












## How to help your child with spelling

Focus on correcting **up to 3** spelling errors. Any additional words with spelling errors could be written down and added to a spelling review list for children to practise later.















	Has the child applied their phonic knowledge?	Is it a tricky word?	Has the child applied a spelling rule or pattern?
Example	e.g. if a child has spelled train as trayn, they have used the correct sound (phoneme) but chosen the wrong spelling of the sound (grapheme).	e.g. the word <b>because</b> is 'tricky' because the child can't use their phonic knowledge to spell all parts of the word.	e.g. the child has forgotten that verbs ending in y change to ies and ied (eg 'copy', 'copies' and 'copied')
What should I do?	Encourage them to try spelling the word both ways (train and trayn) and then discuss which is correct and why.	Encourage children to work out which part of the word is tricky. They can then practice the correct spelling.	Talk about any spelling rules that may help your child to spell the word correctly next time.
Resources	<a href="#">Phonics chart</a> <a href="#">Reception Writing example</a>	<a href="#">'Words to learn' list (including tricky words)</a> <a href="#">Spelling strategies</a>	<a href="#">Spelling rules for each year group</a>

# Consonant sounds











## stretchy sounds

 f ff	 l ll	 m	 n	 r	 s ss	 v	 z zz	 sh	 th	 ng
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## bouncy sounds

 b	 c k ck	 d	 g	 h	 j	 p	 qu	 t	 w	 x	 y	 ch	 nk
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# Vowel sounds

 a	 e	 i	 o	 u	 ay ai	 ee	 igh y	 ow oa	 oo
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 oo	 ar	 or	 air	 ur er ir	 ou ow	 oi oy	 ire	 ear	 ure
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Using sounds we have learnt- in this case, 'ou' to represent the 'ow' sound in this word.

'expect' can be sounded out using sounds we have learnt and is therefore spelt correctly.

We have learnt the sounds 'ie' and 'igh' so would expect children to use those to make the 'i' sound in writing.

This is how we expect rieting to look in  
Resepshun! We wont children to yooos thair  
gonics to sound out werds - but not 'words to learn.

'we' is a Word to Learn so we would expect this to be spelt correctly.

'there' is a Word to Learn that has not been taught yet. We would expect children to use the 'air' sound until they have been taught this word, then spell it correctly.

## Words to learn (including 'tricky' words)

### Reception Words to learn

a	at	<b>go</b>	<b>is</b>	in	<b>my</b>	<b>she</b>	<b>they</b>
<b>all</b>	<b>be</b>	<b>he</b>	<b>has</b>	it	<b>no</b>	<b>so</b>	<b>you</b>
and	<b>by</b>	her	<b>have</b>	<b>like</b>	<b>of</b>	<b>to</b>	<b>was</b>
<b>are</b>	<b>do</b>	<b>his</b>	I	<b>me</b>	<b>said</b>	<b>the</b>	<b>we</b>

### Tricky words (bold)

Tricky= Cannot be spelt correctly using the usual representation of sound eg '**is**' will be pronounced but not spelt '**iz**'

### Year 1 Words to learn

ask	full	little	people	today	<b>Monday</b>	zero	
asked	here	looked	pull	want	<b>Tuesday</b>	one	<i>eleven</i>
called	house	love	push	were	<b>Wednesday</b>	<i>two</i>	<i>twelve</i>
come	I'll	Mr	put	what	<b>Thursday</b>	<i>three</i>	<i>thirteen</i>
does	I'm	Mrs	says	when	<b>Friday</b>	<i>four</i>	<i>fourteen</i>
eye(s)	it's	once	school	where	<b>Saturday</b>	<i>five</i>	<i>fifteen</i>
friend		our	some	who	<b>Sunday</b>	<i>six</i>	<i>sixteen</i>
			their	why		<i>seven</i>	<i>seventeen</i>
			there	your		<i>eight</i>	<i>eighteen</i>
			these			<i>nine</i>	<i>nineteen</i>
						<i>ten</i>	<i>twenty</i>

### Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

**Contractions:**

<b>I'm</b>	<b>it's</b>	<b>he's</b>	<b>she's</b>	<b>you 're</b>	<b>they're</b>	<b>isn't</b>		<b>can't</b>	<b>didn't</b>	<b>don't</b>	<b>doesn't</b>
<i>I am</i>	<i>it is</i>	<i>he is</i>	<i>she is</i>	<i>you are</i>	<i>they are</i>	<i>is not</i>		<i>can not</i>	<i>did not</i>	<i>do not</i>	<i>does not</i>

<b>I'll</b>	<b>he'll</b>	<b>she'll</b>	<b>we'll</b>	<b>you'll</b>	<b>they'll</b>	<b>it'll</b>		<b>won't</b>
<i>I will</i> <i>I shall</i>	<i>he will</i>	<i>she will</i>	<i>we will</i>	<i>you will</i>	<i>they will</i>	<i>it will</i>		<i>will not</i>

<b>wouldn't</b>	<b>couldn't</b>	<b>shouldn't</b>		<b>aren't</b>	<b>hasn't</b>	<b>haven't</b>	<b>wasn't</b>	<b>weren't</b>	
<i>would not</i>	<i>could not</i>	<i>should not</i>		<i>are not</i>	<i>has not</i>	<i>have not</i>	<i>was not</i>	<i>were not</i>	

### Year 3 Words to learn

address	decide	famous	imagine	particular	straight
answer	describe	favourite	interest	peculiar	strange
appear	different	February	length	popular	strength
arrive	disappear	group	library	promise	surprise
believe	eight/ eighth	guard	material	purpose	therefore
caught	enough	heard	natural	question	thought
century	exercise	heart	notice	remember	through
consider	experience	height	opposite	separate	various
continue	extreme	history	ordinary		weight

### Year 4 Words to learn

accident(ally)	centre	experiment	knowledge	perhaps	sentence
actual(ly)	certain	forward(s)	league	position	special
bicycle	circle	fruit	learn	possible	straight
breath	complete	grammar	medicine	potatoes	suppose
breathe	difficult	guide	minute	probably	though/ although
build	disappoint	important	naughty	quarter	usually
busy/business	early	increase	occasion(ally)	reign	woman/ women
calendar	earth	island	often	regular	



## Year 5 Words to learn

accommodate	competition	explanation	necessary	secretary
according	conscious	foreign	nuisance	signature
aggressive	convenience	frequently	occur	soldier
ancient	criticise (critic + ise)	guarantee	parliament	sufficient
appreciate	desperate	hindrance	physical	symbol
available	develop	immediate (ly)	privilege	temperature
awkward	disastrous	interfere	queue	twelfth
bruise	environment	language	recommend	vegetable
cemetery	especially	lightning	restaurant	yacht
communicate	excellent	mischievous	rhythm	

## Year 6 Words to learn

accompany	community	exaggerate	marvellous	rhythm
achieve	conscious	existence	muscle	sacrifice
amateur	controversy	familiar	neighbour	shoulder
apparent	correspond	foreign	occupy	sincere (ly)
apparent	curiosity	forty	persuade	stomach
attached	definite	government	profession	sufficient
average	determined	harass	pronunciation	suggest
bargain	dictionary	identity	recognise	system
category	embarrass	individual	relevant	thorough
committee	equip (-ped, -ment)	leisure	rhyme	vehicle

## Spelling Strategies

<p><b>Pyramid Writing</b></p> 	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p> 	<p><b>Create a mnemonic</b></p> 
<p><b>Sound Buttons</b></p>  <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word  <b>Say</b> it out loud  <b>Cover</b> it up  <b>Write</b> it  <b>Check</b> whether it is spelt correctly</p>

## Reception Spelling Patterns and Rules

Children are taught to use phonics to support spelling and to 'sound out the words.'

Most words should be spelled using children's phonic knowledge, with the children 'sounding out' the words and using the graphemes (spelling) that they have learned to represent the sounds. This means that they may not appear to be spelled correctly. In Reception, children are taught at least one grapheme for each phoneme (sound) as shown on the [phonics chart](#).

Children 'sound out' words by breaking them down into their phonemes, e.g. 'car' is 'c-ar', dog is 'd-o-g' and chicken is 'ch-i-ck-e-n'. In some words, sounding out will result in words being spelled correctly, as in the examples above. In others, children may use graphemes that are appropriate but not the correct spelling- for instance 'bone' as 'b-oo-n' or 'happy' as 'h-a-pp-ee'. We encourage children to spell words using their phonic knowledge, so they have an independent strategy for spelling.



## Year 1 Spelling Patterns and Rules

Having learnt at least one way to represent each sound, the children in Year 1 are taught that **the same sounds can be made by different groups of letters**, for example: oy and oi (as in 'toy' and 'coin') and will be taught alternate spellings for known sounds. They will also look at how **the same groups of letters can make different sounds**, for example: ea in 'bead' and 'bread'. In addition they will be taught the following:

- Use of **split digraphs for long vowel sounds** eg o\_e as in 'rope'; a\_e as in 'tape';
- Words ending -y sounding 'ee' eg *happy, family*
- New consonant spellings ph and wh eg *elephant, wheel,*
- Using k for the /k/ sound before e eg *skin, sketch*
- Adding the prefix -un eg *unfair, unhappy*
- Compound words eg *football, farmyard, bedroom*
- Words ending ff, ck, zz, ll, ss such as 'fluff', 'luck', 'buzz', 'fill' and 'kiss'
- Words ending 'nk' such as 'bunk' and 'sink'
- Words with -tch pattern eg *fetch, kitchen*
- Words ending with 'v' sound spelled with -ve eg *have, drive*
- Adding s and es to words (plural of nouns and the third person singular of verbs) eg *run/runs; fox – foxes; catch – catches*
- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word eg *hunting, hunted, hunter*
- Adding -er and -est to adjectives where no change is needed to the root word eg *quicker, quickest*

## Year 2 Spelling Patterns and Rules

- /dj/ sound spelt as -ge and -dge and 'g' before e,i,y eg *edge, age, huge, giant, magic*
- 's' sound spelt with c before e, i and y eg *race, city*
- 'R' sound spelt wr at the beginning of words eg *write, wrong*
- Silent letters k, g and w at the beginning of words eg *'knock', 'know' and 'write'*
- Words ending -le, -el, -al and il eg *'apple', middle, 'tunnel', 'animal', 'pencil'*
- The /aɪ/ sound spelt -y at the end of words eg *cry, reply*
- The /ee/ sound at the end of a word spelt -ey (*donkey, monkey*)
- The /ʒ/ sound spelt 's' as in *treasure, television, usual*
- Verbs ending y which then changes to ies and ied eg *'copy', 'copies' and 'copied'*
- Dropping the e off the end of a word when adding -ing, -ed, -er as in *'hiking', 'hiked' and 'hiker'*
- Words which need a consonant to be doubled before adding -ing, -ed (as in *'pat', 'patting', 'patted'*)
- Unusual uses of vowels, such as 'o' being used for the 'u' sound (*'other'*) and 'a' being used for the 'or' sound (*'warm'*)
- Words containing suffixes (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -less
- Words where apostrophes are used to show contractions, eg *'do not' changing to 'don't'; can not to can't*
- The possessive apostrophe (singular nouns) eg *Megan's hair; the child's toy; the man's trousers*
- Words ending -tion eg *'fiction', station*
- Homophones (pairs of words that sound the same but are spelt differently) eg *hear/here; their/there; son/sun; blue/blew*

### Year 3 Spelling Patterns and Rules

- Adding suffixes such as -er, -ing to verbs, eg 'beginner' -'beginning'; *forgetting* - *forgotton*
- Words containing 'y' where it sounds like 'i', eg 'myth' and 'gym'
- Words containing 'ou' where it sounds like 'u' eg 'young' and 'touch'
- Spell works with the 'ay' sound spelt 'eigh' or 'ey' eg *eight*, *they*, *weight*
- Words containing prefixes (groups of letters added to the start of a word) such as *un*, *mis-*, *dis-*, *in*, *re-*, *pre-*
- Words containing suffixes (groups of letters added to the end of each word) such as *-ly*
- Words ending -sure and -ture (eg 'measure' and 'creature')
- Words ending sounding like 'zhun' -sion eg *division*, *decision*
- Words containing ch where it sounds like 'sh' or 'k' (such as 'chef' and 'scheme')
- Words ending -sure and -ture (eg 'measure' and 'creature')
- Homophones (pairs of words that sound the same but are spelled differently) eg: *knot/not*; *break/brake*; *who's/whose*

### Year 4 Spelling Patterns and Rules

- Adding -er, -ing to words of more than one syllable for example: 'beginner' and 'beginning'; *prefer*-*preferred*
- Apply knowledge of prefixes (groups of letters added to the start of a word) such as *mis-*, *dis-*, *im-*, *il-*, *ir-*, *re-*, *sub-*, *inter-*, *super-*, *anti-*, *auto-* eg *disappoint*, *mislead*, *illegal*, *immature*, *irregular*
- Words containing suffixes (groups of letters added to the end of each word) such as *-ation*, *-ly* eg *organisation*, *usually*, *completely*
- Words using **sc** sounding **s** eg *science*, *crescent*, *fascinate*
- Words using **ch** sounding **k** eg *choir*, *chemist*
- Words ending -sion, -tion, -ssion, -cian (such as 'confusion', 'rejection', 'permission' and 'musician')
- Words ending -ous (eg 'dangerous' and 'courageous')
- Words ending -gue and -que (such as 'league' and 'antique')
- Homophones (pairs of words that sound the same but are spelled differently, for example: *ball/bawl*; *fair/fare*; *main/mane*; *weather/whether*)

## Year 5 Spelling Rules

- Words ending -cious and -tious such as '*delicious*' and '*superstitious*'
- Words ending -cial and -tial such as '*special*' and '*partial*'
- Words ending -ant, -ance and -ancy such as '*hesitant*', '*hesitance*' and '*hesitancy*'
- Words ending -ent, -ence and -ency such as '*patient*', '*patience*' and '*frequency*'
- Words ending -able / -ably and -ible / -ibly such as '*comfortable*' / '*comfortably*' and '*horrible*' / '*horribly*'
- Words containing *ough* and looking at the different sounds in different words, for example: '*enough*', '*through*', '*although*', '*plough*'
- Silent letters in words which cannot be detected in pronunciation eg '*doubt*', '*thistle*' and '*solemn*'
- Homophones (words which sound the same but are spelled differently) and other words that are confused for example: '*practice*' / '*practise*'; '*heard*'/*herd*; '*serial*'/*cereal*; '*allowed*'/*aloud*

## Year 6 Spelling Rules

- Adding -ing / -ed to words ending -fer, for example: '*prefer*', '*preferring*' and '*preferred*'
- Use of the hyphen, for example: '*co-ordinate*', '*re-enter*'
- Words containing ei, after c eg '*ceiling*', '*deceive*', '*receive*' and exceptions eg '*protein*', '*seize*'
- Homophones (words which sound the same but are spelled differently) and other words that are often confused for example: '*principle*' / '*principal*'; '*guessed*'/*guest*; '*advice*'/*advise*; '*precede*'/*proceed*

