**Spelling Non-Negotiables**

By the end of Reception, children are expected to know…

How to form upper- and lower-case letters accurately

How to form digits 0-9 accurately

All of the Phase 1 – 4 phonics and to apply them to their writing (PLEASE SEE TEACHER)

The following statutory spellings:

a

all

am

and

are

at

away

big

can

come

dad

day

dog

for

get

go

going

he

I

in

is

it

like

look

me

mum

my

no

of

on

play

said

see

she

the

they

this

to

up

was

we

went

yes

you

**Spelling Non-Negotiables**

By the end of Year 1, children are expected to know all previous learning plus the following…

All of the Phase 1 – 4 phonics and to apply them to their writing (PLEASE SEE TEACHER)

How to spell the days of the week (including starting each word with a capital letter)

How to write numbers from 1 to 20 in numerals and words

about

afraid

air

alphabet

annoy

arm

ask

astronaut

August

author

back

bank

bare

be

bear

beard

bedroom

before

better

bird

blackberry

blue

book

born

boy

bread

bright

brown

burst

bus

buzz

buzzed

buzzing

by

car

care

catch

catches

chair

chief

church

clue

coach

coin

complete

cracker

crawl

cried

dare

dear

dinosaur

do

dolphin

down

draw

dream

drew

dried

each

elephant

enjoy

fair

family

farmyard

fetch

few

field

first

five

flew

food

foot

football

fresher

freshest

Friday

friend

frisky

full

funny

garden

girl

give

goal

goes

good

grander

grandest

green

grew

grow

hair

happy

has

have

head

hear

her

here

high

hole

home

honk

hope

horse

house

how

hunted

hunter

hunting

hurt

hutch

instead

join

jumped

jumper

jumping

June

Kent

kit

kitchen

lie

light

live

love

meant

meat

meet

miss

Monday

moon

more

morning

mouth

much

near

new

night

notch

now

off

oil

once

one

our

out

own

paid

pair

pal

park

party

pear

person

phonics

pie

playground

point

pool

pull

push

quicker

quickest

rain

read

rescue

rich

ride

right

rocks

rude

rule

Saturday

saw

says

scared

school

score

scream

sea

share

shirt

shore

short

side

sister

sketch

skin

snow

so

soil

some

soon

sound

spends

start

stay

such

summer

Sunday

sunk

term

thanks

theme

there

these

thief

think

third

those

threw

Thursday

tie

time

today

toe

took

town

toy

train

tree

tried

true

tube

Tuesday

tune

turn

under

unfair

unload

unlock

us

use

verb

very

wait

way

wear

Wednesday

week

well

were

wheel

when

where

which

while

winter

woke

wood

wore

yawn

year

your

zoo

**Spelling Non-Negotiables**

By the end of Year 2, children are expected to know all previous learning plus the following…

How to spell the months of the year (including starting each word with a capital letter)

How to write numbers up to 100 in numerals and words

How to use apostrophes to show possession (Megan’s, Ravi’s)

Children should also be able to spell their own names by the end of KS1

adjust

after

again

age

always

animal

any

apple

argument

babies

badge

badly

ball

bath

beautiful

because

bee

behind

being

blew

both

bottle

break

bridge

brother

busy

call

camel

can’t

capital

careful

carries

cell

change

charge

children

child’s

chimney

Christmas

city

class

climb

clothes

cold

copied

copier

copies

copying

couldn’t

cried

cry

crying

didn’t

dodge

donkey

door

dropped

dropping

dry

edge

energy

enjoyment

even

every

everybody

eye

fancy

fast

father

fiction

find

flies

floor

fly

fossil

fudge

gem

giant

giraffe

girl’s

gnat

gnaw

gold

grass

great

half

happier

happiest

happily

happiness

hasn’t

hear

here

hiked

hiker

hiking

hold

hopeless

hospital

hour

huge

hummed

humming

ice

improve

it’s

jacket

jar

jog

join

July

key

kind

knee

knight

knock

know

last

little

magic

many

merriment

metal

middle

mind

Monday

money

monkey

most

mother

motion

move

Mr

Mrs

national

nicer

nicest

night

nostril

nothing

old

only

other

parents

pass

past

path

patted

patting

pedal

pencil

penniless

people

plainness

plant

playful

plentiful

poor

pretty

prove

quantity

quiet

quite

race

replied

replies

reply

replying

runner

runny

sadder

saddest

sadness

section

shiny

should

son

squash

squirrel

station

steak

sugar

sun

sure

table

talk

television

their

there

they’re

tinsel

told

too

towards

towel

travel

treasure

tries

try

tunnel

two

usual

valley

village

walk

wander

want

war

warm

watch

water

who

whole

wild

won

word

work

world

worm

worth

would

wrap

write

written

wrong

wrote

**Spelling Non-Negotiables**

By the end of Year 3, children are expected to know all previous learning plus the following…

How to write numbers up to 1000 in numerals and words

How to add suffixes beginning with vowel letters to words of more than one syllable

* A suffix is added to the end of a word to change the meaning. Common suffixes include -ed, -ing, and -less. An example is the word **jumping** made of the word *jump* and the suffix *ing*

How to use the letter ‘y’ to make a long ‘i’ sound (pronounced ‘eye’) *within* a word

* Examples of this include: m**y**th, g**y**m, ps**y**chology

How to use the digraph ‘ou’ to make a short ‘u’ sound (pronounced ‘uh’)

* Examples of this include: y**ou**ng, d**ou**ble, c**ou**sin

How to add the suffix -ly to words

* For most words, just add -ly [glad🡪gladly]
* If the root word ends in a ‘y’, change the ‘y’ to an ‘i’ and then add ‘ly’ [angry🡪angrily]
* If the root word ends in ‘-le’, the ‘-le’ is changed to ‘-ly’ [cuddle🡪cuddly]
* If the root word ends in ‘-ic’, add ‘-ally’ [magic🡪magically]
* There are a few other exceptions: the word public becomes publicly

How to add these prefixes to words: dis-, mis-, ir-, re-,

* A prefix is added to the start of a word to change the meaning.
	+ Dis- means opposite of, such as in appear and disappear.
	+ Mis- means done incorrectly, such as in print and misprint.
	+ Ir- means not, such as in regular and irregular.
	+ Re- means to do again, such as in write and rewrite

How to write words with the endings -sure and -ture

* If there is a ‘ch’ sound, the ending is -ture, like in the word ‘creature’. If there is a ‘sh’ or ‘zh’ sound, the ending is -sure, like in the word ‘treasure’

How to write words with the endings -sion, -tion, or -cian

* -sion is used when the root word ends in -se, -d, -de, or -s. Alternative spellings for the same sound include -cian [normally used for jobs and when the root word ends in -c] and -tion, which is used in most other cases

How to write words with the ‘k’ sound spelt ‘ch’

* Examples include: **ch**oir, s**ch**ool, e**ch**o

How to write words with the ‘sh’ sound spelt ‘ch’

* Examples include: **ch**ef, **ch**arade, para**ch**ute

How to write words ending with the ‘g’ sound spelt – gue and the ‘k’ sound spelt –que

* Words with these endings are French in origin. You can hear a clear difference, such as in *uni****que*** and *lea****gue***

How to write words with the ‘ay’ sound spelt ‘ei’, ‘eigh’, or ‘ey’

* There are 8 ways to make the ‘ay’ sound and this focuses on three of them. There are no “rules” but here are some methods you can use to try and identify which option to use. There are only 10 common words which use the ‘ey’ digraph – *they, hey, grey, obey, convey, prey, purvey, survey, whey,* and *abeyance*. Both ‘ei’ and ‘eigh’ are very uncommon, so it makes sense to learn these words by sight

Homophones and near-homophones

* A homophone is a word which is pronounced like another but has a different meaning, and in some cases a different spelling

actual

actually

address

answer

appear

arrive

bicycle

breath

breathe

build

busy

business

continue

describe

disappear

early

earth

eight

eighth

enough

extreme

February

forward

forwards

fruit

group

guard

guide

heard

heart

height

island

learn

library

natural

occasion

often

ordinary

pressure

probably

reign

straight

strange

surprise

weight

woman

women

**Spelling Non-Negotiables**

By the end of Year 4, children are expected to know all previous learning plus the following…

How to write numbers up to 1000 in numerals and words

How to add these prefixes to words: In-, Im-, Il-, Sub-, Super-, Inter-, Auto-, Anti-, Ex-, Non-

* A prefix is added to the start of a word to change the meaning.
	+ In- means in (such as ject and inject) or not (such as sane and insane)
	+ Im- is a variant of ‘In-‘ used when the root word begins with ‘m’ or ‘p’
	+ Il- means not, such as legal and illegal
	+ Sub- means underneath or lower, such as marine and submarine, or incomplete, like plot and subplot
	+ Super- means over, such as man and superman
	+ Inter- means between, such as ject and interject
	+ Auto- means by oneself, such as immune and autoimmune
	+ Anti- means against, such as freeze and antifreeze
	+ Ex- means out and often includes a hyphen, such as partner and ex-partner
	+ Non- means not, such as sense and nonsense

How to write words with the endings –tion, –sion, –ssion, –cian

* -sion is used when the root word ends in -se, -d, or -de. -ssion is used when the root word ends in -s. Alternative spellings for the same sound include -cian [normally used for jobs and when the root word ends in -c] and -tion, which is used in most other cases

How to add the suffixes -ation and -ous to words

* A suffix is added to the end of a word to change the meaning
	+ The suffix -ation turns a verb into a noun and is the process of doing something, e.g. inform 🡪 information. If the root word ends in ‘ne’, ‘ve’ or ‘re’, remove the ‘e’ before adding the suffix
	+ The suffix -ous turns a noun into an adjective and means full of, e.g. danger 🡪 dangerous. If the root word ends in ‘e’, remove the ‘e’ before adding the suffix. If the root word ends in ‘y’, change the ‘y’ to an ‘i’ before adding the suffix. If the root word ends in ‘our’, change the ‘our’ to ‘or’ before adding the suffix.

How to use the possessive apostrophe with plural words

* If the plural noun ends in an ‘s’ (such as brothers being the plural of brother), add an apostrophe *after* the ‘s’. You do **not** need to add another ‘s’ (e.g. the brothers’ feet were muddy)
* If the plural noun does not end in an ‘s’ (such as children being the plural of child), you need to add an apostrophe and then an ‘s’ (e.g. the children’s coats were wet)

How to write words with the ‘s’ sound spelt ‘sc’

* When the digraph ‘sc’ comes before an ‘e’ or an ‘i’, it typically makes an ‘s’ sound (examples include **sc**ience, **sc**ene, and **sc**issors)

Homophones & near homophones

* A homophone is a word which is pronounced like another but has a different meaning, and in some cases a different spelling

accident

accidentally

although

believe

calendar

caught

centre

century

certain

circle

complete

consider

decide

different

difficult

exercise

experience

experiment

famous

favourite

grammar

history

imagine

increase

important

interest

knowledge

length

material

medicine

mention

minute

naughty

notice

occasionally

opposite

particular

peculiar

perhaps

popular

position

possess

possession

possible

potatoes

promise

purpose

quarter

question

recent

regular

remember

sentence

separate

special

strength

suppose

therefore

though

thought

through

various

**Spelling Non-Negotiables**

By the end of Year 5, children are expected to know all previous learning plus the following…

How to write numbers up to 1,000,000 in numerals and words

How to write words with the endings –cious or –tious

* Not many words end like this. For most words, you are turning a noun into an adjective
* If the root word ends in ‘ce’, ‘cious’ is normally used. Some adjectives end in ‘cious’ but do not have a root word (such as delicious)
* If the root word ends in ‘tion’, ‘tious’ is normally used. Some adjectives end in ‘tious’ but do not have a root word (such as scrumptious)
* An exception is the word ‘anxious’, which makes the same sound but uses an ‘x’

How to write words with the endings –ant, –ance, –ancy, –ent, –ence, or –ency

* Words which end in -ant or -ent are verbs. Some of them can be turned into nouns, ending in -ance/-ancy or -ence/-ency. There is no rule which explains which words can have all three endings, which have 2 or which only have 1
* The ending ‘-ent’ (and thus -ence/-ency) is often used if a word has a soft ‘c’ (pronounced ‘ss’), a soft ‘g’ (pronounced ‘gee’) or a ‘qu’ sound, or when a related word has a clear ‘e’ sound near the end
* The ending ‘-ant’ (and thus ‘-ance/-ancy’) is often used if there is a related word with a ‘ce’ or ‘ei’ sound in the right position or if the word could have an ‘-ation’ ending
* Many words do not fit the rule and just have to be learnt

How to write words with the endings –able, –ible, –ably, or –ibly

* Words ending in ‘-able’ or ‘-ible’ are usually adjectives. Words ending in ‘-ably’ or ‘-ibly’ are usually adverbs
* The –able/-ably endings are far more common than the –ible/-ibly endings.
* The ‘–able’ ending is used if the word could have an ‘-ation’ ending. If the ‘–able’ ending is added to word ending in ‘–ce’ or ‘–ge’, the e must be kept
* The ‘–able’ ending is usually but not always used if a complete root word can be heard before it
* The ‘–ible’ ending is common if a complete root word can’t be heard before it but there are some exceptions

How to write words with the endings -tial or -cial

* Words ending in’-cial- or ‘-tial’ are adjectives
* The ending ‘-cial’ is common after a vowel, while ‘–tial’ is more common after a consonant
* Exceptions include: ini**tial**, finan**cial**, commer**cial**, provin**cial**

How to write words containing the letter-string ough

* There are 8 ways to pronounce ‘ough’
	+ ‘uff’ as in rough
	+ ‘ow’ as in plough
	+ ‘oo’ as in through
	+ ‘oh’ as in though
	+ ‘aw’ as in thought
	+ ‘uh’ as in thorough
	+ ‘off’ as in cough
	+ ‘up’ as in hiccough
	+ ‘ock’ as in lough

How to write words with ‘silent’ letters

* Some examples of silent letter rules are:
	+ ‘b’ is silent before 't' and after 'm'
	+ ‘c’ can be silent after 's' and before 'i,' 'e,' or 'y.' ‘c’ is also silent in the combination 'ck’
	+ ‘e’ is silent at the end of a word and makes the internal vowel a long vowel
	+ ‘gh’ is silent at the middle or end of a word. If ‘gh’ comes after an ‘i’, it is pronounced ‘eye’
	+ ‘k’ is silent in the combination 'kn' at a word's beginning
	+ ‘n’ is silent in the digraph 'mn’
	+ ‘p’ is silent in the combination 'ps' at the beginning of a word
	+ ‘w’ is silent in words beginning with 'wr' as well as in some other words

Homophones & near homophones

* A homophone is a word which is pronounced like another but has a different meaning, and in some cases a different spelling

according

amateur

ancient

bargain

bruise

category

communicate

community

conscious

criticise

curiosity

definite

develop

dictionary

environment

equip

equipped

equipment

familiar

forty

frequently

government

guarantee

harass

identity

immediate

immediately

leisure

muscle

neighbour

occupy

occur

opportunity

parliament

physical

privilege

profession

queue

recognise

recommend

restaurant

rhyme

rhythm

secretary

sincere

sincerely

soldier

stomach

symbol

system

thorough

twelfth

vegetable

vehicle

yacht

**Spelling Non-Negotiables**

By the end of Year 6, children are expected to know all previous learning plus the following…

How to write numbers up to 10,000,000 in numerals and words

How to write words with the endings –cious or –tious

* Not many words end like this. For most words, you are turning a noun into an adjective
* If the root word ends in ‘ce’, ‘cious’ is normally used. Some adjectives end in ‘cious’ but do not have a root word (such as delicious)
* If the root word ends in ‘tion’, ‘tious’ is normally used. Some adjectives end in ‘tious’ but do not have a root word (such as scrumptious)
* An exception is the word ‘anxious’, which makes the same sound but uses an ‘x’

How to write words with the endings –ant, –ance, –ancy, –ent, –ence, or –ency

* Words which end in -ant or -ent are verbs. Some of them can be turned into nouns, ending in -ance/-ancy or -ence/-ency. There is no rule which explains which words can have all three endings, which have 2 or which only have 1
* The ending ‘-ent’ (and thus -ence/-ency) is often used if a word has a soft ‘c’ (pronounced ‘ss’), a soft ‘g’ (pronounced ‘gee’) or a ‘qu’ sound, or when a related word has a clear ‘e’ sound near the end
* The ending ‘-ant’ (and thus ‘-ance/-ancy’) is often used if there is a related word with a ‘ce’ or ‘ei’ sound in the right position or if the word could have an ‘-ation’ ending
* Many words do not fit the rule and just have to be learnt

How to write words with the endings –able, –ible, –ably, or –ibly

* Words ending in ‘-able’ or ‘-ible’ are usually adjectives. Words ending in ‘-ably’ or ‘-ibly’ are usually adverbs
* The –able/-ably endings are far more common than the –ible/-ibly endings.
* The ‘–able’ ending is used if the word could have an ‘-ation’ ending. If the ‘–able’ ending is added to word ending in ‘–ce’ or ‘–ge’, the e must be kept
* The ‘–able’ ending is usually but not always used if a complete root word can be heard before it
* The ‘–ible’ ending is common if a complete root word can’t be heard before it but there are some exceptions

How to use a hyphen

* A hyphen (-) is a punctuation mark that’s used to join words or parts of words
* It is often used when two or more words work together to work as one adjective (Examples include beautiful-looking, well-stocked, seven-year-old)
* Hyphens can also be used to avoid the doubling of vowels when adding prefixes to words (reelect 🡪re-elect)
* They can also be used to prevent the misreading of some words (re-creation and recreation mean different things)
* Hyphens are used when a prefix is added to a word with a capital (un-American)
* Hyphens are usually used with the prefixes ex-, all-, self- and the suffix -elect
* They are also used when writing all numbers from 21 to 99 in words, as well as when writing fraction in words (twenty-one, two-thirds)

How to add suffixes beginning with vowel letters to words ending in ‘–fer’

* A suffix is added to the end of a word to change the meaning. Common suffixes include -ed, and -ing
* If the ‘-fer’ in the root word is stressed when you add the suffix, double the ‘r’ (pre**fer** 🡪 becomes prefe**rr**ed)
* If the ‘-fer’ is unstressed, do not double the ‘r’ (**dif**fer 🡪 becomes diffe**r**ent)

How to write words with the ‘ee’ sound spelt ‘ei’ after ‘c’

* The famous rule is ‘i before e except after c’ but there are lots of exceptions
* However, if the letters come after ‘c’, ‘ei’ is always used (**cei**ling, per**cei**ve)
* ‘ei’ can be used elsewhere in words to make both the ‘ay’ sound (v**ei**n) and the ‘ee’ sound (prot**ei**n)

Homophones & near homophones

* A homophone is a word which is pronounced like another but has a different meaning, and in some cases a different spelling

accommodate

accompany

achieve

aggressive

apparent

appreciate

attached

available

average

awkward

cemetery

committee

competition

conscience

controversy

convenience

correspond

desperate

determined

disastrous

embarrass

especially

exaggerate

excellent

existence

explanation

foreign

hindrance

individual

interfere

interrupt

language

lightning

marvellous

mischievous

necessary

nuisance

persuade

prejudice

programme

pronunciation

relevant

sacrifice

shoulder

signature

sufficient

suggest

temperature

variety