**English – Appendix 1: Spelling**

**English Appendix 1: Spelling**

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as ‘example words’ for years 1 and 2, including almost all those listed as ‘exception words’, are used frequently in pupils’ writing, and therefore it is worth pupils learning the correct spelling. The ‘exception words’ contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils’ attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter ‘c’. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

**In this spelling appendix, the left -hand column is statutory; the middle and right-hand columns are non-statutory guidance.**

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes).

A table showing the IPA is provided in this document.

**1**

**English – Appendix 1: Spelling**

**Spelling – work for year 1**

**Revision of reception work**

**Statutory requirements**

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

* all letters of the alphabet and the sounds which they most commonly represent
* consonant digraphs which have been taught and the sounds which they represent
* vowel digraphs which have been taught and the sounds which they represent
* the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
* words with adjacent consonants
* guidance and rules which have been taught

**Statutory requirements**

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

The /ŋ/ sound spelt n before k

Division of words into syllables

|  |  |
| --- | --- |
|  |  |
| **Rules and guidance (non-statutory)** | **Example words** |
|  | **(non-statutory)** |
|  |  |
| The /f/, /l/, /s/, /z/ and /k/ sounds are | off, well, miss, buzz, |
| usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if | back |
| they come straight after a single vowel |  |
| letter in short words. **Exceptions**: if, |  |
| pal, us, bus, yes. |  |
|  |  |
|  | bank, think, honk, |
|  | sunk |
|  |  |
| Each syllable is like a ‘beat’ in the | pocket, rabbit, carrot, |
| spoken word. Words of more than one | thunder, sunset |
| syllable often have an unstressed |  |
| syllable in which the vowel sound is |  |
| unclear. |  |
|  |  |

**2**

**Statutory requirements**

-tch

The /v/ sound at the end of words

Adding s and es to words (plural of nouns and the third person singular of verbs)

Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word

Adding –er and –est to adjectives where no change is needed to the root word

**English – Appendix 1: Spelling**

|  |  |  |
| --- | --- | --- |
| **Rules and guidance (non-statutory)** | **Example words** |  |
|  | **(non-statutory)** |  |
|  |  |  |
| The /tʃ/ sound is usually spelt as **tch** if it | catch, fetch, kitchen, |  |
| comes straight after a single vowel | notch, hutch |  |
| letter. **Exceptions**: rich, which, much, |  |  |
| such. |  |  |
|  |  |  |
| English words hardly ever end with the | have, live, give |  |
| letter **v**, so if a word ends with a /v/ |  |  |
| sound, the letter **e** usually needs to be |  |  |
| added after the ‘v’. |  |  |
|  |  |  |
| If the ending sounds like /s/ or /z/, it is | cats, dogs, spends, |  |
| spelt as **–s**. If the ending sounds like | rocks, thanks, |  |
| /ɪz/ and forms an extra syllable or ‘beat’ | catches |  |
| in the word, it is spelt as **–es**. |  |  |
|  |  |  |
| **–ing** and **–er** always add an extra | hunting, hunted, |  |
| syllable to the word and **–ed** sometimes | hunter, buzzing, |  |
| does. | buzzed, buzzer, |  |
| The past tense of some verbs may | jumping, jumped, |  |
| jumper |  |
| sound as if it ends in /ɪd/ (extra |  |
| syllable), /d/ or /t/ (no extra syllable), |  |  |
| but all these endings are spelt **–ed**. |  |  |
| If the verb ends in two consonant letters |  |  |
| (the same or different), the ending is |  |  |
| simply added on. |  |  |
|  |  |  |
| As with verbs (see above), if the | grander, grandest, |  |
| adjective ends in two consonant letters | fresher, freshest, |  |
| (the same or different), the ending is | quicker, quickest |  |
| simply added on. |  |  |
|  |  |  |

**3**

**English – Appendix 1: Spelling**

**Vowel digraphs and trigraphs**

Some may already be known, depending on the programmes used in Reception, but some will be new.

**Vowel**

**digraphs**

**and trigraphs**

ai, oi

ay, oy

a–e

e–e

i–e

o–e

u–e

ar

ee

ea (/i:/)

ea (/ɛ/)

er (/ɜ:/)

er (/ə/)

ir

ur

|  |  |
| --- | --- |
| **Rules and guidance** | **Example words** |
| **(non-statutory)** | **(non-statutory)** |
|  |  |
| The digraphs ai and oi are virtually | rain, wait, train, paid, afraid |
| never used at the end of English | oil, join, coin, point, soil |
| words. |  |
|  |  |
| **ay** and **oy** are used for those | day, play, say, way, stay |
| sounds at the end of words and at | boy, toy, enjoy, annoy |
| the end of syllables. |  |
|  |  |
|  | made, came, same, take, safe |
|  |  |
|  | these, theme, complete |
|  |  |
|  | five, ride, like, time, side |
|  |  |
|  | home, those, woke, hope, hole |
|  |  |
| Both the /u:/ and /ju:/ (‘oo’ and | June, rule, rude, use, tube, tune |
| ‘yoo’) sounds can be spelt as **u–e**. |  |
|  |  |
|  | car, start, park, arm, garden |
|  |  |
|  | see, tree, green, meet, week |
|  |  |
|  | sea, dream, meat, each, |
|  | read (present tense) |
|  |  |
|  | head, bread, meant, instead, |
|  | read (past tense) |
|  |  |
|  | (stressed sound): her, term, |
|  | verb, person |
|  |  |
|  | (unstressed *schwa* sound): |
|  | better, under, summer, winter, |
|  | sister |
|  |  |
|  | girl, bird, shirt, first, third |
|  |  |
|  | turn, hurt, church, burst, |
|  | Thursday |
|  |  |

**4**

**Vowel**

**digraphs**

**and trigraphs**

oo (/u:/)

1. (/ʊ/)

oa

oe

ou

ow (/aʊ/)

ow (/əʊ/)

ue

ew

ie (/aɪ/)

ie (/i:/)

igh

or

ore

aw

au

air

ear

ear (/ɛə/)

are (/ɛə/)

|  |  |
| --- | --- |
|  | **English – Appendix 1: Spelling** |
|  |  |  |
| **Rules and guidance** | **Example words** |  |
| **(non-statutory)** | **(non-statutory)** |  |
|  |  |  |
| Very few words end with the | food, pool, moon, zoo, soon |  |
| letters **oo**, although the few that |  |  |
| do are often words that primary |  |  |
| children in year 1 will encounter, |  |  |
| for example, *zoo* |  |  |
|  |  |  |
|  | book, took, foot, wood, good |  |
|  |  |  |
| The digraph **oa** is very rare at the | boat, coat, road, coach, goal |  |
| end of an English word. |  |  |
|  |  |  |
|  | toe, goes |  |
|  |  |  |
| The only common English word | out, about, mouth, around, |  |
| ending in **ou** is *you*. | sound |  |
|  |  |  |
| Both the /u:/ and /ju:/ (‘oo’ and | now, how, brown, down, town |  |
| ‘yoo’) sounds can be spelt as **u–e**, | own, blow, snow, grow, show |  |
| **ue** and **ew***.* If words end in the | blue, clue, true, rescue, Tuesday |  |
| /oo/ sound, **ue** and **ew** are more | new, few, grew, flew, drew, threw |  |
| common spellings than **oo**. |  |  |
|  |  |  |
|  | lie, tie, pie, cried, tried, dried |  |
|  |  |  |
|  | chief, field, thief |  |
|  |  |  |
|  | high, night, light, bright, right |  |
|  |  |  |
|  | for, short, born, horse, morning |  |
|  |  |  |
|  | more, score, before, wore, shore |  |
|  |  |  |
|  | saw, draw, yawn, crawl |  |
|  |  |  |
|  | author, August, dinosaur, |  |
|  | astronaut |  |
|  |  |  |
|  | air, fair, pair, hair, chair |  |
|  |  |  |
|  | dear, hear, beard, near, year |  |
|  |  |  |
|  | bear, pear, wear |  |
|  |  |  |
|  | bare, dare, care, share, scared |  |
|  |  |  |

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**English – Appendix 1: Spelling**

**Statutory requirements**

Words ending –y (/i:/ or /ɪ/)

New consonant spellings ph and wh

Using k for the /k/ sound

Adding the prefix –un

Compound words

Common exception words

|  |  |  |
| --- | --- | --- |
| **Rules and guidance** | **Example words (non-statutory)** |  |
|  |
| **(non-statutory)** |  |  |
|  |  |  |
|  | very, happy, funny, party, family |  |
|  |  |  |
| The /f/ sound is not usually | dolphin, alphabet, phonics, elephant |  |
| spelt as **ph** in short | when, where, which, wheel, while |  |
| everyday words (e.g. *fat*, |  |  |
| *fill*, *fun*). |  |  |
|  |  |  |
| The /k/ sound is spelt as **k** | Kent, sketch, kit, skin, frisky |  |
| rather than as **c** before **e**, **i** |  |  |
| and **y**. |  |  |
|  |  |  |
| The prefix **un–** is added to | unhappy, undo, unload, unfair, |  |
| the beginning of a word | unlock |  |
| without any change to the |  |  |
| spelling of the root word. |  |  |
|  |  |  |
| Compound words are two | football, playground, farmyard, |  |
| words joined together. | bedroom, blackberry |  |
| Each part of the longer |  |  |
| word is spelt as it would be |  |  |
| if it were on its own. |  |  |
|  |  |  |
| Pupils’ attention should be | the, a, do, to, today, of, said, says, |  |
| drawn to the grapheme- | are, were, was, is, his, has, I, you, |  |
| phoneme | your, they, be, he, me, she, we, no, |  |
| correspondences that do | go, so, by, my, here, there, where, |  |
| and do not fit in with what | love, come, some, one, once, ask, |  |
| has been taught so far. | friend, school, put, push, pull, full, |  |
|  | house, our – and/or others, |  |
|  | according to the programme used |  |
|  |  |  |

**6**

**English – Appendix 1: Spelling**

**Spelling – work for year 2**

**Revision of work from year 1**

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

**New work for year 2**

**Statutory requirements**

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y

The /s/ sound spelt c before e, i and y

The /n/ sound spelt kn and (less often) gn at the beginning of words

The /r / sound spelt wr at the beginning of words

The /l/ or /əl/ sound spelt –le at the end of words

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Rules and guidance** |  |  | **Example words** |  |  |
|  |  |  |  |  |
|  | **(non-statutory)** |  |  | **(non-statutory)** |  |  |
|  |  |  |  |  |  |  |
|  | 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 |  |  | badge, edge, bridge, |  |  |
|  | is spelt –**dge** straight after the /æ/, |  |  | dodge, fudge |  |  |
|  | /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds |  |  |  |  |  |
|  | (sometimes called ‘short’ vowels). |  |  |  |  |  |
|  | After all other sounds, whether |  |  | age, huge, change, |  |  |
|  | vowels or consonants, the /dʒ/ sound |  |  | charge, bulge, village |  |  |
|  | is spelt as –**ge** at the end of a word. |  |  |  |  |  |
|  | In other positions in words, the /dʒ/ |  |  | gem, giant, magic, |  |  |
|  | sound is often (but not always) spelt |  |  | giraffe, energy |  |  |
|  | as g before e, i, and y. The /dʒ/ |  |  | jacket, jar, jog, join, |  |  |
|  | sound is always spelt as j before a, o |  |  | adjust |  |  |
|  | and u. |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  | race, ice, cell, city, |  |  |
|  |  |  |  | fancy |  |  |
|  |  |  |  |  |  |  |
|  | The ‘k’ and ‘g’ at the beginning of |  |  | knock, know, knee, |  |  |
|  | these words was sounded hundreds |  |  | gnat, gnaw |  |  |
|  | of years ago. |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | This spelling probably also reflects |  |  | write, written, wrote, |  |  |
|  | an old pronunciation. |  |  | wrong, wrap |  |  |
|  |  |  |  |  |  |  |
|  | The **–le** spelling is the most common |  |  | table, apple, bottle, |  |  |
|  | spelling for this sound at the end of |  |  | little, middle |  |  |
|  | words. |  |  |  |  |  |
|  |  |  |  |  |  |  |

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**English – Appendix 1: Spelling**

**Statutory requirements**

The /l/ or /əl/ sound spelt –el at the end of words

The /l/ or /əl/ sound spelt –al at the end of words

Words ending –il

The /aɪ/ sound spelt –y at the end of words

Adding –es to nouns and verbs ending in –y

Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it

Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter

The /ɔ:/ sound spelt a before l and ll

The /ʌ/ sound spelt o

|  |  |  |
| --- | --- | --- |
| **Rules and guidance** | **Example words** |  |
|  |
| **(non-statutory)** | **(non-statutory)** |  |
|  |  |  |
| The **–el** spelling is much less | camel, tunnel, squirrel, |  |
| common than **–le**. | travel, towel, tinsel |  |
| The **–el** spelling is used after **m**, **n**, |  |  |
| **r**, **s**, **v**, **w** and more often than not |  |  |
| after **s**. |  |  |
|  |  |  |
| Not many nouns end in –**al**, but | metal, pedal, capital, |  |
| many adjectives do. | hospital, animal |  |
|  |  |  |
| There are not many of these words. | pencil, fossil, nostril |  |
|  |  |  |
| This is by far the most common | cry, fly, dry, try, reply, |  |
| spelling for this sound at the end of | July |  |
| words. |  |  |
|  |  |  |
| The **y** is changed to **i** before **–es** is | flies, tries, replies, |  |
| added. | copies, babies, carries |  |
|  |  |  |
| The **y** is changed to **i** before **–ed**, **–er** | copied, copier, |  |
| and **–est** are added, but not before **–** | happier, happiest, |  |
| **ing** as this would result in **ii**. The | cried, replied |  |
| only ordinary words with **ii** are *skiing* | …**but** copying, crying, |  |
| and *taxiing*. | replying |  |
|  |  |  |
| The **–e** at the end of the root word is | hiking, hiked, hiker, |  |
| dropped before **–ing**, **–ed**, **–er**, | nicer, nicest, shiny |  |
| **–est**, **–y** or any other suffix beginning |  |  |
| with a vowel letter is added. |  |  |
| **Exception**: *being.* |  |  |
|  |  |  |
| The last consonant letter of the root | patting, patted, |  |
| word is doubled to keep the /æ/, /ɛ/, | humming, hummed, |  |
| /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the | dropping, dropped, |  |
| vowel ‘short’). | sadder, saddest, |  |
| **Exception**: The letter ‘x’ is never | fatter, fattest, runner, |  |
| doubled: *mixing*, *mixed*, *boxer*, *sixes*. | runny |  |
|  |  |  |
| The **/**ɔ:**/** sound (‘or’) is usually spelt | all, ball, call, walk, talk, |  |
| as **a** before **l** and **ll**. | always |  |
|  |  |
|  |  |  |
|  | other, mother, brother, |  |
|  | nothing, Monday |  |
|  |  |  |

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**Statutory requirements**

The /i:/ sound spelt –ey

The /ɒ/ sound spelt a after w and qu

The /ɜ:/ sound spelt or after w

The /ɔ:/ sound spelt ar after w

The /ʒ/ sound spelt s

The suffixes –ment, –ness, –ful , –less and –ly

Contractions

The possessive apostrophe (singular nouns)

Words ending in –tion

|  |  |  |
| --- | --- | --- |
|  |  | **English – Appendix 1: Spelling** |
|  |  |  |  |  |
| **Rules and guidance** | **Example words** |  |
| **(non-statutory)** | **(non-statutory)** |  |
|  |  |  |  |  |
| The plural of these words is formed | key, donkey, monkey, |  |
| by the addition of **–s** (*donkeys*, | chimney, valley |  |
| *monkeys,* etc.). |  |  |
|  |  |  |
| **a** is the most common spelling for | want, watch, wander, |  |
| the **/**ɒ**/** (‘hot’) sound after **w** and **qu**. | quantity, squash |  |
|  |  |  |  |  |
| There are not many of these words. | word, work, worm, |  |
|  |  |  | world, worth |  |
|  |  |  |
| There are not many of these words. | war, warm, towards |  |
|  |  |  |  |  |
|  |  |  | television, treasure, |  |
|  |  |  | usual |  |
|  |  |  |
| If a suffix starts with a consonant | enjoyment, sadness, |  |
| letter, it is added straight on to most | careful, playful, |  |
| root words without any change to the | hopeless, plainness |  |
| last letter of those words. | (plain + ness), badly |  |
| **Exceptions**: |  |  |
| (1) *argument* |  |  |
| (2) root words ending in –**y** with a | merriment, happiness, |  |
| consonant before it but only if the | plentiful, penniless, |  |
| root word has more than one | happily |  |
| syllable. |  |  |
|  |  |  |
| In contractions, the apostrophe | can’t, didn’t, hasn’t, |  |
| shows where a letter or letters would | couldn’t, it’s, I’ll |  |
| be if the words were written in full |  |  |
| (e.g. *can’t* – *cannot*). |  |  |
| *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. |  |  |
|  |  |  |  |  |
|  |  |  | Megan’s, Ravi’s, the |  |
|  |  |  | girl’s, the child’s, the |  |
|  |  |  | man’s |  |
|  |  |  |  |  |
|  |  |  | station, fiction, motion, |  |
|  |  |  | national, section |  |
|  |  |  |  |  |

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**English – Appendix 1: Spelling**

**Statutory requirements**

Homophones and near-homophones

Common exception words

|  |  |  |
| --- | --- | --- |
| **Rules and guidance** | **Example words** |  |
|  |
| **(non-statutory)** | **(non-statutory)** |  |
|  |  |  |
| It is important to know the difference | there/their/they’re, |  |
| in meaning between homophones. | here/hear, quite/quiet, |  |
|  | see/sea, bare/bear, |  |
|  | one/won, sun/son, |  |
|  | to/too/two, be/bee, |  |
|  | blue/blew, night/knight |  |
|  |  |  |
| Some words are exceptions in some | door, floor, poor, |  |
| accents but not in others – e.g. *past*, | because, find, kind, |  |
| *last*, *fast*, *path* and *bath* are not | mind, behind, child, |  |
| exceptions in accents where the **a** in | children\*, wild, climb, |  |
| these words is pronounced /æ/, as in | most, only, both, old, |  |
| *cat*. | cold, gold, hold, told, |  |
| *Great*, *break* and *steak* are the only | every, everybody, |  |
| even, great, break, |  |
| common words where the /eɪ/ sound |  |
| is spelt **ea**. | 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:** ‘children’ is not |  |
|  | an exception to what |  |
|  | has been taught so far |  |
|  | but is included |  |
|  | because of its |  |
|  | relationship with |  |
|  | ‘child’. |  |
|  |  |  |

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**English – Appendix 1: Spelling**

**Spelling – work for years 3 and 4**

**Revision of work from years 1 and 2**

Pay special attention to the rules for adding suffixes.

**New work for years 3 and 4**

**Statutory requirements**

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

The /ɪ/ sound spelt y elsewhere than at the end of words

The /ʌ/ sound spelt ou

More prefixes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Rules and guidance** |  |  | **Example words** |  |  |
|  |  |  |  |  |
|  | **(non-statutory)** |  |  | **(non-statutory)** |  |  |
|  |  |  |  |  |  |  |
|  | If the last syllable of a word is |  |  | forgetting, forgotten, |  |  |
|  | stressed and ends with one |  |  | beginning, beginner, |  |  |
|  | consonant letter which has just one |  |  | prefer, preferred |  |  |
|  | vowel letter before it, the final |  |  |  |  |  |
|  | consonant letter is doubled before |  |  |  |  |  |
|  | any ending beginning with a vowel |  |  |  |  |  |
|  | letter is added. The consonant letter |  |  | gardening, gardener, |  |  |
|  | is not doubled if the syllable is |  |  | limiting, limited, |  |  |
|  | unstressed. |  |  | limitation |  |  |
|  |  |  |  |  |  |  |
|  | These words should be learnt as |  |  | myth, gym, Egypt, |  |  |
|  | needed. |  |  | pyramid, mystery |  |  |
|  |  |  |  |  |  |  |
|  | These words should be learnt as |  |  | young, touch, double, |  |  |
|  | needed. |  |  | trouble, country |  |  |
|  |  |  |  |  |  |  |
|  | Most prefixes are added to the |  |  |  |  |  |
|  | beginning of root words without any |  |  |  |  |  |
|  | changes in spelling, but see **in–** |  |  |  |  |  |
|  | below. |  |  |  |  |  |
|  | Like **un–**, the prefixes **dis–** and **mis–** |  |  | **dis–**: disappoint, |  |  |
|  | have negative meanings. |  |  | disagree, disobey |  |  |
|  |  |  |  | **mis–**: misbehave, |  |  |
|  |  |  |  | mislead, misspell (mis |  |  |
|  |  |  |  | + spell) |  |  |
|  | The prefix **in–** can mean both ‘not’ |  |  | **in–**: inactive, incorrect |  |  |
|  | and ‘in’/‘into’. In the words given here |  |  |  |  |  |
|  | it means ‘not’. |  |  |  |  |  |
|  |  |  |  |  |  |  |

**11**

**English – Appendix 1: Spelling**

**Statutory requirements**

The suffix –ation

The suffix –ly

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

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**Statutory requirements**

Words with endings sounding like /ʒə/ or /tʃə/

Endings which sound like /ʒən/

The suffix –ous

|  |
| --- |
| **English – Appendix 1: Spelling** |
|  |  |  |
| **Rules and guidance** | **Example words** |  |
| **(non-statutory)** | **(non-statutory)** |  |
|  |  |  |
| **Exceptions**: |  |  |
| (1) If the root word ends in –y with a | happily, angrily |  |
| 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 | gently, simply, humbly, |  |
| **–le** is changed to **–ly**. | nobly |  |
| (3) If the root word ends with **–ic**, | basically, frantically, |  |
| **–ally** is added rather than just **–ly**, | dramatically |  |
| except in the word *publicly*. |  |  |
| (4) The words *truly*, *duly*, *wholly.* |  |  |
|  |  |  |
| The ending sounding like **/**ʒə**/** is | measure, treasure, |  |
| always spelt –**sure**. | pleasure, enclosure |  |
| The ending sounding like **/**tʃə**/** is | creature, furniture, |  |
| often spelt **–ture**, but check that the | picture, nature, |  |
| word is not a root word ending in | adventure |  |
| **(t)ch** with an **er** ending – e.g. |  |  |
| *teacher, catcher, richer, stretcher.* |  |  |
|  |  |  |
| If the ending sounds like **/**ʒən**/**, it is | division, invasion, |  |
| spelt as **–sion**. | confusion, decision, |  |
|  | collision, television |  |
|  |  |  |
| Sometimes the root word is obvious | poisonous, dangerous, |  |
| and the usual rules apply for adding | mountainous, famous, |  |
| suffixes beginning with vowel letters. | various |  |
| Sometimes there is no obvious root | tremendous, |  |
| word. | enormous, jealous |  |
| **–our** is changed to **–or** before **–ous** | humorous, glamorous, |  |
| is added. | vigorous |  |
| A final ‘e’ of the root word must be | courageous, |  |
| kept if the /dʒ/ sound of ‘g’ is to be | outrageous |  |
| kept. |  |  |
| If there is an /i:/ sound before the | serious, obvious, |  |
| **–ous** ending, it is usually spelt as **i**, | curious |  |
| but a few words have **e**. | hideous, spontaneous, |  |
|  | courteous |  |
|  |  |  |

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**English – Appendix 1: Spelling**

**Statutory requirements**

Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian

Words with the /k/ sound spelt ch (Greek in origin)

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)

Words with the /eɪ/ sound spelt ei, eigh, or ey

|  |  |  |
| --- | --- | --- |
| **Rules and guidance** | **Example words** |  |
|  |
| **(non-statutory)** | **(non-statutory)** |  |
|  |  |  |
| 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. | invention, injection, |  |
| It is used if the root word ends in **t** or | action, hesitation, |  |
| **te**. | completion |  |
| **–ssion** is used if the root word ends | expression, discussion, |  |
| in **ss** or –**mit**. | confession, |  |
|  | permission, admission |  |
| **–sion** is used if the root word ends in | expansion, extension, |  |
| **d** or **se**. | comprehension, |  |
| **Exceptions**: *attend – attention*, | tension |  |
| *intend – intention.* |  |  |
| **–cian** is used if the root word ends in | musician, electrician, |  |
| **c** or **cs**. | magician, politician, |  |
|  | mathematician |  |
|  |  |  |
|  | scheme, chorus, |  |
|  | chemist, echo, |  |
|  | character |  |
|  |  |  |
|  | chef, chalet, machine, |  |
|  | brochure |  |
|  |  |  |
|  | league, tongue, |  |
|  | antique, unique |  |
|  |  |  |
| In the Latin words from which these | science, scene, |  |
| words come, the Romans probably | discipline, fascinate, |  |
| pronounced the **c** and the **k** as two | crescent |  |
| sounds rather than one – /s/ /k/. |  |  |
|  |  |  |
|  | vein, weigh, eight, |  |
|  | neighbour, they, obey |  |
|  |  |  |

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**Statutory requirements**

Possessive apostrophe with plural words

Homophones and near-homophones

|  |
| --- |
| **English – Appendix 1: Spelling** |
|  |  |  |
| **Rules and guidance** | **Example words** |  |
| **(non-statutory)** | **(non-statutory)** |  |
|  |  |  |
| The apostrophe is placed after the | girls’, boys’, babies’, |  |
| plural form of the word; **–s** is not | children’s, men’s, |  |
| added if the plural already ends in | mice’s |  |
| **–s**, but *is* added if the plural does not | (**Note:** singular proper |  |
| end in **–s** (i.e. is an irregular plural – | nouns ending in an *s* |  |
| e.g. *children’s*). | use the ’s suffix e.g. |  |
|  | Cyprus’s population) |  |
|  |  |  |
|  | 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 |  |
|  |  |  |

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**English – Appendix 1: Spelling**

**Word list – years 3 and 4**

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

**Notes and guidance (non-statutory)**

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

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**English – Appendix 1: Spelling**

**Notes and guidance (non-statutory)**

**Examples:**

*business*: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as ‘u’, business can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis–** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

* *bicycle* is *cycle* (from the Greek for *wheel*) with **bi–** (meaning ‘two’) before it.
* *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
* *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

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**English – Appendix 1: Spelling**

**Spelling – years 5 and 6**

**Revise work done in previous years**

**New work for years 5 and 6**

**Statutory requirements**

Endings which sound like /ʃəs/ spelt –cious or –tious

Endings which sound like /ʃəl/

Words ending

in –ant,

–ance/–ancy,

–ent,

–ence/–ency

|  |  |  |
| --- | --- | --- |
| **Rules and guidance (non-statutory)** | **Example words** |  |
|  | **(non-statutory)** |  |
|  |  |  |  |  |  |  |  |  |
| Not many common words end like this. | vicious, precious, |  |
| If the root word ends in **–ce**, the /ʃ/ | conscious, delicious, |  |
| sound is usually spelt as **c** – e.g. *vice* | malicious, suspicious |  |
| *– vicious*, *grace – gracious*, *space –* | ambitious, cautious, |  |
| *spacious*, *malice – malicious.* | fictitious, infectious, |  |
| **Exception**: *anxious*. | nutritious |  |
|  |  |  |  |  |  |  |  |  |
| **–cial** is common after a vowel letter | official, special, artificial, |  |
| and **–tial** after a consonant letter, but | partial, confidential, |  |
| there are some exceptions. | essential |  |
| **Exceptions**: initial, financial, |  |  |  |  |  |  |  |  |
| commercial, provincial (the spelling of |  |  |  |  |  |  |  |  |
| the last three is clearly related to |  |  |  |  |  |  |  |  |
| *finance*, *commerce* and *province*). |  |  |  |  |  |  |  |  |
|  |  |  |
| Use **–ant** and **–ance/–ancy** if there is | observant, observance, |  |
| a related word with a /æ/ or /eɪ/ sound | (observation), expectant |  |
| in the right position; –**ation** endings |  |  |  |  |  |  |  |  |
| (expectation), hesitant, |  |
|  |  |  |  |  |  |  |  |  |
| are often a clue. | hesitancy (hesitation), |  |
|  |  |  |  |  |  |  |  |
|  | tolerant, tolerance |  |
|  | (toleration), substance |  |
|  |  |  |  |  |  |
|  | (substantial) |  |
| Use **–ent** and **–ence/–ency** after soft |  |  |  |  |
| innocent, innocence, |  |
| **c** (/s/ sound), soft **g** (/dʒ/ sound) and | decent, decency, frequent, |  |
| **qu**, or if there is a related word with a | frequency, confident, |  |
| clear /ɛ/ sound in the right position. | confidence (confidential) |  |
| There are many words, however, | assistant, assistance, |  |
| where the above guidance does not | obedient, obedience, |  |
| help. These words just have to be | independent, |  |
| learnt. | independence |  |
|  |  |  |  |  |  |  |  |  |

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**Statutory requirements**

Words ending in –able and –ible

Words ending in –ably and –ibly

Adding suffixes beginning with vowel letters to words ending in –fer

Use of the hyphen

|  |  |
| --- | --- |
|  | **English – Appendix 1: Spelling** |
|  |  |  |
| **Rules and guidance (non-statutory)** | **Example words** |  |
|  | **(non-statutory)** |  |
|  |  |  |
| The **–able/–ably** endings are far more | adorable/adorably |  |
| common than the **–ible/–ibly** endings. | (adoration), |  |
| As with **–ant** and **–ance/–ancy**, the **–** | applicable/applicably |  |
| **able** ending is used if there is a related | (application), |  |
| word ending in **–ation**. | considerable/considerably |  |
|  | (consideration), |  |
|  | tolerable/tolerably |  |
|  | (toleration) |  |
| If the **–able** ending is added to a word | changeable, noticeable, |  |
| ending in **–ce** or **–ge**, the **e** after the **c** | forcible, legible |  |
| or **g** must be kept as those letters |  |  |
| would otherwise have their ‘hard’ |  |  |
| sounds (as in *cap* and *gap*) before the |  |  |
| **a** of the **–able** ending. |  |  |
| The **–able** ending is usually but not | dependable, comfortable, |  |
| always used if a complete root word | understandable, |  |
| can be heard before it, even if there is | reasonable, enjoyable, |  |
| no related word ending in **–ation**. | reliable |  |
| 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. |  |  |
| The **–ible** ending is common if a | possible/possibly, |  |
| complete root word can’t be heard | horrible/horribly, |  |
| before it but it also sometimes occurs | terrible/terribly, |  |
| when a complete word *can* be heard | visible/visibly, |  |
| (e.g. *sensible*). | incredible/incredibly, |  |
|  | sensible/sensibly |  |
|  |  |  |
| The **r** is doubled if the **–fer** is still | referring, referred, referral, |  |
| stressed when the ending is added. | preferring, preferred, |  |
|  | transferring, transferred |  |
| The **r** is not doubled if the **–fer** is no | reference, referee, |  |
| longer stressed. | preference, transference |  |
|  |  |  |
| Hyphens can be used to join a prefix | co-ordinate, re-enter, |  |
| to a root word, especially if the prefix | co-operate, co-own |  |
| ends in a vowel letter and the root |  |  |
| word also begins with one. |  |  |
|  |  |  |

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**English – Appendix 1: Spelling**

**Statutory requirements**

Words with the /i:/ sound spelt ei after c

Words

containing the

letter-string

ough

Words with

‘silent’ letters

(i.e. letters

whose

presence

cannot be

predicted from

the

pronunciation

of the word)

|  |  |
| --- | --- |
| **Rules and guidance (non-statutory)** | **Example words** |
|  | **(non-statutory)** |
|  |  |
| The ‘**i** before **e** except after **c**’ rule | deceive, conceive, receive, |
| applies to words where the sound | perceive, ceiling |
| spelt by **ei** is /i:/. |  |
| **Exceptions**: *protein*, *caffeine*, *seize* |  |
| (and *either* and *neither* if pronounced |  |
| with an initial /i:/ sound)*.* |  |
|  |  |
| **ough** is one of the trickiest spellings in | ought, bought, thought, |
| English – it can be used to spell a | nought, brought, fought |
| number of different sounds. | rough, tough, enough |
|  | cough |
|  | though, although, dough |
|  | through |
|  | thorough, borough |
|  | plough, bough |
|  |  |
| Some letters which are no longer | doubt, island, lamb, |
| sounded used to be sounded | solemn, thistle, knight |
| hundreds of years ago: e.g. in *knight*, |  |
| there was a /k/ sound before the /n/, |  |
| and the **gh** used to represent the |  |
| sound that ‘ch’ now represents in the |  |
| Scottish word *loch.* |  |
|  |  |

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**Statutory requirements**

Homophones and other words that are often confused

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | **English – Appendix 1: Spelling** |  |
|  |  |  |  |  |
|  | **Rules and guidance (non-statutory)** | **Example words** |  |
|  |  |  | **(non-statutory)** |  |
|  |  |  |  |  |
|  | In the pairs of words opposite, nouns | advice/advise |  |
|  | end **–ce** and verbs end **–se**. *Advice* | device/devise |  |
|  | and *advise* provide a useful clue as | licence/license |  |
|  | the word *advise* (verb) is pronounced |  |
|  | practice/practise |  |
|  | with a /z/ sound – which could not be |  |
|  | prophecy/prophesy |  |
|  | spelt **c**. |  |
|  |  |  |
|  | More examples: |  | farther: further |  |
|  | father: a male parent |  |
|  | aisle: a gangway between seats (in a |  |
|  | guessed: past tense of the |  |
|  | church, train, plane). |  |
|  | verb *guess* |  |
|  | isle: an island. |  |
|  | guest: visitor |  |
|  | aloud: out loud. |  |
|  | heard: past tense of the verb |  |
|  | allowed: permitted. |  |
|  | *hear* |  |
|  | affect: usually a verb (e.g. *The* |  |
|  | herd: a group of animals |  |
|  | *weather may affect our plans*). |  |
|  | led: past tense of the verb |  |
|  | effect: usually a noun (e.g. *It may have* |  |
|  | *an effect on our plans*). If a verb, it | *lead* |  |
|  | lead: present tense of that |  |
|  | means ‘bring about’ (e.g. *He will effect* |  |
|  | verb, or else the metal which |  |
|  | *changes in the running of the business*). |  |
|  | altar: a table-like piece of furniture in a | is very heavy (*as heavy as* |  |
|  | *lead*) |  |
|  | church. |  |
|  | morning: before noon |  |
|  | alter: to change. |  |
|  | mourning: grieving for |  |
|  | ascent: the act of ascending (going up). |  |
|  | assent: to agree/agreement (verb and | someone who has died |  |
|  | past: noun or adjective |  |
|  | noun). |  |
|  | referring to a previous time |  |
|  | bridal: to do with a bride at a wedding. |  |
|  | (e.g. *In the past*) or |  |
|  | bridle: reins etc. for controlling a horse. |  |
|  | cereal: made from grain (e.g. breakfast | preposition or adverb |  |
|  | showing place (e.g. *he* |  |
|  | cereal). | *walked past me*) |  |
|  | serial: adjective from the noun *series* – |  |
|  | passed: past tense of the |  |
|  | a succession of things one after the | verb ‘pass’ (e.g. *I passed him* |  |
|  | other. |  |
|  | *in the road*) |  |
|  | compliment: to make nice remarks |  |
|  | precede: go in front of or |  |
|  | about someone (verb) or the remark |  |
|  | before |  |
|  | that is made (noun). |  |
|  | proceed: go on |  |
|  | complement: related to the word |  |
|  |  |  |
|  | *complete* – to make something |  |  |
|  | complete or more complete (e.g. *her* |  |  |
|  | *scarf complemented her outfit*). |  |  |
|  |  |  |  |  |

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**English – Appendix 1: Spelling**

**Statutory requirements**

Homophones and other words that are often confused (continued)

|  |  |
| --- | --- |
| **Rules and guidance (non-statutory)** | **Example words** |
|  | **(non-statutory)** |
|  |  |
| descent: the act of descending (going | principal: adjective – most |
| down). | important (e.g. *principal* |
| dissent: to disagree/disagreement | *ballerina*) noun – important |
| (verb and noun). | person (e.g. *principal of a* |
| desert: as a noun – a barren place | *college*) |
| (stress on first syllable); as a verb – to | principle: basic truth or belief |
| abandon (stress on second syllable) | profit: money that is made in |
| dessert: (stress on second syllable) a | selling things |
| sweet course after the main course of | prophet: someone who |
| a meal. | foretells the future |
| draft: noun – a first attempt at writing | stationary: not moving |
| something; verb – to make the first | stationery: paper, envelopes |
| attempt; also, to draw in someone | etc. |
| (e.g. *to draft in extra help*) | steal: take something that |
| draught: a current of air. | 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?*) |
|  |  |

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**English – Appendix 1: Spelling**

**Word list – years 5 and 6**

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

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**Notes and guidance (non-statutory)**

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

**Examples:**

* *Conscience* and *conscious* are related to *science: conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
* The word *desperate*, meaning ‘without hope’, is often pronounced in English

as *desp’rate*, but the –*sper-* part comes from the Latin *spero,* meaning ‘I hope’, in which the **e** was clearly sounded.

* *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

**English – Appendix 1: Spelling**

**International Phonetic Alphabet (non-statutory)**

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s).[1](#page25) The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

|  |  |
| --- | --- |
|  | **Consonants** |
| /b/ | **b**ad |
| /d/ | **d**og |
| /ð/ | **th**is |
| /dʒ/ | **g**em, **j**ug |
| /f/ | i**f**, pu**ff**, **ph**oto |
| /ɡ/ | **g**um |
| /h/ | **h**ow |
| /j/ | **y**es |
| /k/ | **c**at, che**ck**, **k**ey, s**ch**ool |
| /l/ | **l**eg, hi**ll** |
| /m/ | **m**an |
| /n/ | ma**n** |
| /ŋ/ | si**ng** |
| /θ/ | bo**th** |
| /p/ | **p**et |
| /r/ | **r**ed |
| /s/ | **s**it, mi**ss**, **c**ell |
| /ʃ/ | **sh**e, **ch**ef |
| /t/ | **t**ea |
| /tʃ/ | **ch**eck |
| /v/ | **v**et |
| /w/ | **w**et, **wh**en |
| /z/ | **z**ip, hen**s**, bu**zz** |
| /ʒ/ | plea**s**ure |

|  |  |
| --- | --- |
|  | **Vowels** |
| /ɑː/ | f**a**ther, **ar**m |
| /ɒ/ | h**o**t |
| /æ/ | c**a**t |
| /aɪ/ | m**i**nd, f**i**n**e**, p**ie,** h**igh** |
| /aʊ/ | **ou**t, c**ow** |
| /ɛ/ | h**e**n, h**ea**d |
| /eɪ/ | s**ay**, c**a**m**e**, b**ai**t |
| /ɛə/ | **air** |
| /əʊ/ | c**o**ld, b**oa**t, c**o**n**e**, bl**ow** |
| /ɪ/ | h**i**t |
| /ɪə/ | b**eer** |
| /iː/ | sh**e**, b**ea**d, s**ee**, sch**e**m**e**, ch**ie**f |
| /ɔː/ | l**au**nch, r**aw**, b**or**n |
| /ɔɪ/ | c**oi**n, b**oy** |
| /ʊ/ | b**oo**k |
| /ʊə/ | t**our** |
| /uː/ | r**oo**m, y**ou**, bl**ue**, br**u**t**e** |
| /ʌ/ | c**u**p |
| /ɜː/ | f**er**n, t**ur**n, g**ir**l |
| /ə/ | farm**er** |

1. This chart is adapted slightly from the version provided on the DfE’s website to support the Year 1 phonics screening check.

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