read so far</li><li>participate in discussion about what is read to them, taking turns and listening to what others say</li><li>explain clearly their understanding of what is read to them.</li></ul>  |
| 2    | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>read accurately words of two or more syllables that contain the same graphemes as above</li><li>read words containing common suffixes</li><li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>re-read these books to build up their fluency and confidence in word reading.</li></ul>   | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li><li>discussing the sequence of events in books and how items of information are related</li><li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>being introduced to non-fiction books that are structured in different ways</li><li>recognising simple recurring literary language in stories and poetry</li><li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>discussing their favourite words and phrases</li><li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li><li>understand both the books that they can already read accurately and fluently and those that they listen to by:</li><li>drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>making inferences on the basis of what is being said and done</li><li>answering and asking questions</li><li>predicting what might happen on the basis of what has been read so far</li><li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul> |



## English Curriculum – Reading and Speaking and listening

|                |   |   |
|----------------|---|---|
| <p>3 and 4</p> | <p>Pupils should be taught to:<br/>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet<br/>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p>Pupils should be taught to:<br/>develop positive attitudes to reading and understanding of what they read by:<br/>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br/>reading books that are structured in different ways and reading for a range of purposes<br/>using dictionaries to check the meaning of words that they have read<br/>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br/>identifying themes and conventions in a wide range of books<br/>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action<br/>discussing words and phrases that capture the reader's interest and imagination<br/>recognising some different forms of poetry [for example, free verse, narrative poetry]<br/>understand what they read, in books they can read independently, by:<br/>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br/>asking questions to improve their understanding of a text<br/>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br/>predicting what might happen from details stated and implied<br/>identifying main ideas drawn from more than one paragraph and summarising these<br/>identifying how language, structure, and presentation contribute to meaning<br/>retrieve and record information from non-fiction<br/>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>   |
| <p>5 and 6</p> | <p>Pupils should be taught to:<br/>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>  | <p>Pupils should be taught to:<br/>maintain positive attitudes to reading and understanding of what they read by:<br/>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br/>reading books that are structured in different ways and reading for a range of purposes<br/>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions<br/>recommending books that they have read to their peers, giving reasons for their choices<br/>identifying and discussing themes and conventions in and across a wide range of writing<br/>making comparisons within and across books<br/>learning a wider range of poetry by heart<br/>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience<br/>understand what they read by:<br/>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br/>asking questions to improve their understanding<br/>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br/>predicting what might happen from details stated and implied<br/>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas<br/>identifying how language, structure and presentation contribute to meaning<br/>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br/>distinguish between statements of fact and opinion<br/>retrieve, record and present information from non-fiction<br/>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously<br/>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary<br/>provide reasoned justifications for their views.</p> |



## 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 <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words.<br><b>Exceptions:</b> 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 <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such. | catch, fetch, kitchen, notch, hutch |



| Statutory requirements   | Rules and guidance (non-statutory)   | Example words (non-statutory)   |
|--|--|---|
| The /v/ sound at the end of words  | English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> 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 <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .   | cats, dogs, spends, rocks, thanks, catches                                |
| Adding the endings <b>-ing</b> , <b>-ed</b> and <b>-er</b> to verbs where no change is needed to the root word | <b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does.<br>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 <b>-ed</b> .<br>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 <b>-er</b> and <b>-est</b> 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<br>oil, join, coin, point, soil        |
| ay, oy                       | <b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay<br>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 <b>u-e</b> .                       | 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 <b>oo</b> , 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   |



| Vowel diagraphs and trigraphs      | Rules and guidance (non-statutory)  | Example words (non-statutory)  |
|------------------------------------|---|--|
| oo (/ʊ/)                           |   | book, took, foot, wood, good   |
| oa                                 | The digraph <b>oa</b> 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 <b>ou</b> is <i>you</i> .  | out, about, mouth, around, sound   |
| ow (/aʊ/)<br>ow (/əʊ/)<br>ue<br>ew | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> . | now, how, brown, down, town<br>own, blow, snow, grow, show<br>blue, clue, true, rescue, Tuesday<br>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 <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).                                | dolphin, alphabet, phonics, elephant<br>when, where, which, wheel, while   |
| Using k for the /k/ sound         | The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .  | Kent, sketch, kit, skin, frisky  |
| Adding the prefix – un            | The prefix <b>un–</b> 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 <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> 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</p> <p>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 /l/ or /əl/ sound spelt -le at the end of words   | The <b>-le</b> 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.<br>The –el spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .   | 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 <b>y</b> is changed to <b>i</b> 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 <b>y</b> is changed to <b>i</b> before –ed, –er and –est are added, but not before –ing as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .                   | copied, copier, happier, happiest, cried, replied<br>... <b>but</b> 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. <b>Exception:</b> <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’).<br><b>Exception:</b> 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 l and ll  | The /ɔ:/ sound (‘or’) is usually spelt as <b>a</b> before l and ll.   | 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 | <b>a</b> is the most common spelling for the /ɒ/ (‘hot’) sound after <b>w</b> and <b>qu</b> . | want, watch, wander, quantity, squash |



| Statutory requirements                         | Rules and guidance (non-statutory)   | Example words (non-statutory)   |
|--|--|---|
| 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><b>Exceptions:</b></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 – 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                         | 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   | door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both,  |



| Statutory requirements | Rules and guidance (non-statutory)   | Example words (non-statutory)   |
|------------------------|--|---|
|                        | <p>where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</p> | <p>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><b>Note:</b> ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p> |



## 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<br><br>gardening, gardener, limiting, limited, limitation                     |
| The /ɪ/ sound spelt y elsewhere than at the end of words                        | These words should be learnt as needed.   | myth, gym, Egypt, pyramid, mystery  |
| The /ʌ/ 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 <b>in-</b> below.<br><br>Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.<br><br>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. | <b>dis-</b> : disappoint, disagree, disobey<br><b>mis-</b> : misbehave, mislead, misspell (mis + spell)<br><b>in-</b> : inactive, incorrect |
| Statutory requirements  | Rules and guidance (non-statutory)  | Example words (non-statutory)   |
|   | Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il</b> .  | illegal, illegible  |



| Statutory requirements   | Rules and guidance (non-statutory)  | Example words (non-statutory)   |
|--------------------------|---|---|
|                          | <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p> | <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p> |
| The suffix <b>-ation</b> | The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.   | information, adoration, sensation, preparation, admiration  |
| The suffix <b>-ly</b>    | <p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>  | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)   |

| Statutory requirements | Rules and guidance (non-statutory)  | Example words (non-statutory) |
|------------------------|---|-------------------------------|
|                        | <p><b>Exceptions:</b></p> <p>(1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> | happily, angrily              |



| Statutory requirements                         | Rules and guidance (non-statutory)   | Example words (non-statutory)   |
|--|--|---|
|  | <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</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 spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> 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/                 | <p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b>.</p>   | <p>division, invasion, confusion, decision, collision, television</p>   |
| The suffix <b>-ous</b>                         | <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word. <b>-our</b> is changed to <b>-or</b> before <b>-ous</b> 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 /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</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/, spelt –tion, –sion, –ssion, –cian                          | <p>Strictly speaking, the suffixes are <b>–ion</b> and <b>–ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>–ssion</b> is used if the root word ends in <b>ss</b> or <b>–mit</b>.</p> <p><b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</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 spelt ch (Greek in origin)  |  | scheme, chorus, chemist, echo, character   |
| Words with the /ʃ/ sound spelt ch (mostly French in origin)                                |  | chef, chalet, machine, brochure  |
| Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) |  | league, tongue, antique, unique  |
| Words with the /s/ sound spelt sc (Latin in origin)  | In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.  | science, scene, discipline, fascinate, crescent  |
| Words with the /eɪ/ sound spelt ei, eigh, or ey  |  | vein, weigh, eight, neighbour, they, obey  |

| 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; <b>–s</b> is not added if the plural already ends in | girls', boys', babies', children's, men's, mice's |





| Statutory requirements         | Rules and guidance (non-statutory)  | Example words (non-statutory)  |
|--------------------------------|---|--|
|                                | -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> ). | <b>(Note:</b> 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 – 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 – 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 | <p>Not many common words end like this.</p> <p>If the root word ends in <b>–ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>   | vicious, precious, conscious, delicious, malicious, suspicious<br>ambitious, cautious, fictitious, infectious, nutritious  |
| Endings which sound like /ʃəl/                        | <p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>   | official, special, artificial, partial, confidential, essential  |
| Words ending in –ant, –ance/–ancy, –ent, –ence/–ency  | <p>Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p> | <p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independ<u>e</u>nce</p> |
| Statutory requirements                                | Rules and guidance (non-statutory)  | Example words (non-statutory)  |
| Words ending in –able and –ible                       | The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings.   | adorable/adorably (adoration), applicable/applicably (application),  |



| Statutory requirements  | Rules and guidance (non-statutory)   | Example words (non-statutory)   |
|---|--|---|
| <p>Words ending in –ably and –ibly</p>                                      | <p>As with <b>–ant</b> and <b>–ance/–ancy</b>, the <b>–able</b> ending is used if there is a related word ending in <b>–ation</b>.</p> <p>If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> 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 <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p> | <p>considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> |
| <p>Adding suffixes beginning with vowel letters to words ending in –fer</p> | <p>The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>–fer</b> is no longer stressed.</p>   | <p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>  |
| <p>Use of the hyphen</p>  | <p>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.</p>  | <p>co-ordinate, re-enter, co-operate, co-own</p>  |

| Statutory requirements                            | Rules and guidance (non-statutory)  | Example words (non-statutory)                        |
|---|---|--|
| <p>Words with the /i:/ sound spelt ei after c</p> | <p>The ‘i before e except after c’ rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p> | <p>deceive, conceive, receive, perceive, ceiling</p> |



| Statutory requirements   | Rules and guidance (non-statutory)   | Example words (non-statutory)  |
|--|--|--|
| Words containing the letter-string ough  | <b>ough</b> 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<br>rough, tough, enough<br>cough<br>though, although, dough<br>through<br>thorough, borough<br>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 <b>gh</b> 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)   |
|---|---|---|
| <p>Homophones and other words that are often confused</p> | <p>In the pairs of words opposite, nouns end <b>–ce</b> and verbs end <b>–se</b>. <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 <b>c</b>.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane).<br/>         isle: an island.<br/>         aloud: out loud.<br/>         allowed: permitted.<br/>         affect: usually a verb (e.g. <i>The weather may affect our plans</i>).<br/>         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>).<br/>         altar: a table-like piece of furniture in a church.<br/>         alter: to change.<br/>         ascent: the act of ascending (going up).<br/>         assent: to agree/agreement (verb and noun).<br/>         bridal: to do with a bride at a wedding.<br/>         bridle: reins etc. for controlling a horse.<br/>         cereal: made from grain (e.g. breakfast cereal).<br/>         serial: adjective from the noun <i>series</i> – a succession of things one after the other.<br/>         compliment: to make nice remarks about someone (verb) or the remark that is made (noun).<br/>         complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p> | <p>advice/advise<br/>         device/devise<br/>         licence/license<br/>         practice/practise<br/>         prophecy/prophesy</p> <p>farther: further<br/>         father: a male parent<br/>         guessed: past tense of the verb <i>guess</i><br/>         guest: visitor<br/>         heard: past tense of the verb <i>hear</i><br/>         herd: a group of animals<br/>         led: past tense of the verb <i>lead</i><br/>         lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)<br/>         morning: before noon<br/>         mourning: grieving for someone who has died<br/>         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>)<br/>         passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i>)<br/>         precede: go in front of or before<br/>         proceed: go on</p> |



| 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>)<br/>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 – years 5 and 6

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



# Spoken language – years 1 to 6

## Spoken language

### Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.