



Key Stage 2 Spelling Scheme

National Curriculum and Phonics International



Year 1

All of the Year 1 spellings are covered by Phonics International and there are Sound Activity Sheets for each of the sounds. Sound Activity Sheets must be used to introduce the spellings, but other activities should be used in addition, where appropriate. (N.C. Teachers should continue to emphasise the relationship between sounds and letters, even when the relationships are unusual).

YEAR 1				
Phoneme / Spelling pattern	Example words	PI Unit	Revision	Tick when taught
-ff	cuff staff puffin	2		
-ll	mill smell trellis	2		
-ss	mess dress lesson	2		
-zz	fizz buzz dazzle	2		
-ck	pack ticks snacks	1		
-nk	pink blank crinkle	4		
-tch	patch catches snatch	7		
-ve	give love alive	4		
ai	rain wait train paid afraid	2		
oi	join boil point	5		
ay	say play strays	2		
oy	toys royal enjoy	5		
a-e	name tapes shape	6		
e-e	eve scene centipede these	6		
i-e	time bikes beside	6		
o-e	bone rope alone	6		
u-e	flute rule brute	6		
ar	car art market	5		
ee	bee heel sweets	3		
ea	neat cream treats	3		
ea	head dread steadfast	3		
er	verb permit performs	5		
ir	bird skirt thirsty	6		
ur	curl burger church	6		
oo	roof gloom spoonful	4		
oo	book hooks crooked	4		
oa	road boat croak	2		
oe	toe doe heroes	6		
ou	shout cloud ground	5		
ow	town howl towels	5		
ow	row slow snows	2		
ue	blue glued misconstrued	5		
ew	new stew pewter	10		
ie	lie tie pie cried	2		
ie	chief relief field	9		
igh	sigh slight brighten	2		
or	corn port storm	3		
ore	sore ignore furthermore	7		
aw	paws claws prawns	7		
au	pause sauce applause	7		
air	hair stairs chairman	6		
ear	near fearful hearing	6		
ear	bear wear tear	6		
are	care spare beware	6		
-y	silly frilly bubbly	4		
ph	photo phase triumph	8		
wh	whip whelk wheels	3		
k	kit skip skins	1		



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Year 1 (continued)

The following spelling are not covered by the Phonics International Sound Activity Sheets

Adding prefix un-	unhappy undo unload unfair			
Compound Words	football playground farmyard bedroom			

Common Exception Words

The, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - *and other according to programme used.*



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Year 2

The words in the top grid are statutory spellings for which there are Phonics International units which can be printed out and used.

The lower grid shows the remainder of the statutory spellings. Please use the blank 'Sound Activity Sheets' to type in these words. *(N.C. Teachers should continue to emphasise the relationship between sounds and letters, even when the relationships are unusual).*

Other spelling activities should be used alongside the Sound Activity Sheets where appropriate.

YEAR 2				
Phoneme / Spelling pattern	Example words	PI Unit	Revision	Tick when taught
-dge	ridge sledge begrudge	7		
ci	city circular circumference	6		
ce	ace certain century	6		
cy	lacy cycle literacy	6		
kn	knot kneel knowledge	7		
gn	gnome design gnarled	8		
wr	write wrong wriggles	7		
-le	bottle tickle prickles	2		
-el	label tunnel panels	7		
-al	metal signal equal	7		
-il	pencil lentils stencil	7		
-y	fly by fry	2		
-al / -all	all small walk	7		
o	won mother welcome	10		
ey	monkey pulley honeysuckle	9		
'a' after w	wasp swans wander	8		
'a' after qu	quality qualify	8		
o after w	word world work	6		
ar after w	ward warmth wardrobe	8		
s /zh/	television measure usually	8		

	<p>The suffixes</p> <p>-ment enjoyment, merriment</p> <p>-ness sadness plainness (plain + ness), , happiness</p> <p>-ful careful, playful, plentiful,</p> <p>-less hopeless, penniless</p> <p>'-ly' badly, happily</p>
	<p>Contractions</p> <p>can't, didn't, hasn't, couldn't, it's, I'll</p>
	<p>The possessive apostrophe (singular nouns)</p> <p>Megan's, Ravi's, the girl's, the child's, the man's</p>
	<p>Words ending in -tion</p> <p>station, fiction, motion, national, section</p>
	<p>Homophones and near-homophones</p> <p>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</p>
	<p>Common exception words</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>



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Year 3

All of the Year 3 spellings are covered by Phonics International and there are Sound Activity Sheets for each of the sounds. Sound Activity Sheets must be used to introduce the spellings, but other activities should be used in addition, where appropriate. *(N.C. Teachers should continue to emphasise the relationship between sounds and letters, even when the relationships are unusual).*

YEAR 3				
Phoneme / Spelling pattern	Example words	PI Unit	Revision	Tick when taught
v	vat vent invest	4		
ch	chip chant lunch	4		
sh	shut shall blushing	4		
-ue	blue glued misconstrue	5	√	
-ve	serve sleeve shelves	5	√	
-ce	face price advice	5		
-se	house chase verse	5		
-ge	age garage package	5		
qu	quiz quilt question	5		
g(e)	gem genius germinate	6		
g(i)	magic allergic energise	6		
g (y)	gymnast apology spongy	6		
o	he-oero radio potato	6		
-ae	sundae reggae gaelic	6		
ere	where therefore anywhere	6		
eer	deer steering mountaineer	6		
-ere	here merely sincerely	6		
ier	tiers cashier cavalier	6		
ear	heard earth yearning	6	√	
-our	flavour rumour glamour	6		
-re	ogre fibre centimetre	6		
oar	oars roared keyboard	7		
-oor	door moors flooring	7		
-our	four yours downpopur	7		
-x	exit exist exhausted	7		
bu	buyer building bouyant	7		
gu	guess guest guilty	7		
rh	rhyme rhombus rhythm	7		

Introduce the use of homophones from N.C. Year 3/4 . These will be repeated and consolidated in Y4,

Homophones or near-homophones

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Year 3 / 4 Statutory Word List

Children should be able to spell 'some' of the words from this list by the end of Year 3.



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Year 4

The words in the top grid are statutory spellings for which there is a Phonics International unit which can be printed out and used.

The lower grid shows the remainder of the statutory spellings. Please use the blank 'Sound Activity Sheets' to type in these words. *(N.C. Teachers should continue to emphasise the relationship between sounds and letters, even when the relationships are unusual).*

Other spelling activities should be used alongside the Sound Activity Sheets where appropriate.

YEAR 4				
Phoneme / Spelling pattern	Example words	PI Unit	NC	Tick when taught
sc	scene science scenery	7	y	
ch	school chorus chemist chaos chronic	7/8/11	y	
ch	chef parachute machinery chivalry	8	y	
-ssi	discussion expression permission	8	y	
/zh/	vision division confusion	8	y	
ou	double couple trouble	8	y	
-ey	they grey disobey	9	y	
-eigh	weigh eighty underweight	9	y	
ea	break steak great	9	N	
aigh	straight straightforward	9	N	
-y	system crystal mystery myth	9	Y	
gue	league plague colleague	11	y	
que	antique oblique unique			
ture	nature culture creature	12	Y	
NC Spellings not covered by Phonics International				
Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation				
The suffix –ation information, adoration, sensation, preparation, admiration				
The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically				
Words with endings sounding like /zə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure				
Endings which sound like /ʒən/ division, invasion, confusion, decision, collision, television				
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician				
Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)				
Homophones or near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's				
More prefixes dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect il- : illegal, illegible, im- : immature, immortal, impossible, impatient, imperfect ir- : irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anti-clockwise, antisocial auto- : autobiography, autograph				
Year 3 / 4 Statutory Word List Pupils should be able to spell 'most' of the words from the Y3/4 Statutory Word List by the end of Year 4				



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Year 5

There are Sound Activity Sheets for all of the units to be taught in Year 5. These must be used to introduce the spellings. (N.C. Teachers should continue to emphasise the relationship between sounds and letters, even when the relationships are unusual). Other spelling strategies should be used in conjunction with these sheets where appropriate.

YEAR 5				
Phoneme / Spelling pattern	Example words	PI Unit	Revision	Tick when taught
-gh	laugh coughing roughage	8		
gh	ghastly aghast ghostwriter	8		
st	listen whistle fasten	8		
-ous	serious dangerous numerous	8		
-ti	motion patience essential	8		
-ci	official delicious musician	8		
qua	qualify quantity squabbled	8		
gn	design gnome gnarled	8		
ei	eiderdown, heidi feisty	9		
ui	fruit bruised recruitment	10		
-ou	soup coupon route	10		
o	move who lose	10		
eu	feud deuce europe	10		
ew	new few stewed	10		
iew	review interview viewfinder	10		
ch	anchor scheme stomach	11	√	
que	queue unique picturesque	11	√	
augh	taught naughty daughter distraught	11		
qu	croquet parquet marquee	11		
quar	quarter quartz quarterback	11		
-ine	feline define entwine	12		
-ine	jasmine engine examine	12		
-ine	sardine routine tambourine	12		
-alf	half behalf calf	12		
-alt	salt alter altar alternative	12		
-ture	picture vultures adventures	12		
-eau	beautiful beauty beautifully	12		
-eau	plateau tableau trousseau	12		
-re	sceptre meagre mediocre	12		
-gue	Rogue vogue catalogue	12		

Year 5 / 6 Statutory Word List.

Pupils should be able to spell some of the Y5/6 Statutory word list by the end of year 5.

Homophones and commonly confused words.

Continue to revise the homophones from Y3/4 and introduce the more commonly misspelled homophones from Y5/6 (e.g: steal / steel; heard / herd; passed / past; guessed / guest).



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Year 6

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The lower grid shows the remainder of the statutory spellings. Please use the blank 'Sound Activity Sheets' to type in these words. (*N.C. Teachers should continue to emphasise the relationship between sounds and letters, even when the relationships are unusual*).

Other spelling activities should be used alongside the Sound Activity Sheets where appropriate.

YEAR 6				
Phoneme / Spelling pattern	Example words	PI Unit	NC	Tick when taught
ough	ought fought thoughtful	11	Y	
ough	boughs drought ploughed	11	Y	
ough	dough though although	11	Y	
ough	borough thorough thoroughly	11	Y	
ough	through throughout	11	Y	
mn	solemn autumn hymn	12	Y	
ps	psalm psychic psychology	12	y	
Endings which sound like /jəs/ spelt -cious or -tious vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious				
Endings which sound like /jəl/ official, special, artificial, partial, confidential, essential				
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency observant, observance, (observat <u>ion</u>), expectant (expectat <u>ion</u>), hesitant, hesitancy (hesitat <u>ion</u>), tolerant, tolerance (tolerat <u>ion</u>), substance (substant <u>ial</u>), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid <u>ential</u>), assistant, assistance, obedient, obedience, independent, independence				
Words ending in -able and -ible Words ending in -ably and -ibly adorable/adorably (adorat <u>ion</u>), applicable/applicably (applicat <u>ion</u>), considerable/considerably (considerat <u>ion</u>), tolerable/tolerably (tolerat <u>ion</u>) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly				
Adding suffixes beginning with vowel letters to words ending in -fer referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference				
Use of the hyphen co-ordinate, re-enter, co-operate, co-own				
Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling				
Homophones and other words that are often confused advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, 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>)				
Year 5 / 6 Statutory Word List Pupils should be able to spell most of the Year 5 / 6 statutory word list by the end of Year 6				



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Phonics and spelling <http://www.phonicsinternational.com/> This website is brilliant for planning not just phonics, but also spelling with Key Stage 2, and contains a wealth of resources to support this. (office.3243@sutton-courtenay.oxon.sch.uk Password sunnyday)