



## Grammar and punctuation – Year 1

Year 1: Detail of content to be introduced (statutory requirement)		Rollama game links
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	<a href="#">Link</a> <a href="#">Link</a>
	<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )	<a href="#">Link</a>
	How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]	<a href="#">Link</a>
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b>	<a href="#">Link</a>
	Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	<a href="#">Link</a>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives	Coming soon
<b>Punctuation</b>	Separation of <b>words</b> with spaces	<a href="#">Link</a>
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	<a href="#">Link</a>
	Capital letters for names and for the personal <b>pronoun I</b>	<a href="#">Link</a>
<b>Terminology for pupils</b>	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	



## Grammar and punctuation – Year 2

Year 2: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ]	<a href="#">Link</a> <a href="#">Link</a>
	Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i>	<a href="#">Link</a>
	Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>	<a href="#">Link</a> <a href="#">Link</a>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )	<a href="#">Link</a> <a href="#">Link</a>
	Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]	<a href="#">Link</a>
	<b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>	<a href="#">Link</a>
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	<a href="#">Link</a> <a href="#">Link</a>
	Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	<a href="#">Link</a> <a href="#">Link</a>
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	<a href="#">Link</a> <a href="#">Link</a>
	Commas to separate items in a list	<a href="#">Link</a>
	<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	<a href="#">Link</a> <a href="#">Link</a>
<b>Terminology for pupils</b>	noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma	



## Grammar and punctuation – Year 3

Year 3: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ]	<a href="#">Link</a>
	Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box]	<a href="#">Link</a>
	<b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]	<a href="#">Link</a> <a href="#">Link</a>
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]	<a href="#">Link</a>
		<a href="#">Link</a>
		<a href="#">Link</a>
<b>Text</b>	Introduction to paragraphs as a way to group related material	Coming soon
	Headings and sub-headings to aid presentation	Coming soon
	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]	<a href="#">Link</a>
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech	<a href="#">Link</a>
<b>Terminology for pupils</b>	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)	



## Grammar and punctuation – Year 4

Year 4: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b>	<a href="#">Link</a>
	Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]	<a href="#">Link</a>
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	<a href="#">Link</a> <a href="#">Link</a>
	<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	<a href="#">Link</a>
<b>Text</b>	Use of paragraphs to organise ideas around a theme	Coming soon
	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	<a href="#">Link</a>
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name, the girls’ names</i> ] Use of commas after <b>fronted adverbials</b>	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>
<b>Terminology for pupils</b>	determiner, pronoun, possessive pronoun, adverbial	



Grammar and punctuation – Year 5

Year 5: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ]	<a href="#">Link</a>
	<b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]	<a href="#">Link</a>
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	<a href="#">Link</a> <a href="#">Link</a>
	Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]	Coming soon
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ]	Coming soon
	Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]	Coming soon
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	<a href="#">Link</a> <a href="#">Link</a>
<b>Terminology for pupils</b>	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	



Grammar and punctuation – Year 6

Year 6: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p>	<a href="#">Link</a>
	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<a href="#">Link</a> <a href="#">Link</a>
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p>	Coming soon
	<p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	Coming soon
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p>	<a href="#">Link</a> <a href="#">Link</a>
	<p>Use of the colon to introduce a list and use of semi-colons within lists</p>	<a href="#">Link</a>
	<p><b>Punctuation</b> of bullet points to list information</p>	Coming soon
	<p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<a href="#">Link</a>
<b>Terminology for pupils</b>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	



## Grammar and punctuation – Years 7-9

Years 7-9 – Key Stage 3	
Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through: extending and applying the grammatical knowledge of key stage 1 and 2 programmes of study to analyse more challenging texts	Consolidate as above
studying the effectiveness and impact of the grammatical features of the texts they read	n/a
drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	n/a
knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	Consolidate as above
using Standard English confidently in their own writing and speech English	Consolidate as above
discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	Consolidate as above



## Spelling – Year 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Game links
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back	<a href="#">Link</a>
The /ŋ/ sound spelt n before k		bank, think, honk, sunk	<a href="#">Link</a>
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset	<a href="#">Link</a> (level 1)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such	catch, fetch, kitchen, notch, hutch	<a href="#">Link</a>
The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have, live, give	<a href="#">Link</a>
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches	<a href="#">Link</a>





Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<p><b>–ing</b> and <b>–er</b> always add an extra syllable to the word and <b>–ed</b> sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>–ed</b>.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	<a href="#">Link</a>
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest	<a href="#">Link</a> <a href="#">Link</a>
Words ending –y  (/i:/ or /ɪ/)		very, happy, funny, party, family	<a href="#">Link</a>
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while	<a href="#">Link</a>
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky	<a href="#">Link</a>
Adding the prefix –un	The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock	<a href="#">Link</a>
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry	<a href="#">Link</a>



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	<a href="#">Link</a> (Level 1)
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## Spelling – Year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Game links
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /i/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy</p> <p>jacket, jar, jog, join, adjust</p>	<a href="#">Link</a>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy	<a href="#">Link</a>
The /n/ sound spelt kn and (less often) gn 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	<a href="#">Link</a>
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap	<a href="#">Link</a>



The // or /ə/ sound spelt –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	
The // or /ə/ sound spelt –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, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel	<a href="#">Link</a>
The // or /ə/ sound spelt –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 –il	There are not many of these words.	pencil, fossil, nostril	
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July	<a href="#">Link</a>
Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added.	flies, tries, replies, copies, babies, carries	<a href="#">Link</a>
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	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	<a href="#">Link</a>
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The <b>–e</b> at the end of the root word is dropped before <b>–ing, –ed, –er, –est, –y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny	<a href="#">Link</a>



Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).  <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	<a href="#">Link</a>
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always	<a href="#">Link</a>
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday	<a href="#">Link</a>
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley	<a href="#">Link</a>
The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ (‘hot’) sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash	
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth	<a href="#">Link</a>
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards	
The /z/ sound spelt s		television, treasure, usual	<a href="#">Link</a>
The suffixes –ment, –ness, –ful, –less and –ly	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 <b>–y</b> with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily	<a href="#">Link</a>



Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll	<a href="#">Link</a>
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's	<a href="#">Link</a>
Words ending in –tion		station, fiction, motion, national, section	<a href="#">Link</a> <a href="#">Link</a>
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> (all Level 1)
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</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	<a href="#">Link</a> (Level 2)





<p>The suffix – ation</p>	<p>The suffix <b>–ation</b> is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information, adoration, sensation, preparation, admiration</p>	<p><a href="#">Link</a> (Level 2) <a href="#">Link</a></p>
<p>The suffix –ly</p>	<p>The suffix <b>–ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>–ly</b> starts with a consonant letter, so it is added straight on to most root words.</p> <p><b>Exceptions:</b></p> <p>(1) If the root word ends in –y with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>–le</b>, the <b>–le</b> is changed to <b>–ly</b>.</p> <p>(3) 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>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>	<p><a href="#">Link</a> (Levels 1 and 2) <a href="#">Link</a></p>
<p>Words with endings sounding like /ʒə/ or /tʃə/</p>	<p>The ending sounding like /ʒə/ is always spelt <b>–sure</b>.</p> <p>The ending sounding like /tʃə/ 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, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>	<p><a href="#">Link</a> (Level 2)</p>
<p>Endings which sound like /ʒən/</p>	<p>If the ending sounds like /ʒən/, it is spelt as <b>–sion</b>.</p>	<p>division, invasion, confusion, decision, collision, television</p>	<p><a href="#">Link</a> <a href="#">Link</a></p>
<p>The suffix – ous</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p>	<p><a href="#">Link</a></p>



	<p>Sometimes there is no obvious root word.</p> <p><b>–our</b> is changed to <b>–or</b> before <b>–ous</b> is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the <b>–ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>	<p><a href="#">Link</a></p>
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>	<p>Strictly speaking, the suffixes 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 suffixes 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> or <b>te</b>.</p> <p><b>–ssion</b> is used if the root word ends in <b>ss</b> or <b>–mit</b>.</p> <p><b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b>. <b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>	<p><a href="#">Link</a></p> <p><a href="#">Link</a></p>
<p>Words with the /k/ sound spelt ch (Greek in origin)</p>		<p>scheme, chorus, chemist, echo, character</p>	<p><a href="#">Link</a></p>
<p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>		<p>chef, chalet, machine, brochure</p>	<p><a href="#">Link</a></p>
<p>Words ending with the /g/ sound spelt –</p>		<p>league, tongue, antique, unique</p>	<p><a href="#">Link</a></p>

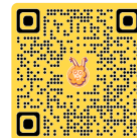




gue and the /k/ sound spelt – que (French in origin)			
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent	<a href="#">Link</a>
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey	<a href="#">Link</a> (Level 1)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; <b>–s</b> is not added if the plural already ends in <b>–s</b> , but <i>is</i> added if the plural does not end in <b>–s</b> (i.e. is an irregular plural – e.g. <i>children’s</i> ).	girls’, boys’, babies’, children’s, men’s, mice’s  <b>(Note:</b> singular proper nouns ending in an <i>s</i> use the <i>’s</i> suffix e.g. Cyprus’s population)	<a href="#">Link</a>
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> (Level 2) <a href="#">Link</a> <a href="#">Link</a>

## Spelling – Years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Game links
Endings which sound like /ʃəs/ spelt – cious or –tious	Not many common words end like this.  If the root word ends in <b>–ce</b> , the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious,</i>	vicious, precious, conscious, delicious, malicious, suspicious  ambitious, cautious, fictitious, infectious, nutritious	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>



	<p><i>space – spacious, malice – malicious.</i></p> <p><b>Exception:</b> <i>anxious.</i></p>		
Endings which sound like /ʃəl/	<p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions.</p> <p><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>).</p>	official, special, artificial, partial, confidential, essential	<a href="#">Link</a>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>	<a href="#">Link</a> <a href="#">Link</a>
Words ending in –able and –ible  Words ending in –ably and –ibly	<p>The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings.</p> <p>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>.</p> <p>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.</p>	<p>adorable/adorably (adoration),</p> <p>applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable,</p>	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>



	<p>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>.</p> <p>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.</p> <p>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>).</p>	<p>reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	
Adding suffixes beginning with vowel letters to words ending in <b>-fer</b>	<p>The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>	<a href="#">Link</a>
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	<a href="#">Link</a>
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling	<a href="#">Link</a>
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.	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough cough though, although, dough through</p> <p>thorough, borough plough, bough</p>	<a href="#">Link</a>



<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	<p>doubt, island, lamb, solemn, thistle, knight</p>	<p><a href="#">Link</a></p>
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, 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 <b>c</b>.</p> <p>More examples:</p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island.</p> <p>aloud: out loud. allowed: permitted.</p> <p>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>).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i> guest: visitor</p> <p>heard: past tense of the verb <i>hear</i></p> <p>herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i></p> <p>lead: present tense of that verb, or else the metal which is very heavy (as <i>heavy as lead</i>)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)</p>	<p><a href="#">Link</a></p> <p><a href="#">Link</a></p> <p><a href="#">Link</a></p> <p><a href="#">Link</a></p> <p>(Levels 2 and 3)</p> <p><a href="#">Link</a></p>



	<p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).</p> <p>complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p> <p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>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>)</p> <p>draught: a current of air.</p>	<p>passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before</p> <p>proceed: go on</p> <p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>	
<p>Years 5 and 6 NC word list</p>			<p><a href="#">Link</a></p>