



A caring Christian community where every child achieves a love of life and of learning.

Lydney C of E Spelling Programme

Aims

The programme aims to provide an all-through spelling resource which ensures a consistent approach to teaching and comprehensive coverage of spelling rules and conventions from Reception to Year 6. The content is based on the Programmes of Study for Spelling from the National Curriculum (DfES 2013) for Key Stages 1 and 2.

This programme will run alongside our Little Wandle phonics programme, which regular spelling practice sessions during each week.

The teaching programme - guidance

There are 30 units provided for across the Foundation Stage (*with 10 additional units if required*) (*content and sequence is based on Letters and Sounds*).

There are 30 units per year across KS1 (*with 10 additional units if required*).

There are 20 units per year across Key Stage 2 (*content and sequence is based on the new National Curriculum*).

Wherever possible each unit focusses on three separate, though closely related, spelling rules or convention e.g. the initial blends 'sl', 'pl', 'fl'; a long 'o' sound made 'ow', 'oa', 'o-e' etc. There are usually five words which exemplify each 'rule' making 15 words per unit or sheet.

Each sheet is numbered according to the stage (or year group) it is intended for and where it appears in that stage e.g. '1:5' means 'Stage 1 (Y1): Unit '5' etc. Stage 0 refers to Reception.

The lists are not exhaustive, nor is it intended that the children slavishly learn each one, as in a spelling list. The key principle is that the children are learning about words rather than given words to learn.

Children learn best when their next step builds on what they already know. The approaches should be lively oral and **Quick-write** activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. An important aspect of this part of the sequence is that children use the words orally, in context, so that they have a clear understanding of what they are learning.

Our approach

We introduce a bank of 5 words (and the rule or pattern) in each of 3 short teaching/modelling sessions (15 minutes) over the week (say Monday, Wednesday, Friday).

Each session should revisit and recap on the focus for the week, the previous session, and how this session relates to it.

The homework sheet with all 15 can be given during the final session for completion over the weekend.



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Wherever possible words have been selected to exemplify a pattern or rule using *each vowel sound* (long or short). These should be highlighted with children in addition to the spelling pattern or rule so that they continually encounter them and become familiar with long and short vowel sounds and the different ways they are represented.

The sequence should be used flexibly; the number of sessions spent on each unit will vary according to the needs and ability of the children. Learning to spell is a cumulative process; the materials gradually build the children's spelling vocabulary by systematically introducing new words, rules and conventions.

Tricky words /high-frequency words/ Year 3 and 4 statutory spelling list /Year 5 and 6 statutory spelling list, are taught and assessed alongside the spelling programme.

Spelling Programme

Stage 0

Stage 0 Letter sets 1 and 2 (L&S)		Word List 0:1	
A	VC and CVC words using letter sets 1 and 2 from Letters and Sounds. Vowel focus 'a', letter pattern 'at'.		
B	CVC words using letter sets 1 and 2 from Letters and Sounds. Vowel focus 'a', letter pattern 'ap'.		
C	VC and CVC words using letter sets 1 and 2 from Letters and Sounds. Vowel focus 'a', letter pattern 'an'.		
at	Sat	pat	mat
sap	Tap	nap	map
an	Tan	pan	man

Stage 0 Letter sets 1 and 2 (L&S)		Word List 0:2	
A	VC and CVC words using letter sets 1 and 2 from Letters and Sounds. Vowel focus 'i', letter pattern 'it'.		
B	CVC words using letter sets 1 and 2 from Letters and Sounds. Vowel focus 'i', letter pattern 'ip'.		
C	VC and CVC words using letter sets 1 and 2 from Letters and Sounds. Vowel focus 'i', letter pattern 'in'.		
it	Sit	pit	nit
sip	Tip	nip	dip
in	Sin	tin	pin

Stage 0 Letter sets 3 and 4 (L&S)		Word List 0:3		
A	CVC words using letter sets 1 to 4. Vowel focus 'o', letter pattern 'ot'.			
B	CVC words using letter sets 1 to 4. Vowel focus 'e', letter pattern 'et'.			
C	CVC words using letter sets 1 to 4. Vowel focus 'o', letter pattern 'ut'.			
pot		got	cot	rot
pet		get	met	net
put		gut	cut	rut



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Stage 0 Letter sets 3 and 4 (L&S)			Word List 0:4
A	CVCC words using letter sets 1 to 4. Vowel focus 'i', letter pattern 'ick'.		
B	CVCC words using letter sets 1 to 4. Vowel focus 'o', letter pattern 'ock'.		
C	CVCC words using letter sets 1 to 4. Vowel focus 'u', letter pattern 'uck'.		
sick	tick	pick	kick
sock	dock	cock	rock
suck	tuck	muck	duck

Stage 0 Letter set 5 (L&S)			Word List 0:5
A	CVC words using letter sets 1 to 5. Initial sound focus 'h'.		
B	CVC words using letter sets 1 to 5. Initial sound focus 'b'.		
C	CVC words using letter sets 1 to 5. Initial and final sound focus 'f'.		
hat	hit	hot	hut
bat	bet	bit	but
fat	fan	fit	fun



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Spelling Programme

Stage 0

Stage 0 Letter set 5 (L&S)			Word List 0:6
A	VCC, CVCC words using letter sets 1 to 5. Final sound focus 'f', using 'ff'.		
B	CVCC words using letter sets 1 to 5. Final sound focus 'l', using 'll'.		
C	CVCC words using letter sets 1 to 5. Final sound focus 's', using 'ss'.		
off	huff	puff	cuff
bell	hill	doll	full
pass	less	hiss	fuss

Stage 0 Letter set 6 and 7 (L&S)			Word List 0:7
A	CVC words using letter sets 1 to 7. Initial sound focus 'j'.		
B	CVC words using letter sets 1 to 7. Initial sound focus 'w', 'v'		
C	CVC words using letter sets 1 to 7. Final sound focus 'x'.		
jet	job	jug	van
wet	will	win	vet
wax	fix	mix	box

Stage 0 Letter set 6 and 7 (L&S)			Word List 0:8
A	CVC words using letter sets 1 to 7. Initial sound focus 'y'.		
B	CVC words using letter sets 1 to 7. Initial and final sound 'z'.		
C	CVC words using letter sets 1 to 7. Initial sound focus 'qu'.		
yap	yes	yell	yum
zap	zip	fizz	buzz
quack	quick	quit	quiz

Stage 0 Consonant digraphs, final ‘sh’, ‘th’, ‘ch’				Word List 0:9
A	Consonant digraph: final phoneme ‘sh’.			
B	Consonant digraph: final phoneme ‘th’.			
C	Consonant digraph: final phoneme ‘ch’.			
bash	mesh	wish	posh	bush
bath	path	Beth	with	moth
catch	fetch	rich	such	much

Stage 0 Consonant digraphs, initial 'sh', 'th', 'ch'			Word List 0:10
A	Consonant digraph: initial phoneme 'sh'.		



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B	<i>Consonant digraph: initial phoneme 'th'.</i>			
C	<i>Consonant digraph: initial phoneme 'ch'.</i>			
shall	shed	ship	shop	shut
that	then	this	thin	thug
chat	check	chip	chop	chug

Spelling Programme

Stage 0

Stage 0 Final blend 'ng'				Word List 0:11
A	<i>Final blend 'ng' (ang).</i>			
B	<i>Final blend 'ng' (ung).</i>			
C	<i>Final blend 'ng' (ing).</i>			
sang	rang	bang	gang	hang
sung	rung	lung	bung	hung
sing	ring	king	ping	wing

Stage 0 Vowel sounds influenced by 'r'				Word List 0:12
A	<i>Vowel sounds influenced by 'r': 'ar' is often used in the middle or at the end of a word.</i>			
B	<i>Vowel sounds influenced by 'r': 'or' is often used in the middle or at the end of a word.</i>			
C	<i>Vowel sounds influenced by 'r': 'ur' is often used in the middle of a word.</i>			
c-ar (t)	f-ar (m)	c-ar-d	p-ar-t	d-ar-k
f-or-(t)	f-or-m	b-or-n	sh-or-t	c-or-k
b-ur-p	b-ur-n	t-ur-n	c-ur-l	h-ur-t

Stage 0 Vowel diphthong 'ow'				Word List 0:13
A	<i>Vowel diphthong: 'ow' together can make a long 'o' sound.</i>			
B	<i>Vowel diphthong: 'ow' together can make a short sound. This is usually at the end of a word.</i>			
C	<i>Vowel diphthong: 'oi' is often used in the middle of a word. 'oy' is often used at the end i.e. 'boy'.</i>			
low	blow	show	grow	crow
cow	now	down	town	howl
crow	grow	snow	stow	know

Stage 0 'ear', 'air'				Word List 0:14
A	<i>'ear' most often makes the sound 'eer' (deer/dear).</i>			
B	<i>'ear' can also make the sound 'air' (pair/pear).</i>			
C	<i>'air' always makes the sound 'air' (hair).</i>			



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ear	dear	fear	hear	near
bear	pear	wear	tear	swear
air	fair	hair	pair	chair

Stage 0 'er', 'ure'				Word List 0:15
A	'er' is used in the middle of words.			
B	'er' is very often used at the end of a word (slightly different sound).			
C	'ure' is used at the end of a word.			
herd	fern	kerb	herb	term
farmer	singer	shorter	lower	jumper
cure	pure	sure	lure	secure

Spelling Programme

Stage 0

Stage 0 Vowel digraph 'ai'				Word List 0:16
A	When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound.			
B	'ai' is never used at the end of English words but very often used in the middle.			
C	'ai' is never used at the end of English words but very often used in the middle.			
sail	tail	pail	nail	mail
pain	main	pain	train	drain
aid	paid	maid	raid	laid

Stage 0 Vowel digraph 'ee'				Word List 0:17
A	Double 'ee' gives a long 'e' sound.			
B	Double 'ee' gives a long 'e' sound.			
C	Double 'ee' gives a long 'e' sound.			
see	bee	free	tree	three
meet	feet	sheet	fleet	sweet
deep	keep	sheep	sleep	creep

Stage 0 Letter string 'igh' sounding long 'i'				Word List 0:18
A	The vowel 'i' followed by 'gh' usually has a long 'i' sound (eye).			
B	The letter string 'igh' is often followed by 't'.			
C	The letter string 'igh' is often followed by 't'.			
sigh	high	thigh	nigh	
sight	tight	night	might	right



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light	fight	tonight	fright	slight
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Stage 0 Vowel digraph 'oa'				Word List 0:19
A	'oa' is used at the start of a few words (oat, oak) but hardly ever at the end of a word.			
B	When two vowels go out walking the first one does the talking, so 'oa' makes a long 'o' sound.			
C	'oa' is very often used to make a long 'o' sound in the middle of words.			
oat	moat	goat	coat	boat
toad	road	load	coach	poach
goal	coal	foal	loan	moan

Stage 0 Long and short 'oo'				Word List 0:20
A	'oo' most often makes a long 'oo' sound (often before 'n', 'm' and 'l').			
B	'oo' can make a short 'u' sound (often before 'd' and 'k'). Accent may affect pronunciation.			
C	'oo' can make a long 'oo' or a short 'u' sound. The rules do not always apply.			
too	zoo	moon	room	cool
wood	good	look	took	shook
boot	foot	shoot	food	wool

Spelling Programme

Stage 0

Stage 0 Final blends 'ed', 'nd', 'st'				Word List 0:21
A	Final blend 'ed'.			
B	Final blend 'nd'.			
C	Final blend 'st'.			
fed	bed	red	shed	fled
hand	bend	wind	pond	fund
fast	nest	list	lost	must

Stage 0 Final blends 'ft', 'lt', 'nt'				Word List 0:22
A	Final blend 'ft'.			
B	Final blend 'lt'.			
C	Final blend 'nt'.			
shaft	left	drift	soft	tuft
salt	belt	wilt	bolt	cult
pant	lent	hint	font	hunt



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Stage 0 Final blends 'lk', 'nk', 'sk'				Word List 0:23
A	Final blend 'lk'.			
B	Final blend 'nk'.			
C	Final blend 'sk'.			
elk	milk	silk	sulk	bulk
thank	wink	think	honk	trunk
ask	desk	risk	frisk	tusk

Stage 0 Final blends 'lp', 'mp', 'sp'				Word List 0:24
A	Final blend 'lp'.			
B	Final blend 'mp'.			
C	Final blend 'sp'.			
scalp	help	yelp	pulp	gulp
lamp	hemp	limp	chomp	stump
gasp	clasp	crisp	lisp	culp

Stage 0 Initial blends 'sl', 'pl', 'fl'				Word List 0:25
A	Initial blend 'sl'.			
B	Initial blend 'pl'.			
C	Initial blend 'fl'.			
slap	sleep	slip	slop	slug
plan	plop	plug	plum	pluck
flap	fleet	flip	flop	fluff

Spelling Programme

Stage 0

Stage 0 Initial blends 'sc', 'bl', 'gl'				Word List 0:26
A	Initial blend 'cl'.			
B	Initial blend 'bl'.			
C	Initial blend 'gl'.			
clap	class	clip	cloth	club
black	blend	blink	blot	blunt
glad	glass	glen	glint	glow

Stage 0 Initial blends 'cr', 'dr', 'fr'				Word List 0:27
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A	<i>Initial blend 'cr'.</i>			
B	<i>Initial blend 'dr'.</i>			
C	<i>Initial blend 'fr'.</i>			
crab	cre<u>ep</u>	crisp	crop	crush
drag	dress	drip	drop	drum
frank	fr<u>ee</u>	frill	frog	frump

Stage 0 Initial blends 'gr', 'pr', 'tr'				Word List 0:28
A	<i>Initial blend 'gr'.</i>			
B	<i>Initial blend 'pr'.</i>			
C	<i>Initial blend 'tr'.</i>			
grab	gr<u>ee</u>n	grip	gr<u>ow</u>	grub
pram	pr<u>ess</u>	pr<u>int</u>	pr<u>od</u>	pr<u>op</u>
trap	tr<u>ee</u>	tr<u>ip</u>	tr<u>ot</u>	tr<u>uck</u>

Stage 0 Initial blends 'sm', 'sn', 'sw'				Word List 0:29
A	<i>Initial blend 'sm'.</i>			
B	<i>Initial blend 'sn'.</i>			
C	<i>Initial blend 'sw'.</i>			
smash	sm<u>ell</u>	sm<u>ith</u>	sm<u>og</u>	sm<u>ug</u>
snap	sn<u>ee</u>r	sn<u>ip</u>	sn<u>ot</u>	sn<u>ug</u>
swam	sw<u>ell</u>	sw<u>ing</u>	sw<u>ot</u>	sw<u>ung</u>

Stage 0 Initial blends 'st', 'sp', 'spl'				Word List 0:30
A	<i>Initial blend 'st', 'str'.</i>			
B	<i>Initial blend 'sp', 'spr'.</i>			
C	<i>Initial blend 'spl'.</i>			
stab	st<u>ep</u>	st<u>rip</u>	st<u>op</u>	st<u>rum</u>
span	sp<u>end</u>	sp<u>ring</u>	sp<u>ot</u>	sp<u>rung</u>
splat	sp<u>lash</u>	sp<u>lit</u>	sp<u>losh</u>	sp<u>lint</u>

Spelling Programme

Stage 1

Stage 1 'c', 'k', 'ck' sounding 'k'				Word List 1:1
A	<i>The 'k' sound is usually made with 'c' and when followed by the vowels 'a', 'o', 'u'.</i>			
B	<i>The 'k' sound is also made with 'k' when followed by the vowels 'e', 'i' and the consonant 'y'.</i>			



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C	<i>The 'k' sound is often made with 'ck' at the end of short words and always follows a short vowel.</i>			
can	cat	cot	cop	cup
keg	keen	kill	skin	sky
sack	neck	pick	sock	luck

Stage 1 'l', 'll' sounding 'l'				Word List 1:2
A	<i>The 'l' sound is usually made with 'l' at the start of words.</i>			
B	<i>The 'l' sound is often made with 'll' at the end of short words following a short vowel.</i>			
C	<i>The vowel 'a' makes an 'or' sound when followed by 'll'.</i>			
lap	let	lip	lock	luck
tell	fell	will	bull	full
all	fall	ball	tall	wall

Stage 1 's', 'ss', 'zz'				Word List 1:3
A	<i>The 's' sound is usually made with 's' at the start of words.</i>			
B	<i>The 's' sound is often made with 'ss' at the end of short words following a short vowel.</i>			
C	<i>The 'z' sound can be made with 'zz' at the end of a few short words following a short vowel.</i>			
sat	send	slip	sock	stuck
pass	less	kiss	boss	fuss
jazz	fizz	frizz	fuzz	buzz

Stage 1 'f', 'ff', 'ph' sounding 'f'				Word List 1:4
A	<i>The 'f' sound is usually made with an 'f' at the start of everyday short words.</i>			
B	<i>The 'f' sound is usually made with 'ff' at the end of short words (following a single vowel letter).</i>			
C	<i>The 'f' sound can be made with 'ph' in longer or less common words.</i>			
fat	fell	fill	for	fun
staff	Jeff	cliff	off	stuff
graph	elephant	dolphin	trophy	photo

Stage 1 'w', 'wh' sounding 'w'				Word List 1:5
A	<i>In most words the 'w' sound is made with the letter 'w'.</i>			
B	<i>The 'w' sound can also be made with 'wh'. Most of the question words use 'wh'.</i>			
C	<i>There are no rules to help with other words that use 'wh'. You must learn them.</i>			
water	went	will	below	wood
what	when	which	who	where
whale	wheel	whip	while	white



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Spelling Programme

Stage 1

Stage 1 Final 'tch', 'ch' sound				Word List 1:6
A	'tch' is used at the end of words if it follows a single short vowel.			
B	'ch' is used at the end of words if it follows a consonant (very often 'n').			
C	'ch' is used at the end of words if it follows a long vowel sound (or a two vowels together).			
catch	fetch	ditch	notch	hutch
branch	bench	pinch	torch	lunch
each	reach	beech	coach	touch

Stage 1 'v', 've' sounding 'v'				Word List 1:7
A	Many English words start with a 'v'.			
B	English words hardly ever end with a 'v'. The final 'v' sound usually has an 'e' added.			
C	English words hardly ever end with a 'v'. The final 'v' sound usually has an 'e' added.			
van	vain	vet	vicar	volt
have	serve	give	solve	curve
valve	twelve	live	active	evolve

Stage 1 'y' sounding 'ee'				Word List 1:8
A	A 'y' at the end of a word often makes the sound of long 'e' (ee).			
B	With short vowel sounds the final consonant is often doubled before the 'y'.			
C	With long vowel sounds the single consonant before the 'y' does not need to be doubled.			
party	very	sixty	story	study
happy	teddy	silly	potty	funny
lady	baby	tiny	pony	duty

Stage 1 Syllables				Word List 1:9
A	A syllable is like a 'beat' in the spoken word: 'un' (1 beat), 'un-do' (2 beats), 'un-do-ing' (3 beats).			
B	Each syllable must have at least one vowel or a 'y': 'un-do-ing'.			
C	Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.			
ball	day	fish	seed	sun
football	sunset	goldfish	water	garden
basketball	ladybird	jellyfish	flowerpot	butterfly

Stage 1 Compound words				Word List 1:10
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A	Compound words are two words joined together to make a longer word.			
B	Each part of a compound word is spelt as it would be if it were on its own (footpath: foot-path).			
C	Each part of a compound word must have at least one vowel or a 'y' in it (dustpan: dust-pan).			
cannot	below	inside	however	undo
backpack	treetop	windmill	footpath	sunset
bathroom	weekend	dishcloth	toothpick	dustpan

Spelling Programme

Stage 1

Stage 1 'ai', 'ay', 'a-e' sounding long 'a'				Word List 1:11
A	When two vowels go out walking the first one does the talking, so ' <u>ai</u> ' makes a long 'a' sound.			
B	'y' can act as a vowel, making the 'a' say its name (long 'a' sound).			
C	Magic (or silent) 'e' makes the vowel 'a' say its name (long 'a' sound).			
tail	snail	wait	rain	again
play	tray	sway	stay	stray
sale	take	name	made	shade

Stage 1 'ee', 'ea', 'e-e' sounding long 'e'				Word List 1:12
A	Double ' <u>ee</u> ' gives a long 'e' sound.			
B	When two vowels go out walking the first one does the talking, so ' <u>ea</u> ' makes a long 'e' sound.			
C	Magic (or silent) 'e' makes the vowel 'e' say its name (long 'e' sound). There are very few of these.			
deep	sheep	sleep	sweet	street
seat	treat	dream	steam	reach
eve	here	these	theme	

Stage 1 'igh', 'ie', 'i-e' sounding long 'i'				Word List 1:13
A	The letters ' <u>igh</u> ' together make a long 'i' sound (eye). They are often followed by the letter 't'.			
B	When two vowels go out walking the first one does the talking, so ' <u>ie</u> ' makes a long 'i' sound (eye).			
C	Magic (or silent) 'e' makes the vowel 'i' say its name (long 'i' sound).			
high	sigh	nigh	fight	light
tie	pie	lied	cried	dried
time	nine	shine	slide	smile

Stage 1 'ow', 'oa', 'o-e' sounding long 'o'				Word List 1:14
A	'ow' together can make a long 'o' sound.			
B	When two vowels go out walking the first one does the talking, so ' <u>oa</u> ' makes a long 'o' sound.			



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C	<i>Magic (or silent) 'e' makes the vowel 'o' say its name (long vowel sound).</i>			
blow	flow	grow	show	snow
coat	boat	toad	road	moan
hope	rope	hole	home	stone

Stage 1 'ew', 'ue', 'u-e' sounding long 'u'				Word List 1:15
A	<i>'ew' together make a long 'u' sound.</i>			
B	<i>When two vowels go out walking the first one does the talking, so 'ue' makes a long 'u' sound.</i>			
C	<i>Magic (or silent) 'e' makes the vowel 'u' say its name (long vowel sound).</i>			
new	chew	grew	blew	flew
true	clue	glue	blue	flue
tube	cube	tune	rude	mule

Spelling Programme

Stage 1

Stage 1 Vowel digraphs				Word List 1:16
A	<i>When two vowels go out walking the first one does the talking (long vowel sound).</i>			
B	<i>When two vowels go out walking the first one does the talking (long vowel sound).</i>			
C	<i>When two vowels go out walking the first one does the talking (long vowel sound).</i>			
wait	weak	pie	coat	true
pain	read	tie	soap	blue
sail	clean	lie	road	clue

Stage 1 Magic 'e'				Word List 1:17
A	<i>Magic (or silent) 'e' makes the vowel say its name (long vowel sound).</i>			
B	<i>Magic (or silent) 'e' makes the vowel say its name (long vowel sound).</i>			
C	<i>Magic (or silent) 'e' makes the vowel say its name (long vowel sound).</i>			
shade	here	slime	mole	cube
shake	these	spine	rose	fuse
flame	theme	drive	choke	brute

Stage 1 Long 'a', 'e', 'i', 'o', 'u'				Word List 1:18
A	<i>The long vowel sounds 'a', 'e', 'i', 'o', 'u' can also be made using 'ay', 'ee', 'igh', 'ow', 'ew'</i>			
B	<i>The long vowel sounds 'a', 'e', 'i', 'o', 'u' can also be made using 'ay', 'ee', 'igh', 'ow', 'ew'</i>			
C	<i>The long vowel sounds 'a', 'e', 'i', 'o', 'u' can also be made using 'ay', 'ee', 'igh', 'ow', 'ew'</i>			
pay	weep	high	blow	blew



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clay	keep	right	grow	grew
away	peep	sight	crow	crew

Stage 1 'ie', 'y', 'oe' sounding long 'ee', 'i', 'o'				Word List 1:19
A	'ie' can make along 'ee' sound (but also a long 'i' sound so be careful: pie/tie).			
B	A final 'y' can make a long 'i' sound (but also a long 'ee' sound so be careful: baby/only).			
C	'oe' can make a long 'o' sound. There are not many of these words.			
chief	brief	thief	field	belief
my	spy	fly	cry	sky
toe	hoe	doe	Joe	oboe

Stage 1 'oo' sounding 'oo', 'u'				Word List 1:20
A	'oo' most often makes a long 'oo' sound (often before 'n', 'm' and 'l').			
B	'oo' can give a short 'u' sound (often before 'd' and 'k'). Note: accent make affect pronunciation.			
C	'oo' can make a long 'oo' or a short 'u' sound. The rules do not always apply.			
moon	soon	room	tool	fool
wood	good	look	took	shook
boot	foot	shoot	food	wool

Spelling Programme

Stage 1

Stage 1 Long and short 'ow' sound				Word List 1:21
A	'ow' can make a long 'o' sound.			
B	'ow' can make a short sound. This is usually at the end of a word or before 'n' or 'l'.			
C	The short 'ow' sound is also made using 'ou'. This is usually in the middle of a word or before 'nd'.			
own	low	slow	crow	snow
owl	howl	now	down	town
out	shout	mouth	round	sound

Stage 1 'oi' and 'oy'				Word List 1:22
A	'oi' is often used in the middle of a word.			
B	'oi' is never used at the end of an English word.			
C	'oy' is often used at the end of a word or syllable.			
boil	soil	spoil	coin	join
voice	choice	noise	avoid	toilet
boy	toy	enjoy	loyal	royal



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Stage 1 'ar' and 'or'				Word List 1:23
A	'ar' is often used at the end of a word.			
B	'ar' is often used in the middle of a word.			
C	'or' is often used in the middle or at the end of a word.			
bar	car	far	jar	star
art	part	start	dark	park
for	form	born	short	cork

Stage 1 'or', 'aw', 'au' sounding 'or'				Word List 1:24
A	If 'or' is at the end of a word an 'e' is often added.			
B	'aw' makes a sound like 'or'. It is often used at the end of a word and often before the letter 'l' or 'n'.			
C	'au' makes a sound like 'or'. It is never used at the end of a word. They tend to be less common words.			
more	wore	shore	score	before
saw	draw	bawl	crawl	yawn
haul	Paul	cause	pause	launch

Stage 1 'er', 'ir', 'ur' sounding 'er'				Word List 1:25
A	'er' is used in the middle of some words (very often at the end but with a slightly different sound).			
B	'ir' is often used in the middle of a word. There are no rules and so must just be learnt.			
C	'ur' is often used in the middle of a word. There are no rules and so must just be learnt.			
herd	fern	kerb	herb	term
bird	dirt	first	girl	twirl
burst	burn	turn	curl	hurt

Spelling Programme

Stage 1

Stage 1 'air', 'are', 'ear' sounding 'air'				Word List 1:26
A	'air' always makes the sound 'air'.			
B	'are' often makes the sound 'air'.			
C	'ear' can make the sound 'air'. It more often makes the sound 'ear' (near, dear, hear etc).			
fair	hair	pair	stair	chair
bare	care	dare	stare	share
bear	pear	wear	tear	swear



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Stage 1 Suffix 's', 'es' for plurals				Word List 1:27
A	For most nouns (naming words): just add 's' to make the plural.			
B	Nouns ending in a hiss sound 'sh': add 'es' to make an extra syllable and make it easier to say.			
C	Nouns ending in a hiss sound: 'ch': add 'es' to make an extra syllable and make it easier to say.			
taps	pens	pins	tops	cups
ashes	lashes	dishes	wishes	bushes
matches	peaches	ditches	coaches	punches

Stage 1 Suffix 'ing', 'ed', 'er'				Word List 1:28
A	For most verbs (doing words): just add 'ing' for the present tense (doing now).			
B	For most verbs (doing words): just add 'ed' for the past tense (have done).			
C	Adding 'er' to verbs ('doing' words) turns them into nouns (naming words).			
playing	kicking	winking	jumping	hunting
played	kicked	winked	jumped	hunted
player	kicker	winker	jumper	hunter

Stage 1 Suffix 'er', 'est'				Word List 1:29
A	In words ending with two consonants the suffix is added without changing the root word.			
B	The suffix 'er' forms the comparative (comparing two things).			
C	The suffix 'est' forms the superlative (comparing three or more things).			
fast	fresh	quick	short	dull
faster	fresher	quicker	shorter	duller
fastest	freshest	quickest	shortest	dullest

Stage 1 Prefix 'un', 'dis'				Word List 1:30
A	The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
B	The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
C	The prefix 'dis' also means 'not' or 'opposite'. It gives the word the opposite meaning.			
unarm	uneven	unfit	undo	unlucky
unhappy	unwell	unlike	unlock	unused
disarm	disagree	dislike	disown	distrust



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Spelling Programme

Stage 2

Stage 2 'dge', 'ge', 'g' sounding 'j'				Word List 2:1
A	'dge' is used for the 'j' sound at the end of words when it follows a short vowel sound.			
B	'ge' is used at the end of words when it follows any other sound (long vowels or consonants).			
C	'g' is used for the 'j' sound in many words when it goes before 'e', 'i' or 'y'.			
badge	edge	bridge	dodge	fudge
age	change	village	charge	huge
germ	angel	giant	ginger	energy

Stage 2 'c' sounding 's'				Word List 2:2
A	When 'c' is followed by the vowel 'e' or 'i' the 'c' is soft (sounds like 's').			
B	When 'c' is followed by 'y', the 'c' is soft (sounds like 's').			
C	Words beginning with 'c' followed by the vowel 'a', 'o' or 'u' the 'c' is hard (sounds like 'k').			
cell	city	centre	circle	pencil
fancy	mercy	cycle	cyclist	cylinder
cat	cow	cup	camp	cost

Stage 2 Silent letters 'k', 'w', 'g'				Word List 2:3
A	Silent 'k' is always followed by 'n' and the 'n' is always followed by a vowel.			
B	Silent 'w' is often followed by 'r' and the 'r' is always followed by a vowel.			
C	Silent 'g' is often followed by 'n' and the 'n' is often followed by a vowel. (Not many of these.)			
knee	kneel	knit	knife	know
wrap	wreck	wrist	wrong	write
gnaw	gnash	gnome	sign	design

Stage 2 'le' ending				Word List 2:4
A	In words with a short vowel sound, there are always two consonants between the vowel and 'le'.			
B	In words with a short vowel sound, the consonant between the vowel and 'le' is often doubled.			
C	In words with a long vowel sound, there is only one consonant before the 'le'.			
handle	temple	simple	fondle	tumble
apple	nettle	little	bottle	puddle
table	needle	bible	poodle	steeple

Stage 2 'el', 'al' endings				Word List 2:5
A	'el' is much less common than 'le'. Unlike 'le' it is often used after non-ascenders or descenders.			



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B	'al' is less common than 'le'. Very few nouns end in 'al' but many adjectives do.			
C	Use 'al' if the ending is a suffix (comic-comical, arrive-arrival, centre-central).			
travel	jewel	tinsel	towel	cruel
animal	metal	final	local	brutal
magical	central	signal	global	survival

Spelling Programme

Stage 2

Stage 2 'il', 'ol' endings				Word List 2:6
A	Not many words end 'il'. These are some of the most common.			
B	Not many words end 'il'. These are some of the most common.			
C	Very few words end 'ol'. These are some of the most common.			
axil	pencil	civil	fossil	pupil
evil	peril	devil	gerbil	nostril
carol	petrol	pistol	idol	symbol

Stage 2 Apostrophe for contractions				Word List 2:7
A	The apostrophe represents missing letters and not the joining of two words (e.g. I <u>h</u> ave / I've).			
B	The apostrophe replaces missing letters and must be placed precisely (e.g. I <u>w</u> ould / I'd).			
C	Contractions show how we speak and should be used within speech marks.			
I've	you've	we've	they've	he's
I'd	you'd	we'd	she'd	they'd
I'll	you'll	we'll	she'll	they'll

Stage 2 Apostrophe for contractions				Word List 2:8
A	The apostrophe represents missing letters and not the joining of two words (e.g. I <u>a</u> m / I'm).			
B	The apostrophe replaces missing letters and must be placed precisely (e.g. do <u>n</u> ot / don't).			
C	Contractions show how we speak and should be used within speech marks.			
I'm	you're	we're	they're	he's
don't	hasn't	wasn't	couldn't	wouldn't
it's	he's	she's	there's	where's

Stage 2 Apostrophe for possession				Word List 2:9
A	The apostrophe shows possession (or ownership). It goes before the 's' when there is one person or thing.			
B	If you can say the same thing using 'belonging to' (the shoes belonging to dad), it will need an apostrophe.			
C	If you can say the same thing using 'of' (the tail of the cat), it will need an apostrophe.			



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man's	girl's	boy's	baby's	lady's
Dad's	Mum's	Tony's	Peter's	Mary's
dog's	cat's	bird's	day's	week's

Stage 2 'y' sounding long 'i'				Word List 2:10
A	'y' is by far the most common way of making the long 'i' (eye) sound at the end of a word.			
B	'y' is by far the most common way of making the long 'i' (eye) sound at the end of a word.			
C	For nouns and verbs the 'y' changes to 'i' before adding 'es'.			
my	cry	dry	try	why
fly	sky	spy	reply	July
cries	tries	flies	spies	replies

Spelling Programme

Stage 2

Stage 2 'y' sounding long 'e'				Word List 2:11
A	With short vowel sounds the final consonant is often doubled before the 'y'.			
B	With long vowel sounds the single consonant before the 'y' does not need to be doubled.			
C	For nouns and verbs ending 'y', the 'y' changes to 'i' before adding 'es'.			
carry	teddy	silly	potty	funny
baby	steamy	tiny	pony	duty
babies	teddies	cities	ponies	duties

Stage 2 'ey' sounding long 'e'				Word List 2:12
A	'ey' makes the sound 'ee' at the end of these nouns.			
B	For words ending 'ey' simply add 's' to form the plural.			
C	'ey' makes the sound 'ee' at the end of these nouns.			
valley	monkey	chimney	donkey	turkey
valleys	monkeys	chimneys	donkeys	turkeys
galley	barley	kidney	money	journey

Stage 2 'a' sounding 'or'				Word List 2:13
A	The 'or' sound before 'll' is usually spelt as 'a'.			
B	The 'or' sound before 'l' is usually spelt as 'a'.			
C	The 'or' sound before 'l' is usually spelt as 'a'.			
all	ball	wall	fall	small



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walk	talk	chalk	stalk	balk
also	always	alright	almost	already

Stage 2 'a' sounding 'o', 'or'				Word List 2:14
A	The short 'o' sound after a 'w' is usually spelt as 'a'.			
B	The short 'o' sound after 'qu' is usually spelt as 'a'.			
C	The 'or' sound after a 'w' is usually spelt as 'ar'.			
want	wand	wasp	wash	watch
quad	squad	squat	squash	quality
war	warn	ward	warm	warp

Stage 2 'o' sounding 'u'				Word List 2:15
A	The letter 'o' can make the short 'u' sound. Often before a 'v', 'n' or 'th'.			
B	The letter 'o' can make the short 'u' sound. Often before a 'v', 'n' or 'th'.			
C	The letter 'o' can make the short 'u' sound. Often before a 'v', 'n' or 'th'.			
love	glove	oven	cover	above
done	honey	money	wonder	Monday
month	other	brother	mother	another

Spelling Programme

Stage 2

Stage 2 'or', 'ir', 'ear' sounding 'ur'				Word List 2:16
A	'or' can make the sound 'ur' in a few words but usually makes the sound 'or' (ford).			
B	'ir' can make the sound 'ur'. Can also sound 'er' depending on accent.			
C	'ear' can make the sound 'ur' in a few words but can also make the sound 'eer' (fear/near).			
word	worm	worst	work	world
bird	dirt	first	girl	twirl
early	earth	earn	learn	heard

Stage 2 Homophones 'ai', 'a-e'				Word List 2:17
A	When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound.			
B	Magic (or silent) 'e' makes the vowel 'a' say its name (long vowel sound).			
C	'ai' and magic (or silent) 'e' make the vowel 'a' sound and create many homophones.			
sail	mail	tail	maid	pain
sale	male	tale	made	pane
pail	pale	plain	plane	



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Stage 2 Homophones 'ee', 'ea'				Word List 2:18
A	<i>Double 'e' (ee) makes a long 'e' sound.</i>			
B	<i>When two vowels go out walking the first one does the talking, so 'ea' can make a long 'e' sound.</i>			
C	<i>'ee' and 'ea' can both make the long vowel 'e' sound and create many homophones.</i>			
see	been	week	meet	deer
sea	bean	weak	meat	dear
feet	feat	heel	heal	

Stage 2 Homophones silent 'k'				Word List 2:19
A	<i>The letter 'n' is the most common way of making the sound 'n'.</i>			
B	<i>When 'k' is silent it is always followed by 'n' and can sound like words that start with 'n'.</i>			
C	<i>When 'k' is silent it is always followed by 'n' and can sound like words that start with 'n'.</i>			
no	nose	new	not	nit
know	knows	knew	knot	knit
night	knight	need	knead	

Stage 2 Homophones silent 'w'				Word List 2:20
A	<i>The letter 'r' is the most common way of making the sound 'r'.</i>			
B	<i>When 'w' is silent it is often followed by 'r' and can sound like words that start with 'r'.</i>			
C	<i>Silent 'w' is often followed by 'r' and the 'r' is always followed by a vowel.</i>			
rap	rack	ring	rote	rung
wrap	wrack	wring	wrote	wrung
right	write	reek	wreak	

Spelling Programme

Stage 2

Stage 2 Suffix 'er', 'est'				Word List 2:21
A	<i>Magic (or silent) 'e' makes the vowel say its name (long vowel sound).</i>			
B	<i>The 'e' is dropped before adding the suffix 'er' or any vowel suffix. 'er' forms the comparative.</i>			
C	<i>The 'e' is dropped before adding the suffix 'est' or any vowel suffix. 'est' forms the superlative.</i>			
brave	late	wise	nice	cute
braver	later	wiser	nicer	cuter
bravest	latest	wisest	nicest	cutest



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Stage 2 Suffix 'ed', 'ing'				Word List 2:22
A	<i>Magic (or silent) 'e' makes the vowel say its name (long vowel sound).</i>			
B	<i>The 'e' is dropped before adding the suffix 'ed' or any vowel suffix. 'ed' forms the past tense.</i>			
C	<i>The 'e' is dropped before adding the suffix 'ing' or any vowel suffix. 'ing' forms the present tense.</i>			
wave	hike	smile	hope	poke
waved	hiked	smiled	hoped	poked
waving	hiking	smiling	hoping	poking

Stage 2 Suffix 'ier', 'iest'				Word List 2:23
A	<i>These adjectives all end with the letter 'y' making a long 'e' sound (ee).</i>			
B	<i>The 'y' is changed to 'i' before adding the suffix 'er' to form the comparative (more).</i>			
C	<i>The 'y' is changed to 'i' before adding the suffix 'est' to form the superlative (most).</i>			
happy	smelly	silly	cosy	ugly
happier	smellier	sillier	cosier	uglier
happiest	smelliest	silliest	cosiest	ugliest

Stage 2 Suffix 'ied', 'ing'				Word List 2:24
A	<i>'y' is by far the most common way of making the long 'i' sound (eye) sound at the end of a word.</i>			
B	<i>The 'y' is changed to 'i' before adding the suffix 'ed'. 'ed' forms the past tense.</i>			
C	<i>Keep the 'y' when adding 'ing' to prevent having a double 'i' (ii). 'ing' forms the present tense.</i>			
cry	dry	try	deny	reply
cried	dried	tried	denied	replied
crying	drying	trying	denying	replying

Stage 2 Suffix 'er', 'est'				Word List 2:25
A	<i>These are one syllable adjectives with a short vowel sound before a final consonant letter.</i>			
B	<i>In one syllable words with a short vowel before a final consonant: double the final consonant to add 'er'.</i>			
C	<i>In one syllable words with a short vowel before a final consonant: double the final consonant to add 'est'.</i>			
sad	wet	fit	big	hot
sadder	wetter	fitter	bigger	hotter
saddest	wettest	fittest	biggest	hottest

Spelling Programme

Stage 2

Stage 2 Suffix 'ed', 'ing'				Word List 2:26
A	<i>These are one syllable verbs with a short vowel sound before a final consonant letter.</i>			



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B	<i>In one syllable words with a short vowel before a final consonant: double the final consonant to add 'ed'.</i>			
C	<i>In one syllable words with a short vowel before a final consonant: double the final consonant to add 'ing'.</i>			
clap	skip	nod	hop	rub
clapped	skipped	nodded	hopped	rubbed
clapping	skipping	nodding	hopping	rubbing

Stage 2 Suffix 'ful', 'less'				Word List 2:27
A	<i>A consonant suffix ('ful', 'less') can be added to most root words without a change to the spelling.</i>			
B	<i>The suffix 'ful' means 'full of'. It turns a noun into an adjective. Note: the suffix has only one 'l'.</i>			
C	<i>The consonant suffix 'less' means 'without'. It turns a noun into an adjective.</i>			
pain	fear	mind	hope	tune
painful	fearful	mindful	hopeful	tuneful
painless	fearless	mindless	hopeless	tuneless

Stage 2 Suffix 'ly', 'ness'				Word List 2:28
A	<i>A consonant suffix ('ly', 'ness') can be added to most root words without a change to the spelling.</i>			
B	<i>The suffix 'ly' can just be added to most root words. It turns an adjective into an adverb.</i>			
C	<i>The suffix 'ness' can just be added to most root words. It turns an adjective into a noun.</i>			
sad	glad	kind	shy	cold
sadly	gladly	kindly	shyly	coldly
sadness	gladness	kindness	shyness	coldness

Stage 2 Suffix 'ily', 'iness'				Word List 2:29
A	<i>Two syllable root words which have a consonant before a final 'y'.</i>			
B	<i>The 'y' changes to 'i' when adding the suffix 'ly'. It turns an adjective into an adverb.</i>			
C	<i>The 'y' changes to 'i' when adding the suffix 'ness'. It turns an adjective into a noun.</i>			
happy	nasty	crazy	tidy	cosy
happily	nastily	crazily	tidily	cosily
happiness	nastiness	craziness	tidiness	cosiness

Stage 2 Suffix 'ion'				Word List 2:30
A	<i>The 'shun' sound in words is most commonly spelt as 'tion'. There are many of these words.</i>			
B	<i>A 'shun' sound after a long 'a' sound is always spelt 'tion'. There are many of these words.</i>			
C	<i>A 'shun' sound after a long 'o' sound is spelt 'tion'. There are only a few of these words.</i>			
action	section	fiction	option	suction
nation	station	location	relation	vacation
notion	potion	lotion	motion	emotion



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Spelling Programme

Stage 3

Stage 3 Suffix 'ing'				Word List 3:1
A	For most verbs: just add the suffix ' ing ' for the present tense (play/playing).			
B	The letter ' x ' is never doubled. Words ending with ' x ': just add ' ing ' (mix/mixing).			
C	For verbs that end in ' e ': drop the ' e ' to add ' ing ' (hope/hoping).			
playing	walking	talking	enjoying	jumping
taxing	flexing	mixing	fixing	boxing
hating	hoping	smiling	closing	loving

Stage 3 Suffix 'ing'				Word List 3:2
A	One syllable words with a short vowel followed by two or more consonants: just add 'ing'.			
B	One syllable words with a short vowel followed by a final consonant: double the final letter.			
C	One syllable words with long vowel sounds or two vowels followed by a final consonant: just add 'ing'.			
banking	bending	blinking	ducking	dusting
batting	stepping	fibbing	running	putting
claiming	feeling	boiling	blowing	croaking

Stage 3 Suffix 'ed'				Word List 3:3
A	One syllable words with a short vowel followed by two or more consonants: just add 'ed'.			
B	One syllable words with a short vowel followed by a final consonant: double the final letter (tip/tipped).			
C	One syllable words with long vowel sounds or two vowels followed by a final consonant: just add 'ed'.			
washed	winked	blinked	jumped	thumped
planned	stepped	skipped	hopped	shunned
claimed	feared	boiled	flowed	croaked

Stage 3 Suffix 'er'				Word List 3:4
A	One syllable words with a short vowel followed by two or more consonants: just add 'er' (send/sender).			
B	One syllable words with a short vowel followed by a final consonant: double the final letter (run/runner).			
C	One syllable words with long vowel sounds or two vowels followed by a final consonant: just add 'er'.			
washer	sender	thinker	blinker	jumper
planner	stepper	slipper	shopper	rubber
waiter	dreamer	boiler	bowler	cooker



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Stage 3 Suffix 'ion'				Word List 3:5
A	<i>If the root verb ends in 't' the suffix 'ion' forms a 'tion' ending (invent – invention).</i>			
B	<i>A long 'a' sound is always followed by 'tion'. For words ending 'te', drop the 'e' to add 'ion'.</i>			
C	<i>'otion': the base word usually contains the vowel and is clearly pronounced (long 'o').</i>			
action	edition	direction	option	eruption
vacation	creation	vibration	location	education
lotion	motion	emotion	promotion	devotion

Spelling Programme

Stage 3

Stage 3 Suffix 'ion'				Word List 3:6
A	<i>'ition': has a short 'i' sound followed by 'tion'.</i>			
B	<i>'ction': a consonant before 'tion' often follows a short vowel sound.</i>			
C	<i>'ntion': a consonant before 'tion' often follows a short vowel sound.</i>			
addition	position	condition	petition	repetition
subtraction	fraction	direction	construction	satisfaction
mention	invention	intention	attention	pretention

Stage 3 Suffix 'ly'				Word List 3:7
A	<i>The suffix 'ly' can be simply added to most root words. It turns an adjective into an adverb.</i>			
B	<i>'ly' can be simply added to root words that end with 'e' (but not to those ending 'le').</i>			
C	<i>The suffix 'ly' can be simply added to adjectives ending 'l', making adverbs with a double 'l' (ll).</i>			
sadly	neatly	blindly	loudly	glumly
bravely	completely	nicely	politely	rudely
carefully	helpfully	finally	normally	usually

Stage 3 Suffix 'ly'				Word List 3:8
A	<i>If the root word ends with 'le', the 'le' is dropped before 'ly' is added (simple – simply).</i>			
B	<i>In multi syllabic root words which end in 'y' after a consonant, the 'y' changes to 'i' before 'ly'.</i>			
C	<i>If the root word ends with 'ic', then 'ally' is added rather than just 'ly' (basic – basically).</i>			
ably	gently	simply	nobly	humbly
happily	merrily	mistily	noisily	luckily
magically	ethically	critically	logically	musically

Stage 3 Prefix 'un', 'dis', 'mis'				Word List 3:9
A	<i>'un' means 'not'. When added (as a prefix) it will give the word the opposite meaning.</i>			



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B	'dis' means 'not' or 'the opposite of'. It will give the word the opposite meaning.			
C	'mis' means 'wrong' or 'the opposite of'. It will give the word the opposite meaning.			
unable	unwell	unpick	unfold	unlucky
disagree	displease	dislike	discover	distrust
misplace	mislead	misfire	miscount	misuse

Stage 3 Prefix 'in', 'il', 'ir'				Word List 3:10
A	The prefix 'in' usually means 'not'. It will give the root word the opposite meaning.			
B	When added to a root word starting with 'l', 'in' becomes 'il' giving a double 'l' (ll).			
C	When added to a root word starting with 'r', 'in' becomes 'ir' giving a double 'r' (rr).			
insane	inexact	indirect	informal	injustice
illegal	illegible	illiterate	illicit	illogical
irrational	irrelevant	irreversible	irresponsive	irregular

Spelling Programme

Stage 3

Stage 3 'y' sounding 'i'				Word List 3:11
A	The letter 'y' can make a short 'i' sound within words. They tend to be less common words.			
B	The letter 'y' can make a short 'i' sound. There are no rules and the words must just be learnt.			
C	The letter 'y' can make a long 'i' sound. There are no rules and the words must just be learnt.			
gym	hymn	myth	crypt	lyric
system	symbol	mystery	pyramid	typical
style	type	pylon	tyrant	rhyme

Stage 3 'ou' sounding 'u', 'ow', 'oo'				Word List 3:12
A	'ou' can make a sound like short 'u' (could/cud). There are several of these words.			
B	'ou' can make a sound like 'ow' (e.g. flour-flower). There are many of these words.			
C	'ou' can sometimes make a sound like 'oo'. There are not many of these words.			
could	should	touch	young	double
shout	hour	noun	cloud	found
you	soup	group	tour	youth

Stage 3 'ei', 'eigh', 'ey' sounding long 'a'				Word List 3:13
A	In some words 'ei' together make a long 'a' sound (ay). There are not many of these words.			
B	In some words 'eigh' together make a long 'a' sound (ay).			
C	In some words 'ey' together make a long 'a' sound (ay). There are not many of these words.			



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vein	veil	feign	reign	foreign
weigh	weight	sleigh	freight	neighbour
grey	prey	they	obey	survey

Stage 3 Letter string 'ure'				Word List 3:14
A	The 'sure' sound at the end of a word is always spelt 'sure'.			
B	If a 't' sound can be heard at the end of a word it is often spelt 'ture'.			
C	Words ending 'ch' or 'tch' can make the same sound when 'er' is added. So be careful.			
measure	treasure	pleasure	exposure	enclosure
nature	creature	picture	torture	furniture
catcher	stretcher	teacher	richer	butcher

Stage 3 Irregular tense changes 'ow' to 'ew'				Word List 3:15
A	'ow' together can make a long 'o' sound (owe).			
B	Changing the medial vowel from 'o' to 'e' changes present tense to past tense in these words.			
C	For most verbs just add the suffix 'ing' to form the present tense.			
blow	grow	throw	flow	know
blew	grew	threw	flew	knew
blowing	growing	throwing	flowing	knowing

Spelling Programme

Stage 3

Stage 3 Irregular tense changes 'ing' to 'ang'				Word List 3:16
A	Root verbs.			
B	Changing the medial vowel from 'i' to 'a' changes present tense to past tense in these words.			
C	For most verbs just add the suffix 'ing' to form the present tense. Note the 'mm' in swimming.			
ring	sing	drink	stink	swim
rang	sang	drank	stank	swam
ringing	singing	drinking	stinking	swimming

Stage 3 Common Homophones				Word List 3:17
A	Common homophones			
B	Common homophones			
C	Common homophones			
by	to	there	where	here
bye	too	their	were	hear



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buy	two	they're	wear	
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Stage 3 Homophones 'ai', 'a-e'				Word List 3:18
A	When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound.			
B	Magic (or silent) 'e' makes the vowel 'a' say its name (long vowel sound).			
C	'ai' and magic (or silent) 'e' make the vowel 'a' say its name (long vowel sound).			
bail	pail	wail	main	vain
bale	pale	whale	mane	vane
lain	lane	waist	waste	

Stage 3 Homophones 'ee', 'ea'				Word List 3:19
A	Double 'ee' gives a long 'e' sound.			
B	When two vowels go out walking the first one does the talking, so 'ea' makes a long 'e' sound.			
C	'ee' and 'ea' both make a long 'e' sound and are in many homophones.			
beet	peel	reed	cheep	steel
beat	peal	read	cheap	steal
teem	team	beech	beach	

Stage 3 Homophones 'st', 'ssed'				Word List 3:20
A	The sound 'st' is the final blend in many words.			
B	Adding the suffix 'ed' to words ending 'ss' to form the past tense, makes a sound like 'st'.			
C	Words ending 'st' or 'ssed' can sound the same but have different meanings.			
past	guest	mist	disgust	trust
passed	guessed	missed	discussed	trussed
mast	massed	bust	bussed	

Spelling Programme

Stage 4

Stage 4 Prefix 'super', 'sub', 'inter'				Word List 4:1
A	The prefix ' super ' means 'over or above'. It shows something is bigger or better than usual.			
B	The prefix ' sub ' means 'under or below'. It shows something is less or beneath.			
C	The prefix ' inter ' means 'between or among'.			
superman	supermarket	superstar	supervisor	superimpose
subway	subtract	submerge	subheading	submarine
interact	interfere	intercity	interlock	interrupt



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Stage 4 Prefix 'anti', 'non', 'auto'				Word List 4:2
A	The prefix ' anti ' comes from Ancient Greek and means 'against' or 'opposed to'.			
B	' non ' means 'not'. When added (as a prefix) it will give the word the opposite meaning.			
C	The prefix ' auto ' comes from Ancient Greek and means 'self', 'own' or 'same'.			
antiaircraft	antifreeze	antiseptic	antibiotic	antisocial
nonstarter	nonsense	nonstick	nonstop	nonfiction
automatic	autograph	autopilot	automobile	autocue

Stage 4 Prefix 'pre', 'de', 're'				Word List 4:3
A	The prefix ' pre ' comes from Latin and means 'before'.			
B	The prefix ' de ' comes from Latin and means 'undo' or 'do the opposite of'.			
C	The prefix ' re ' comes from Latin and means 'again' or 'back' (think of repeat) .			
prepare	preheat	predict	precook	previous
deflate	decrease	demist	defrost	defuse
replace	refresh	recycle	reform	return

Stage 4 Prefix 'in', 'im', 'imm'				Word List 4:4
A	' in ' means 'not'. When added as a prefix it will give the word the opposite meaning.			
B	When the root word starts with a 'p' ' in ' becomes ' im ' .			
C	When the root word starts with an 'm' ' in ' becomes ' im ' giving a double 'm' (mm).			
inactive	inedible	invisible	incorrect	inhumane
impatient	imperfect	impossible	improper	impure
immature	immodest	immigrate	immortal	immobile

Stage 4 Suffix 'ing'				Word List 4:5
A	Multi-syllabic words with a short vowel followed by two or more consonants: just add 'ing'.			
B	Multi-syllabic words with a short vowel followed by a final consonant: double the final letter.			
C	If the final syllable is unstressed the final consonant is not doubled.			
extending	rejecting	finishing	adjusting	erupting
admitting	upsetting	forgetting	beginning	befitting
gardening	carpeting	frightening	limiting	beckoning

Stage 4 Suffix 'er', 'ed'				Word List 4:6
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A	<i>Multi-syllabic words with a short vowel followed by two or more consonants: just add 'er' or 'ed'.</i>			
B	<i>Multi-syllabic words with a short vowel followed by a final consonant: double the final letter.</i>			
C	<i>If the final syllable is unstressed the final consonant is not doubled.</i>			
pretender	rejected	finished	adjuster	erupted
admitted	permitted	beginner	befitted	submitted
gardener	carpeted	frightened	limited	beckoned

Stage 4 Suffix 'ous'				Word List 4:7
A	<i>Some root words are obvious and the suffix 'ous' is just added (danger - dangerous).</i>			
B	<i>'ous' is just added to words ending 'ge' if the soft 'g' sound is kept. Very few of these words.</i>			
C	<i>Words ending 'our' change to 'or' when adding 'ous' (glamour - glamorous).</i>			
dangerous	treasonous	poisonous	ponderous	murderous
courageous	outrageous	gorgeous	uncourageous	advantageous
glamorous	splendorous	vigorous	odorous	humorous

Stage 4 Suffix 'ous'				Word List 4:8
A	<i>If a root word ends with 'y', the 'y' changes to 'i' when 'ous' is added (fury - furious).</i>			
B	<i>If there is a long 'ee' sound before the suffix 'ous', it is usually spelt as 'i'.</i>			
C	<i>A few words use 'e' to make the long 'ee' sound before the suffix 'ous'.</i>			
various	mysterious	glorious	furious	luxurious
hilarious	serious	tedious	obvious	curious
gaseous	erroneous	hideous	spontaneous	simultaneous

Stage 4 Suffix 'tion', 'cian'				Word List 4:9
A	<i>If the root verb ends in 't' the suffix 'ion' forms 'tion' (invent - invention).</i>			
B	<i>A long 'a' sound is always followed by 'tion'. For words ending 'te', drop the 'e' to add 'ion'.</i>			
C	<i>'cian' is used where base words end in 'c' or 'cs' and often relate to jobs/occupations.</i>			
action	invention	direction	injection	eruption
adoration	relation	inspiration	rotation	duration
magician	electrician	optician	politician	beautician

Stage 4 'sion', 'ssion'				Word List 4:10
A	<i>Many 'sion' words are formed from verbs ending in 'd' or 'de' (divide - division).</i>			
B	<i>Many 'sion' words are formed from verbs ending in 's' or 'se' (confuse - confusion).</i>			
C	<i>'ssion' words have a clear soft 'sh' sound and often base words ending 'ss' or 'mit'.</i>			
invasion	explosion	division	erosion	conclusion
aversion	tension	inversion	supervision	repulsion



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admission	expression	mission	confession	discussion
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Spelling Programme

Stage 4

Stage 4 'ch' sounding 'k'				Word List 4:11
A	<i>In some words from Ancient Greek 'ch' is used to make a 'k' sound. Not many of these words.</i>			
B	<i>In some words from Ancient Greek 'ch' is used to make a 'k' sound. Not many of these words.</i>			
C	<i>In some words for occupations 'ch' is used to make a 'k' sound. There are not many of these.</i>			
chasm	chaos	chord	chorus	character
ache	echo	school	scheme	stomach
architect	chemist	mechanic	scholar	monarch

Stage 4 'ch', 'gue', 'que' sounding 'sh', 'g', 'k'				Word List 4:12
A	<i>'ch' can make a sound like 'sh' (e.g. shoot-chute). Most of these words come from French.</i>			
B	<i>'gue' at the end of a word can make a sound like 'g'. These words come from French.</i>			
C	<i>'que' at the end of a word can make a sound like 'k'. These words come from French.</i>			
chalet	chef	machine	brochure	parachute
vague	plague	league	dialogue	catalogue
plaque	cheque	antique	oblique	unique

Stage 4 'sc' sounding 'sk', 's'				Word List 4:13
A	<i>In most words 'sc' together make a sound like 'sk' or can both be heard.</i>			
B	<i>In some words 'sc' (often before an 'e') can make a sound like 's'. These words come from Latin.</i>			
C	<i>In some words 'sc' (often before an 'i') can make a sound like 's'. These words come from Latin.</i>			
scab	scum	scope	discard	describe
scent	scene	descend	ascent	crescent
science	discipline	fascinate	scissors	oscillate

Stage 4 'ei', 'eigh', 'ey' sounding long 'a'				Word List 4:14
A	<i>In some words 'ei' together make a long 'a' sound (ay). There are not many of these words.</i>			
B	<i>In some words 'eigh' together make a long 'a' sound (ay).</i>			
C	<i>In some words 'ey' together make a long 'a' sound (ay). There are not many of these words.</i>			
vein	veil	feign	reign	foreign
weigh	weight	sleigh	freight	neighbour
grey	prey	they	obey	survey



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Stage 4 Apostrophe for possessive plurals				Word List 4:15
A	For most nouns just add 's' to form the plural.			
B	Nouns ending 'ch', 'sh', 's', 'x', 'z' (hiss/buzz sounds) add 'es' to form the plural.			
C	Nouns ending 'o' add 'es' to form the plural.			
cat's	key's	pig's	toy's	book's
churches'	fishes'	bosses'	foxes'	quizzes'
cargoes'	heroes'	echoes'	potatoes'	tomatoes'

Spelling Programme

Stage 4

Stage 4 Apostrophe for possessive plurals				Word List 4:16
A	Nouns ending 'y' change the 'y' to 'i' and add 'es' for the plural (baby's – babies').			
B	Nouns ending 'f' or 'fe' become 'ves' for the plural (scarf's – scarves').			
C	In irregular plurals the apostrophe goes before the 's'.			
babies'	berries'	cities'	stories'	puppies'
scarves'	leaves'	knives'	loaves'	hooves'
men's	people's	mice's	teeth's	children's

Stage 4 Irregular tense changes 'eep' to 'ept'				Word List 4:17
A	'ee' together make a long 'e' sound (ee).			
B	For most verbs just add the suffix 'ing' to form the present tense.			
C	'eep' changes to 'ept' to form the past tense in these words. Very few words do this.			
keep	weep	sleep	creep	sweep
keeping	weeping	sleeping	creeping	sweeping
kept	wept	slept	crept	swept

Stage 4 Irregular tense changes 'end' to 'ent'				Word List 4:18
A	Root verbs.			
B	For most verbs just add the suffix 'ing' to form the present tense.			
C	The 'd' changes to 't' to form the past tense in these words. Very few words do this.			
bend	send	lend	spend	blend
bending	sending	lending	spending	blending
bent	sent	lent	spent	blent

Stage 4 Homophones long 'o'				Word List 4:19
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A	<i>'When two vowels go out walking the first one does the talking' so 'oa' make a long 'o' sound.</i>			
B	<i>'ow' together can make a long 'o' sound.</i>			
C	<i>'oa', 'ow' and magic 'e' with 'o' can all make a long 'o' sound.</i>			
moan	groan	toad	road	
mown	grown	towed	rowed	
loan	lone	thrown	throne	moat/mote

Stage 4 Homophones long 'i'				Word List 4:20
A	<i>'ie' together make a long 'i' sound. Magic e makes 'i' say its name (long 'i').</i>			
B	<i>Letter 'y' can make a long 'i' sound in a medial position (middle of a word).</i>			
C	<i>Magic e makes 'i' say its name (long 'i'). The letter string 'igh' makes a long 'i' sound.</i>			
dire	tire	stile	time	drier
dye	tyre	style	thyme	dryer
site	sight	mite	might	

Spelling Programme

Stage 5

Stage 5 Suffix 'cious', 'tious'				Word List 5:1
A	<i>If the root word ends 'ce' the 'e' is dropped and 'ious' is added to form the adjective.</i>			
B	<i>The 'shus' sound is most commonly spelt as 'cious' at the end of an adjective.</i>			
C	<i>The 'shus' sound can also be made using 'tious' at the end of a word. There are few of these.</i>			
spacious	gracious	vicious	malicious	officious
atrocious	precious	delicious	conscious	suspicious
infectious	contentious	pretentious	ambitious	nutritious

Stage 5 Suffix 'cial', 'tial'				Word List 5:2
A	<i>The 'shul' sound spelt 'cial' is commonly used after a vowel.</i>			
B	<i>The 'shul' sound spelt 'tial' is commonly used after a consonant.</i>			
C	<i>Be careful. There are some exceptions to the rules.</i>			
facial	special	official	social	crucial
partial	essential	martial	potential	substantial
initial	palatial	financial	commercial	provincial

Stage 5 Suffix 'ant'				Word List 5:3
A	<i>If the suffix follows a hard 'c' or 'g' it is 'ant'.</i>			
B	<i>Words derived from verbs ending 'y' use the suffix 'ant' (apply - applicant).</i>			



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C	<i>If there is a related word with a 'long a' in the same place use 'ant' ('ation' endings are a clue).</i>			
vacant	elegant	significant	arrogant	lubricant
applicant	defiant	compliant	occupant	reliant
observant	expectant	hesitant	tolerant	dominant

Stage 5 Suffix 'ent'				Word List 5:4
A	<i>If the suffix follows a soft 'c' or 'g' or a 'qu' it is 'ent'.</i>			
B	<i>Words with the syllables 'cid, fid, sid, vid' before the ending the suffix is 'ent'.</i>			
C	<i>If the word ends with the suffix 'ment' it is always spelt 'ent'.</i>			
agent	recent	intelligent	innocent	frequent
accident	incident	confident	resident	evident
payment	agreement	shipment	employment	argument

Stage 5 Suffix 'ance'				Word List 5:5
A	<i>If the suffix follows a hard 'c' or 'g' it is 'ance'. There are not many of these words.</i>			
B	<i>Words derived from verbs ending 'y' use the suffix 'ance'. (Note the 'y' changes to 'i')</i>			
C	<i>If there is a related word with a 'long a' in the same place use 'ance' ('ation' endings are often a clue).</i>			
elegance	significance	insignificance	arrogance	extravagance
alliance	appliance	defiance	compliance	reliance
observance	expectance	hesitance	tolerance	dominance

Spelling Programme

Stage 5

Stage 5 Suffix 'ance'				Word List 5:6
A	<i>If the word is formed from a verb ending in 'y' the suffix will be 'ance' (apply – appliance).</i>			
B	<i>If the word is formed from a verb ending in 'ure' the suffix will be 'ance' (assure – assurance).</i>			
C	<i>If the word is formed from a verb ending in 'ear' the suffix will be 'ance' (appear – appearance).</i>			
appliance	reliance	compliance	defiance	variance
assurance	endurance	insurance		
appearance	clearance	forbearance		

Stage 5 Suffix 'ence'				Word List 5:7
A	<i>If the suffix follows a soft 'c', a soft 'g' or 'qu' it is 'ence'.</i>			
B	<i>Words with the syllables 'cid, fid, sid, vid' before the ending the suffix is 'ence'.</i>			
C	<i>If the word is formed from a verb ending in a stressed 'er' or 'ere' the suffix will be 'ence'.</i>			
intelligence	innocence	emergence	translucence	consequence



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incidence	coincidence	confidence	residence	evidence
reference	preference	conference	adherence	interference

Stage 5 Suffix 'able'				Word List 5:8
A	If the root word ends in 'e' it is often dropped before adding the suffix 'able' (adore/adorable).			
B	If the root word ends in 'ce' or 'ge' the 'e' must be kept to prevent the 'c' or 'g' sounding hard (change – changeable).			
C	If the root ends in 'y' sounding long 'e' (ee) or long 'i' (eye) it often changes to 'i' before 'able' is added.			
adorable	believable	dividable	movable	arguable
changeable	enforceable	chargeable	noticeable	manageable
variable	reliable	deniable	identifiable	justifiable

Stage 5 Suffix 'able', 'ible'				Word List 5:9
A	If the root word ends in 'e' it is often dropped before adding the suffix 'able' (adore/adorable).			
B	The suffix 'able' often leaves a recognisable root when dropped (comfortable/comfort).			
C	'ible' is much less common than 'able'. Dropping the suffix often only leaves a stem (visible/vis).			
valuable	desirable	advisable	deplorable	curable
attainable	agreeable	fixable	comfortable	adjustable
fallible	sensible	visible	possible	gullible

Stage 5 Suffix 'ably', 'ibly'				Word List 5:10
A	If the root word ends in 'e' it is often dropped before adding the suffix 'ably' (adore/adorably).			
B	The suffix 'ably' often leaves a recognisable root when dropped (comfortably/comfort).			
C	'ibly' is much less common than 'ably'. Dropping the suffix often only leaves a stem (visibly/vis).			
believably	admirably	adorably	arguably	presumably
bearably	agreeably	avoidably	affordably	adjustably
terribly	sensibly	incredibly	visibly	possibly

Spelling Programme

Stage 5

Stage 5 Vowel suffix with words ending 'fer'				Word List 5:11
A	In words ending 'fer', double the 'r' before adding a vowel suffix if the 'fer' is still stressed.			
B	In words ending 'fer', double the 'r' before adding a vowel suffix if the 'fer' is still stressed.			
C	The 'r' is not doubled if the 'fer' is no longer stressed when the suffix is added.			
refer	refers	referred	referring	referral
transfer	transfers	transferred	transferring	transferral
reference	referee	preference	transference	suffering



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Stage 5 Vowel sounds 'ie', 'ei'				Word List 5:12
A	'ie' can make the long 'i' sound (eye).			
B	'ie' can make the long 'e' sound (ee). This is much more common.			
C	'ei' can also make the long 'e' sound (ee). 'i' before 'e' except after 'c' if it rhymes with 'bee'.			
pie	lie	diet	died	tried
field	thief	relief	believe	achieve
ceiling	deceive	receive	perceive	deceit

Stage 5 Letter string 'ough'				Word List 5:13
A	'ough' can make the final sound 'uff' or 'off'.			
B	'ough' can also make the final sound 'ow' or 'owe' (long 'o' sound).			
C	'ough' can also make the sound 'or' when followed by 't'.			
rough	tough	enough	cough	trough
bough	plough	dough	though	although
nought	bought	thought	fought	brought

Stage 5 Silent letters 'b', 'c'				Word List 5:14
A	Silent 'b' often follows 'm' and comes before 't' in a few words (debt, doubt, subtle).			
B	Silent 'c' often follows 's' (and often goes before 'e' or 'i').			
C	Silent 'c' often follows 's'.			
lamb	limb	climb	bomb	thumb
scent	science	scene	scenic	scissors
ascend	descend	crescent	obscene	muscle

Stage 5 Silent letters 'g', 'k'				Word List 5:15
A	Silent 'g' is often followed by 'n' and the 'n' is often followed by a vowel.			
B	Silent 'g' is often followed by 'n' and often in the letter string 'ign'.			
C	Silent 'k' is always followed by 'n' and the 'n' is always followed by a vowel.			
gnarled	gnaw	gnash	gnome	gnat
sign	design	resign	reign	foreign
knave	knee	knife	know	knuckle



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Stage 5 Silent letters 'h', 'k'				Word List 5:16
A	Silent 'h' often follows 'c' (hard 'c' sounding 'k').			
B	Silent 'h' often follows 'c' (hard 'c' sounding 'k').			
C	Silent 'k' is always followed by 'n' and the 'n' is always followed by a vowel.			
character	chemist	Christmas	chord	chorus
ache	echo	orchid	school	orchestra
knack	kneel	knight	knock	knew

Stage 5 Silent letters 't', 'n'				Word List 5:17
A	Silent 't' is often in the letter string 'stle'.			
B	Silent 't' is often in the letter string 'ten'. There are not many of these words.			
C	Silent 'n' always follows 'm'. There are not many of these words.			
castle	nestle	thistle	jostle	rustle
fasten	listen	christen	glisten	moisten
condemn	hymn	solemn	column	autumn

Stage 5 Silent letters 'u', 'w'				Word List 5:18
A	Silent 'u' often follows 'g' is always followed by a vowel ('e' or 'i').			
B	Silent 'u' is always followed by a vowel ('e' or 'i').			
C	Silent 'w' is often followed by 'r' and the 'r' is always followed by a vowel.			
guess	guest	guide	guilt	guitar
build	built	biscuit	circuit	disguise
wrap	wreck	wrist	wrong	wrinkle

Stage 5 Homophones 'ce', 'se' (cy, sy)				Word List 5:19
A	'ce', 'cy' endings are used for nouns.			
B	'se', 'sy' endings are used for verbs.			
C	Soft 'c' sounds like an 's' and goes before an 'e', 'i' or 'y'.			
advice	device	practice	licence	prophecy
advise	devise	practise	license	prophecy
ascent	assent	cereal	serial	

Stage 5 Homophones 'ow', 'ou'				Word List 5:20
A	'ow' can make a long sound 'o' sound (slow) or a short 'o' sound (now).			
B	'ou' can make a sound like 'ow' (e.g. flour-flower). There are many of these words.			
C	'ou' can make a sound like short 'o'.			
fowl	flower	dowse	how's	allowed
foul	flour	douse	house	aloud



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poring	pouring	morning	mourning	
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Spelling Programme:

Stage 6

Stage 6 Hyphens to join prefixes				Word List 6:1
A	'non' means 'not'. When added as a prefix it will give the word the opposite meaning.			
B	'ill' means 'bad' or 'badly'. It means the opposite of 'good' or 'done well'.			
C	The hyphen can be used to separate the vowels between prefix and the root word.			
non-stick	non-slip	non-drip	non-stop	non-fiction
ill-natured	ill-tempered	ill-timed	ill-gotten	ill-used
re-enter	re-employ	pre-arrange	co-own	co-operate

Stage 6 Hyphens for clarity with homophones				Word List 6:2
A	The prefix 're' means 'again'. Think of 'repeat'.			
B	The prefix 're' creates many homophones or near homophones with other words.			
C	The hyphen can be used to avoid confusion.			
re-act	re-press	re-sign	re-form	re-cover
react	repress	resign	reform	recover
re-sent	resent	re-serve	reserve	

Stage 6 Hyphens for compound adjectives				Word List 6:3
A	The compound adjectives are two or more words that together describe a noun.			
B	When they come directly before a noun they usually have a hyphen.			
C	The hyphen shows that together the words make one adjective describing the noun.			
long-term	fire-proof	hot-water	free-range	part-time
well-known	well-behaved	brightly-lit	cold-blooded	six-foot-tall
dark-brown	bright-red	well-written	up-to-date	man-eating

Stage 6 Unstressed vowels				Word List 6:4
A	Vowels are sometimes said quickly or quietly, or the 'beat' falls elsewhere so they are not heard.			
B	Adding an affix can result in an unstressed vowel as it changes the 'beat' (frighten/frightening).			
C	Many words with unstressed vowels contain the 'en', 'er' patterns.			
chocolate	Wednesday	parliament	history	describe
different	prosperous	memorable	stationary	generously
frightening	fattening	deafening	difference	reference



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Stage 6 Unstressed vowels				Word List 6:5
A	Vowels are sometimes said quickly or quietly, or the 'beat' falls elsewhere so they are not heard.			
B	Adding an affix can result in an unstressed vowel as it changes the 'beat' (frighten/fright <u>e</u> ning).			
C	Many words with unstressed vowels contain the ' en ', ' er ' patterns.			
animal	voluntary	separate	predict	describe
miniature	literature	offering	memorably	ponderous
interest	desperate	conference	preference	deference

Spelling Programme: (Non-Statutory)

Stage 6

Stage 6 Unstressed consonants				Word List 6:6
A	Note: these consonants (in bold) may be heard according to pronunciation.			
B	Note: these consonants (in bold) are not heard regardless of pronunciation.			
C	Note: these consonants (in bold) are not heard regardless of pronunciation.			
handbag	handsome	handkerchief	government	environment
castle	raspberry	sign	cupboard	February
wrapper	answer	doubt	crumb	thumb

Stage 6 Latin prefixes 'uni', 'bi', 'tri'				Word List 6:7
A	The prefix ' uni ' comes from Latin meaning 'one'.			
B	The prefix ' bi ' comes from Latin meaning 'two' or 'twice'.			
C	The prefix ' tri ' comes from Latin meaning 'three'.			
uniform	unicorn	unicycle	union	university
biplane	biped	bicycle	binary	binoculars
triangle	triplets	tricycle	tripod	trio

Stage 6 Latin prefixes 'circ', 'tele', 'trans'				Word List 6:8
A	The prefix ' circ ' comes from Latin meaning 'round'.			
B	The prefix ' tele ' comes from Latin meaning 'distant' or 'far off'.			
C	The prefix ' trans ' comes from Latin meaning 'across'.			
circulation	circumference	circle	circular	circus
telegraph	telephone	television	telescope	telepathy
translate	transfer	transmit	transport	transplant

Stage 6 Latin prefixes 'min', 'magn', 'multi'				Word List 6:9
---	--	--	--	---------------



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A	The prefix 'min' comes from Latin meaning 'small' or 'less'.			
B	The prefix 'magn' comes from Latin meaning 'great' or 'large'.			
C	The prefix 'multi' comes from Latin meaning 'many' or 'much'.			
minimum	minute	miniskirt	minor	miniscule
magnate	magnificent	magnify	magnitude	magnum
multilateral	multimedia	multiplication	multistorey	multitude

Stage 6 Latin roots 'tract', 'struct', 'port'				Word List 6:10
A	'tract' comes from Latin and means 'pull'.			
B	'struct' comes from Latin and means 'build'.			
C	'port' comes from Latin and means 'carry' or 'across'.			
tractor	subtract	attraction	retraction	distraction
structure	unstructured	construction	deconstruction	infrastructure
porter	exporting	portable	transported	transportation

Spelling Programme: (Non-Statutory)

Stage 6

Stage 6 Suffix 'en', 'ify', 'ate'				Word List 6:11
A	The suffix 'en' changes adjectives to verbs (dark – darken).			
B	The suffix 'ify' changes nouns to verbs (class – classify).			
C	The suffix 'ate' changes nouns to verbs (captive – captivate).			
darken	weaken	lighten	soften	roughen
classify	electrify	dignify	notify	justify
captivate	dedicate	stimulate	notate	evacuate

Stage 6 Suffix 'ness'				Word List 6:12
A	Add 'ness' to adjectives to form the noun.			
B	Add 'ness' to adjectives ending in 'e' to form the noun.			
C	For adjectives ending 'y', change the 'y' to an 'i' and add 'ness' to form the noun.			
madness	cleverness	illness	coldness	truthfulness
awareness	gentleness	likeness	politeness	rudeness
happiness	cleanliness	tidiness	loneliness	chubbiness

Stage 6 Suffix 'ity'				Word List 6:13
A	For adjectives with short vowels before the final consonant, just add 'ity' to form the noun.			
B	For adjectives ending in 'e' (long vowels), drop the 'e' and add 'ity' to form the noun (pure – purity).			



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C	<i>For adjectives ending 'le', drop the 'le' and add 'ility' (visible – visibility).</i>			
fatality	elasticity	rigidity	normality	brutality
insanity	fertility	agility	mobility	purity
capability	credibility	visibility	portability	durability

Stage 6 Letter strings 'ial', 'ious'				Word List 6:14
A	<i>'ial' can make one syllable with the sound 'shul' (when it follows a 'c' or 't').</i>			
B	<i>'ial' can make two syllables with the 'i' sounding long 'e'.</i>			
C	<i>'ious' can make the sound 'shus' or 'uss'.</i>			
artificial	partial	initial	social	superficial
material	menial	trivial	jovial	industrial
cautious	previous	delicious	obvious	furious

Stage 6 Roots and affixes				Word List 6:15
A	<i>Building multisyllabic words using word families and affixes.</i>			
B	<i>Building multisyllabic words using word families and affixes.</i>			
C	<i>Building multisyllabic words using word families and affixes.</i>			
form	inform	information	transformed	performance
trust	trusting	distrusting	trustworthy	untrustworthy
part	impartial	particle	participate	participation

Spelling Programme: (Non-Statutory)

Stage 6

Stage 6 Roots and affixes				Word List 6:16
A	<i>Building multisyllabic words using word families and affixes.</i>			
B	<i>Building multisyllabic words using word families and affixes.</i>			
C	<i>Building multisyllabic words using word families and affixes.</i>			
joy	joyful	enjoying	enjoyment	enjoyable
agree	disagree	disagreeing	disagreement	disagreeable
appear	appearance	reappearance	disappearing	disappearance

Stage 6 Roots and affixes				Word List 6:17
A	<i>Building multisyllabic words using word families and affixes.</i>			
B	<i>Building multisyllabic words using word families and affixes.</i>			
C	<i>Building multisyllabic words using word families and affixes.</i>			
cover	uncover	uncovering	discovery	undiscovered



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act	reacted	reacting	reaction	overreaction
light	delight	delighted	delightful	delightfully

Stage 6 Roots and affixes				Word List 6:18
A	<i>Building multisyllabic words using word families and affixes.</i>			
B	<i>Building multisyllabic words using word families and affixes.</i>			
C	<i>Building multisyllabic words using word families and affixes.</i>			
assist	assists	assisting	assistant	assistance
light	lighten	lightening	enlighten	enlightening
press	express	expression	expressive	expressively

Stage 6 Roots and affixes				Word List 6:19
A	<i>Building multisyllabic words using word families and affixes.</i>			
B	<i>Building multisyllabic words using word families and affixes.</i>			
C	<i>Building multisyllabic words using word families and affixes.</i>			
child	childhood	childlike	childish	childishly
act	actor	reaction	activity	inactivity
sign	signal	signature	significant	insignificant

Stage 6 Roots and affixes				Word List 6:20
A	<i>Building multisyllabic words using word families and affixes.</i>			
B	<i>Building multisyllabic words using word families and affixes.</i>			
C	<i>Building multisyllabic words using word families and affixes.</i>			
take	taken	mistaken	unmistakable	unmistakably
help	helping	helpful	unhelpful	unhelpfully
claim	claiming	exclaimed	disclaiming	reclaimable



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Appendix A

The alphabetic system is efficient, 26 letters creating 44 phonemes in 144 combinations to form about half a million words in current use. The English alphabet includes 21 consonants; spoken English uses 24 consonant sounds, so the match between how we say a consonant and how we write it is generally predictable. The rich array of vowels poses particular problems: there are 20 spoken vowel sounds but only five vowel letters, for example, the long **a** sound is represented in a range of ways: e.g. **ai**, **a-e**, **ea**, **ay**, **eigh**.

The other factor influencing our spelling is history. There are three main historical sources for English spelling patterns:

- **Germanic** - from the Anglo Saxons, over half our words fall into this category;
- **Romance** - Latin, French and, in the 16th century, Spanish and Portuguese;
- **Greek** - the language of areas of knowledge, (e.g. physics, philosophy).

Despite this 85% of the English spelling system is predictable. The keys to supporting pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly, and helping pupils recognise which strategies they can use to improve their own spelling.

A balanced spelling programme includes five main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying spelling strategies and proofreading;
- building pupils' self-images as spellers.

The programme gradually builds pupils' spelling vocabulary by introducing patterns or conventions and continually practising those already introduced. Regular short, lively, focused sessions are more enjoyable and effective than an occasional skills session.

Spelling strategies need to be taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words. Proofreading should be taught during shared and guided writing sessions and links should be made to the teaching of handwriting.

Phonemic knowledge

This is the correspondence between letters (graphemes) and sounds (phonemes). It includes knowledge about:

- **phonics** (e.g. knowledge about letter and sound correspondence, differences between long and short vowels, the identification, segmentation and blending of phonemes in speech and how these influence spelling);
- **spelling patterns and conventions** (e.g. how the consonant doubles after a short vowel, words with common letter strings but different pronunciations);
- **homophones** (e.g. words with common pronunciations but different spelling: *to*, *two*, *too*).



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- **Phonological knowledge.** This relates to:
syllables and rhymes;
analogy.



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Morphological knowledge

This is the spelling of grammatical units within words (e.g. *horse* = 1 morpheme, *horses* = 2 morphemes). It includes knowledge about:

- **root words** - contain one morpheme and cannot be broken down into smaller grammatical units (e.g. *elephant, table, girl, day*) and are sometimes referred to as the *stem* or *base form*;
- **compound words** - two root words combined to make a word (e.g. *playground, football*);
- **suffixes** - added after root words, and change the spelling and meaning of a word (e.g. *hope* - *hoping*, *walk* - *walked*, *happy* - *happiness*);
- **prefixes** - added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace, mistake*);
- **etymology** (word derivations) - words in the English language come from a range of sources; understanding the origin of words helps pupils' spelling (e.g. *audi* relates to *hearing* - *audible, audience, audition*).

Suggestions for whole-class approaches

Make strategies for learning spellings explicit.

Visual strategies: LOOKING (*involving the eye and hand*)

- Writing the word down in different ways, in joined handwriting. This will fix the spelling in the hand.
- Use a highlighter pen to draw your attention to the part of the word you need to learn.
- Look for words within words (e.g. *get* in *vegetable*, *lie* in *believe*).
- Use the **Look, say, cover, write, check** strategy.
- Group together words with shared patterns.

Auditory strategies: LISTENING (*involving the ear and mouth*)

- Listen to the word. Break it into syllables, identify the phonemes in each syllable (e.g. *Sep-tem-ber*).
- When letters or parts of words are silent, say the words in an exaggerated way (e.g. *k-nife, bus-i-ness*).
- Giving the word a rhythm helps.
- Analogy is using words already known (e.g. *could, would, should*).

Learning strategies: LEARNING (*based on mind and method*)

- Learning about the structure of words can help spelling. For example, find the root of a word and check whether it changes when prefixes or suffixes are added (e.g. *smiling*: root = *smile* + *ing*).



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- Mnemonics are a useful memory aid (e.g. • ***Big elephants can always use small elephants***).
- Word origins (etymology) are useful in learning spellings. This can help to identify the letter or combination of letters to use.
- Homophones often cause difficulties. Learn them with other words that look the same rather than sound the same (e.g. *there, here, where*).
- Think of a spelling rule (e.g. *short vowel and single consonant, double the consonant when adding **ing***).



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Appendix B: Top Ten Spelling Rules

1. Long vowel sounds

a	When two vowels go out walking the first one does the talking: ‘ai’ , ‘ea’ , ‘ie’ , ‘oa’ , ‘ue’ .			
sail	deal	lied	boat	flue
b	Magic (or silent) ‘e’ makes the vowel say its name (long vowel sound).			
sale	these	fine	stone	cube
c	‘y’ can act as a vowel, making the ‘a’ say its name.			
play	tray	sway	stay	stray
d	Double ‘ee’ gives a long ‘e’ sound.			
deep	sheep	sleep	sweet	street
e	No English words end with ‘i’ . A ‘y’ is used instead to give a long ‘i’ sound.			
cry	dry	shy	fly	sky
f	‘ow’ together can make a long ‘o’ sound.			
blow	flow	grow	show	snow
g	‘ew’ together can make a long ‘u’ sound.			
new	chew	flew	grew	blew

2. Forming plurals

a	For most words: just add 's' to form the plural.				
taps	pens	pins	tops	cups	
b	For words ending in 'e': just add 's' to form the plural.				
tables	stables	pipes	ropes	tunes	
c	For words ending with a 'y' which follows a vowel: just add 's'.				
rays	trays	keys	boys	toys	
d	Words ending 'sh', 'ch', 'ss', 'x', 'zz' (hiss/buzz sounds): add 'es' to make an extra syllable and easier to say.				
lashes	benches	kisses	boxes	buzzes	
e	For most words ending in 'o' add 'es'.				
heroes	cargoes	echoes	potatoes	tomatoes	
f	For words ending in 'f' or 'fe': change to 'v' and add 'es'.				
scarves	leaves	wives	loaves	hooves	
g	For words ending in a 'y' which follows a consonant: change the 'y' to 'i' and add 'es'.				
babies	pennies	cities	ponies	puppies	

Irregular plurals

h	<i>The plurals of some words are the same as the singulars.</i>			
deer	sheep			
i	<i>Some words change their spelling in the plural.</i>			
foot	tooth	mouse	man	person
feet	teeth	mice	men	people

3. The 'ie' and 'ei' rules



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a	<i>'i' before 'e' (except after 'c') when the 'ie' rhymes with 'dee'.</i>			
achieve	grief	field	relief	piece
b	<i>'i' before 'e' (except after 'c') when the 'ie' rhymes with 'dee'.</i>			
de <u>ce</u> ive	re <u>ce</u> ive	<u>ce</u> iling	re <u>ce</u> ipt	per <u>ce</u> ive



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4. Dropping the final 'e'

a	<i>Words ending in 'e': drop the final 'e' when adding 'y'.</i>			
		shine	stone	inquire
		shiny	stony	inquiry
b	<i>Words ending in 'e': drop the final 'e' when adding a vowel suffix (e.g. 'ed', 'er', 'ing', 'ation', 'ition' etc).</i>			
	declare	drive	inspire	acquire
	declared	driving	inspiration	acquisition
c	<i>Words ending in 'e': keep the final 'e' when adding a consonant suffix (e.g. 'less', 'ful', 'ment', 'worthy' etc).</i>			
	hope	tune	advance	note
	hopeless	tuneful	advancement	noteworthy
d	<i>Words ending in 'ge' or 'ce' keep the 'e' when adding 'ous' or 'able'.</i>			
	outrage	courage	notice	
	outrageous	courageous	noticeable	
e	<i>Words ending in 'ie': change the 'ie' to 'y' when adding 'ing'.</i>			
	die	tie	lie	
	dying	tying	lying	

5. Doubling the consonant

a	<i>Words with a short vowel before a final consonant: double the final letter when adding a vowel suffix.</i>			
	plan	step	skip	hop
	pl <u>an</u> ning	ste <u>pp</u> ing	ski <u>pp</u> ing	ho <u>pp</u> ing
	pl <u>an</u> ned	ste <u>pp</u> ed	ski <u>pp</u> ed	ho <u>pp</u> ed
b	<i>Words with a long vowel or more than one vowel before the final letter: do not double the final consonant.</i>			
	claim	peep	devour	float
	claiming	peeping	devouring	floating
	claimed	peeped	devoured	floatated
c	<i>Words of more than one syllable (except those ending 'l'): do not usually double the final consonant.</i>			
	market	scatter	consider	differ
	marketing	scattering	considering	difference
	marketed	scattered	considered	differed

6. Changing 'y' to 'i' before a suffix

a	<i>Multi syllable words ending in 'y' which follows a consonant: change the 'y' to 'i' when adding a suffix.</i>			
	beaut <u>y</u>	early	heavy	occup <u>y</u>
	beauties	earlier	heavily	occupied
b	<i>For words ending in a 'y' which follows a consonant: change the 'y' to 'i' when adding 'es' (plural).</i>			
	baby	penny	city	pony
	babies	pennies	cities	ponies
c	<i>For words ending in a 'y' which follows a vowel the 'y' is kept when adding a suffix.</i>			
	str <u>y</u>	pl <u>y</u>	enj <u>y</u>	to <u>y</u>
	straying	playful	enjoyment	toys
d	<i>Words ending in 'y': keep the 'y' if the suffix starts with 'i' (to avoid a double 'i').</i>			
				bu <u>y</u>
				buying



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apply	supply	defy	deny	comply
applying	supplying	defying	denying	complying
e	<i>Words of one syllable usually keep the 'y' (except before -s or -d).</i>			
dry	dryness	drying	dries	dried
cry	cry	crying	cries	cried



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7. The 'ful' ending

a	<i>The suffix 'ful' means 'full of'. Note that one 'l' is dropped for the suffix.</i>				
pain		fear	fright	joy	truth
painful		fearful	frightful	joyful	truthful
b	<i>When the suffix 'ly' is added to a word ending 'ful' there will be two 'l's.</i>				
painfully		fearfully	frightfully	joyfully	truthfully

8. The apostrophe (possession)

a	For singular nouns: add ('s) to show possession.				
The dog's bone.		My sister's coat.	The bird's nest.	The boy's game.	Your mum's house.
b	For plurals: add (') after the 's .				
The dogs' bones.		My sisters' coats.	The birds' nests.	The boys' games.	Your mums' houses.
c	For collective nouns: add ('s) to show possession.				
Singular noun:		The child's toy.	The man's hat.	The woman's shoes.	
Collective noun:		The children's toys.	The men's hats.	The women's shoes.	
d	Note: Possessive nouns do not use an apostrophe.				
This is yours .		The cat hurt its tail.	His hand was cold.		

Omission

e	<i>The apostrophe shows the letters omitted and not where two words are joined.</i>			
could not	did not	you have	he will	I had
couldn't	didn't	you've	he'll	I'd

9. Double Letters

a	<i>For words with a short vowel before a final consonant: double the consonant when adding 'er', 'est'.</i>				
fat		wet	big	hot	dim
f <u>a</u> tt <u>e</u> r		w <u>e</u> tt <u>e</u> r	b <u>i</u> gg <u>e</u> r	h <u>o</u> tt <u>e</u> r	d <u>i</u> mm <u>e</u> r
f <u>a</u> tt <u>e</u> st		w <u>e</u> tt <u>e</u> st	b <u>i</u> gg <u>e</u> st	h <u>o</u> tt <u>e</u> st	d <u>i</u> mm <u>e</u> st
b	<i>In words of more than one syllable: short vowels are usually followed by double letters.</i>				
c <u>a</u> dd <u>y</u>		p <u>e</u> nn <u>y</u>	h <u>i</u> dd <u>e</u> n	r <u>o</u> tt <u>e</u> n	s <u>u</u> pp <u>e</u> r
c	<i>Long vowels are usually followed by a single consonant.</i>				
l <u>a</u> dy		b <u>a</u> by	h <u>i</u> ding	r <u>o</u> tate	s <u>u</u> per

10. Silent letters

a	<i>Silent ‘k’ is always followed by ‘n’ and the ‘n’ is always followed by a vowel.</i>				
<u>k</u>neel	<u>k</u>nit	<u>k</u>nife	<u>k</u>now	<u>k</u>nuckle	
b	<i>Silent ‘g’ is often followed by ‘n’ or ‘h’ which is often followed by a vowel.</i>				
<u>g</u>ign	<u>g</u>esign	<u>g</u>nash	<u>g</u>nome	<u>g</u>nat	
c	<i>Silent ‘w’ is often followed by ‘r’ and the ‘r’ is always followed by a vowel.</i>				
<u>w</u>rap	<u>w</u>reck	<u>w</u>rist	<u>w</u>rong	<u>w</u>rinkle	
d	<i>Silent ‘h’ often follows ‘w’ and is in many ‘question’ words.</i>				



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<u>wh</u> at	<u>w</u> hen	<u>wh</u> ich	<u>wh</u> y	<u>wh</u> o
e	Silent 'l' often follows the vowel 'a', the vowel 'o' and the digraph 'ou'.			
<u>c</u> alf	<u>h</u> alf	<u>w</u> alk	<u>ch</u> alk	<u>t</u> alk
<u>f</u> olk	<u>y</u> olk	<u>c</u> ould	<u>sh</u> ould	<u>w</u> ould
f	Silent 'b' follows 'm' or goes before 't'.			
lamb	thumb	limb	bomb	crumb
debt	debtor	doubt	doubtful	doubted



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Appendix C: Roots and meanings

Root	Meaning	Examples		
act	<i>do, act, drive</i>	active	interact	enact
am, ami	<i>love, like</i>	enamoured	amiable	amicable
ann, enni	<i>year</i>	annual	anniversary	biennial
aqua, aque	<i>water</i>	aquarium	aquatic	aqueduct
aud	<i>hear</i>	audible	audience	audition
ben	<i>good, well, gentle</i>	beneficial	benefactor	benign
bio-	<i>life</i>	biology	biography	antibiotic
cap	<i>take, seize, hold</i>	capture	captivate	capacity
ced	<i>yield, go</i>	recede	concede	secede
chron-	<i>time</i>	chronology	chronicle	synchronize
cogn	<i>know</i>	recognize	cognition	incognito
cred	<i>believe</i>	credible	credibility	credit
culp	<i>guilt</i>	culprit	culpable	
dic	<i>speak, say</i>	dictate	diction	predict
fac	<i>make, do</i>	factory	manufacture	
grad, gress	<i>step</i>	gradual	progress	transgression
graph	<i>write, draw</i>	graphics	telegraph	photograph
hydr, hydro	<i>water</i>	dehydrate	hydroelectric	hydroplane
ject	<i>throw</i>	reject	project	deject
lect	<i>choose, gather</i>	election	select	collect
magn	<i>large</i>	magnify	magnificent	magnate
man	<i>hand, make</i>	manual	manufacture	manuscript
mem	<i>recall</i>	memory	remember	memorial
min, mini	<i>small</i>	minority	minute	miniscule
mob, mot	<i>move</i>	mobile	mobility	motion
nov	<i>new</i>	novice	innovate	renovate
path	<i>feeling, suffering</i>	sympathy	empathy	apathy
ped, pod	<i>foot</i>	pedal	centipede	gastropod
pel	<i>push</i>	repel	compel	propel
puls	<i>push</i>	repulsive	impulse	pulsate
pend	<i>hang, weigh</i>	pending	suspend	pendant
phon-	<i>sound, voice</i>	telephone	symphony	cacophony
port	<i>carry</i>	transport	portable	report
quer, quis	<i>ask, seek</i>	question	inquisition	enquire
rupt	<i>break</i>	rupture	disrupt	corrupt
scrib, script	<i>write</i>	scribe	manuscript	proscribe
sens, sent	<i>feel, be aware</i>	sensible	sensitive	sentimental
sequ, secu	<i>follow</i>	sequence	sequel	consecutive
simil	<i>same</i>	similar	simile	assimilate
sist	<i>withstand, make up</i>	insist	persist	resist
spec-, spic	<i>look, see</i>	spectacles	spectator	prospect
spir	<i>breathe</i>	respiration	perspiration	expire



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stab, stat	<i>stand</i>	stable	statue	stature
tact	<i>touch</i>	tactile	contact	tactics
tract	<i>pull, draw</i>	tractor	attract	distract
therm-	<i>heat</i>	thermal	thermometer	thermostat
vers, vert	<i>turn, change</i>	inverse	convert	revert
vid, vis	<i>see</i>	video	visual	vision



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Appendix D: Prefixes and meanings

Prefix	Meaning	Examples		
a-	<i>on or in a state of</i>	asleep	adrift	alike
a-, an	<i>not, without</i>	amoral	apolitical	anemia
ab-, abs	<i>away from, off</i>	absent	abscond	abduct
ad-	<i>to, toward</i>	advance	address	adjacent
anti-	<i>against</i>	antiwar	antisocial	anticlockwise
auto-	<i>self</i>	autobiography	automobile	automatic
bene-	<i>good</i>	beneficial	benefactor	benevolent
bi-	<i>two</i>	biped	biennial	bicycle
cat-	<i>with, down, against</i>	category	catalogue	catastrophe
circ-	<i>around</i>	circus	circumference	circle
co-	<i>with, together</i>	cooperate	coexist	cohabit
com-	<i>with, together</i>	company	community	communal
con-	<i>with, together</i>	connect	contrast	construct
de-	<i>do the opposite, take away</i>	descend	decrease	deject
di-	<i>across, two, through</i>	diameter	divide	division
dis-	<i>not, the opposite, apart</i>	distrust	dislike	disembark
e-, ex-	<i>out, out of, from</i>	eject	exit	expel
en-, em-	<i>in, put into</i>	envelope	employment	empathy
il-	<i>not</i>	illegal	illicit	illegible
im-	<i>not</i>	imperfect	impossible	impolite
im-	<i>into</i>	import	immigrate	implant
in-	<i>not</i>	invisible	inaudible	inactive
in-	<i>into</i>	include	incorporate	
inter-	<i>between</i>	intervene	interface	interrupt
ir-	<i>not</i>	irregular	irrational	irredeemable
mal-	<i>bad, evil</i>	malfunction	malnutrition	maltreat
micro-	<i>small</i>	microscopic	microphone	microorganism
mis-	<i>wrong</i>	mistake	misprint	misconduct
mono-	<i>one, single</i>	monopoly	monocle	monologue
ob-	<i>against</i>	object	obstruct	obstinate
per-	<i>through</i>	perforate	permeable	percolate
peri-	<i>around</i>	perimeter	periscope	
poly-	<i>many, several</i>	polygon	polygamy	polytechnic
post-	<i>after</i>	postpone	postgraduate	postscript
pre-	<i>before</i>	preview	precede	predict
pro-	<i>for, forward</i>	propel	project	promote
quad-	<i>four</i>	quadrangle	quadrilateral	quad-bike
re-	<i>again, back</i>	repeat	return	rewind
sub-	<i>under</i>	submarine	subject	subordinate
sur-, super	<i>over, above</i>	surpass	surmount	superhuman
sus-	<i>under, held up</i>	suspect	suspend	suspicion



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tele-	<i>distant, far off</i>	television	telephone	telepathy
trans-	<i>across, beyond, change</i>	transport	transient	transform
tri-	<i>three</i>	triangle	tricycle	tripod
un-	<i>not, against, opposite</i>	unable	unavailable	untie
uni-	<i>one</i>	uniform	union	university



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Appendix E: Suffixes and meanings

Suffix	Meaning	Examples (Nouns)		
-acy, -cy	state or quality	privacy	democracy	infancy
-age	activity or result of action	courage	storage	haulage
-al	action or result of action	referral	festival	
-an	person	artisan	human	
-ance, ence	action, state, quality or process	resistance	importance	independence
-ancy, ency	state, quality or capacity	vacancy		agency
-ant, ent	agent, something performing action	disinfectant	applicant	dependent
-ary	like, connected with	dictionary	honorary	
-ate	state, office, function	candidate	delegate	
-ation	that which is, action, resulting state	specialization	irritation	
-dom	place, state of being	kingdom	wisdom	
-er, or	person who does or takes part in	porter	teacher	doctor
-ful	amount, quantity that fills	mouthful	handful	
-ian, an	related to, one that is	pedestrian	musician	librarian
-ia	names, diseases	phobia	amnesia	mania
-ic, ics	related to the arts and sciences	music	arithmetic	economics
-ice	act	malice		
-ing	material for, activity, result of	flooring	swimming	building
-ion	condition or action	abduction		
-ism	doctrine, belief, action, conduct	pacifism	socialism	terrorism
-ist	person, believer, member, doer	pacifist	socialist	dentist
-ite	product or part	graphite	meteorite	
-ity, ty	state of being or quality	lucidity	novelty	
-ive	condition	native	narrative	positive
-ment	condition or result	document	argument	judgement
-ness	state, condition, quality	kindness	calmness	
-oid	resembling, shaped like	asteroid	spheroid	cuboid
-our	condition or activity	valour		
-ory	place for, serves for	territory		
-ship	status, condition	relationship	friendship	partnership
-ure	act, condition, process, function	exposure		
-y	state, condition, result of activity	society	victory	anarchy

Suffix	Meaning	Examples (Verbs)		
-ate	make or cause to be	suffocate	educate	liberate
-ed	past tense	attained	walked	jumped
-en	to cause to become	moisten	soften	harden
-er, or	action	ponder		clamor
-ify	cause	specify		
-ing	present tense	showing	walking	jumping
-ize, ise	make or cause	fantasize	harmonize	prioritise



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-ure	act			
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Suffix	Meaning	Examples (Adjectives)		
-able, ible	worth, ability to, capable of	solvable	sinkable	sensible
-al, ial, ical	quality, relation	structural	territorial	logical
-ant, ent, ient	kind of agent, indication	important	dependent	convenient
-ar, ary	resembling, related to	spectacular		unitary
-ate	kind of state	inviolable		
-ed	having the quality of	terraced		
-en	material	silken		
-er	comparative (between two)	brighter		
-est	superlative (between three or more)	strongest		
-ful	having, giving, marked by	fanciful	beautiful	meaningful
-ic	quality, pertaining to, like	generic	aquatic	fantastic
-ile, il	having the qualities of, capable of	projectile	docile	civil
-ish	having the character of	newish	selfish	childish
-ive, ative, itive	having the quality of	festive	cooperative	sensitive
-less	without, missing	hopeless		
-ous, eous, ious	full of, the quality of, relating to	adventurous	courageous	fractious
-y	marked by, having	hungry		

Suffix	Meaning	Examples (Adverbs)		
-fold	in a manner of, marked by	fourfold		
-ly	in the manner of	fluently		
-ward	in a direction or manner	homeward	southward	
-wise	in the manner of, with regard to			

Suffix	Noun	Suffix	Verb	Suffix	Adjective	Suffix	Adverb
-ist	terrorist	-ize	terrorize	-ist	terrorist		
-ism	terrorism	-ify	terrify	-ible	terrible	-ly	terribly
-tion	education	-ate	educate	-al	educational	-ly	educationally
-or	educator	-ing	educating	-ed	educated		
-ness	darkness	-en	darken		dark	-ly	darkly
-ment	enjoyment		enjoy	-able	enjoyable	-ly	enjoyably
-ity							
	time	-ed	timed	-less	timeless	-ly	timelessly
	hope	-ing	hoping	-ful	hopeful	-ly	hopefully
	self			-ish	selfish	-ly	selfishly
	child			-like	childlike		

	Comparatives				Tenses	
-er				-s		



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-est				-es		
-ish				-ed		
-like				-ing		



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Suffix: singular to plural				
A	For most words (nouns): just add 's' to form the plural.			
B	For words ending in 'e': just add 's'.			
C	For words ending with a 'y' which follows a vowel: just add 's'.			
D	For most words ending in 'o' add 'es'.			
E	For words ending in a 'y' which follows a consonant: change the 'y' to 'i' and add 'es'.			
taps	pens	pins	tops	cups
tables	stables	pipes	ropes	tunes
rays	trays	keys	boys	toys
heroes	cargoes	echoes	potatoes	tomatoes
flies	cries	tries	parties	pennies

Suffix: Adding 'ing' to verbs for the present tense.				
A	For most verbs: just add the suffix 'ing' for the present tense.			
B	Verbs ending in a hiss/buzz sound (sh, ch, ss, x, zz): just add 'ing'.			
C	For verbs that end in 'e': drop the 'e' to add 'ing' (to avoid having 'ei' together).			
D	Single syllable verbs ending with a consonant following a short vowel: double the consonant and add 'ing'.			
E	Verbs ending with a consonant plus 'y': keep the 'y' to avoid a double 'i' when adding 'ing'.			
playing	peeping	winking	enjoying	jumping
washing	reaching	fixing	coaching	buzzing
hating	sharing	smiling	hoping	using
grabbing	stepping	sipping	stopping	hugging
carrying	crying	trying	spying	marrying

Suffix: Adding 'ed' to verbs for the past tense.				
A	The suffix 'ed' changes the verb to the past tense.			
B	Verbs ending in a hiss/buzz sound (sh, ch, ss, x, zz): add 'ed'.			
C	If the verb ends in 'e': avoid a double 'e' by dropping the final 'e' and adding 'ed'.			
D	Single syllable verbs ending with a consonant following a short vowel: double the consonant and add 'ed'.			
E	Verbs ending with a consonant plus 'y': change 'y' to 'i' and add 'ed'.			
played	tended	climbed	looked	jumped
washed	reached	fixed	coached	buzzed
saved	schemed	liked	loved	tuned
grabbed	stepped	sipped	stopped	hugged
carried	cried	tried	spied	married

Comparatives: Adding the suffix 'er'				
A	For most one syllable adjectives: just add 'er' to form the comparative.			
B	For words with a short vowel before a final consonant: double the consonant and add 'er' (comparative).			
C	For words ending in 'y': change the 'y' to 'i' and add the suffix 'er'. 'er' relates to 'more' (comparative).			
taller	slower	quicker	colder	longer
fatter	wetter	bigger	hotter	dimmer
happier	heavier	chillier	cloudier	luckier



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Comparatives: Adding the suffix ' est '				
A	For most one syllable adjectives: just add ' est ' to form the superlative.			
B	For words with a short vowel before a final consonant: double the consonant and add ' est ' (superlative).			
C	For words ending in ' y ': change the ' y ' to ' i ' and add the suffix ' est .' ' est ' relates to ' most ' (superlative).			
tallest	slowest	quickest	coldest	longest
fattest	wettest	biggest	hottest	dim <u>m</u> est
happiest	heaviest	chilliest	cloudiest	luckiest