

# Bitterne CE Primary

## Statutory Spelling Rules



### National Curriculum:

*'Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.'*

## **Guidance**

This booklet outlines the statutory spelling rules that are learnt in each year group at Bitterne CE Primary. This overview shows the rule taught in each year group and gives a few examples of words that contain that specific rule. Please note that the examples are not the statutory part, it is the rule that is statutory. Your child will be given a list of words to practise each week and will be tested on these words before moving onto a new rule. When these rules are not embedded, children will have opportunities to recap the rule again at other points during the year.

Year groups will decide when it is appropriate to teach the statutory rules. Spelling lessons are usually stand-alone lessons as they do not always fit into our learning journey. However, children will have many opportunities to practise and revisit the rules taught to ensure they are embedded. The rules will be taught alongside the common exception and spelling word lists for each year group. These words can be found in EYFS and Key Stage One Spelling Scheme Booklet and the Key Stage Two Spelling Scheme Booklet.

### **Tips for learning spellings at home:**

- Discuss the spelling rule and ensure that your child can read the word before attempting to spell it;
- Use the Look, say, cover, write, check method;
- Talk through the meaning of the word and try putting a few of the words into sentences;
- Short bursts of daily practice are better than one long session;
- Make spelling fun. Use as many different spelling strategies as possible - use the spelling scheme booklets at the bottom of this page for interactive ideas;
- Always practise spellings using the correct letter formation (handwriting is important).

### **Children are assessed at school in a variety of ways:**

- Spelling tests;
- Dictated sentences;
- Applying spelling rules in their written writing (across all subjects).

### **Appendices:**

**Appendix 1:** progression of homophones (Bitterne CE Primary);

**Appendix 2:** High frequency words - first 100 and 200 (Letters and Sounds);

**Appendix 3:** Vowel digraphs and trigraphs (National Curriculum).

# Year 1 Statutory Spelling Rules

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
<b>Year 1</b>	<p>Children should be taught to spell:</p> <p>Common exception words (CEW - solar system) <i>see spelling EYFS and Key Stage One Spelling document.</i></p> <p>High frequency words (HFW) - the first 100 from Letters and Sounds (<i>see page 10</i>).</p> <p>Compound words <i>e.g. football, laptop, playground, farmyard, bedroom, blackberry.</i></p> <p>Days of the week.</p> <p>Numbers to 20.</p>	<p>Children should be taught to spell:</p> <p>Vowel digraphs/trigraphs and alternative spellings for vowel phonemes <i>e.g /ai/, /ay/, /a-e/ (page 11).</i></p> <p>New consonant spellings 'ph' and 'wh' <i>e.g. dolphin, alphabet, phonics, while, which, wheel.</i></p> <p>Words ending in -y <i>e.g. very, happy, funny.</i></p>	<p>Children should be taught to spell:</p> <p>Words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) <i>e.g. off, buzz, miss, back, well.</i></p> <p>The /ng/ sound spelt n before k <i>e.g. bank, think, honk, sunk.</i></p> <p>Words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') <i>e.g. catch, fetch, kitchen, notch.</i></p> <p>Plurals of nouns adding -s and -es to words <i>e.g. dogs, cats, catches.</i></p> <p>Verbs where no change is needed to the root word: adding endings -ing, -ed, -er <i>e.g. hunting, hunter, hunted, buzzing, buzzer, buzzed.</i></p> <p>Adjectives where no change is needed to the root word: adding -er and -est <i>e.g. grander, grandest, fresher, freshest.</i></p>	<p>Children should be taught to spell:</p> <p>Words with the addition of the prefix un- <i>e.g. unhappy, undo, unfair, unlock, unload.</i></p>		

# Year 2 Statutory Spelling Rules

Year 2	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
	<p>Children should be taught to spell:</p> <p>Common exception words (CEW - space shuttles) <i>see spelling Key EYFS and Key Stage One Spelling document.</i></p> <p>High frequency words (HFW) - the next 200 from Letters and Sounds (<i>see page 10</i>).</p> <p>Months of the year.</p>	<p>Children should be taught to spell:</p> <p>Homophones and near homophones - see spelling lists for year 2 specific list (<i>see page 9</i>).</p> <p>Sound spelt /a/ before l and ll <i>e.g. all, call, ball, talk, walk.</i></p> <p>The /ee/ sound spelt -ey <i>e.g. key, monkey, chimney, valley.</i></p> <p>The /o/ sound spelt a after w and qu <i>e.g. want, watch, wander, quantity, squash.</i></p> <p>The /er/ sound spelt or after w <i>e.g. word, work, worm, world, worth.</i></p> <p>The /or/ sound spelt ar after w <i>e.g. war, warm, towards, award.</i></p> <p>The /zh/ sound spelt s <i>e.g. television, treasure, usual.</i></p>	<p>Children should be taught to spell:</p> <p>Words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) <i>e.g. badge, edge, age, charge, energy, gem.</i></p> <p>Words with the /s/ sound spelt 'c' before 'e', 'i', 'y' <i>e.g. race, ice, cell, city, fancy.</i></p> <p>Words ending -le, -el, -al and -il <i>e.g. middle, tunnel, animal, pencil.</i></p> <p>Adding -ies to nouns and verbs ending in 'y' <i>e.g. flies, tries, cries, babies, carries.</i></p> <p>Adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it <i>e.g. copied, copier but copying.</i></p> <p>Adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before <i>e.g. hiking, hiked, hiker, nicer, nicest, shiny exception being.</i></p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel <i>e.g. patting, patted, humming, hummed, sadder, saddest.</i></p>	<p>Children should be taught to spell:</p> <p>Words with the suffixes -ment, -ness, -ful, -less and -ly <i>e.g. enjoyment, sadness, careful, hopeless, happiness.</i></p> <p>Words ending in -tion <i>e.g. station, fiction, motion, national, section.</i></p>	<p>Children should be taught to spell:</p> <p>Words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words <i>e.g. know, knock, knee, knew, gnat, gnaw.</i></p> <p>Words with the /r/ sound spelt 'wr' at the beginning of words <i>e.g. wrap, write, written, wrong, wren.</i></p>	<p>Children should be taught to spell:</p> <p>Words with contractions <i>e.g. can't, didn't, hasn't, couldn't, it's I'll.</i></p> <p>Words using the possessive apostrophe (singular nouns) <i>e.g. Megan's, Ravi's, the girl's, the child's, the man's.</i></p>

# Year 3 Statutory Spelling Rules

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 3	<p>Children should be taught to spell:</p> <p>Words from the National Curriculum word lists for LKS2 (missions) - see spelling Key Stage Two Spelling document.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Children should be taught to spell:</p> <p>Words containing the /u/ sound spelt 'ou' e.g. young, touch, trouble, country.</p> <p>Words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, weight, eight, neighbour, they, obey.</p> <p>Homophones and near homophones - see spelling lists for year 3 specific list (see page 9).</p>	<p>Children should be taught to spell:</p>	<p>Children should be taught to spell:</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') e.g. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation.</p> <p>Words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- e.g. unusual, disagree, misbehave, independent illegal, immature, irrelevant, redo, subdivide, interact, supermarket, antiseptic, autograph.</p> <p>Words using suffixes: -ation e.g. information, adoration, preparation.</p> <p>Word using suffixes: -ly no change to root word e.g. sadly, completely, usually, and a change to root words i.e. happily, angrily, simply, gently.</p> <p>Words with endings sounding / shun/: -sion e.g. division, invasion, confusion, decision, collision, television.</p>	<p>Children should be taught to spell:</p> <p>Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene discipline, fascinate, crescent.</p>	<p>Children should be taught to spell:</p> <p>Possessive apostrophe with plural words e.g. 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).</p>

# Year 4 Statutory Spelling Rules

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
<b>Year 4</b>	<p>Children should be taught to spell:</p> <p>Words from the National Curriculum word lists for LKS2 (missions) - <i>see spelling Key Stage Two Spelling document.</i></p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Children should be taught to spell:</p> <p>The /i/ sound spelt 'y' elsewhere than at the end of words <i>e.g. myth, gym, Egypt, pyramid, mystery.</i></p> <p>Homophones and near homophones - see spelling lists for year 4 specific list (<i>see page 9</i>).</p>	<p>Children should be taught to spell:</p>	<p>Children should be taught to spell:</p> <p>Words ending with the /schwa/ sound -sure, -ture, -(t)ch+er <i>e.g. measure, treasure, pleasure, creature, picture, adventure, catcher, stretcher.</i></p> <p>Words using the suffix: -ous <i>e.g. poisonous, dangerous, tremendous, outrageous, serious, spontaneous.</i></p> <p>Words with endings sounding /shun/: -tion, -sion, -ssion, -cian <i>e.g. invention, expansion, possession, mathematician.</i></p>	<p>Children should be taught to spell:</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin) <i>e.g. scheme, chorus, chemist, echo, character.</i></p> <p>Words with the /sh/ sound spelt 'ch' (mostly French in origin) <i>e.g. chef, chalet, machine, brochure.</i></p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) <i>e.g. league, tongue, antique, unique.</i></p>	<p>Children should be taught to spell:</p> <p>Possessive apostrophe with plural words <i>e.g. girls' boys' babies' children's, men's, mice's.</i> (<b>Note:</b> singular proper nouns ending in an s use the 's suffix <i>e.g. Cyprus's</i> population).</p>

# Year 5 Spelling Rules

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 5	<p>Children should be taught to spell:</p> <p>Words from the National Curriculum word lists for UKS2 (star constellations) - see spelling Key Stage Two Spelling document.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Children should be taught to spell:</p> <p>Homophones and near homophones - see spelling lists for year 5 specific list (see page 9).</p>	<p>Children should be taught to spell:</p>	<p>Children should be taught to spell:</p> <p>Words with the ending /shus/ spelt -cious or -tious e.g. vicious, suspicious, fictitious, infectious.</p> <p>Words ending in -able and -ible e.g. changeable, noticeable, forcible, legible.</p> <p>Words ending in -ably and -ibly e.g. adorably, considerably, possibly, terribly.</p> <p>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) e.g. referring, referred, referral, reference, referee.</p>	<p>Children should be taught to spell:</p> <p>Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb, solemn, thistle, knight.</p>	<p>Children should be taught to spell:</p> <p>Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own.</p>

# Year 6 Spelling Rules

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 6	<p>Children should be taught to spell:</p> <p>Words from the National Curriculum word lists for UKS2 (star constellations) - see spelling Key Stage Two Spelling document.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Children should be taught to spell:</p> <p>Words containing the letter-string 'ough' e.g. <b>ought, bought, although, thorough, through, plough.</b></p> <p>Homophones and near homophones - see spelling lists for year 6 specific list (see page 9).</p>	<p>Children should be taught to spell:</p> <p>Words with the /ee/ sound spelt 'ei' after 'c' and exceptions where 'ei' comes after a consonant that is not 'c' e.g. <b>deceive, conceive, receive, perceive, ceiling.</b></p>	<p>Children should be taught to spell:</p> <p>Words with the ending /shul/ spelt -cial or -tial e.g. <b>official, special, artificial, partial, confidential, essential.</b></p> <p>Words with the endings:            -ant, -ance/-ancy e.g. <b>observant, observance, hesitant, hesitancy.</b>            -ent, -ence/-ency e.g. <b>innocent, innocence, frequent, frequency.</b></p>	<p>Children should be taught to spell:</p>	<p>Children should be taught to spell:</p> <p>Words using a hyphen to link a prefix to a root word e.g. <b>co-ordinate, re-iterate, co-own.</b></p>



## Progression of homophones (Bitterne CE Primary)

Year 2	Year 3	Year 4	Year 5	Year 6
bare / bear	ball / bawl	accept / except	cereal / serial	advice / advise
be / bee	break / brake	affect / effect	farther / further / father	compliment / complement
blue / blew	bury / berry	course / coarse	guessed / guest	device / devise
here / hear	fair / fare	main / mane	heard / herd	licence / license
know / no	grate / great	male / mail	led / lead	morning / mourning
night / knight	groan / grown	meddle / medal	passed / past	precede / proceed
one / won	he'll / heel / heal	missed / mist	practise / practice	principle / principal
quite / quiet	here / hear	peace / piece	root / route	profit / prophet
see / sea	hole / whole	plane / plain	stair / stare	prophecy / prophesy
some / sum	hour / our	pray / prey	steal / steel	stationary / stationery
sun / son	meet / meat	reign / rain / rein	whose / who's	wary / weary
there / their / they're	not / knot	weather / whether		
to / too / two	scene / seen	weight / wait		

*Please note that these are just some examples of homophones that the children are expected to be able to spell in each year group. If children are to use these in their writing, they are expected to be spelt correctly. Please ensure that the children understand the word class of the words and what the words mean. When writing, children should be able to independently choose the correct homophone.*

*Most words have been taken from the National Curriculum. For lower LKS2 (year 3 and 4) and UKS2 (year 5 and 6), the homophones have been split between the year groups and additional commonly used homophones have been added to the list.*

## High frequency words: first 100 and next 200 (Letters and Sounds)

Please note that some of the words below are now common exception words (CEW - solar system and space shuttles - EYFS and Key Stage One Spelling document).

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

## Vowel digraphs and trigraphs (National Curriculum)

The images below have been taken from the National Curriculum, appendix 1 spelling.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)	Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
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	oo (/u:/)	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, <b>zoo</b>	food, pool, moon, zoo, soon
ay, oy	<b>ay</b> and <b>oy</b> 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	oo (/u/)		book, took, foot, wood, good
a-e		made, came, same, take, safe	oa	The digraph <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal
e-e		these, theme, complete	oe		toe, goes
i-e		five, ride, like, time, side	ou	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
o-e		home, those, woke, hope, hole	ow (/au/)	Both the /u:/ and /ju:/ ('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> .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .	June, rule, rude, use, tube, tune	ow (/əu/)		
ar		car, start, park, arm, garden	ue		
ee		see, tree, green, meet, week	ew		
ea (/i:/)		sea, dream, meat, each, read (present tense)	ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ea (/ɛ/)		head, bread, meant, instead, read (past tense)	ie (/i:/)		chief, field, thief
er (/ɜ:/)		(stressed sound): her, term, verb, person	igh		high, night, light, bright, right
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	or		for, short, born, horse, morning
ir		girl, bird, shirt, first, third	ore		more, score, before, wore, shore
ur		turn, hurt, church, burst, Thursday	aw		saw, draw, yawn, crawl
			au		author, August, dinosaur, astronaut
			air		air, fair, pair, hair, chair
			ear		dear, hear, beard, near, year
			ear (/ɛə/)		bear, pear, wear
			are (/ɛə/)		bare, dare, care, share, scared