

## Spelling lists – Stage 1

Spelling Rules: The /f/ sound spelled ff usually following a single vowel.

Spelling Rules: The /l/ sound spelled as 'll' and usually comes straight after a single vowel in short words.

Spelling Rules: The /s/ sound spelled /ss/ usually straight after a single vowel letter in short words.

Spelling Rules: The z sound spelled 'zz' usually comes straight after a single vowel in short words. There are exceptions which can be spelled with an 's'.

Spelling Rules: The /ck/ sound. This sound is usually spelled as ck and comes straight after a single vowel letter in short words.

Spelling Rules: The /nk/ sound found at the end of words. This sound usually comes after a vowel.

Spelling Rules: -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.

Spelling Rules: The /v/ sound at the end of words. English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the v.

Spelling Rules: Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.

Spelling Rules: Adding the endings -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.

Spelling Rules: Adding -er and -est to adjectives.

Spelling Rules: The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.

Spelling Rule: ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.

Spelling Rule: The long vowel sound /a/ spelled with the split digraph a-e

Spelling Rule: The long vowel sound /e/ spelled with the split digraph e-e.

Spelling Rule: The long vowel sound /i/ spelled with a split digraph i-e.

Spelling Rules: The long vowel sound /o/ spelled with the split digraph o\_e.

Spelling Rules: The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.

Spelling Rules: The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.

Spelling Rules: Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.

Spelling Rule. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.

Spelling Rules: The short vowel sound /e/ spelled ea.

Spelling Rules: The vowel digraph er. In these words the sound is stressed

Spelling Rules: The vowel digraph er. In these words the sound is unstressed and found at the end of words.

Spelling Rules: The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.

Spelling Rules: The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/

Spelling Rules: The short vowel sound 'oo' as in foot. \*Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.

Spelling Rules: The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.

Spelling Rules: The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.

Spelling Rules: The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'

Spelling Rules: The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.

Spelling Rules: The digraph 'ie' making the /ai/ sound as in pie.

Spelling Rules: The digraph 'ie' making the /ee/ sound.

Spelling Rules: The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.

Spelling Rules: The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'

Spelling Rules: The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.

Spelling Rules: The /er/ sound spelled 'air.' This spelling is commonly found in the middle or at the end of words but can sometimes be used at the beginning of words too.

Spelling Rules: The trigraph 'ear' as in hear.

Spelling Rules: The /er/ sound spelled with 'ear' or 'are'

Spelling Rules: Words with 'ph' or 'wh' spellings

### Spelling lists – Stage 2

Spelling Rules: The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.

Spelling Rules: The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'

Spelling Rules: The /j/ sound spelled with a g.

Spelling Rules: The /s/ sound spelled c before e, i and y.

Spelling Rules: The /n/ sound spelled kn and gn at the beginning of words.

### Challenge Words

Spelling Rules: The /r/ sound spelled 'wr' at the beginning of words.

Spelling Rules: The /l/ or /ul/ sound spelled '-le' at the end of words.

Spelling Rules: The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.

Spelling Rules: The /l/ or /ul/ sound spelled '-al' at the end of words.

Spelling Rules: Words ending in '-il.'

### Challenge Words

Spelling Rules: The long vowel 'i' spelled with a y at the end of words.

Spelling Rules: Adding '-es' to nouns and verbs ending in 'y.'

Spelling Rules: Adding '-ed' to words ending in y. The y is changed to an i.

Spelling Rules: Adding '-er' to words ending in y. The y is changed to an i.

Spelling Rules: Adding 'ing' to words ending in 'e' with a consonant before it.

Challenge Words

Spelling Rules: Adding 'er' to words ending in 'e' with a consonant before it.

Spelling Rules: Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.

Spelling Rules: Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.

Spelling Rules: The 'or' sound spelled 'a' before ll and ll

Spelling Rules: The short vowel sound 'o.'

Challenge Words

Spelling Rules: The /ee/ sound spelled '-ey'

Spelling Rules: Words with the spelling 'a' after w and qu.

Spelling Rules: The /er/ sound spelled with o or ar.

Spelling Rules: The /z/ sound spelled s.

Spelling Rules: The suffixes '-ment' and '-ness'

Spelling Rules: The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.

Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings

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Spelling Rules: Words ending in '-tion.'

Spelling Rules: Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.

Challenge Words

Challenge Words

### Spelling lists – Stage 3

Spelling Rules: The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.

Spelling Rules: The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.

Spelling Rule: The /i/ sound spelled with a 'y.'

Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'

Spelling Rules: Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.

Challenge words

Spelling Rules: Words with the prefix 're-' 're-' means 'again' or 'back.'

Spelling Rules: The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.

Spelling Rules: The prefix 'mis-' This is another prefix with negative meanings.

Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.

Spelling Rules: 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.

Challenge words

Spelling Rules: The long vowel /a/ sound spelled 'ai'

Spelling Rule: The long /a/ vowel sound spelled 'ei.'

Spelling Rules: The long /a/ vowel sound spelled 'ey.'

Spelling Rules: Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.

Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.

Challenge Words

Spelling Rules: The /l/ sound spelled '-al' at the end of words.

Spelling Rules: The /l/ sound spelled '-le' at the end of words.

Spelling Rules: Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'

Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'

Spelling Rules: Adding the suffix -ly. Words which do not follow the rules.

Challenge Words

Spelling Rules: Words ending in '-er' when the root word ends in (t)ch.

Spelling Rules: Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.

Spelling Rules: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.

Spelling Rules: Words with the /s/ sound spelled 'sc' which is Latin in its origin.

Homophones: Words which have the same pronunciation but different meanings and/or spellings.

Challenge Words

Revision – spelling rules we have learned in Stage 3.

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#### Spelling lists – Stage 4

Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'

Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'

Spelling Rules: The prefix 'sub-' which means under or below.

Spelling Rules: The prefix 'inter-' means between, amongst or during.

#### Challenge Words

Spelling Rules: The suffix '-ation' is added to verbs to form nouns.

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Spelling Rules: Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'

Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'

Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin.

#### Challenge Words

Spelling Rules: Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'

Spelling Rules: Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.

Spelling Rules: The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.

Spelling Rules: The 'ee' sound spelled with an 'i.'

Spelling Rules: The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.

Challenge Words

Spelling Rules: The 'au' digraph

Spelling Rules: The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'

Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'

Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'

Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.

Challenge Words

Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.

Spelling Rules: The /s/ sound spelled c before 'i' and 'e'.

Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'

Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'

Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.'

Spelling Rules: The prefix bi- meaning two.

Revision – spelling rules we have learned in Stage 4.

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Revision – spelling rules we have learned in Stage 4.

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### Spelling lists – Stage 5

Spelling Rules: Words ending in ‘-ious.’

Spelling Rules: Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’

Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.

Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.

Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.

Challenge words

Spelling Rules: Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.

Spelling Rules: Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.

Spelling Rules: Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.

Spelling Rules: Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’

Spelling Rules: Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably

Challenge Words

Spelling Rules: Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.

Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.

Spelling Rules: 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. If the –fer is not stressed then the r isn't doubled.

Spelling Rules: Words with 'silent' letters at the start.

Spelling Rules: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Challenge Words

Spelling Rules: Words spelled with 'ie' after c.

Spelling Rules: Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.

Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.

Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.

Spelling Rules: Adverbs of possibility. These words show the possibility that something has of occurring.

Challenge Words

Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

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Challenge Words

Spelling Rules: 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.

Revision: Year 5 words

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Spelling lists – Stage 6

Challenge Words

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Challenge Words

Spelling Rules: Words with the short vowel sound /i/ spelled y

Spelling Rules: Words with the long vowel sound /i/ spelled with a y.

Spelling Rules: Adding the prefix '-over' to verbs.

Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'

Spelling Rules: Words which can be nouns and verbs.

Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'

Spelling Rules: Words with a 'soft c' spelled /ce/.

Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite

Spelling Rules: Words with the /f/ sound spelled ph.

Spelling Rules: Words with origins in other countries

Spelling Rules: Words with unstressed vowel sounds.

Spelling Rules: Words with endings /shuhl/ after a vowel letter.

Spelling Rules: Words with endings /shuhl/ after a consonant letter.

Spelling Rules: Words with the common letter string 'acc' at the beginning of words.

Spelling Rules: Words ending in '-ably.'

Spelling Rules: Words ending in '-ible'

Spelling Rules: Adding the suffix '-ibly' to create an adverb.

Spelling Rules: Changing '-ent' to '-ence.'

Spelling Rules: -er, -or, -ar at the end of words.

Spelling Rules: Adverbs synonymous with determination.

Spelling Rules: Adjectives to describe settings

Spelling Rules: Vocabulary to describe feelings.

Spelling Rules: Adjectives to describe character

Grammar Vocabulary

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