

**KS1 Spelling Rules with CEW Links ( based on Spelling Appendix)**


\*The vowel digraphs and trigraphs are only listed if there is guidance given

Also see the  
'Best Bet'  
sheet

**Year 1**

NB: q and u always together "The queen always carries her umbrella."

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
<p><b>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</b></p> <p>Sniff Sock Dress fuzz</p>	<p>The 'fszl' (fizzle) rule</p> <p>When f, s, z and l follow a single vowel at the end of a short word they are doubled.</p> <p><b>Exceptions:</b> if, pal, us, bus, yes.</p>	<p>off puff huff cuff cliff sniff snuff stuff well bell</p>	<p>back luck kick sock lock shock stock buzz fuzz fizz</p>	<p>frizz jazz miss kiss hiss less mess dress chess</p>
<p><b>The /ŋ/ sound spelt n before k</b></p>	<p>n before a k has an 'ng' sound</p>	<p>bank thank think ink pink</p>	<p>link wink hunk dunk</p>	<p>honk sunk tank stink</p>
<p><b>Division of words into syllables</b></p>	<p>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.</p>	<p>pocket rabbit carrot cobweb magnet</p>	<p>basket bitten thunder sunset picnic</p>	<p>goblin button hotdog cotton</p>
<p><b>-tch for /ch/</b></p> <p>kitchen latch</p>	<p>Never at the beginning of a word The /ch/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter.</p> <p><b>Exceptions:</b> rich, which, much, such.</p>	<p>catch fetch kitchen ditch latch</p>	<p>notch hutch itch match witch</p>	<p>pitch patch notch watch</p>
<p><b>The /v/ sound at the end of words</b></p> <p>have live give</p>	<p>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'.</p> <p>Extra points: There will never be an i, j or v at the end of an English word <i>You cannot have 'u' and 'v' written together (possibly because this was hard to read in old cursive writing scripts so the following are written with an 'o' e.g. oven, cover</i></p>	<p>have live give love</p>	<p>dove above glove</p>	
<p><b>ai, oi</b></p>	<p>The digraphs ai and oi are virtually never used at the end of English words.</p> <p>'i' doesn't like being at the end of a word so it changes to an y</p>	<p>rain wait train paid afraid</p>	<p>oil join coin point spoil</p>	
<p><b>ay, oy</b></p>	<p><b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.</p> <p>'i' doesn't like being at the end of a word so it changes to an y</p>	<p>day play say way stay today</p>	<p>boy toy joy enjoy annoy</p>	

<p><b>Long vowel phonemes</b></p> <p>/ai/ /ee/ /igh/ /oa/ /(y)oo</p>	<p>Best bet ideas: A: ai (rain) in the middle and ay (day) finally E: ee and ea both in the middle and finally (meet, flea, teach, tea) I: igh (light) in the middle and y in (sky) finally O: oa (boat) in the middle and ow (show) finally U: u (unicorn, music) and u_e (use, cube) has the phoneme at the beginning or middle, ew and ue are usually at the end</p>	<p>like</p>	<p>sea dream meat each read</p>	<p>see bee free feed tree green meet week</p>
<p><b>/oo/ words</b> <b>oo</b> <b>u_e</b> <b>ue</b> <b>ew</b></p>	<p>Very few words end with the letters <b>oo</b>, although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i></p> <p>Both the 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>.</p> <p>The only common English word ending in <b>ou</b> is <i>you</i>.</p>	<p>food pool moon zoo moo soon spoon root hoot</p>	<p>blue clue true</p>	<p>new few grew flew drew threw</p>
<p><b>ou</b></p>	<p>The only common English word ending in <b>ou</b> is <i>you</i>.</p>	<p>mouth around sound loud proud</p>	<p>found mouse house count pound</p>	<p>shout <b>out</b> about round</p>
<p><b>Words ending -y as /ee/</b></p>	<p>Words an 'ee' sound as an end syllable in two or more syllable words are spelt with 'y'</p>	<p>very happy funny</p>	<p>family city party</p>	<p>baby body</p>
<p><b>Words ending -y as /igh/</b></p>	<p>Tend to be in short words</p>	<p>spy try</p>	<p>fly try</p>	
<p><b>ph</b></p>	<p>The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i>).</p>	<p>dolphin alphabet phone</p>	<p>phonics elephant</p>	<p>photo graph</p>
<p><b>wh</b></p>	<p>Tend to be at the start of questions words</p>	<p><b>when</b> <b>where</b> which why <b>what</b></p>	<p>whale whip</p>	<p>wheel while</p>
<p><b>Using k for the /k/ sound</b></p> <p>(link to soft 'c &amp; soft 'g')</p>	<p>Year 1: The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e</b>, <b>i</b> and <b>y</b>. (including in a split digraph)</p>  <p>Year 2: 'c' says /s/ when the next letter is: <i>y i e (yolks in eggs)</i> The above also works for <i>g</i> as 'j'</p>	<p>Kent sketch kit skin</p>	<p>king kiss kill keep</p>	<p>ice cycle</p>
<p><b>Adding s and es to words (plural of nouns and the third person singular of verbs)</b></p>	<p>If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b>.</p> <p>If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b>.</p>	<p>cats dogs spends rocks thanks balls</p>	<p>bags</p>	<p>catches matches boxes foxes</p>

<p><b>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</b></p>	<p>–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 /id/ (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.</p>	<p>hunting hunted hunter buzzing buzzed buzzer</p>	<p>jumping jumped jumper</p>	<p>adding added asking asked</p>
<p><b>Adding –er and –est to adjectives where no change is needed to the root word</b></p>	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>grander grandest fresher freshest faster fastest</p>	<p>quicker quickest lower lowest older oldest</p>	<p>harder hardest kinder kindest</p>
<p><b>Adding the prefix –un</b></p>	<p>The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.</p>	<p>unhappy undo unload</p>	<p>undone unable unfit</p>	<p>unkind unzip unlock</p>
<p><b>Compound words</b></p>	<p>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.</p>	<p>football playground farmyard bedroom blackberry teacup</p>	<p>homework lampshade teapot seaside handbag inside</p>	<p>into today</p>
<p><b>Common exception words</b></p>	<p>Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.</p> <p><b>These are example words and non-statutory (unlike KS2) but they are taught through the LCP planning and there is an expectation that these and any extra Letters and Sounds HFW will be spelt correctly.</b></p> <p>Phase taught in LCP planning: Phase 2 Phase 3 Phase 4 Phase 5</p>	<p>the a I of is his has no go so do to today are was</p>	<p>my by you your they be he me she we were come some said says here there where</p>	<p>one once ask friend school put push pull full house our love</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
<p>The /j/ sound spelt as <b>ge</b> and <b>dge</b> at the end of words, and sometimes spelt as <b>g</b> elsewhere in words before <b>y, i</b> and <b>e</b></p> 	<p>The letter <b>j</b> is never used for the /j/ sound at the end of English words. At the end of a word, the /j/ sound is spelt <b>-dge</b> straight after the /a/, /e/, /i/, /o/ and /u/ sounds ('short' vowels). After all other sounds, whether vowels or consonants, the /j/ sound is spelt as <b>-ge</b> at the end of a word. In other positions in words, the /j/ sound is often (but not always) spelt as <b>g</b> before <b>e, i,</b> and <b>y</b>. The /j/ sound is always spelt as <b>j</b> before <b>a, o</b> and <b>u</b>.</p>	<p>jar jacket join  badge edge bridge fudge dodge</p>	<p>change charge bulge village huge adjust</p>	<p>magic gem age giraffe giant energy</p>
<p>The /s/ sound spelt <b>c</b> before <b>e, i</b> and <b>y</b></p>	<p>'c' says /s/ when the next letter is: <i>y i e</i> (yolks in eggs)</p>  <p>Also in split digraph Also applies for <b>g</b> as /j/</p>	<p>race lace pace space nice ice rice</p>	<p>cell city circle cinema circus</p>	<p>mercy fancy</p>
<p>The /n/ sound spelt <b>kn</b> and (less often) <b>gn</b> at the beginning of words</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p>	<p>knit knob knock knowledge knee knapsack</p>	<p>knuckle know knew known knead kneel</p>	<p>knight knot gnat gnaw gnome gnash</p>
<p>The /r/ sound spelt <b>wr</b> at the beginning of words</p>	<p>This spelling probably also reflects an old pronunciation.</p>	<p>write wrote written wrestle wrist</p>	<p>wrong wren wrap wring</p>	<p>wrapping wrapped wreck wriggle</p>
<p>The /l/ or /əl/ sound at the end of a word spelt: -le -el -al -Words ending -il</p>	<p>The <b>-le</b> spelling is the most common spelling for this sound at the end of words (so it is the best bet)</p> <p>The <b>-el</b> spelling is much less common than <b>-le</b>.</p> <p>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>.</p> <p>Not many nouns end in <b>-al</b>, but many adjectives do</p> <p>Not many words end in <b>-il</b></p> <p><i>Another rule of thumb is that if the letter before the suffix (the word ending) is a tall or deep letter (b,d,f,g,h,j,k,l,p,t,y) then the ending is normally -le. Watch out though, a single t can break this rule! If, on the other hand, it is a small letter (a,c,e,m,n,o,r,s,u,v,w,x,z) then the ending is usually -el or -al.</i></p>	<p>table apple bottle little middle puzzle candle castle staple ripple topple sample people cable tumble eagle angle jungle uncle</p>	<p>angel level model label hotel jewel cruel camel tunnel squirrel towel tinsel  metal pedal capital hospital animal</p>	<p>local vocal legal total mental petal  pencil fossil nostril basil peril pupil stencil civil evil devil gerbil lentil April</p>

<b>The /igh/ 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	fry shy sky defy	why sly reply July
<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. (Just the words that follow the rule.)	babies diaries copies carries	tries flies replies cities	parties armies jellies fairies
<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, –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 copying happier happiest	replied replying cried crying drying frying	carried carrier worrier worried worrying
<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, –ed, –er, –est, –y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking hiked hiked nicer nicest	shiny icy iced icing coming	
<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 /a/, /e/, /i/, /o/ and /u/ 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 running hitting hitter
<b>The /or/ sound spelt a before l and ll</b>	The /or/ sound (‘or’) is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	ball call fall wall	talk walk always	all tall mall
<b>The /u/ sound spelt o</b>		other mother brother nothing Monday	love glove above come honey	money dozen done some
<b>The /ee/ sound spelt –ey</b>	The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys, etc.</i> ).	key donkey monkey valley	chimney alley gallery jersey	hockey money smiley
<b>The /o/ sound spelt ‘a’ after w and qu</b>	<b>a</b> is the most common spelling for the /o/ (‘hot’) sound after <b>w</b> and <b>qu</b> .	was want watch wander wash	wallet what squad squash	quarrel quantity quantity
<b>The /er/ sound spelt ‘or’ after w</b>	There are not many of these words.	word work worm	worth work worthy	world
<b>The /or/ sound spelt ‘ar’ after w</b>	There are not many of these words.	war warmth	warm	towards warble
<b>The /z/ sound spelt s</b>		treasure usual		
<b>The suffixes –ment, –ness, –ful, –less and –ly</b>	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.	enjoyment payment movement sadness	helpful painful hopeful careful	badly happily happiness prettiness

	<b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <b>-y</b> with a consonant before it but only if the root word has more than one syllable.	darkness	hopeless homeless	laziness
<b>Contractions</b>	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> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't haven't didn't couldn't	wouldn't shouldn't doesn't it's	I'll I'm you're you'll he'll
<b>The possessive apostrophe (singular nouns)</b>		Megan's, Ravi's,	the girl's, the child's	the man's
<b>Words ending in –tion</b>		station fiction	section action	motion national
<b>Homophones and near-homophones</b>	It is important to know the difference in meaning between homophones.	There (signpost for 'r' or look here and there)/their (person drawn for the i) they're	here/hear (ear in hear) quite/quiet see/sea bare/bear	one/won sun/son to/too (too many oo's)/two be/bee blue/blew night/knight
<b>Common exception words</b>	– and/or others according to programme used. <b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.  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 <b>a</b> in these words is pronounced /a/, as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /ai/ sound is spelt <b>ea</b> .  <b>These are example words from the spelling curriculum appendix and non-statutory (unlike KS2) but they are taught through the LCP planning and there is an expectation that these and any extra Letters and Sounds HFW will be spelt correctly.</b>  Phase taught in LCP planning: Phase 5 Phase 6	door floor poor  <b>because</b>  find kind mind behind wild child <b>children</b> climb  most <b>only</b> both  old <b>cold</b> gold hold told  <b>could</b> <b>should</b> <b>would</b>	<b>every</b> <b>everybody</b>  <b>even</b>  <b>great</b> <b>break</b> <b>steak</b>  <b>pretty</b>  <b>beautiful</b>  after fast <b>last</b> past father class grass pass plant path bath  clothes <b>busy</b>	<b>hour</b>  <b>move</b> <b>prove</b> <b>improve</b>  sure sugar  <b>eye</b>  who whole  <b>any</b> <b>many</b>  <b>again</b>  half  Mr Mrs <b>parents</b> <b>Christmas</b> people <b>water</b> <b>money</b>