

Spelling – work for year 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	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.	off, well, miss, buzz, back	Year 1 – Lists 1 & 2
The /ŋ/ sound spelt n before k		bank, think, honk, sunk	Year 1 – List 5
Division of words into syllables	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.	pocket, rabbit, carrot, thunder, sunset	Year 1 – List 33

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch	Year 1 – List 36
The /v/ sound at the end of words	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'.	have, live, give	Year 1 – List 6
Adding s and es to words (plural of nouns and the third person singular of verbs)	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 .	cats, dogs, spends, rocks, thanks, catches	Year 1 – Lists 37 & 38

<p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p>	<p>–ing and –er always add an extra syllable to the word and –ed sometimes does.</p> <p>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.</p>	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>	<p>Year 1 – List 39</p>
<p>Adding –er and –est to adjectives where no change is needed to the root word</p>	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>grander, grandest, fresher, freshest, quicker, quickest</p>	<p>Year 1 – List 40</p>

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
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	Year 1 – List 15
ay, oy	ay and oy 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	Year 1 – List 16
a–e		made, came, same, take, safe	Year 1 – List 26
e–e		these, theme, complete	Year 1 – List 27
i–e		five, ride, like, time, side	Year 1 – List 28
o–e		home, those, woke, hope, hole	Year 1 – List 29
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e .	June, rule, rude, use, tube, tune	Year 1 – List 30
ar		car, start, park, arm, garden	Year 1 – List 7
ee		see, tree, green, meet, week	Year 1 – List 21

ea (/i:/)		sea, dream, meat, each, read (present tense)	Year 1 – List 22
ea (/ɛ/)		head, bread, meant, instead, read (past tense)	Year 1 – List 22
er (/ɜ:/)		(stressed sound): her, term, verb, person	Year 1 – List 20
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	Year 1 – List 20
ir		girl, bird, shirt, first, third	Year 1 – List 8
ur		turn, hurt, church, burst, Thursday	Year 1 – List 9

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon	Year 1 – List 24
oo (/ʊ/)		book, took, foot, wood, good	Year 1 – List 24
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal	Year 1 – List 31
oe		toe, goes	Year 1 – List 31
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound	Year 1 – List 11
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw	Year 1 – List 25 & 31
ie (/aɪ/)		lie, tie, pie, cried, tried, dried	Year 1 – List 23

ie (/i:/)		chief, field, thief	Year 1 – List 23
igh		high, night, light, bright, right	Year 1 – List 12
or		for, short, born, horse, morning	Year 1 – List 10
ore		more, score, before, wore, shore	Year 1 – List 17
aw		saw, draw, yawn, crawl	Year 1 – List 13
au		author, August, dinosaur, astronaut	Year 1 – List 14
air		air, fair, pair, hair, chair	Year 1 – List 18
ear		dear, hear, beard, near, year	Year 1 – List 18
ear (/ɛə/)		bear, pear, wear	Year 1 – List 19
are (/ɛə/)		bare, dare, care, share, scared	Year 1 – List 19

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family	Year 1 – List 35
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while	Year 1 – List 3
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky	Year 1 – List 4
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock	Year 1 – List 34

Compound words	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.	football, playground, farmyard, bedroom, blackberry	Year 1 – List 41
Common exception words	Pupils' attention should be drawn to the grapheme phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	

Spelling – work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
<p>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</p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>	<p>Year 2 – Term 1A – Week 5</p> <p>Year 2 – Term 1A – Week 5</p> <p>Year 2 – Term 1A – Week 4</p>
<p>The /s/ sound spelt c before e, i and y</p>		<p>race, ice, cell, city, fancy</p>	<p>Year 2 – Term 1A – Week 3</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p>	<p>knock, know, knee, gnat, gnaw</p>	<p>Year 2 – Term 1A – Week 1</p>
<p>The /r/ sound spelt wr at the beginning of words</p>	<p>This spelling probably also reflects an old pronunciation.</p>	<p>write, written, wrote, wrong, wrap</p>	<p>Year 2 – Term 1A – Week 2</p>
<p>The /l/ or /əl/ sound spelt -le at the end of words</p>	<p>The -le spelling is the most common spelling for this sound at the end of words.</p>	<p>table, apple, bottle, little, middle</p>	<p>Year 2 – Term 1B – Week 1</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
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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 .	camel, tunnel, squirrel, travel, towel, tinsel	Year 2 – Term 1B – Week 2
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al , but many adjectives do.	metal, pedal, capital, hospital, animal	Year 2 – Term 1B – Week 3
Words ending –il	There are not many of these words.	pencil, fossil, nostril	Year 2 – Term 1B – Week 4
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July	Year 2 – Term 2A – Week 1
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries	Year 2 – Term 2A – Week 2
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, –er and –est are added, but not before –ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying	Year 2 – Term 2A – Week 3
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny	Year 2 – Term 2A – Week 4
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 to keep the /æ/, /ɛ/, /ɪ ɒ/, /ɪ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	Year 2 – Term 2A – Week 5
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll .	all, ball, call, walk, talk, always	Year 2 – Term 3A – Week 1
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday	Year 2 – Term 2B – Week 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley	Year 2 – Term 2B – Week 2
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash	Year 2 – Term 2B – Week 3
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth	Year 2 – Term 2B – Week 4
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards	Year 2 – Term 2B – Week 5
The /z/ sound spelt s		television, treasure, usual	Year 2 – Term 2B – Week 6
The suffixes -ment, -ness, -ful, -less and -ly	<p>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.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>	Year 2 – Term 3A – Weeks 2 & 3
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll	Year 2 – Term 3B – Week 3
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's	Year 2 – Term 3B – Week 4

Words ending in – tion	station, fiction, motion, national, section	Year 2 – Term 3A – Week 4
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Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	Year 2 – Term 3B – Weeks 1 & 2
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>	<p>Year 2 – Term 1A – Week 6</p> <p>Year 2 – Term 1B – Week 6</p> <p>Year 2 – Term 2A – Week 6</p> <p>Year 2 – Term 3A – Weeks 5 & 6</p> <p>Year 2 – Term 3B – Week 5</p>

Spelling – work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
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.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	Year 3 – Term 2A – Week 4
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	Year 3 – Term 2B – Week 5
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country	Year 3 – Term 2A – Week 6
More prefixes	<p>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>dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p>	<p>Year 3 – Term 2A – Week 1</p> <p>Year 4 – Term 1A – Week 1</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
	Before a root word starting with l, in- becomes il .	illegal, illegible	Year 4 – Term 1A – Week 3

	<p>Before a root word starting with m or p, in- becomes im-.</p> <p>immature, immortal, impossible, impatient, imperfect</p>	Year 4 – Term 1A – Week 2
	<p>Before a root word starting with r, in- becomes ir-.</p> <p>irregular, irrelevant, irresponsible</p>	Year 4 – Term 1A – Week 3
	<p>re- means ‘again’ or ‘back’.</p> <p>re-: redo, refresh, return, reappear, redecorate</p>	Year 3 – Term 2A – Week 3
	<p>sub- means ‘under’.</p> <p>sub-: subdivide, subheading, submarine, submerge</p>	Year 4 – Term 1A – Week 4
	<p>inter- means ‘between’ or ‘among’.</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p>	Year 4 – Term 1A – Week 5
	<p>super- means ‘above’.</p> <p>super-: supermarket, superman, superstar</p>	Year 4 – Term 1A – Week 4
	<p>anti- means ‘against’.</p> <p>anti-: antiseptic, anticlockwise, antisocial</p>	Year 4 – Term 1A – Week 6
	<p>auto- means ‘self’ or ‘own’.</p> <p>auto-: autobiography, autograph</p>	Year 4 – Term 1A – Week 6
The suffix –ation	<p>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.</p> <p>information, adoration, sensation, preparation, admiration</p>	Year 4 – Term 1B – Week 4
The suffix –ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p>	Year 3 – Term 1B – Week 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
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	<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>) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>	<p>Year 3 – Term 1B – Week 2</p> <p>Year 3 – Term 1B – Week 3</p> <p>Year 3 – Term 1B – Week 4</p>
<p>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 /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>	<p>Year 4 – Term 2A – Week 1</p>
<p>Endings which sound like /ʒən/</p>	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>	<p>Year 4 – Term 2A – Week 3</p>
<p>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 /dʒ/ 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>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>	<p>Year 4 – Term 2B – Week 1</p> <p>Year 4 – Term 2B – Week 2</p> <p>Year 4 – Term 2B – Week 3</p> <p>Year 4 – Term 2B – Week 4</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>	<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.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>	<p>Year 4 – Term 2A – Week 4</p> <p>Year 4 – Term 2A – Week 6</p>
<p>Words with the /k/ sound spelt ch (Greek in origin)</p>		<p>scheme, chorus, chemist, echo, character</p>	<p>Year 3 – Term 2B – Week 1</p>
<p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>		<p>chef, chalet, machine, brochure</p>	<p>Year 3 – Term 2B – Week 2</p>
<p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p>		<p>league, tongue, antique, unique</p>	<p>Year 3 – Term 2B – Week 3</p>
<p>Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.</p>	<p>science, scene, discipline, fascinate, crescent</p>	<p>Year 3 – Term 2B – Week 4</p>
<p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>		<p>vein, weigh, eight, neighbour, they, obey</p>	<p>Year 3 – Term 1A – Week 1</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
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 <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).	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)	Year 4 – Term 3A – Week 1
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	Year 3 – Term 1A – Weeks 3 & 4

Word list – work for years 3 and 4

				Emile Scheme
accident(ally)	early	knowledge	purpose	
actual(ly)	earth	learn length	quarter	
address answer	eight/eighth	library material	question	
appear arrive	enough exercise	medicine	recent regular	Year 3 – Term
believe bicycle	experience	mention minute	reign	1A – Weeks 5
breath breathe	experiment	natural naughty	remember	& 6
build	extreme famous	notice	sentence	
busy/business	favourite	occasion(ally)	separate special	Year 3 – Term
calendar	February	often opposite	straight strange	2A – Week 5
caught centre	forward(s)	ordinary	strength suppose	
century certain	fruit	particular	surprise therefore	Year 3 – Term
circle	grammar	peculiar	though/although	3A – Weeks 1,
complete	group	perhaps popular	thought	5 & 6
consider	guard	position	through	
continue	guide	possess(ion)	various	Year 3 – Term
decide	heard	possible	weight	3B – Week 6
describe	heart	potatoes	woman/women	
different	height	pressure		Year 4 – Term
difficult	history	probably		1B – Weeks 5
disappear	imagine	promise		& 6
	increase			
	important			
	interest			
	island			
				Year 4 – Term
				3A – Weeks 2,
				3 & 4

Please note that the word lists words are listed in RED in the Emile Scheme of Work

Spelling – work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>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></p> <p>Exception: <i>anxious.</i></p>	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious	Year 5 – Term 1A – Weeks 1 & 2
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	official, special, artificial, partial, confidential, essential	Year 5 – Term 2B – Week 3
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>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 /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	observant, observance, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, hesitancy (hesit <u>a</u> tion), tolerant, tolerance (toler <u>a</u> tion), substance (subst <u>a</u> ntial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid <u>a</u> ntial) assistant, assistance, obedient, obedience, independent, independ <u>e</u> nce	Year 5 – Term 1B – Weeks 1 & 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
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<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word 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 <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>The –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 –ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</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 <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	<p>Year 5 – Term 1B – Weeks 3, 4 & 5</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>	<p>Year 5 – Term 2B – Week 1</p>
<p>Use of the hyphen</p>	<p>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>	<p>co-ordinate, re-enter, co-operate, co-own</p>	<p>Year 5 – Term 2A – Week 4</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling	Year 5 – Term 2A – Week 1
Words containing the letter-string ough	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough through</p> <p>thorough, borough</p> <p>plough, bough</p>	Year 5 – Term 3A – Week 1
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>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>.</p>	doubt, island, lamb, solemn, thistle, knight	Year 5 – Term 1A – Week 7

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Emile Scheme
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p>More examples:</p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted.</p> <p>affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb guess guest: visitor</p> <p>heard: past tense of the verb hear herd: a group of animals</p> <p>led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb ‘pass’ (e.g. I passed him in the road)</p> <p>precede: go in front of or before proceed: go on</p>	<p>Year 5 – Term 3B – Weeks 5, 6 & 7</p>

Word list – work for years 5 and 6

Emile Scheme The Word list is covered throughout Year 5 content. It is mainly concentrated in:

- Term 1A – Weeks 3, 4, 5 & 6
- Term 2A – Weeks 1, 3, 5 & 6
- Term 2B – Weeks 4 & 5
- Term 3A – Weeks 2, 4, 5 & 6
- Term 3B – Weeks 2, 3 & 4

The words are listed in green in the planning

accommodate accompany according achieve aggressive amateur ancient apparent
appreciate attached available average awkward bargain bruise category cemetery
committee communicate community competition conscience* conscious* controversy
convenience correspond
criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous
embarrass persuade environment physical
equip (–ped, –ment) prejudice
especially privilege exaggerate profession excellent programme existence
pronunciation explanation queue