

Reception spellings
6 words per week

Words	Notes
the to I no go into a an as at if in is it of off on can dad had back and get big him his not got up mum but put	Phase 2 non decodable words Phase 2 high frequency words
you they all are my her he she we me be was will that this then them with see for now down look too	Phase 3 non decodable words Phase 3 high frequency words
said like do come there little out have so some were one when what	Phase 4 non decodable words
went some it's looked very don't from children Mr Mrs just came oh about their people your could house old by day made make time I'm help called here asked saw	First 100 high frequency words (not already covered)
one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty red orange yellow green blue pink purple black brown white Monday Tuesday Wednesday Thursday Friday Saturday Sunday	Reception/ Year 1 useful words

My name is... .
 I am... years old.
 I like.. .
 I have...

Challenge sentences (summer term):

My favourite.. is .. .

Once upon a time there was....

Year 1 spellings
(all previous spellings must be learnt first)

Words	Notes
oh could their people Mr Mrs looked <u>called</u> asked	Phase 5 non decodable words
the, a, do, to, of, said, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, come, some, one, ask, put, house says, today, love, once, friend, school push pull full our	Year 1 common exception words (grey = recap, blue = new)

Spelling rules taught in Year 1 (these will be taught in phonics lessons and English lessons)

Rule	Examples	Rule	Examples
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word. -ing and -er always add an extra syllable to the word and -ed sometimes does	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
The /ŋ/ sound spelt n before k	bank, think, honk, sunk	Adding -er and -est to adjectives where no change is needed to the root word	grander, grandest, fresher, freshest, quicker, quickest
Division of words into syllables	pocket, rabbit, carrot, thunder, sunset	Words ending -y (/i:/ or /ɪ/)	very, happy, funny, party, family
-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	New consonant spellings ph and wh. The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
The /v/ sound at the end of words. - English words hardly ever end in v. Add e	have, live, give	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 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 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

Sound/rule	Examples	Sound/rule	Examples
ai/oi - never used at end of word	rain, wait, train, paid, afraid oil, join, coin, point, soil	oe	toes, goes
ay, oy	day, play, say, way, stay boy, toy, enjoy, annoy	ou (only you has at end)	out, about, mouth, around, sound
a_e	made, came, same, take, safe	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
e_e	these, theme, complete		
i_e	five, ride, like, time, side		
o_e	home, those, woke, hope, hole	ie (/aɪ/)	lie, tie, pie, cried, tried, dried
u-e Both the /u:/ and /ju:/ ('oo' 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune	le (/i:/)	chief, field, thief
ar	car, start, park, arm, garden	igh	high, night, light, bright, right
ee	see, tree, green, meet, week	or	for, short, born, horse, morning
ea (/i:/)	sea, dream, meat, each, read (present tense)	ore	more, score, before, wore, shore
Ea (/ɛ/)	head, bread, meant, instead, read (past tense)	aw	saw, draw, yawn, crawl
Er (stressed sound)	her, term, verb, person	au	author, August, dinosaur, astronaut
Er (unstressed sound)	better, under, summer, winter, sister	air	air, fair, pair, hair, chair
ir	girl, bird, shirt, first, third	ear	dear, hear, beard, near, year
ur	turn, hurt, church, burst, Thursday	ear (/ɛə/)	bear, pear, wear
oo (/u:/) (not usually used at end of word)	food, pool, moon, zoo, soon	are (/ɛə/)	bare, dare, care, share, scared
oo (/ʊ/)	book, took, foot, wood, good		
oa (rarely at end)	boat, coat, road, coach, goal		

Key Stage 1 Enrichment Spellings

In addition to the above statutory guidance, we want children at Landewednack to have all the skills they need to succeed in reading and writing. These are the enrichment spellings for year 1 that will support them to do that.

Key Stage 1 mathematical enrichment spellings

In addition to the above statutory guidance, below are enrichment spellings that incorporate the mathematical language that children are taught to use in Year 1

equal to, more than, less than (fewer), most, least
first, second, third, fourth, fifth, last
put together, add, altogether, total, take away
distance between, difference between, more than and less than
half, equal parts, whole, shape, quarter, fraction
measure, ruler, scales, container
long, longer, short, shorter, double, half
heavy, heavier, light, lighter, mass, weight
full, empty, half full, quarter full, capacity, volume
quicker, slower, earlier, later, before, after,
next, first, today, yesterday, tomorrow, morning, afternoon, evening
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
week, fortnight, month, year
January, February, March, April, May, June
July, August, September, October, November, December
clock, watch, time, hour, half past, o'clock
2D shape, rectangle, square, circle, triangle
semi-circle, side, pentagon, hexagon, bigger, smaller
3D shape, cuboid, cube, pyramid, sphere
cylinder, cone, edge, face, vertices, vertex,
move, whole, half, quarter, three-quarter, turn
left, right, top, middle, bottom, on top of
In front of, above, between, around, near, close, far
up, down, forwards, backwards, inside, outside

one, two, three, four, five, six, seven, eight, nine, ten,
eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred, a hundred and ...

Write any number 1-100 in words (statutory for Year 2)

Next 200 high frequency words.

In addition to the first 100 high frequency words already learnt, the next 200 high frequency words are the words that children are most likely to come across in their reading. Familiarity with these words will greatly help their reading and spelling skills.

water, away, good, want, over, how,
did, man, going, where, would, or,
took, school, think, home, who, didn't,
ran, know, bear, can't, again, cat,
long, things, new, after, wanted, eat
everyone, our, two, has, yes, play,
take, thought, dog, well, find, more
I'll, round, tree, magic, shouted, us,
other, food, fox, through, way, been,
stop, must, red, door, right, sea,
these, began, boy, animals, never, next
first, work, lots, need, that's, baby,
fish, gave, mouse, something, bed, may
still, found, live, say, soon, night
narrator, small, car, couldn't, three, head,
king, town, I've, around, every, garden,
fast, only, many, laughed, let's, much
suddenly, told, another, great, why, cried,
keep, room, last, jumped, because, even
am, before, gran, clothes, tell, key,
fun, place, mother, sat, boat, window
sleep, feet, morning, queen, each, book,
its, green, different, let, girl, which
inside, run, any, under, hat, snow
air, trees, bad, tea, top, eyes
fell, friends, box, dark, granddad, there's
looking, end, than, best, better, hot
sun, across, gone, hard, floppy, really
wind, wish, eggs, once, please, thing
stopped, ever, miss, most, cold, park
lived, birds, duck, horse, rabbit, white
coming, he's, river, liked, giant, looks
use, along, plants, dragon, pulled, we're
fly, grow

Year 2 Spellings

Words	Notes
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	Year 2 common exception words

Spelling rules taught in Year 2 (these will be taught in phonics lessons and English lessons)

Rule	Examples	Rule	Examples
The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).	badge, edge, bridge, dodge, fudge	The // or /ə/ sound spelt –al at the end of words. Not many nouns end in –al, but many adjectives do. Words ending –il	metal, pedal, capital, hospital, animal pencil, fossil, nostril
After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.	age, huge, change, charge, bulge, village	The /aɪ/ sound spelt –y at the end of words	cry, fly, dry, try, reply, July
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.	gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	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
The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy	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 skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw		
The /r/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap		
The // or /ə/ sound spelt –le at the end of words	table, apple, bottle, little, middle	Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it. The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
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		

Sound/rule	Examples	Sound/rule	Examples
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: mixing, mixed, boxer, sixes.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	The /ɔ:/ sound spelt ar after w	war, warm, towards
The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.	all, ball, call, walk, talk, always	The /ʒ/ sound spelt s	television, treasure, usual
The /ʌ/ sound spelt o	other, mother, brother, nothing, Monday	The suffixes –ment, –ness, –ful, –less and –ly. If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
The /i:/ sound spelt –ey. The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.)	key, donkey, monkey, chimney, valley	Contractions - the apostrophe shows where a letter or letters would be if the words were written in full. It’s means it is or sometimes it has), but it’s is never used for the possessive.	can’t, didn’t, hasn’t, couldn’t, it’s, I’ll
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 possessive apostrophe (singular nouns)	Megan’s, Ravi’s, the girl’s, the child’s, the man’s
The /ɜ:/ sound spelt or after w.	. word, work, worm, world, worth		

Year 2 Homophones and near-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

Year 3 & 4 spellings

Words	Notes
accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	Year 3 and 4 exception words

Spelling rules taught in Year 3 & 4

Rule	Examples	Rule	Examples
Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	Before a root word starting with m or p, in- becomes im- Before a root word starting with r, in- becomes ir- re- means 'again' or 'back':	immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible redo, refresh, return, reappear, redecorate
The // i sound spelt y elsewhere than at the end of words	myth, gym, Egypt, pyramid, mystery	sub- means 'under'	subdivide, subheading, submarine, submerge
The /N/ sound spelt ou	young, touch, double, trouble, country	inter- means 'between' or 'among'.	interact, intercity, international, interrelated (inter + related)
More prefixes Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Un, dis, mis = negative meaning	disappoint, disagree, disobey, misbehave, mislead, misspell (mis + spell)	super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.	supermarket, superman, superstar, antiseptic, anticlockwise, antisocial
The prefix in- can mean both 'not' and 'in'/'into'. Before a root word starting with l, in- becomes il.	in-: inactive, incorrect illegal, illegible		autobiography, autograph

Rule	Examples	Rule	Examples
The suffix -ation (added to verb to form noun)	information, adoration, sensation, preparation, admiration	Words with the /k/ sound spelt ch (Greek in origin)	scheme, chorus, chemist, echo, character
The suffix -ly (adjective → adverb). Starts with a consonant letter so is added to the end of each root word Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable (2) If the root word ends with -le, the -le is changed to -ly (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/.	chef, chalet, machine, brochure league, tongue, antique, unique science, scene, discipline, fascinate, crescent
The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher	measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure	Possessive apostrophe with plural words The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s	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)
If the ending sounds like /ʒən/, it is spelt as -sion.	division, invasion, confusion, decision, collision, television	Words with the /eɪ/ sound spelt ei, eigh, or ey	vein, weigh, eight, neighbour, they, obey
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend - attention, intend - intention. -cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician		

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

Year 5 & 6 spellings

Words	Notes
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	Year 5 and 6 exception words

Spelling rules taught in Year 5 & 6

Rule	Examples	Rule	Examples
Endings which sound like /ʃəs/ spelt -cious or -tious. Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, malicious, delicious, ambitious, suspicious, fictitious, infectious, nutritious	Words ending in -able and -ible Words ending in -ably and -ibly	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)
Endings which sound like /ʃəl/. -cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial	official, special, artificial, partial, confidential, essential	<i>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds before the a of the -able ending.</i>	changeable, noticeable, forcible, legible
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence	The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.	dependable, comfortable, understandable, reasonable, enjoyable, reliable

Rule	Examples	Rule	Examples
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).	possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	Words with the /i:/ sound spelt ei after c The 'i' before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither)	deceive, conceive, receive, perceive, ceiling
Adding suffixes beginning with vowel letters to words ending in -fer The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference	Words containing the letter-string ough. one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Use of the hyphen. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	doubt, island, lamb, solemn, thistle, knight

Homophones and near homophones

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 -

advice/advise device/devise licence/license practice/practise prophecy/prophesy

aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bride

cereal/serial compliment/complement descent/dissent desert/dessert draft/draught farther/father

guessed/guest heard/herd led/lead morning/mourning past/passed precede/proceed

principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose