

KS2 Spelling Rules with Statutory Word Links –17.1.19

For CEW words look in all the KS2 statutory requirements

English Spelling Appendix Statutory Requirements	Example words (only statutory ones are highlighted) year 3 /4 statutory words Y5 /6 statutory words			
<p>Y3 /Y4 S1. 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.</p>	forgetting forgotten beginning	beginner prefer preferred	limiting limitation limited	gardener gardening according,
<p>Y3 /Y4 S2. The /i/ sound spelt y elsewhere than at the end of words i.e. short /i/ spelt with 'y' only in the middle of a word</p>	myth gym Egypt mystery cygnet	lyric syrup pyramid rhythm (rhythm helps your two hips move)	crystal typical physical	system symbol bicycle
<p>Y3 /Y4 S3. The /u/ sound spelt ou These words should be learnt as needed.</p>	double trouble couple	flourish nourish touch	young country cousin	courage encourage
<p>Y3/Y4 S4 More prefixes Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>Anti- means against</p> <p>Auto- means 'self' or 'own'</p> <p><i>Extra information (also overleaf)</i> <i>The prefixes en- and em- can sometimes mean 'to put into'. Em- is used instead of en- when the root word starts with a 'b' or 'p' e.g. embrace, endanger</i> <i>mid- means 'middle'</i> <i>pre- or fore- means 'before'</i></p>	inactive incorrect indefinite incomplete unable unwell unhappy untidy untrained unlucky unpopular unpick unseen unusual undo untie unzip unofficial unusual undress	dishearten dislike dislodge disappoint disagree appear disappear displease disqualify dishonest disconnect disinfect miscount misdeal misfire misfortune mishear misinform misread misbehave misplace mistake miscalculate	illegal illegible immature immortal impossible impatient impossible impolite impure irregular irrelevant irresponsible rebound rebuild recycle recall refill reform retreat return replace	submarine submerge subway subdivide subheading interactive internet international interrelated superhero superman supermarket superstar antiseptic antisocial anticlockwise autobiography autograph automatic automobile

<p><i>non-</i> means 'not'</p> <p>Hyphens are used so they aren't confused with similar words e.g. re-sorted and resorted. Hyphens are often used if the prefix ends in a vowel and the root word starts with a vowel.</p>		misplace	revisit replay rewrite	
<p>Y3/Y4 S5 The suffix –ation is added to verbs to form nouns.</p> <p>The rules for adding a vowel suffix already learnt still apply:</p> <p>(1) If the root word ends in two consonants you make no changes.</p> <p>(2) If the root word ends in a consonant followed by an 'e', the 'e' is removed before adding the suffix, e.g. 'invite' to 'invitation'.</p> <p>(3) When the word ends in a consonant followed by a 'y', you must change the 'y' to an 'i' before adding the suffix. E.g. 'very' becoming 'variation'.</p> <p>E.g. https://www.bbc.co.uk/teach/class-clips-video/suffixes-part-3/zm32t39</p>	information adoration sensation preparation	vibration decoration donation	admiration station preparation explanation	coronation duration registration population pronunciation
<p>Y3/Y4 S6 The suffix –ly is added to an adjective to form an adverb.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(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.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i></p>	sadly completely usually finally strangely really gently suddenly loudly quickly carefully	happily unhappily easily luckily angrily simply humbly nobly probably	actual actually definite definitely immediate immediately frequently sincere sincerely	basically frantically dramatically comically accident accidentally
<p>Y3/ Y4 S7. Words with endings sounding like /ʒə/ or /tʃə/</p> <p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like 'cher' 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.</p>	measure treasure pleasure enclosure leisure pressure	adventure feature feature creature furniture	mixture picture nature temperature ? signature	Watch out for: stretcher catcher richer teacher
<p>Y3/Y4 S8. Endings which sound like /ʒən/</p> <p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	division invasion	decision collision	television confusion	occasion occasionally
<p>Y3/Y4 S9. The suffix –ous</p> <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final 'e' of the root word must be kept if the /j/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	poisonous dangerous mountainous famous tremendous enormous jealous	humorous glamorous vigorous disastrous mischievous marvellous	serious obvious curious various	courageous outrageous hideous spontaneous courteous
<p>Y3 /Y4 S10. Endings which sound like /ʃʊn/, spelt –tion, –sion, –ssion, –cian</p>	invention injection	expression discussion	expansion	musician optician

<p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. -cian is used if the root word ends in c or cs. Exceptions: <i>attend – attention, intend – intention.</i></p>	<p>action hesitation completion fraction detention competition ?position</p>	<p>confession permission admission progression profession possess possession</p>	<p>extension comprehension tension</p>	<p>electrician magician politician mathematician</p>
<p>Y3 /Y4 S11. Words with the /k/ sound spelt ch (Greek in origin)</p>	<p>scheme chorus chemist</p>	<p>orchid architect</p>	<p>echo character ache</p>	<p>orchestra mechanic stomach</p>
<p>Y3 /Y4 S12. Words with the /sh/ sound spelt ch (mostly French in origin)</p>	<p>chalet chef</p>	<p>brochure parachute</p>	<p>chute machine</p>	
<p>Y3 /Y4 S13. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p>	<p>league tongue catalogue dialogue</p>	<p>epilogue vague rogue</p>	<p>unique boutique picturesque antique</p>	<p>mosque cheque queue</p>
<p>Y3 /Y4 S14. Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>science scene descend</p>	<p>crescent scissors</p>	<p>discipline fascinate</p>	<p>ascent muscle</p>
<p>Y3 /Y4 S15. Words with the /ai/ sound spelt ei, eigh, or ey</p>	<p>sleigh neigh neighbour</p>	<p>eight eighth weight</p>	<p>vein reign</p>	<p>they convey obey grey</p>
<p>Y3 /Y4 S16 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. <i>children's</i>). (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</p>	<p>girls' boys'</p>	<p>babies' children's</p>	<p>men's mice's</p>	
<p>Y3 / Y4 S17 Homophones and near homophones (see next page)</p>				

<p>Y3 / Y4 S17 Homophones and near homophones (also see Y5/Y6)</p>	<p>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>).</p>	<p>accept / except ball/ bawl berry/ bury brake /break fair /fare grate /great groan /grown here /hear (<i>you need an ear to hear</i>) peace / piece plain /plane</p>	<p>rain/ rein / reign heel / heal / he'll knot / not mail / male main /mane meat / meet medal / meddle missed (<i>verb suffix</i>) / mist</p>	<p>scene / seen weather / whether 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>)</p>
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English Spelling Appendix Statutory Requirements	Example words (only statutory ones are highlighted year 3 /4 statutory words Y5 /6 statutory words)			
<p>Y5 /Y6 S1. Words ending in /shus/ spelt –cious or –tious “I O U” Not many words end like this. If the root word ends in –<u>ce</u>, the /shus/ sound is usually spelt –<u>icious</u> e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>. If the root word ends in –<u>tion</u>, the ending is –<u>tious</u>. Remove the –ion before adding –ious eg. caution - cautious Exception: <i>anxious</i> (meaning: nervous)</p>	<p>vicious precious delicious malicious suspicious</p>	<p>suspicious unconscious conscious precious</p>	<p>ambitious cautious fictitious infectious nutritious</p>	<p>ambitious superstitious nutritious surreptitious</p>
<p>Y5 /Y6 S2. Words endings which sound like /shul/ –cial is common after a vowel letter –tial after a consonant letter Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to the root nouns: <i>finance, commerce</i> and <i>province</i>). Initial has no root noun so it just needs to be learnt.</p>	<p>official special artificial beneficial glacial</p>	<p>social commercial crucial facial</p>	<p>partial confidential essential</p>	<p>initial partial essential potential</p>
<p>Y5/ Y6 S3. Words ending in –ant, ance/–ancy, –ent, –ence/–ency (sound like /unt/ and /uncy/) Use –ant and –ance/–ancy if there is a related word with a /a/ or /ai/ sound in the right position; –ation endings are often a clue e.g. hesit<u>at</u>ion, hesit<u>ant</u> 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 /e/ sound in the right position. E.g. innoc<u>ent</u>, ag<u>ent</u>, confid<u>ent</u>ial, confid<u>ent</u> <i>There are many words, however, where the above guidance does not help, e.g. assistant, obedient, independent. These words just have to be learnt.</i></p>	<p>observant observance (observation) hesitant hesitancy (hesitation) tolerant tolerance (toleration) expectant (expectation) substance (substantial)</p>	<p>innocent inn<u>oc</u>ence de<u>ce</u>nt de<u>ce</u>ncy frequent frequent<u>y</u> confid<u>ent</u> confid<u>ence</u> confid<u>ent</u>ial</p>	<p>agency ag<u>ent</u> convenience existence sentence experience ancient apparent excellent sufficient different</p>	<p>important restaurant relevant hindrance nuisance</p>

<p>Y5/Y6 S4. 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</p> <p>As with Y5/Y6 S3 the -able ending is used if there is a related word ending in -ation. The -able ending is usually (but not always) used if a complete root word can be heard it, even if there is no related words ending in -ation.</p> <p>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.</p> <p>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).</p>	adorable adorably (adoration) applicable applicably (application) considerable considerably (consideration) tolerable tolerably (toleration)	dependable comfortable understandable reasonable enjoyable reliable (<i>complete word is rely but the rule is that the y changes to an i</i>)	changeable noticeable forgible legible available vegetable (vegetation)	possible possibly horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly
<p>Y5/Y6 S5. adding suffixes beginning with vowel letters to words ending in –fer When you add a suffix that starts with a vowel (e.g. –ed, -ing) to a word ending in –fer (e.g. prefer) the spelling rule depends on which syllable is stressed. (1) The r is doubled if the –fer is still stressed when the ending is added. (2) The r is not doubled if the –fer is no longer stressed (e.g. offered).</p>	referring referred referral	transferring transferred	preferring preferred	reference referee preference transference
<p>Y5 / Y6 S6. 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.</p>	co-ordinate co-operate co-own	re-enter re-elect re-educate		
<p>Y5 /Y6 S7. Words with the /ee/ sound spelt ei after c The ‘i before e except after c’ (when the sound is /ee/) rule After c, the letters making the /ee/ sound are the other way around. E.g. receipt Exceptions: <i>protein, caffeine, seize, (and either and neither if pronounced with an initial /i:/ sound).</i></p>	deceive conceive receive	perceive ceiling receipt	conceit deceit	achieve believe (+ no English word ends in –v)
<p>Y5/Y6 S8. 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 e.g. /oa/, /oo/, /off/</p> <p>ACTIVITY IDEA: sort words according to the same sound</p>	ought bought thought brought fought nought	though although dough through cough	enough rough tough	thorough borough plough bough
<p>Y5/Y6 S9. 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 <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that /ch/ now represents in the Scottish word <i>loch</i>. (words with silent wr, kn and gn are in Year 2 spellings)</p>	lamb limb tomb plumber knowledge knight	thistle whistle listen column solemn	gnome gnat gnash sign foreign reign	island (This place <u>is</u> <u>land</u> , with water on all sides) answer doubt

<p>Y5/Y6 S10. Homophones and other words that are often confused</p> <p>In the pairs of words below, nouns end -ce and verbs end -se. <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 c :</p> <p>Nouns vs Verbs: advice/advise device/devise licence/license practice/practise prophecy/prophesy</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>).</p>	<p>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 e.g. <i>strawberry shortcake</i>. wary: cautious / weary: tired</p>	<p>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. 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> (<i>I hear with my ear</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>)</p>	<p>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>) e.g. can be your pal. 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. (<i>envelope in</i>) steal: take something that does not belong to you / steel: metal</p>
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Year 3 and 4 Notes and guidance (non-statutory):

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

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**.

Notes and guidance (non-statutory)

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

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



Examples:

Conscience and **conscious** are related to **science**: **conscience** is simply **science** with the prefix **con-** added. These words come from the Latin word **scio** meaning *I know*.

The word **desperate**, meaning 'without hope', is often pronounced in English as **desp'rate**, but the **-sper-** part comes from the Latin **spero**, meaning 'I hope', in which the **e** was clearly sounded.

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

KS2 Statutory Words that do not fit with the KS2 Statutory Requirements **year 3 /4 statutory words** **Y5 /6 statutory words**. Grouped into spelling patterns or possible rules to support learning, remember to also look at the **KS1 Statutory Requirements for Spelling**

 <p>Y2: Soft 'c' (/s/) if have y, i, e after the c ('yolks in eggs')</p> <p>This is also the reason why 'c' in a split digraph is a soft c</p> <p>decide, exercise medicine certain centre</p> <p>century circle notice recent</p> <p>cemetery (This sometimes spooky word has three e's—just like <i>eeek</i>)</p> <p>necessary (1 collar, 2 sleeves)</p> <p>prejudice, criticise (critic+ise),</p> <p>Split digraphs: sacrifice,</p>	 <p>Y2: Soft 'g' (/j/) if have y, i, e after the g ('yolks in eggs')</p> <p>This is also the reason why 'g' in a split digraph is a soft g</p> <p>strange imagine privilege</p> <p>language average exaggerate suggest</p>	<p>Y2: /l/ or /əl/ sound at the end of a word spelt: -le, -el, -al, -il</p> <p>The -le spelling is the most common spelling for this sound at the end of words (so it is the best bet) A rule of thumb is that if the letter before the suffix is a tall or deep letter (<i>b,d,f,g,h,j,k,l,p,t,y</i>) then the ending is normally -le. Watch out though, a single <i>t</i> can break this rule!</p> <p>The -el spelling is used after m, n, r, s, v, w and more often than not after s.</p> <p>Not many nouns end in -al, but many adjectives do</p> <p>Not many words end in -il</p> <p>possible material individual vehicle natural</p>
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<p>Y1 Words ending -y as /ee/ Words an 'ee' sound as an end syllable in two or more syllable words are spelt with 'y'</p> <p>century February history category</p> <p>ordinary secretary dictionary library</p> <p>identity, opportunity forty variety</p> <p>controversy</p>	<p>Y2: /igh/ sound spelt -y at the end of words This is by far the most common spelling for this sound at the end of words.</p> <p>rhyme occupy</p>	<p>The ci spelling for the /sh/ sound typically end in -cial, -cian and cious (link to Y5 /Y6 S1)</p> <p>especially appreciate</p> <p>special</p>
<p>/er/ spelt as 'ear'</p> <p>early earth</p> <p>learn heard (I hear with my ear)</p>		

<p>Heart</p> <p>breath breathe</p> <p>calendar grammar particular peculiar popular regular</p> <p>length strength</p> <p>fruit bruise</p> <p>caught naughty</p>	<p>woman women</p> <p>group</p> <p>height (There is an eight in height and weight)</p> <p>interest</p> <p>minute</p> <p>often</p> <p>opposite</p> <p>perhaps</p> <p>potatoes</p> <p>promise</p> <p>purpose</p> <p>quarter</p> <p>question</p>	<p>build mention</p> <p>complete</p> <p>continue</p> <p>difficult</p> <p>describe</p> <p>extreme</p> <p>favourite</p> <p>forward(s)</p> <p>guard</p> <p>guide</p> <p>address</p> <p>arrive</p> <p>increase</p>	<p>remember consider</p> <p>separate (there's a rat in separate /Don't be separated from your parachute)</p> <p>straight</p> <p>suppose</p> <p>surprise</p> <p>therefore</p> <p>equipped equipment environment government parliament experiment</p>	<p>embarrass (2 red cheeks) harass</p> <p>interfere interrupt</p> <p>accommodate accompany</p> <p>aggressive</p> <p>amateur</p> <p>attached</p> <p>awkward</p> <p>bargain</p> <p>guarantee committee</p> <p>communicate community</p> <p>soldier</p> <p>twelfth</p> <p>yacht</p>	<p>Correspond</p> <p>Curiosity</p> <p>Desperate</p> <p>definite</p> <p>determined</p> <p>develop</p> <p>occur</p> <p>lightning</p> <p>persuade</p> <p>programme</p> <p>recognise</p> <p>recommend</p> <p>shoulder</p>
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