

EDITED NATIONAL CURRICULUM FOR SPELLING

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on [spelling](#) and on [vocabulary, grammar and punctuation](#) – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [Glossary](#) is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

The /ŋ/ sound spelt n before k

Division of words into syllables

Rules and guidance (non-statutory)

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. **Exceptions:** if, pal, us, bus, yes.

Nessy Island 2 Lesson 11

Nessy Island 2 Lesson 13

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.

Nessy Island 2 Lesson 17

Example words (non-statutory)

off	all	buzz
puff	fall	fuzz
huff	call	fizz
cuff	back	frizz
cliff	luck	jazz
sniff	kick	miss
snuff	sock	kiss
stuff	lock	hiss
well	shock	less
bell	stock	mess
	chess	dress

bank	link
thank	wink
think	honk
ink	sunk
pink	tank
hunk	stink
dunk	

pocket	thunder
rabbit	sunset
carrot	picnic
cobweb	goblin
magnet	button
basket	hotdog
bitten	cotton

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such. Nessy Island 3 Lesson 28	catch fetch kitchen ditch latch match witch	notch hutch itch pitch patch notch watch
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'.	have live give love	dove above glove
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 .	cats dogs spends rocks thanks balls	bags catches matches boxes foxes
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 /ɪd/ (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 different), the ending is simply added on. <i>–ed – Nessy Island 4 Lesson 36</i>	hunting hunted hunter buzzing buzzed buzzer adding added asking asked ending	jumping jumped jumper running runner playing player played clipped clipping ended
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 faster fastest kinder kindest	quicker quickest lower lowest older oldest harder hardest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
ai, oi	The digraphs ai and oi are virtually never used at the end of English words. <i>ai – Nessy Island 3 Lesson 24</i> <i>oi – Nessy Island 4 Lesson 38</i>	rain wait train paid afraid fail tail sail	jail oil join coin point soil spoil boil	
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables. <i>ay – Nessy Island 3 Lesson 24</i> <i>oy – Nessy Island 4 Lesson 38</i>	day play say way stay may pray sway clay	pay stay boy toy joy soy enjoy annoy	
a–e	<i>Nessy Island 3 Lesson 21</i>	made came same fame name tame blame shame game	cake fake take lake bake fade safe late	
e–e		these theme complete		
i–e	<i>Nessy Island 3 Lesson 21</i>	five ride like hike lime mine	time side fine line ride hide	nine pine life shine wide
o–e	<i>Nessy Island 3 Lesson 21</i>	home those woke slope rope	hope hole pole stole bone	
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e . <i>Nessy Island 3 Lesson 21</i>	June rule rude use tube tune	cute cube fume use fuse	

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
ar	<i>Nessy island 2 Lesson 14</i>	car bar jar far tar start	arm garden star art barn yarn	dark harp hard lard park park
ee	<i>Nessy Island 2 Lesson 20</i>	see bee free feel heel peel	feed tree green meet week	sheep sweep beep been green
ea (/i:/)	<i>Nessy Island 2 Lesson 20</i>	sea dream meat each read	neat heat seat cheat	beak weak eat lead
ea (/ɛ/)	<i>Nessy Island 2 Lesson 20</i>	head bread meant instead read	deaf steady dead heavy	
er (/ɜ:/)	<i>Nessy Island 2 Lesson 16</i>	(stressed sound): her term verb person	herd jerk perch	
er (/ə/)		(unstressed <i>schwa</i> sound): better under summer	sister bitter burger winter	
ir	<i>Nessy Island 2 Lesson 16</i>	girl bird shirt first	stir girl birth fir	first firm shirt third
ur	<i>Nessy Island 2 Lesson 16</i>	turn hurt church hurt fur purr	burst Thursday burn curl nurse surf	

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo <i>Nessy Island 3 Lesson 28</i>	food pool moon zoo moo soon spoon root	hoot tool fool cool doom boost choose roost	
oo (/ʊ/)	<i>Nessy Island 3 Lesson 28</i>	book took foot wood good look	book hook cook crook soot wool	
oa	The digraph oa is very rare at the end of an English word. <i>Nessy Island 3 Lesson 27</i>	boat coat road coach goal float	toast soap soak oak foam loaf	
oe	<i>Nessy Island 3 Lesson 27</i>	toe goes	hoe Joe	
ou	The only common English word ending in ou is <i>you</i> . <i>Nessy Island 4 Lesson 39</i>	mouth around sound loud proud round pound	found mouse house count shout out about	
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo . <i>Nessy Island 4 Lesson 39</i>	now how brown down town own blow	snow grow show blue clue true rescue	Tuesday new few grew flew drew threw
ie (/aɪ/)	<i>Nessy Island 3 Lesson 25</i>	lie tie pie die	cried tried dried fried	
ie (/i:/)	<i>Nessy Island 3 Lesson 25</i>	chief field thief piece ceiling brief		

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)		Example words (non-statutory)	
igh	<i>Nessy Island 3 Lesson 25</i>		high night light bright right sight	tight high sigh fright thigh
or	<i>Nessy Island 2 Lesson 15</i>	for short born horse morning horn thorn torn story	corn for cork fork born cord lord ford form	
ore	<i>Nessy Island 2 Lesson 15</i>		more score before wore	shore horse store snore
aw			saw paw law raw draw hawk	dawn fawn yawn crawl shawl
au	<i>Nessy Island 9 Lesson 83</i>		author August dinosaur astronaut	audio sauce Paul pause
air	<i>Nessy Island 5 Lesson 48</i>		air fair pair stair	hair chair fairy dairy
ear	<i>Nessy Island 5 Lesson 48</i>		dear hear beard near year	ear rear spear tear
ear (/ɛə/)	<i>Nessy Island 5 Lesson 48</i>		bear pear wear sweat	
are (/ɛə/)	<i>Nessy Island 6 Lesson 54</i>		bare dare care share scared	rare fare spare square stare

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
Words ending –y (/i:/ or /ɪ/)		very happy funny party family city baby body	fly lorry berry poppy spy try copy	
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>). <i>wh- Nessy Island 3 Lesson 23</i> <i>ph – Nessy Island 5 Lesson 41</i>	dolphin alphabet phonics elephant phone photo graph	when where which wheel while why which whale whip	
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent sketch kit skin frisky	king kiss kill keep	
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	undone unable unfit unkind unzip	
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 teacup	homework lampshade teapot seaside handbag inside	
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

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
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 -dge straight after the /æ/, /ɛ/, /ɪ/, /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 -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. The /dʒ/ sound is always spelt as j before a, o and u.</p>	badge edge bridge fudge dodge age join	change charge bulge village huge adjust jog	magic giraffe energy gem giant jar jacket
The /s/ sound spelt c before e, i and y		race ice cell lace pace space nice	city circle cinema circus mercy fancy rice	
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.	knit knob knock knowledge knee knapsack knuckle know knew	known knead kneel knight knot gnat gnaw gnome gnash	
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write wrote written wrestle wrist wrong answer sword	wren wrap wring wrapping wrapped wreck wriggle	
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table apple bottle little middle puzzle candle	castle staple ripple topple sample people	cable tumble eagle angle jungle uncle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
The /l/ or /əl/ sound spelt –el at the end of words	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 .	angel wheel level model label hotel jewel	cruel camel tunnel squirrel towel tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al , but many adjectives do.	metal pedal capital hospital animal local	vocal legal total mental petal
Words ending –il	There are not many of these words.	pencil fossil nostril basil peril pupil stencil	civil evil devil gerbil lentil April
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	fry shy sky why sly defy
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added. (Just the words that follow the rule.)	babies diaries copies carries tries flies replies	cities parties armies jellies fairies
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	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 <i>skiing</i> and <i>taxiing</i> .	copied copier happier happiest cried replied worrier worried	copying crying replying drying frying worrying carried carrier
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	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: <i>being</i> .	hiking hiked hiked nicer nicest	shiny icy iced icing coming

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
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’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting patted humming hummed dropping dropped sadder saddest	fatter fattest runner runny running hitting hitter
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.	ball call fall wall talk	walk always all tall mall
The /ʌ/ sound spelt o		mother other brother nothing Monday love glove	come honey money dozen above done some
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	key donkey monkey valley chimney alley	gallery jersey hockey money smiley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu .	want watch wander what wash was	wallet quarrel quantity quantity squad squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word work worm world	worth work worthy
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war warmth warm	towards warble
The /ɜ/ sound spelt s	<i>I do not understand why treasure is in this sections as well as in –sure section.</i>	treasure usual	
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. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a	enjoyment payment movement sadness happiness darkness	helpful painful hopeful careful hopeless homeless

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)
	consonant before it but only if the root word has more than one syllable.		<div> <div>prettiness</div> <div>laziness</div> </div> <div>badly happily</div>
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>		<div> <div>can't</div> <div>haven't</div> <div>didn't</div> <div>couldn't</div> <div>wouldn't</div> <div>shouldn't</div> <div>it's</div> </div> <div> <div>I'll</div> <div>I'm</div> <div>you're</div> <div>you'll</div> <div>he'll</div> <div>doesn't</div> </div>
The possessive apostrophe (singular nouns)			Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion			<div> <div>station</div> <div>fiction</div> <div>motion</div> <div>national</div> </div> <div>section action</div>
Homophones and near-homophones	It is important to know the difference in meaning between homophones.		<div> <div>there/their/</div> <div>they're</div> <div>here/hear</div> <div>quite/quiet</div> <div>see/sea</div> <div>bare/bear</div> </div> <div> <div>one/won</div> <div>sun/son</div> <div>to/too/two</div> <div>be/bee</div> <div>blue/blew</div> <div>night/knight</div> </div>
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 a 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 ea.</p> <p>– 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>	<div> <div>door</div> <div>floor</div> <div>poor</div> <div>because</div> <div>find</div> <div>kind</div> <div>mind</div> <div>behind</div> <div>child</div> <div>children*</div> <div>wild</div> <div>climb</div> <div>most</div> <div>only</div> <div>both</div> <div>old</div> <div>could</div> <div>should</div> <div>would</div> </div>	<div> <div>cold</div> <div>gold</div> <div>hold</div> <div>told</div> <div>every</div> <div>everybody</div> <div>even</div> <div>great</div> <div>break</div> <div>steak</div> <div>pretty</div> <div>beautiful</div> <div>after</div> <div>fast</div> <div>last</div> <div>past</div> <div>clothes</div> <div>busy</div> <div>people</div> <div>water</div> <div>money</div> </div> <div> <div>father</div> <div>class</div> <div>grass</div> <div>pass</div> <div>plant</div> <div>path</div> <div>bath</div> <div>hour</div> <div>move</div> <div>prove</div> <div>improve</div> <div>sure</div> <div>sugar</div> <div>eye</div> <div>who</div> <div>whole</div> <div>any</div> <div>many</div> <div>again</div> <div>half</div> <div>Mr</div> <div>Mrs</div> <div>parents</div> <div>Christmas</div> </div>

