

# Year 1 Spelling

**Class:**

Rules	Guidance	Example words	Notes
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The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	Sounds are usually spelt like this if they come straight after a single vowel letter in short words.	off, well, miss, buzz, back	
The /n/ sound spelt n before k		bank, think, honk, sunk	
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder	
The /tch/ sound	Usually spelt as 'tch' if it comes straight after a single vowel letter. Expectations: rich, which, much, such	catch, fetch, kitchen	
The /v/ sound at the end of words.	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after.	Have, live, give	
Adding s and es to words (plural of nouns)	If the ending sounds like /s/ or /z/, it is spelt as -s. if the ending sounds like /iz/ and forms an extra syllable, it is spelt as -es.	cats, dogs, rocks	
Adding the endings -ing, -ed and -er to verbs where there is no change to root word	-ing and -er always add an extra syllable to the word. -ed sometimes does.	hunting, hunted, hunter, buzzing, buzzed, buzzer	
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs, if the adjective ends in two consonant letters (same or different), the ending is simply added on.	grander, grandest, fresher, freshest	
<p>Vowel digraphs and trigraphs</p> <p>ai oi ay oy a-e e-e i-e o-e u-e ar ee ea  er  ir ur oo  oa oe ou ow ue ew ie  igh or ore aw au air ear, Are</p>	<p>The digraphs ai and oi are used for those sounds at the end of words and at the end of syllables. Ay and oy are used for those sounds at the end of words and at the end of syllables.</p> <p>Very few words end with oo.</p> <p>The digraph oa is very rare at the end of an English word. The only common word ending in ou is you.</p> <p>Both the oo and yoo sounds can be spelt as u-e, ue and ew.</p>	<p>rain, wait, train, paid oil, join, coin, point day, play, say, way boy, toy, enjoy, annoy made, came, same these, theme, complete five, ride, like, time home, those, woke, hope June, rule, rude, use car, start, park, arm see, tree, green, meet sea, dream, meat, each head, bread, meant, each her, term, verb, person better, under, summer girl, bird, shirt, first turn, hurt, church, burst food, pool, moon, zoo book, took, foot, wood boat, coat, road, coach toe, goes out, about, mouth, sound now, how, brown, down blue, clue, true, rescue new, few, grew, flew, tie, pie, lie, cried chief, field, thief high, night, light, bright for, short, born, horse more, score, before saw, draw, yawn, crawl August, author, dinosaur air, fair, pair, hair bear, pear, wear bare, dare, care, share</p>	

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New consonant spellings ph	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant	
New consonant spellings wh		when, where, which	
Using k for the k sound	The k sound is spelt as k rather than c before e, I and y.	Kent, sketch, kit, skin	
Adding the prefix 'un'	The prefix 'un' is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock	
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	Football, playground, farmyard, bedroom	
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far	The, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one,, once, ask, friend, school, put, push, pull, full, house, our	

Year 2 Spelling		Class:	
Rules	Guidance	Example words	Notes
The 'ge' and 'dge' at the end of words	The letter <b>j</b> is never used for the ("dge") sound at the end of English words. At the end of a word, straight after any 'short vowel' sounds, the 'j' sound is spelt -dge (e.g. badge, edge, bridge, dodge and fudge). After all other sounds, whether vowels or consonants, the /dge/ sound is spelt as <b>-ge</b> at the end of a word. In other positions in words, the /dge/ sound is often (but not always) spelt as <b>g</b> before <b>e</b> , <b>i</b> , and <b>y</b> . The /dge/ sound is always spelt as <b>j</b> before <b>a</b> , <b>o</b> and <b>u</b> .	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy	
The /s/ sound spelt <b>c</b> before <b>e</b> , <b>i</b> and <b>y</b>		race, ice, cell, city, fancy	
The /n/ sound spelt <b>kn</b> and (less often) <b>gn</b> at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw	
'wr' at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap	
'-le' at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle	
'-el' at the end of words	The <b>-el</b> spelling is much less common than <b>-le</b> . The <b>-el</b> spelling is used after <b>m</b> , <b>n</b> , <b>r</b> , <b>s</b> , <b>v</b> , <b>w</b> .	camel, tunnel, squirrel, tinsel, travel, towel	
'-al' at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal	
Words ending <b>-il</b>		pencil, fossil, nostril	
The '-y' at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July	
Adding '-es' to nouns and verbs ending in consonant-letter-y	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries	
Adding <b>-ed</b> , <b>-ing</b> , <b>-er</b> and <b>-est</b> to root words ending in consonant-letter-y	The <b>y</b> is changed to <b>i</b> before <b>-ed</b> , <b>-er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying	
Adding the endings <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> and <b>-y</b> to words ending in vowel-letter-consonant-letter-e	The <b>-e</b> at the end of the root word is dropped before <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> , <b>-y</b> or any other suffix beginning with a vowel letter is added.	hiking, hiked,	
Adding <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> and <b>-y</b> to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the vowel 'short'.  <b>Exception:</b> The letter 'x' is never doubled: <i>mixing</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	
The sound spelt 'a' before <b>l</b> and <b>ll</b>	The sound ("or") is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always	
The sound spelt <b>-ey</b>	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys</i> , <i>monkeys</i> etc.).	key, donkey, monkey, chimney, valley	

Year 2 Spelling		Class:	
Rules	Guidance	Example words	Notes
The sound spelt a after w and qu	a is the most common spelling for the sound after w and qu.	want, watch, wander, quantity, squash	
The sound spelt or after w	Very few words spell the sound spelt or after w ("burn") this way.	word, work, worm, world, worth	
The suffixes -ment, -ness, -ful and -less	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in a consonant letter followed by y - see above.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly	
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> - <i>cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll	
The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's, the man's.		
Words ending in -tion		station, fiction, motion, national, section	
Homophones and near-homophones	It is important to know the difference in meaning between homophones.  To / too / two and there / their / they're most important.	These are the homophones that Y2 are accountable for: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/ won, sun/son, to/too/ two, be/bee, blue/blew, night/knight	
Common exception words	Some words are exceptions in some accents but not in others.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - and/or others according to programme used	

Year 3 Spelling		Class:	
Rules	Guidance	Example words	Notes
<b>Recap from Y2: Adding -ed, -ing, -er and -est to root words ending in consonant-letter-y</b>	The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying	
<b>Recap from Y2: homophones</b>	to / too / two there / their / they're	to / too / two there / their / they're	
The sound spelt 'ou'		young, touch, double, trouble, country	
Beginning to understand the term 'root word'  Adding prefixes to 'root words'.  Especially antonyms: happy / unhappy appear / disappear	Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below. Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings. The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il</b> Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b> . Before a root word starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> .	<b>dis-</b> , <b>mis-</b> , <b>in-</b> disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible	
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation	
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns.	information, adoration, sensation, preparation, admiration	
The suffix <b>-ly</b>	The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The <b>-ly</b> suffix starts with a consonant letter, so it is added straight on to most root words unless they end with <b>y</b> . If the root word ends with <b>y</b> , the <b>y</b> is changed to <b>i</b> . <b>Exceptions: (year 4)</b> 1. If the root word ends with <b>-le</b> , the <b>-le</b> is changed to <b>-ly</b> . 2. If the root word ends with <b>-ic</b> , <b>-ally</b> is added rather than just <b>-ly</b> , except in the word <i>publicly</i> . 3. The words <i>truly</i> , <i>duly</i> , <i>wholly</i> .	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)  happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	
The sound spelt 'sure'		measure, treasure, pleasure, enclosure	
'q' is written as 'qu' and does not stand alone		quick, queen, quarrel	
The 'sion' ending		division, invasion, confusion, decision, collision, television	Useful notes for teachers <a href="http://www.spellingrules.com/wp-content/uploads/2013/06/Free-Spelling-Rules.pdf">http://www.spellingrules.com/wp-content/uploads/2013/06/Free-Spelling-Rules.pdf</a>
The sound spelt <b>ch</b> (mostly French in origin)		chef, chalet, machine, brochure	

Year 3 Spelling		Class:	
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The sound spelt sc (Latin in origin)		science, scene, discipline, fascinate, crescent	
The sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey	
To use the apostrophe to spell shortened versions of words	Apostrophes are used where two words have been joined and some letters missed out so that a contraction is formed.	do not—don't can not—can't will not—won't does not—don't he is—he's is not— isn't I have—I've I would—I'd I will—I'll I am—I'm there is/has -there's	
Possessive apostrophe with plural words  (building on 'The possessive apostrophe (singular nouns)' - Y2 Spelling Rules.)	May need to recap Y2's spelling rule on singular nouns.  The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but <i>'s</i> added if the plural does not end in -s (i.e. is an irregular plural - e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population.)	
Homophones or near-homophones		These are the homophones that Y3 are accountable for: accept/except affect/effect ball/bawl berry/bury brake/break fair/fare grate/great groan/grown here/hear	

Year 4 Spelling		Class:	
Rules	Guidance	Example words	Notes
The sound spelt 'y' elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	
Revision of the understanding of the term 'root words'.  Adding prefixes to 'root words'.	<b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'	<b>re-</b> : redo, refresh, return, reappear, redecorate <b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity, international, interrelated (inter + related) <b>super-</b> : supermarket, superman, superstar <b>anti-</b> : antiseptic, anti-clockwise, antidote <b>auto-</b> : automatic, autograph	
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration	
The suffix <b>-ly</b>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The <b>-ly</b> suffix starts with a consonant letter, so it is added straight on to most root words unless they end with <b>y</b>. If the root word ends with <b>y</b>, the <b>y</b> is changed to <b>i</b>.</p> <p><b>Exceptions:</b></p> <ol style="list-style-type: none"> <li>If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</li> <li>If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</li> <li>The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</li> </ol>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	
The sound spelt 'ture'	This sound is often spelt <b>-ture</b> , but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending, e.g. <i>teacher</i> , <i>catcher</i> , <i>richer</i> , <i>stretcher</i> .	creature, furniture, picture, nature, adventure	
The suffix <b>-ous</b>	<p>'ous' at the end of a word often means 'full of'. Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. <b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added. A final 'e' must be kept if the sound of 'g' is to be kept.</p>	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous	
Endings which are spelt <b>-tion</b> , <b>-sion</b> , <b>-ssion</b> , <b>-cian</b>	<p>Strictly speaking, the endings are <b>-ion</b> and <b>-ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these endings often come from the last letter or letters of the root word.</p> <p><b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> (invent) or <b>te</b> (hesitate).  <b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b>.  <b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.  <b>Exceptions:</b> attend - attention, intend - intention  <b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician	

Year 4 Spelling		Class:	
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The sound spelt ch	(Greek in origin)	scheme, chorus, chemist, echo, character	
The sound spelt -gue	(French in origin)	league, tongue, antique, unique	
The sound spelt 'sure'		measure, treasure, pleasure, enclosure	
The sound spelt sc (Latin in origin)		science, scene, discipline, fascinate, crescent	
The sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey	
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural - e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's. (Note: singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population.)	
To spell irregular tense changes	Reinforce the past / present concept in writing.	go/ went Can / could Meet / met Creep / crept Speak / spoke Is / was Are / were Have / had Does / did Get / got	
Homophones or near-homophones		These are the homophones that Y4 are accountable for: heel/heal/he'll knot/not mail/male main/mane meat/meet medal/meddle missed/mist peace/piece plain/plane rain/rein/reign scene/seen weather/whether whose/who's	



Year 5 Spelling		Class:	
Rules	Guidance	Example words	Notes
Sound endings which are spelt like -cious or -tious	Not many common words end like this. If the root word ends in -ce, the sound is usually spelt as c - e.g. <i>vice - vicious, grace - gracious, space - spacious, malice - malicious.</i> <b>Exception:</b> <i>anxious</i>	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious	
Endings which are spelt -cial or -tial	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i> ).	official, special, artificial, partial, confidential, essential	Useful lists <a href="http://www.spellingrules.com/wp-content/uploads/2013/06/Free-Spelling-Rules.pdf">http://www.spellingrules.com/wp-content/uploads/2013/06/Free-Spelling-Rules.pdf</a>
Words ending in: -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c, soft g and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence	
The sound spelt ei after c		deceive, conceive, receive, perceive, ceiling	
Words containing the letter-string 'ough'	<b>ough</b> is one of the trickiest spellings in English - it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough	
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight	
i before e, except after c rule	Most words use ie Ie is the only word ending Ei is the word beginning C is usually followed by ei The long a sound usually indicates the ei spelling.	lie, die, chief, fierce, quiet, fiery, obedient vein, reign, veil, weigh science, glacier, ancient vein, rein, weigh, eight weird, protein, either, neither, height	
'al' at the end of a word	This normally means 'to do with' Musical—to do with music	musical, criminal. historical	

Year 5 Spelling		Class:	
Rules	Guidance	Example words	Notes
Homophones and other words that are often confused		<p>These are the homophones that Y5 are accountable for:</p> <p>In these pairs of words, nouns end <b>-ce</b> and verbs end <b>-se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound - which could not be spelt c.</p> <p>aisle: a gangway between seats (in a church, train, plane)  isle: an island  aloud: out loud  allowed: permitted  affect: usually a verb (e.g. <i>The weather may affect our plans.</i>)  effect: usually a noun (e.g. <i>It may have an effect on our plans.</i>).  If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business.</i>).  altar: a table-like piece of furniture in a church  alter: to change  ascent: the act of ascending (going up)  assent: to agree/agreement (verb and noun)  bridal: to do with a bride at a wedding  bridle: reins etc. for controlling a horse  cereal: made from grain (e.g. breakfast cereal)  serial: adjective from the noun <i>series</i> - a succession of things one after the other  compliment: to make nice remarks about someone (verb) or the remark that is made (noun)  complement: related to the word <i>complete</i> - to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>)  descent: the act of descending (going down)  dissent: to disagree/disagreement (verb and noun)  desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable)  dessert: (stress on second syllable) a sweet course after the main course of a meal  disinterested: not having a personal stake in the matter (a World Cup referee must be disinterested - i.e. must not be from one of the countries playing in the match)  uninterested: not interested, bored (a referee should be interested, not uninterested, in football)  draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)  draught: a current of air</p>	

Year 6 Spelling		Class:	
Rules	Guidance	Example words	Notes
Words ending in -cial or -tial	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i> ).	official, special, artificial, partial, confidential, essential	
Words ending in -able and -ible	The <b>-able</b> ending is far more common than the <b>-ible</b> ending. As with <b>-ant</b> and <b>-ance/-ancy</b> , the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b> . If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b> , the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i> ) before the <b>a</b> of the <b>-able</b> ending. The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b> . The first five examples opposite are obvious; in <i>reliable</i> , the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule. The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i> ).	adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible, horrible, terrible, visible, incredible, sensible	
Adding suffixes beginning with vowel letters to words ending in -fer	The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.  The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.	referring, referred, referral, preferring, preferred, transferring	
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	
Words containing the letter-string 'ough'	<b>ough</b> is one of the trickiest spellings in English - it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough	

Year 6 Spelling		Class:	
Rules	Guidance	Example words	Notes
Homophones and other words that are often confused		<p>These are the homophones that Y6 are accountable for:</p> <p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy  eligible: suitable to be chosen or elected  illegible: not legible (i.e. unreadable)  eliminate: get rid of/exclude  illuminate: light up  farther: further  father: a male parent  guessed: past tense of the verb <i>guess</i>  guest: visitor  heard: past tense of the verb <i>hear</i>  herd: a group of animals  led: past tense of the verb <i>lead</i>  lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)  morning: before noon  mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)  passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)  precede: go in front of or before  proceed: go on  principal: adjective - most important (e.g. <i>principal ballerina</i>) noun - important person (e.g. <i>principal of a college</i>)  principle: basic truth or belief  profit: money that is made in selling things  prophet: someone who foretells the future  stationary: not moving  stationery: paper, envelopes etc.  steal: take something that does not belong to you  steel: metal  wary: cautious  weary: tired  who's: contraction of <i>who is</i> or <i>who has</i>  whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>	