

## Belleville Wix Academy Spelling Programme of Study

### Reception Words to learn

a	at	<b>go</b>	<b>is</b>	in	<b>my</b>	<b>she</b>	<b>they</b>
<b>all</b>	<b>be</b>	<b>he</b>	<b>has</b>	it	<b>no</b>	<b>so</b>	<b>you</b>
and	<b>by</b>	her	<b>have</b>	<b>like</b>	<b>of</b>	<b>to</b>	<b>was</b>
<b>are</b>	<b>do</b>	<b>his</b>	<b>I</b>	<b>me</b>	<b>said</b>	<b>the</b>	<b>we</b>

#### Tricky words (bold)

Tricky= Cannot be spelt correctly using the usual representation of sound  
eg '**is**' will be pronounced but not spelt '**iz**'

### Year 1 Words to learn

ask	full	little	people	today	<b>Monday</b>	zero	
asked	here	looked	pull	want	<b>Tuesday</b>	one	eleven
called	house	love	push	were	<b>Wednesday</b>	two	twelve
come	I'll	Mr	put	what	<b>Thursday</b>	three	thirteen
does	I'm	Mrs	says	when	<b>Friday</b>	four	fourteen
eye(s)	it's	once	school	where	<b>Saturday</b>	five	fifteen
friend		our	some	who	<b>Sunday</b>	six	sixteen
			their	why		seven	seventeen
			there	your		eight	eighteen
			these			nine	nineteen
						ten	twenty

### Year 2 Words to learn

<b>again</b>	<b>dear</b>	<b>parents</b>	<b>warm</b>	<b>January</b>	twenty
<b>any</b>	<b>even</b>	<b>please</b>	<b>water</b>	<b>February</b>	thirty
<b>beautiful</b>	<b>every</b>	<b>pretty</b>	<b>were</b>	<b>March</b>	forty
<b>because</b>	<b>hour</b>	<b>sugar</b>	<b>whole</b>	<b>April</b>	fifty
<b>both</b>	<b>laugh</b>	<b>sure</b>	<b>which</b>	<b>May</b>	sixty
<b>busy</b>	<b>many</b>	<b>teacher</b>	<b>witch</b>	<b>June</b>	seventy
<b>child</b>	<b>money</b>	<b>towards</b>	<b>word</b>	<b>July</b>	eighty
<b>children</b>	<b>most</b>		<b>work</b>	<b>August</b>	ninety
<b>Christmas</b>	<b>only</b>		<b>world</b>	<b>September</b>	hundred
<b>clothes</b>			<b>write</b>	<b>October</b>	
				<b>November</b>	
				<b>December</b>	

# Belleville Wix Academy Spelling Programme of Study

## Year 2

<b>Words to learn by pattern</b>							
should	old	other	find	door	grass	improve	steak
would	cold	brother	mind	poor	after	move	break
could	gold	mother	kind	floor	past	through	great
	hold	another	behind	more	class	prove	
	told	nothing	wild	caught	pass		
			climb	thought	plant		
					bath		
					path		
					fast		
					last		
					father		

### Contractions:

<b>I'm</b>	<b>it's</b>	<b>he's</b>	<b>she's</b>	<b>you 're</b>	<b>they're</b>	<b>isn't</b>		<b>can't</b>	<b>didn't</b>	<b>don't</b>	<b>doesn't</b>
<i>I am</i>	<i>it is</i>	<i>he is</i>	<i>she is</i>	<i>you are</i>	<i>they are</i>	<i>is not</i>		<i>can not</i>	<i>did not</i>	<i>do not</i>	<i>does not</i>

<b>I'll</b>	<b>he'll</b>	<b>she'll</b>	<b>we'll</b>	<b>you'll</b>	<b>they'll</b>	<b>it'll</b>		<b>won't</b>
<i>I will</i> <i>I shall</i>	<i>he will</i>	<i>she will</i>	<i>we will</i>	<i>you will</i>	<i>they will</i>	<i>it will</i>		<i>will not</i>

<b>wouldn't</b>	<b>couldn't</b>	<b>shouldn't</b>		<b>aren't</b>	<b>hasn't</b>	<b>haven't</b>	<b>wasn't</b>	<b>weren't</b>	
<i>would not</i>	<i>could not</i>	<i>should not</i>		<i>are not</i>	<i>has not</i>	<i>have not</i>	<i>was not</i>	<i>were not</i>	

### Homophones (and other words which are easily confused)

<b>Y1</b>		<b>Y2</b>		
<i>for four</i>		<i>bare bear</i>		<i>made maid</i>
<i>some sum</i>		<i>be bee</i>		<i>night knight</i>
<i>ate eight</i>		<i>blue blew</i>		<i>one won</i>
		<i>cheep cheap</i>		<i>right write</i>
		<i>deer dear</i>		<i>sail sale</i>
		<i>few phew</i>		<i>see sea</i>
		<i>its it's</i>		<i>sun son</i>
				<i>to too two</i>
				<i>there their they're</i>
				<i>witch which</i>
				<i>whole hole</i>
				<i>wood would</i>
				<i>your you're</i>

## Belleville Wix Academy Spelling Programme of Study

### Year 3 Words to learn

address	decide	famous	imagine	particular	straight
answer	describe	favourite	interest	peculiar	strange
appear	different	February	length	popular	strength
arrive	disappear	group	library	promise	surprise
believe	eight/ eighth	guard	material	purpose	therefore
caught	enough	heard	natural	question	thought
century	exercise	heart	notice	remember	through
consider	experience	height	opposite	separate	various
continue	extreme	history	ordinary		weight

### Year 4 Words to learn

accident(ally)	centre	experiment	knowledge	perhaps	sentence
actual(ly)	certain	forward(s)	league	position	special
bicycle	circle	fruit	learn	possible	straight
breath	complete	grammar	medicine	potatoes	suppose
breathe	difficult	guide	minute	probably	though/ although
build	disappoint	important	naughty	quarter	usually
busy/business	early	increase	occasion(ally)	reign	woman/ women
calendar	earth	island	often	regular	

## Belleville Wix Academy Spelling Programme of Study

### Year 5 Words to learn

accommodate	competition	explanation	necessary	secretary
according	conscious	foreign	nuisance	signature
aggressive	convenience	frequently	occur	soldier
ancient	criticise (critic + ise)	guarantee	parliament	sufficient
appreciate	desperate	hindrance	physical	symbol
available	develop	immediate (ly)	privilege	temperature
awkward	disastrous	interfere	queue	twelfth
bruise	environment	language	recommend	vegetable
cemetery	especially	lightning	restaurant	yacht
communicate	excellent	mischievous	rhythm	

### Year 6 Words to learn

accompany	community	exaggerate	marvellous	rhythm
achieve	conscious	existence	muscle	sacrifice
amateur	controversy	familiar	neighbour	shoulder
apparent	correspond	foreign	occupy	sincere (ly)
apparent	curiosity	forty	persuade	stomach
attached	definite	government	profession	sufficient
average	determined	harass	pronunciation	suggest
bargain	dictionary	identity	recognise	system
category	embarrass	individual	relevant	thorough
committee	equip (-ped, -ment)	leisure	rhyme	vehicle

# Belleville Wix Academy Spelling Programme of Study

## Year 1 Spelling Patterns and Rules

Having learnt at least one way to represent each sound, the children in Year 1 are taught that **the same sounds can be made by different groups of letters**, for example: oy and oi (*as in 'toy' and 'coin'*) and will be taught alternate spellings for known sounds. They will also look at how **the same groups of letters can make different sounds**, for example: ea in 'bead' and 'bread'. In addition they will be taught the following:

- Use of **split digraphs** for long vowel sounds eg o\_e *as in 'rope'*; a\_e *as in 'tape'*;
- Words ending –y sounding 'ee' eg *happy, family*
- New consonant spellings ph and wh eg *elephant, wheel*,
- Using k for the /k/ sound before e eg *skin, sketch*
- Adding the prefix –un eg *unfair, unhappy*
- Compound words eg *football, farmyard, bedroom*
- Words ending ff, ck, zz, ll, ss such as '*fluff*', '*luck*', '*buzz*', '*fill*' and '*kiss*'
- Words ending 'nk' such as '*bunk*' and '*sink*'
- Words with –tch pattern eg *fetch, kitchen*
- Words ending with 'v' sound spelled with **-ve** eg *have, drive*
- Adding s and es to words (plural of nouns and the third person singular of verbs) eg *run/runs; fox – foxes; catch – catches*
- Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word eg *hunting, hunted, hunter*
- Adding –er and –est to adjectives where no change is needed to the root word eg *quicker, quickest*

# Belleville Wix Academy Spelling Programme of Study

## Year 2 Spelling Patterns and Rules

- /dj/ sound spelt as -ge and -dge and 'g' before e,i,y eg *edge, age, huge, giant, magic*
- 's' sound spelt with c before e, i and y eg *race, city*
- 'R' sound spelt wr at the beginning of words eg *write, wrong*
- Silent letters k, g and w at the beginning of words eg *'knock', 'know' and 'write'*
- Words ending -le, -el, -al and il eg *'apple', middle, 'tunnel', 'animal', 'pencil'*
- The /aɪ/ sound spelt -y at the end of words eg *cry, reply*
- The /ee/ sound at the end of a word spelt -ey (*donkey, monkey*)
- The /ʒ/ sound spelt 's' as in *treasure, television, usual*
- Verbs ending y which then changes to ies and ied eg *'copy', 'copies' and 'copied'*
- Dropping the e off the end of a word when adding -ing, -ed, -er as in *'hiking', 'hiked' and 'hiker'*
- Words which need a consonant to be doubled before adding -ing, -ed (as in *'pat', 'patting', 'patted'*)
- Unusual uses of vowels, such as 'o' being used for the 'u' sound (*'other'*) and 'a' being used for the 'or' sound (*'warm'*)
- Words containing suffixes (groups of letters added to the end of a word) including *-ly, -ment, -ful, -ness and -less*
- Words where apostrophes are used to show contractions, eg *'do not' changing to 'don't'; can not to can't*
- The possessive apostrophe (singular nouns) eg *Megan's hair; the child's toy; the man's trousers*
- Words ending -tion eg *'fiction', station*
- Homophones (pairs of words that sound the same but are spelt differently) eg *hear/here; their/there; son/sun; blue/blew*

# Belleville Wix Academy Spelling Programme of Study

## Year 3 Spelling Patterns and Rules

- Adding suffixes such as -er, -ing to verbs, eg 'beginner' -'beginning'; *forgetting* - *forgotten*
- Words containing 'y' where it sounds like 'i', eg 'myth' and 'gym'
- Words containing 'ou' where it sounds like 'u' eg 'young' and 'touch'
- Spell words with the 'ay' sound spelt 'eigh' or 'ey' eg *eight, they, weight*
- Words containing prefixes (groups of letters added to the start of a word) such as *un, mis-, dis-, in, re-, pre-*
- Words containing suffixes (groups of letters added to the end of each word) such as *-ly*
- Words ending -sure and -ture (eg 'measure' and 'creature')
- Words ending sounding like 'zhun' -sion eg *division, decision*
- Words containing ch where it sounds like 'sh' or 'k' (such as 'chef' and 'scheme')
- Words ending -sure and -ture (eg 'measure' and 'creature')
- Homophones (pairs of words that sound the same but are spelled differently) eg: *knot/not; break/brake; who's/whose*

## Year 4 Spelling Patterns and Rules

- Adding -er, -ing to words of more than one syllable for example: 'beginner' and 'beginning'; *prefer-preferred*
- Apply knowledge of prefixes (groups of letters added to the start of a word) such as *mis-, dis-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-* eg *disappoint, mislead, illegal, immature, irregular*
- Words containing suffixes (groups of letters added to the end of each word) such as *-ation, -ly* eg *organisation, usually, completely*
- Words using **sc** sounding **s** eg *science, crescent, fascinate*
- Words using **ch** sounding **k** eg *choir, chemist*
- Words ending -sion, -tion, -ssion, -cian (such as 'confusion', 'rejection', 'permission' and 'musician')
- Words ending -ous (eg 'dangerous' and 'courageous')
- Words ending -gue and -que (such as 'league' and 'antique')
- Homophones (pairs of words that sound the same but are spelled differently, for example: *ball/bawl; fair/fare; main/mane; weather/whether*)

# Belleville Wix Academy Spelling Programme of Study

## Year 5 Spelling Rules

- Words ending -cious and -tious such as '*delicious*' and '*superstitious*'
- Words ending -cial and -tial such as '*special*' and '*partial*'
- Words ending -ant, -ance and -ancy such as '*hesitant*', '*hesitance*' and '*hesitancy*'
- Words ending -ent, -ence and -ency such as '*patient*', '*patience*' and '*frequency*'
- Words ending -able / -ably and -ible / -ibly such as '*comfortable*' / '*comfortably*' and '*horrible*' / '*horribly*'
- Words containing *ough* and looking at the different sounds in different words, for example: '*enough*', '*through*', '*although*', '*plough*'
- Silent letters in words which cannot be detected in pronunciation eg '*doubt*', '*thistle*' and '*solemn*'
- Homophones (words which sound the same but are spelled differently) and other words that are confused for example: '*practice*' / '*practise*'; '*heard*/*herd*'; '*serial*/*cereal*'; '*allowed*/*aloud*'

## Year 6 Spelling Rules

- Adding -ing / -ed to words ending -fer, for example: '*prefer*', '*preferring*' and '*preferred*'
- Use of the hyphen, for example: '*co-ordinate*', '*re-enter*'
- Words containing ei, after c eg '*ceiling*', '*deceive*', '*receive*' and exceptions eg '*protein*', '*seize*'
- Homophones (words which sound the same but are spelled differently) and other words that are often confused for example: '*principle*' / '*principal*'; '*guessed*' / '*guest*'; '*advice*' / '*advise*'; '*precede*' / '*proceed*'