

# Westbury Park School



## Spelling Progression Document

Objectives in italic font do not form part of the National Curriculum but have been included to ensure progression.

## Year 1

<b>National Curriculum - Statutory</b>	<b>Non-statutory Guidance</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ spell:           <ul style="list-style-type: none"> <li>- words containing each of the 40+ phonemes already taught</li> <li>- common exception words</li> <li>- the days of the week</li> </ul> </li> <li>▪ name the letters of the alphabet:           <ul style="list-style-type: none"> <li>- naming the letters of the alphabet in order</li> <li>- using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>▪ add prefixes and suffixes:           <ul style="list-style-type: none"> <li>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- using the prefix un–</li> <li>- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>▪ apply simple spelling rules and guidelines, as listed in English Appendix 1 (<i>listed below</i>)</li> <li>▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p><b>Spelling</b></p> <p>Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.</p> <p>At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p> <p>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</p>

## Appendix Yr 1

**Revision of Reception work**

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

<b>Statutory requirements</b>	<b>Rules and guidance (non-statutory)</b>	<b>Example words (non- statutory)</b>
<b>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</b>	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff, ll, ss, zz and ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back
<b>The /ŋ/ sound spelt n before k</b>		bank, think, honk, sunk
<b>Division of words into syllables</b>	Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
<b>-tch</b>	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch, fetch, kitchen, notch, hutch
<b>The /v/ sound at the end of words</b>	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the ‘v’.	have, live, give
<b>Adding s and es to words (plural of nouns and the third person singular of verbs)</b>	If the ending sounds like /s/ or /z/, it is spelt as – <b>s</b> . If the ending sounds like /iz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as – <b>es</b> .	cats, dogs, spends, rocks, thanks, catches

Statutory requirements Yr 1	Rules and guidance (non-statutory) NI refers to Nessy Island	Example words (non- statutory)
<b>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</b>  <i>Needs to link to work on tenses</i>	–ing and –er always add an extra syllable to the word and –ed sometimes does.  The past tense of some verbs may 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.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
<b>Adding –er and –est to adjectives where no change is needed to the root word</b>	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
<b>Vowel digraphs and trigraphs</b>	Some may already be known, depending on the programmes used in reception, but some will be new.	
a i o	The digraphs <b>ai</b> and <b>oi</b> are never used at the end of English words.  <b>NI 3 Lesson 24 (ai) NI 4 Lesson 38 (oi)</b>	rain, wait, train, paid, afraid oil, join, coin, point, soil
a y o	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.  <b>NI 3 Lesson 24 (ay) NI 4 Lesson 38 (oy)</b>	day, play, say, way, stay boy, toy, enjoy, annoy
a-e	<b>NI 3 Lesson 21</b>	made, came, same, take, safe
e-e		these, theme, complete
i-e	<b>NI 3 Lesson 21</b>	five, ride, like, time, side
o-e	<b>NI 3 Lesson 21</b>	home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.  <b>NI 3 Lesson 21</b>	June, rule, rude, use, tube, tune

Statutory requirements Yr 1	Rules and guidance (non-statutory) NI refers to Nessy Island	Example words (non- statutory)
ar	NI 2 Lesson 14	car, start, park, arm, garden
ee	NI 2 Lesson 20	see, tree, green, meet, week
ea (/i:/)	NI 2 Lesson 20	sea, dream, meat, each, read (present tense)
ea (/ɛ/)	NI 2 Lesson 20	head, bread, meant, instead, read (past tense)
er (/ə:/)	NI 2 Lesson 16	(stressed sound): her, term, verb, person
er (/ə/)		(unstressed schwa sound): better, under, summer, winter, sister
ir	NI 2 Lesson 16	girl, bird, shirt, first, third
ur	NI 2 Lesson 16	turn, hurt, church, burst, Thursday
oo (/u:/)	Very few words end with the letters oo.  NI 3 Lesson 28	food, pool, moon, zoo, soon
oo (/ʊ/)	NI 3 Lesson 28	book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.  NI 3 Lesson 27	boat, coat, road, coach, goal
oe	NI 3 Lesson 27	toe, goes
ou	The only common English word ending in ou is you.  NI 4 Lesson 39	out, about, mouth, around, sound

Statutory requirements Yr 1	Rules and guidance (non-statutory) <b>NI refers to Nessy Island</b>	Example words (non- statutory)
<b>ow</b> (/aʊ/) <b>ow</b> (/əʊ/) <b>ue</b>	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
<b>ie (/aɪ/)</b>	<b>NI 3 Lesson 25</b>	lie, tie, pie, cried, tried, dried
<b>ie (/i:/)</b>	<b>NI 3 Lesson 25</b>	chief, field, thief
<b>igh</b>	<b>NI 3 Lesson 25</b>	high, night, light, bright, right
<b>or</b>	<b>NI 2 Lesson 15</b>	for, short, born, horse, morning
<b>ore</b>	<b>NI 2 Lesson 15</b>	more, score, before, wore, shore
<b>aw</b>		saw, draw, yawn, crawl
<b>au</b>	<b>NI 9 Lesson 83</b>	author, August, dinosaur, astronaut
<b>air</b>	<b>NI 5 Lesson 48</b>	air, fair, pair, hair, chair
<b>ear</b>	<b>NI 5 Lesson 48</b>	dear, hear, beard, near, year
<b>ear (/ɛə/)</b>	<b>NI 5 Lesson 48</b>	bear, pear, wear
<b>are (/ɛə/)</b>	<b>NI 6 Lesson 54</b>	bare, dare, care, share, scared
<b>Words ending -y (/i:/ or /ɪ/)</b>		very, happy, funny, party, family

<b>Statutory requirements Yr 1</b>	<b>Rules and guidance (non-statutory)</b>	<b>Example words (non- statutory)</b>
<b>New consonant spellings ph and wh</b>	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ). <b>NI 3 Lesson 23 (wh)</b> <b>NI 5 Lesson 41 (ph)</b>	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
<b>Using k for the /k/ sound</b>	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
<b>Adding the prefix –un</b>	The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
<b>Compound words</b>	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
<b>Common exception words</b>	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and /or others, according to the programme used.
<b><i>read back words they have spelt</i></b>		
<b><i>Use their phonic knowledge when spelling unfamiliar words (ie produce phonically plausible spellings)</i></b>		

## Year Two

National Curriculum – Statutory	Non-statutory Guidance
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ spell by:           <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguishing between homophones and near-homophones</li> </ul> </li> <li>▪ add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful, -less, -ly</i></li> <li>▪ apply spelling rules and guidelines, as listed in English Appendix 1</li> <li>▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<p><b>Spelling</b></p> <p>In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</p>

Statutory requirements Yr 2	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>Revision of work from year 1</b>		
<b>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</b> The letter j is never used for the /dʒ/ (“dge”) sound at the end of English words.	<p>At the end of a word, the /dʒ/ sound is spelt – <b>dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʊ/ and /ʌ/ sounds (sometimes called ‘short’ vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –<b>ge</b> at the end of a word.</p> <p>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.</p>	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
<b>The /s/ sound spelt c before e, i and y</b>		race, ice, cell, city, fancy
<b>The /n/ sound spelt kn and (less often) gn at the beginning of words</b>	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
<b>The /ɹ/ sound spelt wr at the beginning of words</b>	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
<b>The /l/ or /əl/ sound spelt –le at the end of words</b>	The <b>–le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
<b>The /l/ or /əl/ sound spelt –el at the end of words</b>	The <b>–el</b> spelling is much less common than <b>–le</b> . The <b>–el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
<b>The /l/ or /əl/ sound spelt –al at the end of words</b>	Not many nouns end in <b>–al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
<b>Words ending –il</b>	There are not many of these words.	pencil, fossil, nostril
<b>The /ai/ sound spelt –y at the end of words</b>	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July

Statutory requirements Yr 2	Rules and guidance (non-statutory)	Example words (non-statutory)
<b>Adding –es to nouns and verbs ending in –y</b>	The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added.	flies, tries, replies, copies, babies, carries
<b>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.</b>	The <b>y</b> is changed to <b>i</b> before <b>–ed</b> , <b>–er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
<b>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</b>	The <b>–e</b> at the end of the root word is dropped before <b>–ing</b> , <b>–ed</b> , <b>–er</b> , <b>–est</b> , <b>–y</b> or any other suffix beginning with a vowel letter is added. The exception is <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
<b>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</b>	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’). <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes.</i>	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny

Statutory requirements Yr 2	Rules and guidance (non-statutory)	Example words (non-statutory)
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ("or") is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s ( <i>donkeys, monkeys</i> , etc.).	key, donkey, monkey, chimney, valley
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 /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
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. <b>Exceptions:</b> (1) <i>argument</i> (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
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i> ). <i>It's</i> means <i>it is</i> or sometimes <i>it has</i>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, one/won, quite/quiet, see/sea, bare/bear, sun/son, to/too/two, be/bee, blue/blew, night/knight

Statutory requirements Yr 2	Rules and guidance (non-statutory)	Example words (non-statutory)
<b>Common exception words</b>	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>. <i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p>

Year Three

National Curriculum – Statutory (Year Three and Four)	Non-statutory Guidance (Year Three and Four)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>▪ spell further homophones</li> <li>▪ spell words that are often misspelt (English Appendix 1 <i>listed on page 19 of this document</i>)</li> <li>▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><i>Spelling</i>  <i>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</i>  <i>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).</i>  <i>Pupils need sufficient knowledge of spelling to use dictionaries efficiently.</i></p>

Statutory requirements Yr 3	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>Revision of work from years 1 and 2</b>	Pay special attention to <ul style="list-style-type: none"> <li>the rules for adding suffixes</li> <li>the possessive apostrophe (singular) [for example, the girl's book]</li> </ul>	
<b>Adding suffixes beginning with vowel letters to words of more than one syllable</b>	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
<b>The /ʌ/ sound spelt ou</b>	These words should be learnt as needed.	young, touch, double, trouble, country
<b>More prefixes</b>	Most prefixes are added to the beginning of root words without any changes in spelling  Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings. <b>re-</b> means 'again' or 'back'	<b>dis-</b> , <b>mis-</b> : disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) <b>appear/ disappear</b> <b>re-</b> : redo, refresh, return, reappear, redecorate

Statutory requirements Yr 3	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>The suffix –ly</b>	<p>The suffix <b>–ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>–ly</b> starts with a consonant letter, so it is added straight on to most root words.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>(1) If the root word ends in <b>–y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</li> <li>(2) If the root word ends with <b>–le</b>, the <b>–le</b> is changed to <b>–ly</b>.</li> <li>(3) If the root word ends with <b>–ic</b>, <b>–ally</b> is added rather than just <b>–ly</b>, except in the word <i>publicly</i>.</li> <li>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</li> </ul>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically</p> <p>From word list:  <b>accident (ally)</b>, <b>actual (ly)</b>, <b>occasional (ly)</b>, <b>probably</b></p>
<b>Words with endings sounding like /ʒə/ or /tʃə/</b>	<p>The ending sounding like <b>/ʒə/</b> is always spelt <b>–sure</b>.</p> <p>The ending sounding like <b>/tʃə/</b> is often spelt <b>–ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure, <b>pressure</b>
<b>The suffix –ous</b>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word. <b>–our</b> is changed to <b>–or</b> before <b>–ous</b> is added.</p> <p>A final ‘e’ must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the <b>–ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous, <b>various</b> <p>From word list:  <b>various</b></p>

Statutory requirements Yr 3	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b>		vein, weigh, eight, neighbour, they, obey From word list: <b>eight /eighth, weight</b>
<b>Homophones or near-homophones</b>		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/ <b>reign</b> , scene/seen, weather/whether, whose/who's
<b>Irregular tenses</b>		e.g. blow / blew, write/wrote, send /sent, hear / <b>heard</b> , think/ <b>thought</b> / <b>thought</b>
<b>Homonyms</b>	Words which have the same spelling but multiple meanings and how those meanings can be distinguished in context.	e.g. age, crane, yard, bat, <b>minute, notice</b>
<b>To explore / collect /classify words with common roots</b>	Many words are derived from other languages, Greek, Latin and French.	e.g. dec- ten decimal, geo – from earth geography
<b>Irregular plurals</b>		e.g geese, <b>women</b> , oxen, feet, men, children, sheep
<b>Other irregular plurals</b>	Words ending in o either have –es or –s added to make the plural.	radios, zeros, pianos, tomatoes, <b>potatoes</b> ,
<b>To investigate what happens to words ending in f when suffixes are added</b>		e.g. calf/calves, cuff/ cuffs, knife/knives
<b>Use the first two (Y3) letters of a word to check its spelling in a dictionary</b>	-	

**Word list for year 3 (words in bold can be learnt within the objectives above)**

<b>accident(ally)</b>	century	early	<b>heard</b>	<b>occasional(ally)</b>	reign
<b>actual(ly)</b>	circle	earth	heart	often	<b>remember</b>
address	consider	<b>eight /eighth</b>	height	perhaps	<b>strange</b>
answer	decide	enough	history	<b>potatoes</b>	<b>thought</b>
appear	describe	February	learn	<b>pressure</b>	through
arrive	different	forward(s)	library	<b>probably</b>	<b>various</b>
believe	difficult	fruit	<b>minute</b>	quarter	<b>weight</b>
centre	<b>disappear</b>	group	<b>notice</b>	question	<b>woman/women</b>

**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**.

Year Four

National Curriculum – Statutory (Year Three and Four)	Non-statutory Guidance (Year Three and Four)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>▪ spell further homophones</li><li>▪ spell words that are often misspelt (English Appendix 1 – <i>listed on page 24 of this document</i>)</li><li>▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li><li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li><li>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul>	<p><i>Spelling</i> <i>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</i> <i>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).</i> <i>Pupils need sufficient knowledge of spelling to use dictionaries efficiently.</i></p>

Statutory requirements Yr 4	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>Revision of work from year 3</b>	<p>Pay special attention to the rules for</p> <ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• Words with endings sounding like /ʒə/ or /tʃə/</li> <li>• the suffix –ous</li> </ul>	
<b>The /ɪ/ sound spelt y elsewhere than at the end of words</b>	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
<b>More prefixes</b>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>The prefix <b>in-</b> can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p> <p>Before a root word starting with <b>I</b>, <b>in-</b> becomes <b>il</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>sub-</b> means ‘under’.</p> <p><b>inter-</b> means ‘between’ or ‘among’.</p> <p><b>super-</b> means ‘above’.</p> <p><b>anti-</b> means ‘against’.</p> <p><b>auto-</b> means ‘self’ or ‘own’.</p> <p><b>bi-</b> means ‘two’</p>	<b>in-</b> : inactive, incorrect, illegal, illegible, immature, immortal, impossible, impatient, imperfect irregular, irrelevant, <b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity, international, interrelated (inter+ related) <b>super-</b> : supermarket, superman, superstar <b>anti-</b> : antiseptic, anti- clockwise, antisocial <b>auto-</b> : autobiography, autograph <b>bi-</b> : bicycle
<b>The suffix –ation</b>	The suffix <b>–ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
<b>Endings which sound like /ʒən/</b>	If the ending sounds like /ʒən/, it is spelt as <b>sion</b>	division, invasion, confusion, decision, collision, television

Statutory requirements Yr 4	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</b>	<p>Strictly speaking, the suffixes are <b>–ion</b> and <b>–ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>–ssion</b> is used if the root word ends in <b>ss</b> or <b>–mit</b>.</p> <p><b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician From word list: <b>mention, occasion(ally), position, possess(ion)</b>
<b>Words with the /k/ sound spelt ch (Greek in origin)</b>		scheme, chorus, chemist, echo, character
<b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b>		chef, chalet, machine, brochure
<b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b>		league, tongue, antique, unique
<b>Words with the /s/ sound spelt sc (Latin in origin)</b>	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/	science, scene, discipline, fascinate, crescent
<b>Possessive apostrophe with plural words</b>	The apostrophe is placed after the plural form of the word; <b>–s</b> is not added if the plural already ends in <b>–s</b> , but <b>is</b> added if the plural does not end in <b>–s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
<b><i>The ways in which nouns and adjectives eg fix can be made into verbs by the use of suffixes eg -ate</i></b>		e.g. pollen/pollinate/, educate /education

Statutory requirements Yr 4	Rules and guidance (non-statutory)	Example words (non- statutory)
<b><i>To understand how diminutives are formed using eg suffix - ette and prefix mini-</i></b>	-ette is from the French and as well as meaning little can be the feminine form eg usher, usherette mini comes from the latin (minimus) meaning small	e.g. minibus, kitchenette, microfilm
<b><i>Use the first three (Y4) letters of a word to check its spelling in a dictionary</i></b>		

**Word list for year 4 (words in bold can be learnt within the objectives above)**

bicycle	exercise	important	naughty	promise	surprise	
breath	experience	increase	<b>occasional(ally)</b>	purpose	therefore	
breathe	experiment	interest	opposite	recent	though/although	
build	extreme	island	ordinary	regular		
busy/business	famous	knowledge	particular	sentence		
calendar	favourite	length	peculiar	separate		
caught	grammar	material	popular	special		
certain	guard	medicine	<b>position</b>	straight		
complete	guide	<b>mention</b>	<b>possess(ion)</b>	strength		
continue	imagine	natural	possible	suppose		

**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**.

## Year Five

National Curriculum – Statutory (Year 5 and 6)	Non-statutory Guidance (Year 5 and 6)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ use further prefixes and suffixes and understand the guidance for adding them</li><li>▪ spell some words with ‘silent’ letters [e.g. <i>knight, psalm, solemn</i>]</li><li>▪ continue to distinguish between homophones and other words which are often confused</li><li>▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 – <i>see page 29 below</i></li><li>▪ use dictionaries to check the spelling and meaning of words</li><li>▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>▪ use a thesaurus.</li></ul>	<p><i>Spelling</i></p> <p><i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></p>

Statutory requirements Yr 5	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>Revision of work done in year 4</b>	<p>Pay special attention to the rules for</p> <ul style="list-style-type: none"> <li>• The suffix –ation</li> <li>• Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</li> <li>• Possessive apostrophe with plural words</li> </ul>	
<b>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</b>	<p>Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /e?/ sound in the right position;  <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /?/ sound in the right position.</p> <p>There are many words, however, where the above guidelines don't help. These words just have to be learnt.</p>	<p>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</p> <p>Words from list: <b>apparent, conscience, existence, hindrance, nuisance, convenience</b></p>
<b>Words with the /i:/ sound spelt ei after c</b>	<p>The ‘i before e except after c’ rule applies to words where the sound spelt by <b>ei</b> is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling

Statutory requirements Yr 5	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>Words ending in –able and –ible</b> <b>Words ending in –ably and –ibly</b>	<p>The <b>–able</b>/<b>–ably</b> endings are far more common than the <b>–ible</b>/<b>–ibly</b> endings.</p> <p>As with <b>–ant</b> and <b>–ance</b>/<b>–ancy</b>, the <b>–able</b> ending is used if there is a related word ending <b>in–ation</b>. If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> 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 <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i></p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p>Words from list: <b>available</b></p>
<b>Words containing the letter-string ough</b>	<p><b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough, cough though, although, dough through thorough, borough ,plough</p>
<b>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i>.</p>	<p>doubt, island, lamb, solemn, thistle, knight</p> <p>Words from list: <b>foreign, government</b></p>

Statutory requirements Yr 5	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>To recognise and spell the suffixes al, ary, ic</b>		e.g. medical, stationary, historic Words from list: <b>dictionary, physical,</b>
<b>To spell unstressed vowels in polysyllabic words</b>		eg. Wednesday, different, frightening Words from list: <b>average, cemetery, desperate, secretary, temperature, vegetable</b>
<b>Further suffixes</b>	ll in full becoming l	e.g. hope + full = hopeful
<b>To explore spelling patterns of consonants and formulate rules</b>	e.g. c is usually soft when followed by an i	cinema, ceiling, cyanide
<b>Use dictionaries to check the spelling and meaning of words</b>		
<b>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</b>		
<b>Use a thesaurus.</b>		
<b>Use a number of different strategies interactively in order to spell correctly</b>		
<b>Develop self-checking and proof-checking strategies</b>		
<b>Use independent spelling strategies for spelling unfamiliar words</b>		

**Word list for year 5 (words in bold can be learnt within the objectives above)**

<b>apparent</b>	<b>cemetery</b>	determined	explanation	interfere	occupy	rhythm
amateur	communicate	develop	familiar	language	occur	<b>secretary</b>
ancient	community	<b>dictionary</b>	<b>foreign</b>	leisure	persuade	shoulder
<b>available</b>	<b>conscience*</b>	environment	forty	lightning	<b>physical</b>	soldier
<b>average</b>	<b>convenience</b>	equip (–ped, –ment)	<b>government</b>	muscle	programme	stomach
bargain	curiosity	excellent	<b>hindrance</b>	neighbour	queue	<b>temperature</b>
bruise	<b>desperate</b>	<b>existence</b>	individual	<b>nuisance</b>	recognise	twelfth
					rhyme	<b>vegetable</b>

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*.

## Year Six

National Curriculum – Statutory (Year 5 and 6)	Non-statutory Guidance (Year 5 and 6)
<p><i>Spelling</i> (see English Appendix 1) – see pages 31 - 33 below</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ use further prefixes and suffixes and understand the guidance for adding them</li><li>▪ spell some words with ‘silent’ letters [e.g. <i>knight, psalm, solemn</i>]</li><li>▪ continue to distinguish between homophones and other words which are often confused</li><li>▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1- see page 34 below</li><li>▪ use dictionaries to check the spelling and meaning of words</li><li>▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>▪ use a thesaurus.</li></ul>	<p><i>Spelling</i></p> <p><i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></p>

Statutory requirements Yr 6	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>Revision of work from year 5</b>	<p>Pay special attention to the rules for</p> <ul style="list-style-type: none"> <li>• Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</li> <li>• Words ending in –able and –ible</li> <li>• Words ending in –ably and –ibly</li> <li>• spelling unstressed vowels in polysyllabic words</li> </ul>	
<b>Endings which sound like /ʃəs/ spelt –cious or –tious</b>	<p>Not many common words end like this. If the root word ends in <b>–ce</b>, the /?/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i> <b>Exception:</b> <i>anxious.</i></p>	<p>vicious, precious, <b>conscious</b>, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p> <p>Words from list: <b>conscious</b></p>
<b>Endings which sound like /ʃəl/</b>	<p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	official, special, artificial, partial, confidential, essential
<b>Adding suffixes beginning with vowel letters to words ending in –fer</b>	<p>The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added. The <b>r</b> is not doubled if the <b>–fer</b> is no longer stressed.</p>	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
<b>Use of the hyphen</b>	<p>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.</p>	co-ordinate, re-enter, co- operate, co-own
<b>Further prefixes</b>		e.g bi- trans- tele- circum

Statutory requirements	Rules and guidance (non-statutory) Yr 6	Example words (non-statutory)
<b>Homophones and other words that are often confused</b>	<p>In these pairs of words, nouns end <b>-ce</b> and verbs end <b>-se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b>.</p> <p>aisle: a gangway between seats (in a church, train, plane) isle: an island  aloud: out loud allowed: permitted  affect: usually a verb (e.g. <i>The weather may affect our plans</i>) effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business</i>).  altar: a table-like piece of furniture in a church alter: to change  ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun) bridal: to do with a bride at a wedding  bridle: reins etc. for controlling a horse  cereal: made from grain (e.g. breakfast cereal)  serial: adjective from the noun <i>series</i> – a succession of things one after the other compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>)  descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun)  desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)  dessert: (stress on second syllable) a sweet course after the main course of a meal  draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air</p>	advice/advise; device/devise; licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy ( <i>as heavy as lead</i> ) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i> ) or preposition or adverb showing place (e.g. <i>he walked past me</i> ) passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i> ) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i> ) noun – important person (e.g. <i>principal of a college</i> ) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i> )

Statutory requirements Yr 6	Rules and guidance (non-statutory)	Example words (non- statutory)
<i>To identify root words, derivations and spelling patterns as a support for spelling</i>		<p>eg. Public, publicity, publication</p> <p>Words from list:  <b>attach/ attached/ attachable, category, categorise</b>  <b>compete, competition, competitive</b>  <b>criticise (critic + ise), critical finite, definite, definitely</b>  <b>mischief, mischievous,</b>  <b>mischievously</b>  <b>profess, profession, professor sign, signify, signature</b></p>
<i>To investigate spellings and meanings of connectives</i>		<p>e.g. furthermore, meanwhile Words from list:  <b>according, especially, frequently, immediately, necessary</b></p>
<i>Use a thesaurus.</i>		
<i>Use a number of different strategies interactively in order to spell correctly</i>		
<i>Develop self-checking and proof-checking strategies</i>		
<i>Use independent spelling strategies for spelling unfamiliar words</i>		

**Word list for year 6 (words in bold can be learnt within the objectives above)**

accommodate	<b>category</b>	disastrous	<b>immediate(ly)</b>	privilege	sufficient
accompany	committee	embarrass	interrupt	<b>profession</b>	suggest
<b>according</b>	<b>competition</b>	<b>especially</b>	marvellous	pronunciation	symbol
achieve	<b>conscious*</b>	exaggerate	<b>mischiefous</b>	recommend	system
aggressive	controversy	<b>frequently</b>	<b>necessary</b>	relevant	thorough
appreciate	correspond	guarantee	opportunity	restaurant	variety
<b>attached</b>	<b>criticise (critic + ise)</b>	harass	parliament	sacrifice	vehicle
awkward	<b>definite</b>	identity	prejudice	<b>signature</b>	yacht
				sincere(ly)	

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*.

