



WRITING SKILLS (SPELLING)



Year 1		
Spelling Pattern	Spelling Rule	Examples
<b>The sounds spelt ff, ll, ss, z and ck</b>	<ul style="list-style-type: none"> <li>The sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words</li> <li>Exceptions: if, pal, usm, bus, yes</li> </ul>	off, well, miss, buzz, back
<b>The sound spelt n before k</b>		bank, think, honk, sunk
<b>Division of words into syllables</b>	<ul style="list-style-type: none"> <li>Each syllable is like a 'beat' in the spoken word</li> <li>Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear</li> </ul>	pocket, rabbit, carrot, thunder, sunset
<b>-tch</b>	<ul style="list-style-type: none"> <li>The sound is usually spelt as tch if it comes straight after a single vowel letter</li> <li>Exceptions: rich, which, much, such</li> </ul>	catch, fetch, kitchen, notch, hutch
<b>The v sound at the end of words</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	have, live, give
<b>Adding s and es to words (plural of nouns and the third person singular of verbs)</b>	<ul style="list-style-type: none"> <li>If the ending sounds like s or z, it is spelt as -s</li> <li>If the ending forms an extra syllable or 'beat' in the word, it is spelt as -es</li> </ul>	cats, dogs, spends, rocks, thanks, catches
<b>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</b>	<ul style="list-style-type: none"> <li>-ing and -er always add an extra syllable to the word and -ed sometimes does</li> <li>The past tense of some verbs may sound as if it ends in id, d or t (no extra syllable) but all these endings are spelt -ed</li> <li>If the verb ends in two consonant letters (the same or different), the ending is simply added on</li> </ul>	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
<b>Adding -er and -est to adjectives where no change is needed to the root word</b>	<ul style="list-style-type: none"> <li>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on</li> </ul>	grander, grandest, fresher, freshest, quicker, quickest
Vowel digraphs and trigraphs		
<b>ai, oi</b>	<ul style="list-style-type: none"> <li>The digraphs ai and oi are virtually never used at the end of English words</li> </ul>	rain, wait, train, paid, afraid, oil, join, coin, point, soil
<b>ay, oy</b>	<ul style="list-style-type: none"> <li>Ay and oy are used for those sounds at the end of words and at the end of syllables</li> </ul>	day, play, say, way, stay, boy, toy, enjoy, annoy
<b>a-e</b>		made, came, same, take, safe
<b>e-e</b>		these, theme, complete
<b>i-e</b>		five, ride, like, time, side
<b>o-e</b>		home, those, woke, hope, hole
<b>u-e</b>	<ul style="list-style-type: none"> <li>Both the 'oo' and 'yoo' sounds can be spelt as u-e</li> </ul>	June, rule, rude, use, tube, tune
<b>ar</b>		car, start, part, arm, garden
<b>ee</b>		see, tree, green, meet, week
<b>ea</b>		sea, dream, meat, instead, read (past tense)
<b>er</b>		(stressed sound): her, term, verb, person
<b>er</b>		(unstressed schwa sound): better, under, summer, winter, sister

Year 1		
Spelling Pattern	Spelling Rule	Examples
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo	<ul style="list-style-type: none"> <li>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</li> </ul>	food, pool, moon, zoo, soon
oo		book, took, foot, wood, good
o-e		toe, goes
ou	<ul style="list-style-type: none"> <li>The only common English word ending in <i>ou</i> is <i>you</i></li> </ul>	out, about, mouth, around, sound
ow ow ue ew	<ul style="list-style-type: none"> <li>Both the 'oo' and 'yoo' sounds can be spelt as <i>u-e</i>, <i>ue</i> and <i>ew</i></li> <li>If words end in the oo sound, <i>ue</i> and <i>ew</i> are more common spellings than oo</li> </ul>	now, how, brown, down, town, own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie		lie, tie, pie, cried, tried, dried
ie		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		August, author, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year?????
ear		bear, pear, wear
are		bare, dare, care, share, scared
Words ending -y		very, happy, funny, party, family
New consonant spellings <i>ph</i> and <i>wh</i>	<ul style="list-style-type: none"> <li>The f sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun)</li> </ul>	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using <i>k</i> for the 'c' sound	<ul style="list-style-type: none"> <li>The 'c' sound is spelt as <i>k</i> rather than as <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i></li> </ul>	Kent, sketch, kit, skin, frisky
Adding the prefix <i>-un</i>	<ul style="list-style-type: none"> <li>The prefix <i>-un</i> is added to the beginning of a word without any change to the spelling of the root word</li> </ul>	unhappy, undo, unload, unfair, unlock
Compound words	<ul style="list-style-type: none"> <li>Compound words are two words joined together</li> <li>Each part of the longer word is spelt as it would be if it were on its own</li> </ul>	football, playground, farmyard, bedroom blackberry
Common exception words	<ul style="list-style-type: none"> <li>Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far</li> </ul>	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 Pattern	Spelling Rule	Examples
<b>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</b>	<ul style="list-style-type: none"> <li>The letter j is never used for the 'dge' sound at the end of English words.</li> <li>At the end of a word the sound is spelt – dge straight after 'short' vowel sounds</li> <li>After all other sounds, whether vowels or consonants, the sound is spelt as – ge at the end of a word</li> <li>In other positions in words the sound is often (but not always) spelt as g before e, i, and y</li> <li>The sound is always spelt as j before a, o and u</li> </ul>	badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy, adjust
<b>The s sound spelt c before e, i and y</b>		race, ice, cell, city, fancy
<b>The n sound spelt kn and (less often) gn at the beginning of words</b>	<ul style="list-style-type: none"> <li>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago</li> </ul>	knock, know, knee, gnat, gnaw
<b>The sound spelt wr at the beginning of words</b>	<ul style="list-style-type: none"> <li>This spelling probably also reflects an old pronunciation</li> </ul>	write, written, wrote, wrong, wrap
<b>The sound spelt –le at the end of words</b>	<ul style="list-style-type: none"> <li>The –le spelling is the most common spelling for this sound at the end of words</li> </ul>	table, apple, bottle, little, middle
<b>The sound spelt –el at the end of words</b>	<ul style="list-style-type: none"> <li>The –el spelling is much less common than –le</li> <li>The –el spelling is used after m, n, r, s, v, w and more often than not after s</li> </ul>	camel, tunnel, squirrel, travel, towel, tinsel
<b>The sound spelt –al at the end of words</b>	<ul style="list-style-type: none"> <li>Not many nouns end in –al, but many adjectives do</li> </ul>	metal, pedal, capital, hospital, animal
<b>Adding –es to nouns and verbs ending in -y</b>	<ul style="list-style-type: none"> <li>The y is changed to i before –es is added</li> </ul>	flies, tries, replies, copies, babies, carries
<b>Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it</b>	<ul style="list-style-type: none"> <li>The y is changed to i before –ed, -er, and –est are added, but not before – ing as this would result in ii</li> </ul>	The only ordinary words with ii are skiing and taxiing copied, copier, happier, happiest, cried, replied...but...copying, crying, replying
<b>Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</b>	<ul style="list-style-type: none"> <li>The last consonant letter of the root word is doubled to keep the vowel 'short'</li> <li>Exception: the letter x is never doubled</li> </ul>	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny mixing, mixed, boxer, sixes
<b>The suffixes – ment, -ness, -ful, -less and -ly</b>	<ul style="list-style-type: none"> <li>If a suffix starts with a consonant letter, it is added straight on to most root words without any changed to the last letter of those words</li> <li>Exception: argument</li> <li>Exceptions: root words ending in –y with a consonant before it but only if the root word has more than one syllable</li> </ul>	enjoyment, sadness, careful, playful, hopeless, plainness, badly, merriment, happiness, plentiful, penniless, happily
<b>Contractions</b>	<ul style="list-style-type: none"> <li>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot)</li> <li>It's means it is (e.g. it's raining) or sometimes it has (e.g. It's been raining) but it's is never used for the possessive</li> </ul>	can't, didn't, hasn't, couldn't, I'll
<b>The possessive apostrophe (singular nouns)</b>		Megan's, Ravi's, the girl's, the child's, the man's
<b>Homophones and near homophones</b>	<ul style="list-style-type: none"> <li>It is important to know the difference in meaning between homophones</li> </ul>	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, sun/son, to/too/two, be/bee, blue/blew, night/knight
<b>The sound spelt a before l and ll</b>	<ul style="list-style-type: none"> <li>The sound is usually spelt as a before l and ll</li> </ul>	all, ball, call, walk, talk, always
<b>The 'u' sound spelt o</b>		other, mother, brother, nothing, Monday
<b>The sound spelt -ey</b>	<ul style="list-style-type: none"> <li>The plural of these words is formed by the addition of –s (donkeys, monkeys etc)</li> </ul>	donkey, monkey, key, chimney, valley
<b>The sound spelt a after w and qu</b>	<ul style="list-style-type: none"> <li>a is the most common spelling for the sound after w and qu</li> </ul>	want, watch, wander, quantity, squash
<b>The sound spelt or after w</b>	<ul style="list-style-type: none"> <li>There are not many of these words</li> </ul>	word, work, worm, world, worth
<b>The z sound spelt s</b>		television, treasure, usual
<b>Words ending in -tion</b>		fiction, motion, section, station
<b>Common exception words</b>	<ul style="list-style-type: none"> <li>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 <i>a</i> in these words is pronounced <i>a</i> as in <i>cat</i></li> <li><i>Great, break, and steak</i> are the only common words where the 'ay' sound is spelt <i>ea</i></li> </ul>	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*: ' <i>children</i> ' is not an exception to what has been taught so far but is included because of its relationship with ' <i>child</i> '

Year 3 and 4		
Spelling Pattern	Spelling Rule	Examples
<b>Adding suffixes beginning with vowel letters to words of more than one syllable</b>	<ul style="list-style-type: none"> <li>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</li> <li>The consonant letter is not doubled if the syllable is unstressed</li> </ul>	forgetting, forgotten, beginning, beginner, prefer, preferred
<b>The 'i' sound spelt y elsewhere than at the end of words</b>	<ul style="list-style-type: none"> <li>These words should be learnt as needed</li> </ul>	Egypt, myth, gym, pyramid, mystery
<b>The 'u' sound spelt ou</b>	<ul style="list-style-type: none"> <li>These words should be learnt as needed</li> </ul>	young, touch, double, trouble, country
<b>More prefixes</b>	<ul style="list-style-type: none"> <li>Most prefixes are added to the beginning of root words without any changes in spelling, but see <i>in-</i> below</li> <li>Like <i>un-</i>, the prefixes <i>dis-</i> and <i>mis-</i> have negative meanings</li> <li>The prefix <i>in-</i> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</li> <li>Before a root word starting with <i>l</i>, <i>in-</i> becomes <i>il</i></li> <li>Before a root word starting with <i>m</i> or <i>p</i>, <i>in-</i> becomes <i>im-</i></li> <li>Before a root word starting with <i>r</i>, <i>in-</i> becomes <i>ir-</i></li> <li><i>re-</i> means 'again' or 'back'.</li> <li><i>sub-</i> means 'under'</li> <li><i>inter-</i> means 'between' or 'among'</li> <li><i>super-</i> means 'above'</li> <li><i>anti-</i> means 'against'</li> <li><i>auto-</i> means 'self' or 'own'</li> </ul>	<p><i>dis-</i>: disappoint, disagree, disobey</p> <p><i>mis-</i>: misbehave, mislead, misspell (mis + spell)</p> <p><i>in-</i>: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><i>re-</i>: redo, refresh, return, reappear, redecorate</p> <p><i>sub-</i>: subdivide, subheading, submarine, submerge</p> <p><i>inter-</i>: interact, intercity, international, interrelated (inter + related)</p> <p><i>super-</i>: supermarket, superman, superstar</p> <p><i>anti-</i>: antiseptic, anticlockwise, antisocial</p> <p><i>auto-</i>: autobiography, autograph</p>
<b>The suffix -ation</b>	<ul style="list-style-type: none"> <li>The suffix <i>-ation</i> is added to verbs to form nouns. The rules already learnt still apply</li> </ul>	information, adoration, sensation, preparation, admiration
<b>The suffix -ly</b>	<ul style="list-style-type: none"> <li>The suffix <i>-ly</i> is added to an adjective to form an adverb. The rules already learnt still apply</li> <li>The suffix <i>-ly</i> starts with a consonant letter, so it is added straight on to most root words</li> <li>Exceptions: <ol style="list-style-type: none"> <li>if the root word ends in <i>-y</i> with a consonant letter before it, the <i>y</i> is changed to <i>i</i> but only if the root word has more than one syllable</li> <li>if the root word ends with <i>-le</i>, the <i>-le</i> is changed to <i>-ly</i></li> <li>if the root word ends with <i>-ic</i>, <i>-ally</i> is added rather than just <i>-ly</i>, except in the word <i>publicly</i></li> <li>The words <i>truly</i>, <i>duly</i>, <i>wholly</i></li> </ol> </li> </ul>	<p>Sadly, completely, usually (usual + ly), finally (final + ly), finally (final + ly) comically (comic + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
<b>Words with endings sounding like 'sh' or 'ch'</b>	<ul style="list-style-type: none"> <li>The ending sounding like 'sh' is always spelt <i>-sure</i></li> <li>The ending sounding like 'ch' is often spelt <i>-ture</i>, but check that the word is not a root word ending in '(t)ch' with an <i>er</i> ending e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i></li> </ul>	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
<b>Endings which sound like 'ziun'</b>	<ul style="list-style-type: none"> <li>If the ending sounds like 'ziun', it is spelt as <i>-sion</i></li> </ul>	division, invasion, confusion, decision, collision, television
<b>The suffix -ous</b>	<ul style="list-style-type: none"> <li>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters</li> <li>Sometimes there is no obvious root word</li> <li><i>-our</i> is changed to <i>-or</i> before <i>-ous</i> is added</li> <li>A final <i>e</i> of the root word must be kept if the 'j' sound of <i>g</i> is to be kept</li> <li>If there is an <i>i</i> sound before the <i>-ous</i> ending, it is usually spelt as <i>i</i> but a few words have <i>e</i></li> </ul>	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
<b>Endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian</b>	<ul style="list-style-type: none"> <li>Strictly speaking, the suffixes are <i>-ion</i> and <i>-ian</i></li> <li>Clues about whether to put <i>t</i>, <i>s</i>, <i>ss</i> or <i>c</i> before these suffixes often come from the last letter or letters of the root word</li> <li><i>-tion</i> is the most common spelling. It is used if the root word ends in <i>t</i> or <i>te</i></li> <li><i>-ssion</i> is used if the root word ends in <i>ss</i> or <i>-mit</i></li> <li><i>-sion</i> is used if the root word ends in <i>d</i> or <i>se</i></li> <li>Exceptions: <i>attend</i> – <i>attention</i>, <i>intend</i> – <i>intention</i></li> <li><i>-cian</i> is used if the root word ends in <i>c</i> or <i>cs</i></li> </ul>	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician

**Year 3 and 4**

<b>Words with the 'c' sound spelt ch (Greek in origin)</b>		scheme, chorus, chemist, echo, character
<b>Words with the 'sh' sound spelt ch (mostly French in origin)</b>		chef, chalet, machine, brochure
<b>Words ending with the 'g' sound spelt -gue and 'k' sound spelt -que (French in origin)</b>		league, tongue antique, unique
<b>Words with the 's' sound spelt sc (Latin in origin)</b>	<ul style="list-style-type: none"> <li>In the Latin words from which these words come, the Romans probably pronounced the c and k as two sounds rather than one</li> </ul>	science, scene, discipline, fascinate, crescent
<b>Words with the 'ay' sound spelt ei, eigh or ey</b>		vein, weigh, eight, neighbour, they, obey
<b>Possessive apostrophe with plural words</b>	<ul style="list-style-type: none"> <li>The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>)</li> </ul>	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
<b>Homophones and near-homophones</b>		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
<b>Adding suffixes beginning with vowel letters to words of more than one syllable</b>	<ul style="list-style-type: none"> <li>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</li> <li>The consonant letter is not doubled if the syllable is unstressed</li> </ul>	forgetting, forgotten, beginning, beginner, prefer, preferred
<b>The 'i' sound spelt y elsewhere than at the end of words</b>	<ul style="list-style-type: none"> <li>These words should be learnt as needed</li> </ul>	Egypt, myth, gym, pyramid, mystery
<b>The 'u' sound spelt ou</b>	<ul style="list-style-type: none"> <li>These words should be learnt as needed</li> </ul>	young, touch, double, trouble, country
<b>More prefixes</b>	<ul style="list-style-type: none"> <li>Most prefixes are added to the beginning of root words without any changes in spelling, but see <i>in-</i> below</li> <li>Like <i>un-</i>, the prefixes <i>dis-</i> and <i>mis-</i> have negative meanings</li> <li>The prefix <i>in-</i> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</li> <li>Before a root word starting with <i>l</i>, <i>in-</i> becomes <i>il</i></li> <li>Before a root word starting with <i>m</i> or <i>p</i>, <i>in-</i> becomes <i>im-</i></li> <li>Before a root word starting with <i>r</i>, <i>in-</i> becomes <i>ir-</i></li> <li><i>re-</i> means 'again' or 'back'.</li> <li><i>sub-</i> means 'under'</li> <li><i>inter-</i> means 'between' or 'among'</li> <li><i>super-</i> means 'above'</li> <li><i>anti-</i> means 'again'</li> <li><i>auto-</i> means 'self' or 'own'</li> </ul>	<p><i>dis-</i>: disappoint, disagree, disobey</p> <p><i>mis-</i>: misbehave, mislead, misspell (mis + spell)</p> <p><i>in-</i>: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><i>re-</i>: redo, refresh, return, reappear, redecorate</p> <p><i>sub-</i>: subdivide, subheading, submarine, submerge</p> <p><i>inter-</i>: interact, intercity, international, interrelated (inter + related)</p> <p><i>super-</i>: supermarket, superman, superstar</p> <p><i>anti-</i>: antiseptic, anticlockwise, antisocial</p> <p><i>auto-</i>: autobiography, autograph</p>
<b>The suffix -ation</b>	<ul style="list-style-type: none"> <li>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply</li> </ul>	information, adoration, sensation, preparation, admiration
<b>The suffix -ly</b>	<ul style="list-style-type: none"> <li>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply</li> <li>The suffix -ly starts with a consonant letter, so it is added straight on to most root words</li> <li>Exceptions: <ol style="list-style-type: none"> <li>if the root word ends in -y with a consonant letter before it, the y is changed to <i>i</i> but only if the root word has more than one syllable</li> <li>if the root word ends with -le, the -le is changed to -ly</li> <li>if the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i></li> <li>The words <i>truly</i>, <i>duly</i>, <i>wholly</i></li> </ol> </li> </ul>	<p>Sadly, completely, usually (usual + ly), finally (final + ly), finally (final + ly) comically (comic + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>

**Year 3 and 4**

<b>Words with endings sounding like 'sh' or 'ch'</b>	<ul style="list-style-type: none"> <li>The ending sounding like 'sh' is always spelt –sure</li> <li>The ending sounding like 'ch' is often spelt –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></li> </ul>	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
<b>Endings which sound like 'ziun'</b>	<ul style="list-style-type: none"> <li>If the ending sounds like 'ziun', it is spelt as -sion</li> </ul>	division, invasion, confusion, decision, collision, television
<b>The suffix -ous</b>	<ul style="list-style-type: none"> <li>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters</li> <li>Sometimes there is no obvious root word –our is changed to –or before –ous is added</li> <li>A final e of the root word must be kept if the 'j' sound of g is to be kept</li> <li>If there is an i sound before the –ous ending, it is usually spelt as i but a few words have e</li> </ul>	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
<b>Endings which sound like 'shun' spelt –tion, -sion, -ssion, -cian</b>	<ul style="list-style-type: none"> <li>Strictly speaking, the suffixes are –ion and –ian</li> <li>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 –tion is the most common spelling. It is used if the root word ends in t or te</li> <li>–ssion is used if the root word ends in ss or –mit</li> <li>–sion is used if the root word ends in d or se</li> <li>Exceptions: <i>attend – attention, intend – intention</i></li> <li>–cian is used if the root word ends in c or cs</li> </ul>	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
<b>Words with the 'c' sound spelt ch (Greek in origin)</b>		scheme, chorus, chemist, echo, character
<b>Words with the 'sh' sound spelt ch (mostly French in origin)</b>		chef, chalet, machine, brochure
<b>Words ending with the 'g' sound spelt –gue and 'k' sound spelt –que (French in origin)</b>		league, tongue antique, unique
<b>Words with the 's' sound spelt sc (Latin in origin)</b>	<ul style="list-style-type: none"> <li>In the Latin words from which these words come, the Romans probably pronounced the c and k as two sounds rather than one</li> </ul>	science, scene, discipline, fascinate, crescent
<b>Words with the 'ay' sound spelt ei, eigh or ey</b>		vein, weigh, eight, neighbour, they, obey
<b>Possessive apostrophe with plural words</b>	<ul style="list-style-type: none"> <li>The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children's</i>)</li> </ul>	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's' suffix e.g. Cyprus's population)
<b>Homophones and near-homophones</b>		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

**Year 5 and 6**

Spelling Pattern	Spelling Rule	Examples
<b>Endings which sound like 'shush' spelt -cious or -tious</b>	<ul style="list-style-type: none"> <li>Not many common words end like this</li> <li>If the root word ends in -ce, the 'shush' sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i></li> <li>Exception: <i>anxious</i></li> </ul>	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
<b>Endings which sound like 'shall'</b>	<ul style="list-style-type: none"> <li>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions</li> <li>Exceptions: <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to finance, commerce and province)</li> </ul>	official, special, artificial, partial, confidential, essential
<b>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</b>	<ul style="list-style-type: none"> <li>Use -ant and -ance/-ancy if there is a related word with 'a' or 'ay' sound in the right position; -ation endings are often a clue</li> <li>Use -ent and -ence/-ency after soft c ('s' sound), soft g ('j' sound) and qu, or if there is a related word with a clear 'ee' sound in the right position</li> <li>There are many words, however, where the above guidance does not help. These words just have to be learnt.</li> </ul>	<p>observant, observance, (observat<u>ion</u>), expectant (expectat<u>ion</u>), hesitant, hesitancy (hesitat<u>ion</u>), tolerant, tolerance (tolerat<u>ion</u>), substance (subst<u>an</u>tial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>en</u>tial)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>
<b>Words ending in -able and -ible Words ending in -ably and -ibly</b>	<ul style="list-style-type: none"> <li>The -able/-ably endings are far more common than the -ible/-ibly endings</li> <li>As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation</li> <li>If the -able ending is added to a word ending in -ce or -ge, the e after c or g must be kept as those letters would otherwise have 'hard' sounds (as in cap and gap) before the a of the -able ending</li> <li>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</li> <li>The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to l in accordance with the rule</li> <li>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. sensible)</li> </ul>	<p>adorable/adorably (adorat<u>ion</u>), applicable/applicably (applicat<u>ion</u>), considerable/considerably (considerat<u>ion</u>), tolerable/tolerably (tolerat<u>ion</u>)</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>
<b>Adding suffixes beginning with vowel letters to words ending in -fer</b>	<ul style="list-style-type: none"> <li>The r is doubled if the -fer is still stressed when the ending is added</li> <li>The r is not doubled if the -fer is no longer stressed</li> </ul>	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
<b>Use of the hyphen</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	co-ordinate, re-enter, co-operate, co-own
<b>Words with the 'ee' sound spelt ei after c</b>	<ul style="list-style-type: none"> <li>The 'i before e except after c' rule applies to words where the sound spelt by ei is 'ee'</li> <li>Exceptions: <i>protein, caffeine, seize</i> (and either and neither if pronounced with an initial 'ee' sound) ?????</li> </ul>	deceive, conceive, receive, perceive, ceiling
<b>Words containing the letter-string ough</b>	<ul style="list-style-type: none"> <li>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds</li> </ul>	ought, bought, thought, nought, brought, fought, rough, tough, enough, cough though, although, dough, through thorough, borough, plough, bough
<b>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b>	<ul style="list-style-type: none"> <li>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></li> </ul>	doubt, island, lamb, solemn, thistle, knight

Year 5 and 6		
<p><b>Homophones and other words that are often confused</b></p>	<ul style="list-style-type: none"> <li>In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a 'z' sound – which could not be spelt c</li> </ul> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane)                      isle: an island  aloud: out loud                                                                                              allowed: permitted</p> <p>affect: usually a verb (e.g. The weather may affect our plans)  effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business)</p> <p>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</p> <p>cereal: made from grain (e.g. breakfast cereal)  serial: adjective from the noun series – a succession of things one after the other</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun)  complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit)</p> <p>descent: the act of descending (going down)                                                              dissent: to disagree/disagreement (verb and noun)  desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)  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. to draft in extra help)  draught: a current of air</p>	<p>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p>farther: further / father: a male parent  guessed: past tense of the verb guess / guest: visitor  heard: past tense of the verb hear / herd: a group of animals  led: past tense of the verb lead / lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)  morning: before noon / mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. in the past) or preposition or adverb showing place (e.g. he walked past me)  passed: past tense of the verb 'pass' (e.g. I passed him in the road)  precede: go in front of or before / proceed: go on  principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)  principle: basic truth or belief  profit: money that is made in selling things / prophet (someone who foretells the future)  stationary: not moving / stationery: paper, envelopes etc  steal: take something that does not belong to you / steel: metal  wary: cautious / weary: tired  who's: contraction of who is or who has / whose: belonging to someone (e.g. Whose jacket is that?)</p>
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**Year 5 and 6**

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