



## Bounds Green Spelling Curriculum

### Year 1

**Please note: Year 1 children must have ample opportunities to apply their phonic knowledge in spellings.**

#### 1. Common Exception Words for Year 1: (N.B: Children also need to be able to spell the decodable words for Year 1 Phases 2-5)

Phase 2: I, the, to, no, go, into

Phase 3: he, she, we, be, me, be, was, you, they, all, are, my, her

Phase 4: said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase 5: oh, their, people, Mr, Mrs, looked, called, asked, could

### Spelling Rules

Year 1 Spelling Rules to be taught	Guidance and Explanation	Examples
2. The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.	<b>off, well, miss, buzz, back</b>  <b>Exceptions: if, pal, us, bus, yes.</b>
3. -tch	The /tʃ/ (ch) sound is usually spelt as tch if it comes straight after a single vowel letter.	<b>catch, fetch, kitchen, notch, hutch</b>  <b>Exceptions: rich, which, much, such.</b>
4. The 'v' sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	<b>have, live, give</b>
5. Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	<b>cats, dogs, spends, rocks, thanks, catches, hatches</b>
6. Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in 'id' (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or	<b>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</b>



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	different), the ending is simply added on.	
<b>7. Words ending –y (/i:/ or /ɪ/)</b>		<b>very, happy, funny, party, family</b>
<b>8. Adding –er and –est to adjectives where no change is needed to the root word.</b>	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	<b>grander, grandest, fresher, freshest, quicker, quickest</b>
<b>9. Adding the prefix –un</b>	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	<b>unhappy, undo, unload, unfair, unlock</b>
<b>Year 2</b>		
<b>1. Common Exception Words for Year 2:</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, parents, Christmas</p>		
<b>Year 2 Spelling Rules to be taught</b>	<b>Guidance and Explanation</b>	<b>Examples</b>
<b>2. The ‘i’ long vowel ( /aɪ/ ) sound is spelt –y at the end of words</b>	This is by far the most common spelling for this sound at the end of words.	<b>cry, fly, dry, try, reply, July</b>
<b>3. The ‘ee’ sound at the end of words is spelt –ey.</b>	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.)	<b>key, donkey, monkey, chimney, valley</b>
<b>4. The /n/ sound spelt kn and (less often) gn at the beginning of words</b>	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	<b>knock, know, knee, gnat, gnaw</b>
<b>5. The /r/ sound spelt wr at the beginning of words</b>	This spelling probably also reflects an old pronunciation.	<b>write, written, wrote, wrong, wrap</b>
<b>6. The ‘or’ sound is spelt a before l and ll</b>	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.	<b>all, ball, call, walk, talk, always</b>
<b>7. The ‘u’ (/ʌ/) sound spelt o</b>		<b>other, mother, brother, nothing, Monday</b>

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<p><b>8. The 'o' sound is spelt 'a' after w and qu</b></p>	<p>a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.</p>	<p><b>want, watch, wander, quantity, squash</b></p>
<p><b>9. The 's' sound spelt c before e, i and y</b></p>		<p><b>race, ice, cell, city, fancy</b></p>
<p><b>10. Adding -es to nouns and verbs ending in -y</b></p>	<p>The y is changed to i before -es is added.</p>	<p><b>flies, tries, replies, copies, babies, carries</b></p>
<p><b>11. Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</b></p>	<p>The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.</p>	<p><b>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</b></p>
<p><b>12. Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</b></p>	<p>The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being.</p>	<p><b>hiking, hiked, hiker, nicer, nicest, shiny</b></p>
<p><b>13. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</b></p>	<p>The last consonant letter of the root word is doubled to keep the short vowel sound. Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.</p>	<p><b>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</b></p>
<p><b>14. The 'l' (/l/ or /əl/) sound is spelt most commonly -le at the end of words.</b></p>	<p>The -le spelling is the most common spelling for this sound at the end of words.</p>	<p><b>table, apple, bottle, little, middle</b></p>
<p><b>15. a) The 'l' sound (/l/ or /əl/ sound) is spelt -el at the end of words</b></p> <p><b>b) The 'l' (/l/ or /əl/) sound spelt -al at the end of words</b></p>	<p>The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s.</p> <p>Not many nouns end in -al, but many adjectives do</p> <p>There are not many of these words</p>	<p><b>camel, tunnel, squirrel, travel, towel, tinsel</b></p> <p><b>metal, pedal, capital, hospital, animal</b></p>

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<p><b>c) The 'l' (/l/ or /əl/) spelt –il at the end of words.</b></p>		<p><b>pencil, fossil, nostril</b></p>
<p><b>16. a) The 'j' sound is spelt as ge and dge at the end of words.</b></p> <p><b>b) It is sometimes spelt as g elsewhere in words before e, i and y</b></p> <p><b>c) it is always spelt as a j before a, o and u.</b></p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the 'short' vowels (/æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y.</p> <p>The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p><b>badge, edge, bridge, dodge, fudge</b></p> <p><b>age, huge, change, charge, bulge, village</b></p> <p><b>gem, giant, magic, giraffe, energy</b></p> <p><b>jacket, jar, jog, join, adjust</b></p>
<p><b>17. The suffixes –ment, –ness, –ful, –less and –ly</b></p>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p><b>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</b></p> <p><b>merriment, happiness, plentiful, beautiful, penniless, happily</b></p>
<p><b>18. Contractions</b></p>	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot).</p>	<p><b>can't, didn't, hasn't, couldn't, it's, I'll</b></p>

Imagine a world where people know the difference between "your" and "you're".



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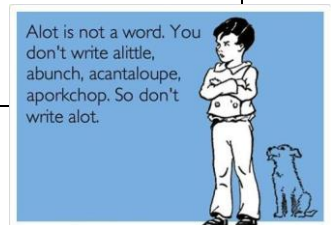
	<i>It's</i> means it is (e.g. <i>It's</i> raining) or sometimes it has (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	
<b>19. The possessive apostrophe (singular nouns)</b>		<b>Megan's, Ravi's, the girl's, the child's, the man's</b>
<b>20. Homophones and near-homophones</b>	It is important to know the difference in meaning between homophones.	<b>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</b>
<b>Year 3</b>		
<i>Revision of work from Years 1 and 2: Pay special attention to the rules for adding suffixes.</i>		
<b>Common Misspelt Words for Year 3:</b>		
<b>actual(ly), address, answer, appear, arrive, breath, breathe, build, calendar, century, circle, describe, different, difficult, disappear, early, earth, eight/eighth, famous, favourite, February, forward(s), fruit group, heart, height, history, important, island, learn, length, library, minute, often, opposite, probably, promise quarter, question, remember, sentence, special, straight, strange, strength, surprise though/although, thought, through, weight</b>		
<b>Year 3 Spelling Rules to be taught</b>	<b>Guidance and Explanation</b>	<b>Examples</b>
<b>1. Adding suffixes beginning with vowel letters (-ing, -er -ed -est) to words of more than one syllable</b>	<p>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 suffix beginning with a vowel letter is added.</p> <p>The consonant letter is not doubled if the syllable is unstressed.</p>	<b>forget, forgetting begin, beginning, beginner prefer, preferred</b>  <b>gardening, gardener, limiting, limited, limitation</b>
<b>2. The /ʌ/ sound spelt ou</b>	These words should be learnt as needed.	<b>. young, touch, double, trouble, country</b>

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<p>3. Words with the 'ay' (/eɪ/) sound spelt ei, eigh, or ey</p>		<p>vein, weigh, eight, neighbour, they, obey</p>
<p>4. <b>Prefixes:</b> Most prefixes are added to the beginning of root words without any changes in spelling</p> <p>4a) dis– and mis</p> <p>4b) in–</p> <p>4c) re–</p> <p>4d) sub–</p> <p>4e) inter–</p> <p>4f) super–</p> <p>4g) anti–</p>	<p>Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'.</p> <p><b>bi)</b> Before a root word starting with l, in– becomes il.</p> <p><b>bii)</b> Before a root word starting with m or p, in– becomes im–</p> <p><b>biii)</b> Before a root word starting with r, in– becomes ir–.</p> <p>re- means 'again' or 'back'.</p> <p>sub– means 'under'.</p> <p>Inter- means 'between' or 'among'.</p> <p>super– means 'above'.</p>	<p><b>dis:</b> disappoint, disagree, disobey <b>mis:</b> misbehave, mislead, misspell (mis + spell)</p> <p><b>in:</b> inactive, incorrect</p> <p><b>il:</b> illegal, illegible</p> <p><b>im:</b> immature, immortal, impossible, impatient, imperfect</p> <p><b>ir:</b> irregular, irrelevant, irresponsible</p> <p><b>re:</b> redo, refresh, return, reappear, redecorate</p> <p><b>sub:</b> subdivide, subheading, submarine, submerge</p> <p><b>inter:</b> interact, intercity, international, interrelated (inter + related)</p>

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<p><b>4h) auto-</b></p>	<p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p><b>super: supermarket, superman, superstar</b></p> <p><b>anti: antiseptic, anticlockwise, antisocial</b></p> <p><b>auto: autobiography, autograph</b></p>
<p><b>5. The suffix -ly</b></p> <p><u>Exceptions:</u></p> <p><b>5a) Adding the suffix -ly if the root word ends in -y with a consonant letter before it</b></p> <p><b>5b) Adding the suffix -ly if the root word ends with -le</b></p> <p><b>5c) Adding the suffix -ly if the root word ends with -ic</b></p>	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>If the root word ends with -le, the -le is changed to -ly.</p> <p>If the root word ends with -ic -ally is added rather than just -ly, except in the word publicly.</p>	<p><b>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</b></p> <p><b>happy - happily</b> <b>angry - angrily</b></p> <p><b>gentle - gently</b> <b>simple - simply</b> <b>humble - humbly</b> <b>noble - nobly</b></p> <p><b>basic - basically</b> <b>frantic - frantically</b> <b>dramatic - dramatically</b></p>
<p><b>6. Words with endings sounding like /ʒə/ e.g 'measure' or /tʃə/ e.g creature</b></p>	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher.</p>	<p><b>measure, treasure, pleasure, enclosure</b></p> <p><b>creature, furniture, picture, nature, adventure</b></p>



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<b>7. Homophones and near-homophones</b>	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
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### Year 4

#### Year 4 Common Misspelt Words

believe, bicycle, busy/business, caught, centre, certain, complete, consider, continue, decide, enough, exercise, experience, experiment, extreme, grammar, guard, guide, heard, imagine, increase, interest, knowledge, material, medicine, mention, natural, naughty, notice, occasion(ally), ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, purpose, recent, regular, reign, separate, suppose, therefore, various

Year 4 Spelling Rules to be taught	Guidance and Explanation	Examples
<b>1. The suffix –ation</b>	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	<b>information, adoration, sensation, preparation, admiration</b>
<b>2. The suffix –sion</b>	Endings which sound like /ʒən/ : If the ending sounds like /ʒən/, it is spelt as –sion.	<b>division, invasion, confusion, decision, collision, television</b>
<b>3. The suffix –ous</b>		<b>poisonous, dangerous, mountainous</b>
<b>3a) If the suffix –ous is added to words ending in -our</b>	–our is changed to –or before –ous is added.	<b>humorous, glamorous, vigorous</b>
<b>3b) If the suffix –ous is added to words with the ‘dge’ (/dʒ/) sound and the</b>	A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.	<b>courageous, outrageous</b>



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<p>last letter in the root word is e</p> <p style="text-align: center;"><b>3c) If there is an 'ee' /i:/ sound before the -ous ending,</b></p>	<p>It is usually spelt as i, but a few words have e.</p>	<p><b>serious, obvious, curious hideous, spontaneous, courteous</b></p>
<p><b>4. The suffixes: -tion, -sion, -ssion and -cian</b></p> <p><b>(N.B technically the suffixes are -ion and -ian.)</b></p> <p><b>Words with ending that sound like 'shion' (/ʃən/)</b></p>	<p>4a) -tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>4b) -ssion is used if the root word ends in ss or -mit.</p> <p>4c) -sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention.</p> <p>4d) -cian is used if the root word ends in c or cs.</p>	<p><b>invention, injection, action, hesitation, completion</b></p> <p><b>expression, discussion, confession, permission, admission</b></p> <p><b>expansion, extension, comprehension, tension</b></p> <p><b>musician, electrician, magician, politician, mathematician</b></p>
<p><b>5. Possessive apostrophe with plural words</b></p>	<p>The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural – e.g. children's).</p>	<p><b>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)</b></p>
<p><b>6. Words with the /k/ sound spelt ch (Greek in origin)</b></p>		<p><b>scheme, chorus, chemist, echo, character</b></p>
<p><b>7. Words with the /ʃ/ sound spelt ch (mostly French in origin)</b></p>		<p><b>chef, chalet, machine, brochure</b></p>
<p><b>8. Words ending with the /g/ sound spelt - gue and the /k/ sound spelt - que (French in origin)</b></p>		<p><b>league, tongue, antique, unique</b></p>



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<b>9. Homophones and near-homophones</b>	<ul style="list-style-type: none"> <li>• accept/except</li> <li>• affect/effect</li> <li>• ball/bawl</li> <li>• berry/bury</li> <li>• brake/break</li> <li>• fair/fare</li> <li>• grate/great</li> </ul>	<ul style="list-style-type: none"> <li>• groan/grown</li> <li>• here/hear</li> <li>• heel/heal/he'll</li> <li>• knot/not</li> <li>• mail/male</li> <li>• main/mane</li> <li>• meat/meet</li> </ul>	<ul style="list-style-type: none"> <li>• medal/meddle</li> <li>• missed/mist</li> <li>• peace/piece</li> <li>• plain/plane</li> <li>• rain/rein/reign</li> <li>• scene/seen</li> <li>• weather/whether</li> <li>• whose/who's</li> </ul>
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### Year 5

#### Common Misspelt Year 5 words

Achieve, aggressive, ancient, appreciate, attached, awkward, bargain, bruise, conscience, conscious, convenience, criticise (critic + ise), curiosity, desperate, determined, develop, dictionary, environment, especially, excellent, forty, government, individual, language, marvellous, muscle, neighbour, occur, parliament, physical, profession, queue, recognise, recommend, restaurant, rhyme, rhythm, sacrifice, shoulder, stomach, suggest, symbol, system, thorough, twelfth, vegetable, vehicle, yacht

Year 5 Spelling Rules to be taught	Guidance and Explanation	Examples
<b>1. Endings which sound like /ʃəs/ spelt –cious or –tious</b>	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.	<b>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</b>
<b>2. Endings which sound like /ʃəl/ are either spelt –cial or -tial</b>	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.  Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	<b>official, special, artificial, partial, confidential, essential</b>
<b>3a) Words ending in –ant, –ance/ –</b>	Use –ant and –ance/–ancy if there is a related	<b>observant, observance, (observation),</b>





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	The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	<b>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</b>
<b>5. Adding suffixes beginning with vowel letters to words ending in -fer</b>	The r is doubled if the -fer is still stressed when the ending is added.  The r is not doubled if the -fer is no longer stressed	<b>referring, referred, referral, preferring, preferred, transferring, transferred</b>  <b>reference, referee, preference, transference</b>
<b>6. i before e except after c rule</b>	The 'ee' sound (/i:/) is spelt 'ei' after a 'c'.	<b>Words that make the 'ee' sound spelt ie: achieve, believe, field, chief, grief, shriek</b>  <b>Words that make the 'ee' sound spelt ei because they follow c: deceive, conceive, receive, perceive, ceiling</b>  <b>Exceptions words where the 'ee' sound is still spelt ei even without a c before it: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</b>
<b>7. Words containing the letter-string ough</b>	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds	<b>ought, bought, thought, nought, brought, fought</b>  <b>rough, tough, enough cough</b>  <b>though, although, dough</b>



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		through  thorough, borough  plough, bough
<b>8. Homophones and near homophones:</b>		
<ul style="list-style-type: none"> <li>• <b>aisle:</b> a gangway between seats (in a church, train, plane)/ <b>isle:</b> an island</li> <li>• <b>aloud:</b> out loud/ <b>allowed:</b> permitted</li> <li>• <b>affect:</b> usually a verb (e.g. The weather may affect our plans) /<b>effect:</b> usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business)</li> <li>• <b>altar:</b> a table-like piece of furniture in a church / <b>alter:</b> to change</li> <li>• <b>ascent:</b> the act of ascending (going up) / <b>assent:</b> to agree/agreement (verb and noun)</li> <li>• <b>bridal:</b> to do with a bride at a wedding / <b>bridle:</b> reins etc. for controlling a horse</li> <li>• <b>cereal:</b> made from grain (e.g. breakfast cereal) / <b>serial:</b> adjective from the noun series – a succession of things one after the other</li> <li>• <b>compliment:</b> to make nice remarks about someone (verb) or the remark that is made (noun)/ <b>complement:</b> related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit)</li> <li>• <b>descent:</b> the act of descending (going down)/ <b>dissent:</b> to disagree/disagreement (verb and noun)</li> <li>• <b>desert:</b> as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)/ <b>dessert:</b> (stress on second syllable) a sweet course after the main course of a meal</li> <li>• <b>draft:</b> noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help)/ <b>draught:</b> a current of air.</li> </ul>		
<b>Year 6</b>		
<i>N.B: Year 6 must revise all spelling rules where appropriate</i>		
<b>Common Misspelt Year 6 words</b>		
accommodate, accompany, according, amateur, apparent, available, average, category, cemetery, committee, communicate, community, competition, controversy, correspond, definite, disastrous, embarrass, equip (–ped, –ment), exaggerate, existence, explanation, familiar, foreign, frequently, guarantee, harass, hindrance, identity, immediate(ly), interfere, interrupt,		

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leisure, lightning, mischievous, necessary, nuisance, occupy, opportunity,  
persuade, prejudice, privilege, programme, pronunciation  
relevant, secretary, signature, sincere(ly), soldier, sufficient, temperature, variety

Year 6 Spelling Rules to be taught	Guidance and Explanation	Examples
<b>1. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b>	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/ etc	<b>doubt, island, lamb, solemn, thistle, knight</b>

### Homophones and near homophones:

- **farther:** further/ **father:** a male parent
- **guessed:** past tense of the verb guess / **guest:** visitor
- **heard:** past tense of the verb hear / **herd:** a group of animals
- **led:** past tense of the verb lead / **lead:** present tense of that verb, or else the metal which is very heavy (as heavy as lead)
- **morning:** before noon / **mourning:** grieving for someone who has died
- **past:** noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) / **passed:** past tense of the verb 'pass' (e.g. I passed him in the road)
- **precede:** go in front of or before / **proceed:** go on
- **principal:** adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)/ **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 who is or who has / **whose:** belonging to someone (e.g. Whose jacket is that?)

THERE are people who never paid attention to THEIR teacher in school. THEY'RE probably wondering what this means.





## Bounds Green Spelling Curriculum