

English Appendix 1: Spelling



Year 1 to Year 6

Readiwriter

Spelling



Readiwriter Spelling

Curriculum alignment

for

England Programme of Study *English Appendix 1: Spelling*

Year 1 to Year 6

Introduction

At 3P Learning, we are committed to providing students, teachers and schools with high-quality learning resources that align with the most up-to-date curricula.

Our team of educators has created a Spelling and Vocabulary course that specifically follows the England Programme of Study *English Appendix 1: Spelling* so you can be assured that your students have access to relevant and targeted content.

This document outlines the curriculum alignment and acts as a useful guide when using **Readiwriter Spelling** in your school. Word lists and activities are aligned to every statutory requirement for Years 1 to 6.

Each word list is available in three levels (**core**, **entry** and **exit**) to assist teachers in providing differentiated content:

- The **core** level is the target level for the word list.
- The **entry** level is a shorter list and uses more common words and letter patterns.
- The **exit** level is designed to extend learners through more complex vocabulary and letter patterns.

Teachers have access to all other courses and word lists if further remediation or enrichment is required.

There are also sets of word lists for Common Exception Words (Year 1 and 2) and Mandatory Word Lists (Years 3-6).

3P Learning UK

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V13.03.2020

Reception

Following Letters and Sounds sequence

| Statutory framework for the early years foundation stage | Example words | Word list titles |
|---|--|--|
| Children use their phonic knowledge to write words in ways which match their spoken sounds. | at, sat, pat, tap, sap in, nip, pan, pin, tin, tan am, mat, map, dad, sad, tag, gag, gig, gap, nag, sag kick, sock, sack, dock, sick hop, hum, hit, hat, hug, puff, huff, cuff, bell, fill, doll jam, jet, jog yap, yes, yell, zip chip, chin, chug, check, such wait, hail, pain, sail, main feel, weep, feet, jeep, seem high, sigh, light, might coat, load, goat, loaf, road look, foot, cook, good, book too, zoo, boot, hoof, zoom car, bar, bark, card, cart fork, cord, cork, sort, born burn, burp, curl, hurt, surf now, down, owl, cow, howl oil, boil, coin, coil, join, soil dear, fear, hear, gear, near fair, hair, lair, pair, cairn sure, cure, pure, cure tooth, chair, sharp, torch | VC and CVC words: s, a, t, p VC and CVC words: + i, n VC and CVC words: + m, d CVC words: + g, o, c, k CVC words: + ck, e, u, r CVC words: + h, b, f, l CVC words: + ff, ll, ss CVC words: + j, v, w, x CVC words: + y, z, zz, qu CVC words: + ch, sh, th, ng ai words ee words igh words oa words short oo words long oo words ar words or words ur words ow words oi words ear words air words ure words all graphemes |
| They also write some irregular common words. | the, and, a, to, said, in, he, I, of, it | 100 high frequency words |

Year 1

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|---|---|--|---|
| Revision of work covered in Reception: Letters and Sounds Phase 4 – adjacent consonants | CVCC words | dusk, bunch, shift gulf, sink, kept | CVCC words 1 CVCC words 2 |
| | 2 syllable CVCC words | coaster, children, thunder | polysyllabic CVCC words |
| | CCVC words | crab, crash, bring spin, grab, prop speck, flip, steep | CCVC words 1 CCVC words 2 CCVC words 3 |
| | CCV words | clear, flee, stair | CCV words |
| | CCVCC words | grasp, crunch, stand | CCVCC and CCCVC words 1 |
| | CCVCC and CCCVC words | street, brand, scrap | CCVCC and CCCVC words 2 |
| | 2 syllables word with adjacent consonants | blusher, slither, shortcut | polysyllabic words: adjacent consonants |
| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. | off, well, miss, buzz, back | ff words ll words ss words zz words words ending in ck |
| The /ŋ/ sound spelt n before k | | bank, think, honk, sunk | nk final blends |
| Division of words into syllables | 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 | Syllable Sushi activity |
| -tch | The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such. | catch, fetch, kitchen, notch, hutch | tch words |
| The /v/ sound at the end of words | English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. | have, live, give | words ending in ve |
| Adding s and es to words (plural of nouns and the third person singular of verbs) | If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es. | cats, dogs, spends, rocks, thanks, catches | add -s to make plural 1a add -s to make plural 1b add -es to make plurals 1 add -s to verb 1 add -es to verb 1 |

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|--|---|---|--|
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word | –ing and –er always add an extra syllable to the word and –ed sometimes does. 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 | add -ing no change 1a add -ing no change 1b add -ed with no change add -er with no change |
| Adding –er and –est to adjectives where no change is needed to the root word | 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 | add -er with no change add -est with no change |
| ai, oi | The digraphs ai and oi are virtually never used at the end of English words. | rain, wait, train, paid, afraid oil, join, coin, point, soil | long a words 2 oi and oy words 2 ai making long a words* oi words 1* |
| ay, oy | ay and oy are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay boy, toy, enjoy, annoy | long a words 2 oi and oy words 2 ay making long a words* oy words 1* |
| a–e | | made, came, same, take, safe | long a words 2 a_e making long a 1* |
| e–e | | these, theme, complete | e_e making long e words |
| i–e | | five, ride, like, time, slide | i_e making long i words |
| o–e | | home, those, woke, hope, hole | o_e making long o words |
| u–e | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e. | June, rule, rude, use, tube, tune | u_e making long u words 1 |
| ar | | car, start, park, arm, garden | ar words |
| ee | | see, tree, green, meet, week | ee making long e words |
| ea (/i:/) | | sea, dream, meat, each, read (present tense) | ea making long e words |
| ea (/ɛ/) | | head, bread, meant, instead, read (past tense) | ea making the short e sound |
| er (/ɜ:/) | | (stressed sound): her, term, verb, person | er making the /ur/ sound |

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|------------------------------------|--|---|---|
| er (/ə/) | | (unstressed <i>schwa</i> sound): better, under, summer, winter | add -er with no change er making the schwa sound* |
| ir | | girl, bird, shirt, first, third | ir making the /ur/ sound |
| ur | | turn, hurt, church, burst, Thursday | ur making the /ur/ sound |
| oo (/u:/) | Very few words end with the letters oo, although the few that do are often words that primary children in Year 1 will encounter, for example, zoo. | food, pool, moon, zoo, soon | oo making the long /oo/ sound |
| oo (/ʊ/) | | book, took, foot, wood, good | oo making the short /oo/ sound |
| oa | The digraph oa is very rare at the end of an English word. | boat, coat, road, coach, goal | oa making long o words |
| oe | | toe, goes | oe making long o words |
| ou | The only common English word ending in ou is <i>you</i> . | out, about, mouth, around, sound | ou words |
| ow (/aʊ/) ow (/əʊ/) ue ew | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo. | now, how, brown, down, town, own, blow, snow, grow, show, blue, clue, true, rescue, Tuesday, new, few, grew, flew, drew | ow words ue making long u words ew making long u words |
| ie (/aɪ/) | | lie, tie, pie, cried, tried, dried | ie making long i words |
| ie (/i:/) | | chief, field, thief | ie making long e words |
| igh | | high, night, light, bright, right | igh making long i words |
| or | | for, short, born, horse, morning | or making /or/ sound |
| ore | | more, score, before, wore, shore | ore making /or/ sound |
| aw | | saw, draw, yawn, crawl | aw making /or/ sound |
| au | | author, August, dinosaur, astronaut | au making the /or/ sound |
| air | | air, fair, pair, hair, chair | air words |
| ear | | dear, hear, beard, near, year | ear words |
| ear (/ɛə/) | | bear, pear, wear | words making the /air/sound |

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|---|---|--|--|
| are (/ɛə/) | | bare, dare, care, share, scared | are making the /air/ sound |
| Words ending –y (/i:/ or /ɪ/) | | very, happy, funny, party, family | y making long e words |
| New consonant spellings ph and wh | The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>). | dolphin, alphabet, phonics, elephant, when, where, which, wheel, while | ph words wh words |
| Using k for the /k/ sound | The /k/ sound is spelt as k rather than as c before e, i and y. | sketch, kit, Kent, skin, frisky | k before e, i and y words |
| Adding the prefix –un | The prefix un– is added to the beginning of a word without any change to the spelling of the root word. | unhappy, undo, unload, unfair, unlock | prefix un- |
| Compound words | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. | football, playground, farmyard, bedroom, blackberry | compound words 1a compound words 1b compound words 1c |
| Common exception words | 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 | Year 1 Exception Word List UK 1, 2, 3 |
| *These word lists are not included in the course but are available through the word list search tool. | | | |

Year 2

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

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|---|---|--|---|
| Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it | The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> . | copied, copier, happier, happiest, cried, replied ... but copying, crying, replying | add -er to words ending in y add -ed to words ending in y add -est to words ending in y add -ing no change 1 |
| Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it | The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> . | hiking, hiked, hiker, nicer, nicest, shiny | add -ing to words ending in e 1 add -ed to words ending in e add -er to words ending in e add -est to words ending in e add -y to words ending in e |
| Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter | The last consonant letter of the root word is doubled to keep the sound /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> . | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny | double and add -ing double and add -ed double and add -er double and add -est double and add -y |
| 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 | a making the /or/ sound |
| The /ʌ/ sound spelt o | | other, mother, brother, nothing, Monday | o making the short u sound |
| 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 | ey making long e words |
| 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 | a making the short o sound |
| The /ɜ:/ sound spelt or after w | There are not many of these words. | word, work, worm, world, worth | or making the /ur/ sound |
| The /ɔ:/ sound spelt ar after w | There are not many of these words. | war, warm, towards | ar making the /or/ sound |
| The /z/ sound spelt s | | television, treasure, usual | s saying /zh/ |
| The suffixes -ment, -ness, -ful, -less and -ly | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily | add -ment no change add -ness no change add -ful no change add -ly no change add suffixes to words ending in y |

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|--|---|--|--|
| Contractions | In contractions, the apostrophe shows where a letter or letters would 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. | can't, didn't, hasn't, couldn't, it's, I'll | contractions 1 |
| The possessive apostrophe (singular nouns) | | Megan's, Ravi's, the girl's, the child's, the man's | apostrophes 1 |
| Words ending in –tion | | station, fiction, motion, national, section | tion words |
| Homophones and near-homophones | It is important to know the difference in meaning between homophones. | there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight | homophones 1 |
| Common exception words | Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /ae/, as in cat. Great, break and steak are the only common words where the /eɪ/sound is spelt ea. | | Year 2 Common Exception Word List UK 1, 2, 3, 4 |

Year 3 and 4

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|--|---|---|---|
| Adding suffixes beginning with vowel letters to words of more than one syllable. | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. | forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation | double and add suffix add suffixes to unstressed syllables |
| The /ɪ/ sound spelt y elsewhere than at the end of words | These words should be learnt as needed. | myth, gym, Egypt, pyramid, mystery | y making the short i sound |
| The sound spelt /ʌ/ ou | These words should be learnt as needed. | young, touch, double, trouble, country | ou making the short u sound |
| More prefixes | 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- have negative meanings. | disappoint, disagree, disobey | prefix dis- |
| | | misbehave, mislead, misspell (mis + spell) | prefix mis- |
| | The prefix in- can mean both 'not' and 'in' / 'into'. In the words given here it means 'not'. | inactive, incorrect | prefix in- 1 |
| | Before a root word starting with l, in- becomes il. | illegal, illegible | prefix il- |
| | Before a root word starting with m or p, in- becomes im-. | immature, immortal, impossible, impatient | prefix im- |
| | Before a root word starting with r, in- becomes ir-. | irregular, irrelevant, irresponsible | prefix ir- |
| | re- means 'again' or 'back'. | redo, refresh, return, reappear, redecorate | prefix re- |
| | sub- means 'under'. | subdivide, subheading, submarine, submerge | prefix sub- |
| | inter- means 'between' or 'among'. | interact, intercity, international, interrelated (inter + related) | prefix inter- |
| | super- means 'above'. | supermarket, superman, superstar | prefix super- |

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|--|--|---|--|
| | anti– means ‘against’. | antiseptic, anti-clockwise, antisocial | prefix anti- |
| | auto– means ‘self’ or ‘own’. | autobiography, autograph | prefix auto- |
| The suffix –ation | The suffix –ation is added to verbs to form nouns. The rules already learnt still apply. | information, adoration, sensation, preparation, admiration | add -tion to a verb |
| The suffix –ly | The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words. | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) | add -ly no change |
| | Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. | happily, angrily | add -ly to words ending in y |
| | (2) If the root word ends with –le, the –le is changed to –ly. | gently, simply, humbly, nobly | add -ly to words ending in le |
| | (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. The words truly, duly, wholly. | basically, frantically, dramatically | add -ally |
| Words with endings sounding like /ʒə/ or /tʃə/ | The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. | measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure | words ending in sure or ture |
| Endings which sound like /ʒən/ | If the ending sounds like /ʒən/, it is spelt as –sion. | division, invasion, confusion, decision, collision, television | words ending in sion |
| The suffix –ous | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. | poisonous, dangerous, mountainous, famous, various | add -ous |
| | Sometimes there is no obvious root word. | tremendous, enormous, jealous | add -ous no root word |
| | –our is changed to –or before –ous is added. | humorous, glamorous, vigorous | add -ous to words ending in our |

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|--|--|--|--|
| | A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. | courageous, outrageous | add -ous to words ending in ge |
| | If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e. | serious, obvious, curious, hideous, spontaneous, courteous | add -ous after long e sound |
| Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian | Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. | | words ending in tion, sion, cian |
| | -tion is the most common spelling. It is used if the root word ends in t or te. | invention, injection, action, hesitation, completion | words ending in tion |
| | -ssion is used if the root word ends in ss or -mit | expression, discussion, confession, permission, admission | words ending in ssion |
| | -sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. | expansion, extension, comprehension, tension | words ending in sion |
| | -cian is used if the root word ends in c or cs. | musician, electrician, magician, politician, mathematician | words ending in cian |
| Words with the /k/ sound spelt ch (Greek in origin) | | scheme, chorus, chemist, echo, character | Greek origin ch for /k/ |
| Words with the /ʃ/ sound spelt ch (mostly French in origin) | | chef, chalet, machine, brochure | French origin ch for /sh/ |
| Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) | | league, tongue, antique, unique | French origin gue for /g/ French origin que for /k/ |
| Words with the /s/ sound spelt sc (Latin in origin) | In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/. | science, scene, discipline, fascinate, crescent | Latin origin sc for /s/ |
| Words with the /eɪ/ sound spelt ei, eigh, or ey | | vein, weigh, eight, neighbour, they, obey | ei, eigh or ey making long a |

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|---|--|---|-------------------------------------|
| Possessive apostrophe with plural words | The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s). | girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population) | apostrophes 2 |
| Homophones and near-homophones | | accept, except, affect, effect | homophones 2 |
| Word list – years 3 and 4 | | accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, etc. | Year 3 and 4 word lists 1–11 |

Year 5 and 6

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|--|--|--|--|
| Endings which sound like /ʃəs/ spelt –cious or –tious | Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious. | vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious | words ending in cious or tious |
| Endings which sound like /ʃəl/ | –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province). | official, special, artificial, partial, confidential, essential | words ending in cial or tial |
| Words ending in –ant, –ance/–ancy, –ent, –ence/–ency | Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. | observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) | suffixes -ant, -ance and -ancy |
| | Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. | innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) | suffixes -ent, -ence and -ency |
| | There are many words, however, where the above guidance does not help. These words just have to be learnt. | assistant, assistance, obedient, obedience, independent, independence | |
| Words ending in –able and –ible Words ending in –ably and –ibly | The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. | adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) | suffix -able 1 suffix -ably suffix -ible suffix -ibly |

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|--|--|---|--|
| | If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. | changeable, noticeable, forcible, legible | add -able to words ending in ce or ge |
| | The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. | dependable, comfortable, understandable, reasonable, enjoyable, reliable | suffix -able 2 |
| | The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible). | possible/ possibly, horrible/ horribly, terrible/terribly, visible/ visibly, incredible/ incredibly, sensible/ sensibly | suffix -ible suffix -ibly |
| Adding suffixes beginning with vowel letters to words ending in –fer | The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed. | referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference | add suffixes to words ending in fer |
| Use of the hyphen | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter, co-operate, co-own | hyphens |
| Words with the /i:/ sound spelt ei after c | The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). | deceive, conceive, receive, perceive, ceiling | i before e rule 5 |
| Words containing the letter-string ough | ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through thorough, borough, plough, bough | ough words |

| Statutory requirements | Rules and guidance | Example words | Word list titles |
|--|---|--|------------------------------------|
| Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | Some letters which are no longer sounded used to be sounded 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. | doubt, island, lamb, solemn, thistle, knight | silent letters |
| Homophones and other words that are often confused | In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. | advice/advise device/devise licence/ license practice/ practise prophecy/ prophesy | homophones 5 |
| Word list – years 5 and 6 | | accommodate, existence, recommend, restaurant, signature | Year 5 and 6 word list 1–10 |



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