

Foxyards Primary School

Spellings – Rules, Guidance and Word Lists.

Children in Year 2 – Year 6 at Foxyards Primary School follows Read Write Inc. spelling programme for which is a systematic, robust and fast-paced scheme. Prior to this (Year 1) children follow letters and sounds up to phase 5

This booklet contains spelling rules and patterns to support the teaching of spelling across the school. By the end of Year 1, pupils should have completed the letters and sounds programme at phase 5 and will be ready to learn and apply their knowledge of sounds to spellings.

In the following tables you will find the statutory requirements for each year group along with rules and guidance. Alongside these requirements, spelling word lists have been produced that are to be used to assess children's understanding of the rules and patterns taught. Some of the requirements contain multiple spelling rules so therefore will be taught over a number of weeks. Years 3/4 and 5/6 also have statutory word lists that are a mixture of words pupils frequently use and often misspell, to ensure coverage of these words there are also recommended word lists that have been included for children to learn.

At the end of each year children will be assessed against the statutory word lists to assess progress.

Year 1

<u>Statutory requirements</u>	<u>Rules and Guidance</u>	<u>To be learnt by</u>
Vowel digraphs and triographs Y1 Unit 1-30	ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, ea, er, er, ir, ur, oo, oa, oe, ou, ue, ew, ie, igh, or, ore, aw, au, air, ear,	End of Spring Term
New consonant spellings ph and wh Y1 Unit 22	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	End of Spring Term
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck Y1 Unit 31	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.	End of Spring
The /ŋ/ sound spelt n before k Y1 Unit 32		End of Summer
- tch Y1 Unit 33	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	End of Summer
The /v/ sound at the end of words Y1 Unit 34	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'.	End of Summer
Adding s and es to words (plural of nouns and the third person singular of verbs). Y1 Unit 35	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 .	End of Summer
Adding the endings -ing,-ed and -er to the verbs where no change is needed to the root word. Y1 Unit 36-38	-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.	End of Summer

Adding –er and –est to adjectives where no change is needed to the root word Y1 Unit 39 and 40	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	End of Summer
Words ending –y (/i:/ or /I/) Y1 Unit 41		End of Summer
Using k for the /k/ sound Y1 Unit 42	The /k/ sound is spelt as k rather than as c before e , i and y .	End of Summer
Division of words into syllables Y1 Unit 43	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.	End of Summer
Adding the prefix –un. Y1 Unit 44	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	End of Summer
Compound words Y1 Unit 45	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.	End of Summer
<p>Units 1-45 will be covered in Year 1. The order of the spelling lists matches Letters and Sounds Phase 3 – Phase 5. Children do not need to be tested on each Unit. Teachers will decide which units to send home depending on assessments during Phonic Lessons that week.</p> <p>Red words are the high frequency words from the Year 1 Word list. They will be taught and used consistently by the term indicated.</p> <p>These red words will be displayed once taught in the classroom and the expectation is they are spelt correctly.</p>		

Spellings to learn – Year 1

<u>Year 1 Unit 1:</u>
<u>ai</u>
rain
wait
train
paid
afraid

<u>Year 1 Unit 2:</u>
<u>ee</u>
see
tree
green
meet
week

<u>Year 1 Unit 3:</u>
<u>igh</u>
high
night
light
bright
right

<u>Year 1 Unit 4:</u>
<u>oa</u>
boat
coat
road
coach
goal

<u>Year 1 Unit 5:</u>
<u>oo</u>
food
pool
moon
zoo
soon

<u>Year 1 Unit 6:</u>
<u>ar</u>
car
start
park
arm
garden

<u>Year 1 Unit 7:</u>
<u>or</u>
short
for
born
horse
morning

<u>Year 1 Unit 8:</u>
<u>ur</u>
turn
hurt
church
burst
Thursday

<u>Year 1 Unit 9:</u>
<u>ow</u>
now
how
brown
down
town

<u>Year 1 Unit 10:</u>
oi
oil
join
coin
point
soil

<u>Year 1 Unit 11:</u>
ear
dear
hear
beard
near
year

<u>Year 1 Unit 12:</u>
air
air
fair
pair
hair
chair

<u>Year 1 Unit 13:</u>
er
her
term
under
winter
sister

<u>Year 1 Unit 14:</u>
ay
day
play
say
way
stay
says

<u>Year 1 Unit 15:</u>
ou
out
about
mouth
around
sound

<u>Year 1 Unit 16:</u>
ie
lie
tie
tried
dried
cried

<u>Year 1 Unit 17:</u>
ea
sea
dream
meat
eat
read

<u>Year 1 Unit 18:</u>
oy
boy
toy
enjoy
annoy

<u>Year 1 Unit 19:</u>
<u>ir</u>
girl
bird
shirt
first
third

<u>Year 1 Unit 20:</u>
<u>ue</u>
blue
clue
true
rescue
Tuesday

<u>Year 1 Unit 21:</u>
<u>aw</u>
saw
draw
yawn
crawl
paw

<u>Year 1 Unit 22:</u>
<u>ph / wh</u>
when
what
where
photo
dolphin
elephant

<u>Year 1 Unit 23</u>
<u>ew</u>
new
flew
grew
threw
drew

<u>Year 1 Unit 24:</u>
<u>oe and au</u>
toe
goes
author
August
dinosaur

<u>Year 1 Unit 25:</u>
<u>a-e</u>
made
came
same
take
safe

<u>Year 1 Unit 26</u>
<u>e-e and i-e</u>
these
theme
complete
five
ride
like

<u>Year 1 Unit 27:</u>
<u>o-e</u>
home
those
hope
hole
woke

<u>Year 1 Unit 28:</u>
<u>u-e</u>
June
rule
rude
use
tube

<u>Year 1 Unit 29</u>
oo
book
took
foot
wood
good

<u>Year 1 Unit 30:</u>
ore
more
score
before
wore
shore

<u>Year 1 Unit 31:</u>
<u>ff, ss, zz, ck</u>
off
pull
miss
buzz
back
full

<u>Year 1 Unit 32</u>
nk
bank
think
honk
sink
pink

<u>Year 1 Unit 33:</u>
tch
catch
fetch
kitchen
notch
hutch

<u>Year 1 Unit 34:</u>
<u>ve</u>
have
live
give
hive
love

<u>Year 1 Unit 35</u>
Adding s and es
cats
spends
rocks
catches
glasses

<u>Year 1 Unit 36</u>
<u>words ending in</u>
<u>ing</u>
buzzing
walking
talking
singing
banging

<u>Year 1 Unit 37</u> <u>words ending ed</u>
hunted
wanted
buzzed
jumped
walked
called

<u>Year 1 Unit 38:</u> <u>adding -er to</u> <u>adjectives</u>
faster
slower
quicker
colder
longer
shorter

<u>Year 1 Unit 15</u> <u>adding -est to</u> <u>adjectives</u>
fastest
slowest
quickest
coldest
longest
shortest

<u>Year 1 Unit 16</u> <u>words ending</u> <u>with -y</u>
very
happy
party
funny
twenty
family

<u>Year 1 Unit 17</u> <u>words with ph as</u> <u>/f/ and wh</u>
when
what
where
photo
dolphin
elephant

<u>Year 1 Unit 18</u> <u>words with k</u> <u>before e, i and y.</u>
skin
skip
kit
kilt
sketch
frisky

<u>Year 1 Unit 19:</u> <u>words with two</u> <u>syllables</u>
pocket
rabbit
carrot
sunset
sandpit
thunder

<u>Year 1 Unit 20</u> <u>adding the prefix</u> <u>-un</u>
undo
unfit
untie
unkind
unfold
unhappy

<u>Year 1 Unit 21</u> <u>compound words</u>
playground
anybody
hairbrush
weekend
bedroom
waterfall

Year 1 High frequency words

the	Autumn 1	by	Spring 2
a	Autumn 1	my	Spring 2
today	Autumn 1	said	Spring 2
of	Autumn 1	be	Spring 2
today	Autumn 1	he	Spring 2
of	Autumn 1	me	Spring 2
was	Autumn 1	by	Spring 2
was	Autumn 1	my	Spring 2
is	Autumn 1	come	Summer 1
his	Autumn 1	some	Summer 1
has	Autumn 1	one	Summer 1
I	Autumn 1	once	Summer 1
do	Autumn 2	no	Summer 1
to	Autumn 2	pull	Summer 1
says	Autumn 2	full	Summer 1
put	Autumn 2	so	Summer 1
there	Autumn 2	house	Summer 2
where	Autumn 2	our	Summer 2
you	Spring 1	school	Summer 2
here	Spring 1	push	Summer 2
they	Spring 1	love	Summer 2
we	Spring 1	she	Summer 2
were	Spring 1	go	Summer 2
		ask	Summer 2
		friend	Summer 2

Year 2

<u>Content</u>	<u>Statutory requirements- Links to National Curriculum</u>	<u>Rules and Guidance</u>
The or sound spel a before l and ll 2A Unit 1	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .
Soft c 2A Unit 2	The /s/ sound spelt c before e, i and y	
High Frequency words 2A Special Focus	Year 2 common exception words	Red words: where, could, there, want, was, would, what
Adding the suffix -y (1) (to words ending in a short vowel and consonant) 2A Unit 3	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	We add -y to many root words to make adjectives. For some words we double the final consonant before adding -y
Adding the suffix -y (2) (to words ending in e) 2A Unit 4	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	Drop the e before adding -y
Adding the suffix -ly (to words to make adverbs) 2A Unit 5	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. .
The n sound spelt kn and gn 2A Unit 6	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.
The igh sound spelt y 2A Unit 7		If the end of a word sounds like igh , it is almost always spelt with a y
Adding suffix -ing (1) (to words ending in a short vowel and a constant) 2A Unit 8	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 Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .
Adding suffix -ing (2) (to words ending in e or ie) 2A Unit 9	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	If a word ends in e we usually drop the e before adding ing

The j sound 2A Unit 10	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e , i and y	
The o sound spelt a after w and qu 2A Unit 11	The /ɜ:/ sound spelt or after w	
Adding suffix -ed (2) (to words ending in two constant letters and words ending in short vowel and a constant) 2A Unit 12	Adding -ed , -ing , -er and -est to a root word ending in -y with a consonant before it	If a word ends in a short vowel, we double the constant before adding ed
Adding suffix -ed (3) (dropping e to ed and revision of doubling the final constant and swapping y for i) 2A Unit 13	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 ,
The r sound spelt wr 2B Unit 1	The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.
Adding the suffixes -er or -est (1) (words where no change is needed: words ending in e) 2B Unit 2	Adding -ed , -ing , -er and -est to a root word ending in -y with a consonant before it	If a word ends with an e we drop the e before adding er – or -est
Adding the suffixes -er or -est (2) (swapping y for i) 2B Unit 3	Adding -ed , -ing , -er and -est to a root word ending in -y with a consonant before it	If a word ends with a y we swap the y for an i before adding er or est
Adding the suffixes -er or -est (3) (doubling constant, where the root word ends in a short vowel, plus constant) 2B Unit 4	Adding -ed , -ing , -er and -est to a root word ending in -y with a consonant before it	If a word ends in a short vowel, we double the constant before adding er or est
The ee sound spelt ey 2B Unit 5	The /i:/ sound spelt -ey	

Adding suffix – ness (1) (adding to a root word where no change is needed to the root word) 2B Unit 6	The suffixes –ment, –ness , –ful , –less and –ly	
Adding suffix – ness (2) (swapping y for i) 2B Unit 7	The suffixes –ment, –ness , –ful , –less and –ly	If a word ends with a y we swap the y for an i before adding ness
Words ending in –le 2B Unit 8	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.
Words ending in –el 2B Unit 9	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 .
Words ending in –al 2B Unit 10	The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al , but many adjectives do.
Adding suffix – ful 2B Unit 11	The suffixes –ment, –ness , –ful , –less and –ly	We always drop the last l from the word full to make the suffix -ful
Adding the suffix – less 2B Unit 12	The suffixes –ment, –ness, –ful , – less and –ly	Add it to a root word to make an adjective
Contractions and Apostrophes 2B Special Focus 5	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 – cannot</i>).
Adding the suffix – ment 2B Unit 13	The suffixes –ment, –ness, –ful , – less and –ly	We add the suffix ment to a verb to make a noun
Words ending in –tion 2B Unit 14	Words ending in –tion	
Adding suffix – es 2B Unit 15	Adding es to nouns and verbs ending in y	Change a y for an i

Spellings to learn

<u>Year 2</u> <u>2A Unit 1</u> <u>'a' before l and ll</u>
ball
call
small
walk
talk
always

<u>Year 2</u> <u>2A Unit 2</u> <u>/s/ sound spelt</u> <u>with a 'c'</u>
ice
race
cell
city
trace
fancy

<u>Year 2</u> <u>Red Words</u> <u>2A Focus Week 1</u>
where
could
there
want
was
would
what

<u>Year 2</u> <u>2A Unit 3</u> <u>Adding suffix -y</u>
spotty
runny
sloppy
funny
boggy
muddy

<u>Year 2</u> <u>2A Unit 4</u> <u>Adding suffix -y</u>
shiny
spicy
bony
brezzy
whiny
cheesy

<u>Year 2</u> <u>2A Unit 5</u> <u>Adding suffix ly</u>
sadly
cooly
loudly
slowly
gladly
bravely

<u>Year 2</u> <u>2A Unit 6</u> <u>n sound spelt kn</u> <u>and g</u>
knee
know
knife
knight
gnat
gnome

<u>Year 2</u> <u>2A Unit 7</u> <u>igh - y</u>
shy
sky
butterfly
cry
multiply
fly

<u>Year 2</u> <u>2A Unit 8</u> <u>Suffix -ing</u>
putting
knotting
clapping
drumming
nodding
dropping

<u>Year 2</u> <u>2A Unit 9</u> <u>Suffix -ing</u>
baking
writing
riding
making
phoning
smiling

<u>Year 2</u> <u>2A Unit 10</u> <u>'g' as /j/</u>
gem
giant
magic
gentle
digit
germ

<u>Year 2</u> <u>2A Unit 11</u> <u>'o' sound spelt a</u>
was
want
wasp
squash
quality
what

<u>Year 2</u> <u>2A Unit 12</u> <u>Suffix - ed</u>
patted
hugged
slipped
shopped
skipped
clapped

<u>Year 2</u> <u>2A Unit 13</u> <u>Suffix - ed</u>
cried
replied
hurried
dried
studied
trying

<u>Year 2</u> <u>2B Unit 1</u> <u>r as wr</u>
write
wrong
wrist
wreck
wrote
wrinkle

<u>Year 2</u> <u>2B Unit 2</u> <u>Suffix – er / est</u>
faster
softer
larger
warmest
widest
cutest

<u>Year 2</u> <u>2B Unit 3</u> <u>Suffix – er / est</u>
happier
widest
silliest
tidier
slimiest
trickier

<u>Year 2</u> <u>2B Unit 4</u> <u>Suffix – er / est</u>
wetter
sadder
slimmer
maddest
hottest
fittest

<u>Year 2</u> <u>2B Unit 5</u> <u>ey</u>
donkey
money
trolley
Turkey
chimneys
valleys

<u>Year 2</u> <u>2B Unit 6</u> <u>Suffix - ness</u>
sadness
kindness
darkness
lateness
weakness
softness

<u>Year 2</u> <u>2B Unit 7</u> <u>Suffix - ness</u>
jolliness
bossiness
silliness
happiness
giddiness
sleepiness

<u>Year 2</u> <u>2B Unit 8</u> <u>le</u>
apple
little
table
bottle
middle
kettle

<u>Year 2</u> <u>2B Unit 9</u> <u>el</u>
camel
travel
jewel
tinsel
towel
tunnel

<u>Year 2</u> <u>2B Unit 10</u> <u>al</u>
metal
pedal
total
animal
capital
hospital

<u>Year 2</u> <u>2B Unit 11</u> <u>Suffix - ful</u>
thankful
painful
wonderful
painful
hopeful
peaceful

<u>Year 2</u> <u>2B Unit 12</u> <u>Suffix - less</u>
fearless
useless
toothless
harmless
joyless
careless

<u>Year 2</u> <u>2B Focus 5</u> <u>Contractions</u>
I'll
can't
don't
didn't
won't
isn't

<u>Year 2</u> <u>2B Unit 13</u> <u>Suffix - ment</u>
treatment
enjoyment
movement
amazement
agreement
punishment

<u>Year 2</u> <u>2B Unit 14</u> <u>tion</u>
action
station
motion
section
fiction
fraction

<u>Year 2</u> <u>2B Unit 15</u> <u>Suffix - es</u>
replies
babies
families
hobbies
tries
ladies

Year 2 High frequency words

door	Autumn 1	past	Autumn 1
floor	Autumn 1	father	Autumn 1
poor	Autumn 1	class	Autumn 1
because	Autumn 1	grass	Autumn 1
find	Autumn 1	pass	Autumn 1
kind	Autumn 1	plant	Autumn 1
mind	Autumn 2	path	Autumn 2
behind	Autumn 2	bath	Autumn 2
child	Autumn 2	hour	Autumn 2
children	Autumn 2	move	Autumn 2
wild	Autumn 2	prove	Autumn 2
climb	Autumn 2	improve	Autumn 2
most	Spring 1	sure	Spring 1
only	Spring 1	sugar	Spring 1
both	Spring 1	eye	Spring 1
old	Spring 1	could	Spring 1
cold	Spring 1	should	Spring 1
gold	Spring 1	would	Spring 1
hold	Spring 2	who	Spring 2
told	Spring 2	whole	Spring 2
every	Spring 2	any	Spring 2
everybody	Spring 2	many	Spring 2
even	Spring 2	clothes	Spring 2
great	Spring 2	busy	Spring 2
break	Summer 1	people	Summer 1
steak	Summer 1	water	Summer 1
pretty	Summer 1	again	Summer 1
beautiful	Summer 1	half	Summer 1
after	Summer 2	money	Summer 2
fast	Summer 2	Mr	Summer 2
last	Summer 2	Mrs	Summer 2
parents	Summer 2	Christmas	Summer 2

Year 3

<u>Content</u>	<u>Statutory requirements- Links to National Curriculum</u>	<u>Rules and Guidance</u>
Adding the prefixes dis and in Y3 Unit 1	More prefixes	Adding the prefix dis or in changes a word into its opposite
Adding im- to root words beginning with m or p Y3 Unit 2	More prefixes	Before root words starting with m or p , the prefix in becomes im .
Adding suffix -ous Y3 Unit 3	The suffix -ous	
Adding the suffix -ly (to adjectives to form verbs) Y3 Unit 4	The suffix -ly	The suffix -ly is added to an adjective to form an adverb
Words ending in -ture Y3 Unit 5	Words with endings sounding like /ʒə/ or /ʒəl/	
Adding -ation to verbs to form nouns Y3 Unit 6	The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.
Words with c sounch spelt ch Y3 Unit 7	Words with the /k/ sound spelt ch (Greek in origin)	
Words with the sh sound spelt ch Y3 Unit 8	Words with the /f/ sound spelt ch (mostly French in origin)	
Adding the suffix -ion (to root words ending in t or te) Y3 Unit 9	Endings which sound like /ʃən/, spelt -tion , -sion , -ssion , -cian	If the root word ends in -te , drop the e before adding -ion
Adding the suffix -ian (to root words ending in c or cs) Y3 Unit 10	Endings which sound like /ʃən/, spelt -tion , -sion , -ssion , -cian	If the root word ends in -c add -ian
Adding prefix re- Y3 Unit 11	More prefix	re- means 'again' or 'back'.
Adding prefix anti- Y3 Unit 12	More prefix	anti- means 'against'.
Adding prefix -super Y3 Unit 13	More prefix	Prefix super shows that something or someone is out of the ordinary

Spellings to learn

<u>Year 3 Unit 1</u> <u>Prefixes – dis and in</u>
disobey
disagree
disappear
disappoint
dismayed
input
inactive
incorrect
inhale
insecure

<u>Year 3 Unit 2</u> <u>Prefix -im</u>
impolite
immortal
immature
impossible
imperfect
impatient
immature

<u>Year 3 Unit 3</u> <u>Suffix -ous</u>
famous
jealous
fabulous
various
hazardous
poisonous
dangerous
enormous
tremendous
mountainous

<u>Year 3 Unit 4</u> <u>Suffix ly</u>
sadly
lovely
shortly
slowly
likely
really
safely
finally
usually
regularly

<u>Year 3 Unit 5</u> <u>ture</u>
picture
future
nature
capture
creatures
furniture
adventure
departure
miniature
literature

<u>Year 3 Unit 6</u> <u>ation</u>
relation
invitation
operation
education
situation
sensation
information
preparation
investigation
temptation

Spellings to learn

<u>Year 3 Unit 7</u> <u>c sound spelt ch</u>
choir
scheme
chorus
ache
chaos
chemist
character
orchid
anchor
school

<u>Year 3 Unit 8</u> <u>sh spelt ch</u>
chef
parachuted
machines
machine
brochure
chute
chandelier
charade
chalet
pistachio

<u>Year 3 Unit 9</u> <u>Suffix - ion</u>
action
collection
invention
injection
attraction
operation
celebration
correction
subtraction
education

<u>Year 3 Unit 10</u> <u>Suffix - ian</u>
musician
electrician
optician
mathematician
politician

<u>Year 3 Unit 11</u> <u>Prefix - re</u>
rearrange
rebuilding
reappear
redecorate
recycle
reheat
renew
refresh
rewrite
replay

<u>Year 3 Unit 12</u> <u>Prefix - anti</u>
anticlockwise
antifreeze
antisocial
antibiotic
anticlimax
antiseptic

Spellings to learn

<u>Year 3 Unit 13</u> <u>Prefix -super</u>
superman
superstar
superhero
supersonic
supermarket
superwoman
superheroes
supermodel
superglue
supersize

<u>Year 3 Unit 14</u> <u>Prefix -sub</u>
subway
subzero
submarine
subdivide
subsoil
subtitle
subheadsing
submerge

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Years 3 and 4 word list

By the end of Year 3 Foxyards have decided these are the words children need to know

accidentally	Autumn 1	extreme	Autumn 1	particular	Autumn 1
actually	Autumn 1	famous	Autumn 1	peculiar	Autumn 1
address	Autumn 1	favourite	Autumn 1	perhaps	Autumn 1
answer	Autumn 2	February	Autumn 2	popular	Autumn 2
appear	Autumn 2	forward	Autumn 2	position	Autumn 2
arrive	Autumn 2	fruit	Autumn 2	possess	Autumn 2
believe	Spring 1	grammar	Spring 1	possible	Spring 1
bicycle	Spring 1	group	Spring 1	potatoes	Spring 1
breath	Spring 1	guard	Spring 1	pressure	Spring 1
breathe	Spring 2	guide	Spring 2	probably	Spring 2
build	Spring 2	heard	Spring 2	promise	Spring 2
busy	Spring 2	heart	Spring 2	purpose	Spring 2
business	Summer 1	height	Summer 1	quarter	Summer 1
calendar	Summer 1	history	Summer 1	question	Summer 1
caught	Summer 1	imagine	Summer 1	recent	Summer 1
centre	Summer 2	increase	Summer 2	regular	Summer 2
century	Summer 2	important	Summer 2	reign	Summer 2

Year 4

<u>Content</u>	<u>Statutory requirements- Links to National Curriculum</u>	<u>Rules and Guidance</u>
Adding the prefix mis – and – revising un, in, dis Y4 Unit 1	More prefixes	Like un- , the prefixes dis- and mis- have negative meanings.
Words weding in zhuh spelt –sure Y4 Unit 2	Words with endings sounding like /ʒə/ or /ʒə/	The ending sounding like /ʒə/ is always spelt –sure .
Adding prefix auto Y4 Unit 3	More prefixes	The prefix auto means ‘self’ or ‘own’
Adding suffix –ly (to adjectives to form adverbs) Y4 Unit 4	The suffix -ly	The suffix –ly is added to an adjective to form an adverb.
Adding the prefix inter Y4 Unit 5	More prefix	inter- means ‘between’ or ‘among’.
Words with the ay sound spelt ei, eigh, ey Y4 Unit 6	Words with the /eɪ/ sound spelt ei, eigh, or ey	
Words ending in –ous Y4 Unit 7	The suffix -ous	
Words with the s sound spelt sc Y4 Unit 8	Words with the /s/ sound spelt sc (Latin in origin)	
Words ending in zhun spelt –sion Y4 Unit 9	Endings which sound like /ʃən/, spelt – tion, –sion, –ssion, –cian	–sion is used if the root word ends in d or se .
Adding il and revising un, in, mis, dis Y4 Unit 10	More Prefix	
The c sound spelt que and the g sou d spelt gue Y4 Unit 11	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	
Adding ir to words beginning with r Y4 Unit 12	More Prefix	Changes a word into its opposite
Adding the suffix –ion (1) Y4 Unit 13	Endings which sound like /ʃən/, spelt – tion, –sion, –ssion, –cian	
Adding the suffix –ion (2) Y4 Unit 14	Endings which sound like /ʃən/, spelt – tion, –sion, –ssion, –cian	

Spellings to learn

<u>Year 4 Unit 1</u> <u>Prefix -mis, un, in, dis</u>
misunderstood
misread
misplace
insufficient
indirect
unkind
dislike
disbelieve
dismounted
unfair

<u>Year 4 Unit 2</u> <u>ure</u>
sure
unsure
closure
leisure
measure
pleasure
treasure
pleasure
pressure
enclosure

<u>Year 4 Unit 3</u> <u>Prefix - auto</u>
autograph
autopilot
automatic
automobile
autocue
autobiography

<u>Year 4 Unit 4</u> <u>Suffix -ly</u>
sadly
lovely
shortly
slowly
likely
really
safely
finally
usually
regularly

<u>Year 4 Unit 5</u> <u>Prefix - inter</u>
interlink
interact
intercity
interface
interlock
intercom
interrupt
interview
interchange
international

<u>Year 4 Unit 6</u> <u>ei, eigh, ey</u>
veins
weigh
eight
rein
reign
abseil
neigh
neighbour
they
obey

Spellings to learn

<u>Year 4 Unit 7</u> <u>Suffix -ous</u>
curious
precious
furious
serious
hideous
spacious
infectious
tedious
obvious
courteous

<u>Year 4 Unit 8</u> <u>S spelt sc</u>
scene
scent
science
scientist
crescent
scenery
scissors
sceptre
discipline
fascinate

<u>Year 4 Unit 9</u> <u>sion</u>
version
revision
erosion
collision
supervision
intrusion
suspension
persuasion
transfusion
disillusion

<u>Year 4 Unit 10</u> <u>il</u>
illogical
illegal
illegible
disagree
disobey
impatient
unkind
imperfect
unclear
imperfect

<u>Year 4 Unit 11</u> <u>que, gue</u>
league
tongue
rogue
vague
catalogue
unique
antique
plaque
opaque
technique

<u>Year 4 Unit 12</u> <u>ir</u>
irregular
irresistible
irresponsible
irregular

Spellings to learn

<u>Year 4 Unit 13</u> <u>Suffix -ion</u>
confession
possession
discussion
expression
progression
impression
admission
permission
transmission
submission

<u>Year 4 Unit 14</u> <u>Suffix -ion</u>
expansion
comprehension
suspension
tension
revision
precision
confusion
session
admission
suppression

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Years 3 and 4 word list

By the end of Year 4 Foxyards have decided these are the words children need to know

certain	Autumn 1	interest	Autumn 1	remember	Autumn 1
circle	Autumn 1	island	Autumn 1	sentence	Autumn 1
complete	Autumn 1	knowledge	Autumn 1	separate	Autumn 1
consider	Autumn 2	learn	Autumn 2	special	Autumn 2
continue	Autumn 2	length	Autumn 2	straight	Autumn 2
decide	Autumn 2	library	Autumn 2	strange	Autumn 2
describe	Spring 1	material	Spring 1	strength	Spring 1
different	Spring 1	medicine	Spring 1	suppose	Spring 1
disappear	Spring 1	mention	Spring 1	surprise	Spring 1
early	Spring 2	minute	Spring 2	therefore	Spring 2
earth	Spring 2	natural	Spring 2	though	Spring 2
eight	Spring 2	naughty	Spring 2	although	Spring 2
eighth	Summer 1	notice	Summer 1	thought	Summer 1
enough	Summer 1	occasionally	Summer 1	through	Summer 1
exercise	Summer 1	often	Summer 1	various	Summer 1
experience	Summer 2	opposite	Summer 2	weight	Summer 2
experiment	Summer 2	ordinary	Summer 2	woman/ women	Summer 2

Year 5

<u>Content</u>	<u>Statutory requirements- Links to National Curriculum</u>	<u>Rules and Guidance</u>
Words with silent letter b Y5 Unit 1	Words with 'silent' letters	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
Words ending in ible Y5 Unit 2	Words ending in -ably and -ibly	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 <i>can</i> be heard (e.g. <i>sensible</i>).
Words ending in able Y5 Unit 3	Words ending in -ably and -ibly	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 <i>cap</i> and <i>gap</i>) before the a of the -able ending.
Words with silent letter t Y5 Unit 4	Words with 'silent' letters	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
Words ending in ibly and able Y5 Unit 5	Words ending in -ably and -ibly	
Words ending in -ent Y5 Unit 6	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ent 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.
Words ending in -ence Y5 Unit 7	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ence 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.
The ee sound spelt ei Y5 Unit 8	Words with the /i:/ sound spelt ei after c	

Words ending in ant, ance and ancy Y5 Unit 9	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
Words ending in shus spelt - cious Y5 Unit 10	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. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i> Exception: <i>anxious.</i>
Words ending in shus spelt - tious Y5 Unit 11	Endings which sound like /ʃəs/ spelt -cious or -tious	
Words ending in shul spelt - cial or tial Y5 Unit 12	Endings which sound like /ʃəs/ spelt -cious or -tious	

Spellings to learn

<u>Y5 Unit 1</u> Silent b
thumb
crumb
comb
doubt
subtle
debt
climb
tomb
conceited
inconceivable

<u>Y5 Unit 2</u> ible
possible
credible
horrible
sensible
terrible
legible
visible
reversible
incredible
irresistible

<u>Y5 Unit 3</u> able
adorable
reliable
applicable
understandable
considerable
noticeable
tolerable
miserable
suitable
believable

<u>Y5 Unit 4</u> Silent t
fasten
listen
bustle
whistle
castle
soften
bustled
listening
jostle
castles

<u>Y5 Unit 5</u> <u>ibly and able</u>
suitable
possibly
understandable
comfortably
horrible
incredibly
visible
possible
terrible
incredibly

<u>Y5 Unit 6</u> <u>ent</u>
innocent
excellent
consequent
obedient
ancient
magnificent
intelligent
confident
frequent
urgent

<u>Y5 Unit 7</u> <u>ence</u>
silence
innocence
absence
consequence
magnificence
obedience
dependence
intelligence
patience
difference

<u>Y5 Unit 8</u> <u>ee sound spelt ei</u>
receive
deceive
ceiling
receipt
conceit
seize
protein
either
neither
confidential

<u>Y5 Unit 9</u> <u>ant, ance, ancy</u>
infant
infancy
observant
observance
hesitant
hesitancy
important
importance
distant
distance

<u>Y5 Unit 10</u> <u>cious</u>
precious
vicious
conscious
spacious
delicious
malicious
gracious
ferocious
suspicious
tenacious

<u>Y5 Unit 11</u> <u>tious</u>
fictitious
cautious
ambitious
infectious
nutritious
precautious
pretentious
scrumptious
superstitious
conscientious

<u>Y5 Unit 12</u> <u>cial or tial</u>
official
special
social
artificial
initial
essential
partial
confidential
financial

Years 5 and 6 word list

By the end of Year 5 Foxyards have decided these are the words children need to know

language	Autumn 1	equipment	Autumn 1	aggressive	Autumn 1
lightning	Autumn 1	profession	Autumn 1	according	Autumn 1
temperature	Autumn 1	environment	Autumn 1	shoulder	Autumn 1
vegetable	Autumn 2	attached	Autumn 2	recommend	Autumn 2
bruise	Autumn 2	average	Autumn 2	opportunity	Autumn 2
ancient	Autumn 2	bargain	Autumn 2	community	Autumn 2
excellent	Spring 1	forty	Spring 1	foreign	Spring 1
muscle	Spring 1	leisure	Spring 1	familiar	Spring 1
necessary	Spring 1	system	Spring 1	criticise	Spring 1
neighbour	Spring 2	recognise	Spring 2	communicate	Spring 2
symbol	Spring 2	competition	Spring 2	category	Spring 2
programme	Spring 2	physical	Spring 2	committee	Spring 2
solider	Summer 1	queue	Summer 1	privilege	Summer 1
suggest	Summer 1	identity	Summer 1	accommodate	Summer 1
occupy	Summer 1	variety	Summer 1	achieve	Summer 1
occur	Summer 2	apparent	Summer 2	relevant	Summer 2
develop	Summer 2	available	Summer 2	define	Summer 2
				cemetery	Summer 2

Year 6 – revision from all years

<u>Content</u>	<u>Statutory requirements- Links to National Curriculum</u>	<u>Rules and Guidance</u>
Suffixes (1) Y6 Unit 1	Revising instances where we do not change the root word when a suffix beginning with a vowel is added. (all years)	
Suffixes (2) Y6 Unit 2	Adding the endings –ing, -ed, -er – est and y to words ending in e with a consonant before it (Yr2)	
Suffixes (3) Y6 Unit 3	The suffixes –ment, -ness, -ful –less and –ly (Yr 2)	
Suffixes (4) Y6 Unit 4	Adding suffixes beginning with vowel letters to words of more than one syllable (Y3 and 4) Adding suffixes beginning with vowel letters to words ending -fer	
Suffixes (5) Y6 Unit 5	Adding the endings –ing, -ed, -er –est and y to words ending in e with a consonant before it (Yr2)	
The sh sound spelt ti or ci Y6 Unit 6	Endings which sound like /ʃəs/ spelt –cious or tious	
The sh sound spelt si or ssi Y6 Unit 7	Endings which sound like /ʃəs/ spelt –cious or tious	
Silent letters Y6 Unit 8	Words with silent letters	
The spelling ei and ie Y6 Unit 9	Words with the /i:/ sound spelt ei after c	i before e except after c
Words ending in –ible and –able Y6 Unit 10	Words ending in –ible and –able	The –ible and 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
Plural nouns (1) Y6 Unit 11	Adding –es to nouns and verbs ending in –y (Year 2)	
Plural nouns (2) Y6 Unit 12	Plural nouns	

Spellings to learn

<u>Y6 Unit 1</u> Suffixes
yawning
floated
loudly
sprinting
hunted
lighting
shouted
buzzer
prouder
asking

<u>Y6 Unit 2</u> Suffixes
nicest
sensible
cycling
tasted
slimy
joker
famously
observant
making
smiled

<u>Y6 Unit 3</u> Suffixes
careless
hopeful
deceitful
thoroughly
definitely
achievement
beautiful
government
immediately
careful

<u>Y6 Unit 4</u> Suffix
beginning
admittance
stoppable
permitting
preferred
regrettable
wettest
forgotten
referring
committed

<u>Y6 Unit 5</u> Suffix
tries
reliable
replied
busily
happiness
heavily
beautifully
hurries
mysterious
business

<u>Y6 Unit 6</u> Sh spelt ti or ci
direction
explanation
especially
appreciate
competition
ancient
cautious
delicious
international
antisocial

<u>Y6 Unit 7</u> Sh spelt si or ssi
expansion
comprehension
tension
permission
admission
profession
possession
collision
revision
Asia

<u>Y6 Unit 8</u> Silent letters
calm
autumn
climb
guest
guilt
know
doubt
solemn
gnarled
knowledgeable

<u>Y6 Unit 9</u> ei, ie
piece
perceive
relief
deceive
achieve
ceiling
believe
receive
shriek
conceive

<u>Y6 Unit 10</u> ible and able
eligible
gullible
credible
plausible
destructible
disposable
believable
improbable
unbearable
regrettable

<u>Y6 Unit 11</u> Plural nouns
bonuses
matches
peaches
identities
dictionaries
opportunities
sketches
wishes
addresses
parties

<u>Y6 Unit 12</u> Plural nouns
potatoes
echoes
heroes
loaves
thieves
knives
calves
buffaloes
mosquitoes
wolves

Years 5 and 6 word list

By the end of Year 6 Foxyards have decided these are the words children need to know

vehicle	Autumn 1	harass	Autumn 1	hindrance	Autumn 1
twelfth	Autumn 1	determined	Autumn 1	immediately	Autumn 1
accompany	Autumn 1	embarrass	Autumn 1	mischievous	Autumn 1
awkward	Autumn 2	dictionary	Autumn 2	pronunciation	Autumn 2
community	Autumn 2	restaurant	Autumn 2	prejudice	Autumn 2
secretary	Autumn 2	marvellous	Autumn 2	parliament	Autumn 2
explanation	Spring 1	sincerely	Spring 1	exaggerate	Spring 1
signature	Spring 1	existence	Spring 1	guarantee	Spring 1
persuade	Spring 1	appreciate	Spring 1	curiosity	Spring 1
frequently	Spring 2	sufficient	Spring 2	amateur	Spring 2
government	Spring 2	disastrous	Spring 2	correspond	Spring 2
especially	Spring 2	nuisance	Spring 2	convenience	Spring 2
desperate	Summer 1	conscience	Summer 1		Summer 1
sacrifice	Summer 1	controversy	Summer 1		Summer 1