

Spelling & Vocabulary Policy

Status	Non-Statutory
Review cycle	2 years
Date written/last reviewed	October 2026
Date of next review	October 2028
Name of Headteacher	Joanne Wreford
Name of Chair of Governors	Christina Powell
Published on website	Yes

Spelling & Vocabulary Intent

Beyond "Spelling by rote", towards "Spelling by reason"

A. Quigley, Closing the Vocabulary Gap, 2018

At Meadlands Primary School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. The purpose of this policy is to support our pupils to become confident spellers by teaching them a range of strategies, rules and conventions systematically and explicitly. By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing. It is important that all members of staff are fully aware of, and understand, the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning. Although guidelines for the teaching of spelling are outlined in this policy and the **''No Nonsense spelling programme'**, it is essential that these are adapted to meet the needs of individual pupils, taking into account the ways in which they learn best.

Policy rationale/Links to school intent

- Research tells us that weekly spelling tests are not a good way to ensure spellings are learnt. It is essential that children apply spelling rules and patterns into their writing rather than just rote learning spellings which are then forgotten the following week. **A move away from "Spelling by rote" towards "Spelling by reason".** Testing will be done once per half term, comprising 20 words from any of the lists learned. This will allow teachers to assess which words have been learned and which need further revision.
- Etymology and morphology are a focus of teaching alongside spelling rules and patterns – to help children to apply meaning and logic to spelling.
- Retrieval practice also plays an essential role in our teaching strategy for spelling. We want children to have instant recall of high frequency words and homophones.
- Spelling is the application of **visual memory**. As teachers, we must strengthen pupils' visual memories before we can expect them to become successful learners.
- Spelling must be taught in context – linked to the oral use of the word and the formation of the word as a whole (handwriting).
- Successful spelling takes place through a visual, aural and kinaesthetic approach. As teachers, we need to ensure that spelling is taught using a combination of methods to ensure all children can succeed and feel positive about learning to spell.
- Successful spelling takes place when children have an opportunity to review and recall their learning. Teachers must provide opportunities to consolidate learning throughout each week.

Aims

- Develop a range of effective spelling strategies and teach the children to use them
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable children to write independently
- Enhance proof reading and editing skills
- Encourage children to identify patterns in words and spellings.
- Investigate vocabulary by exploring morphology and etymology
- Promote a positive and confident attitude towards spelling (Have a go)
- Help children to use a range of dictionaries and spell checks effectively.
- Help children recognise that spelling is a lifelong skill
- Provide equal opportunities for all pupils to achieve success in spelling

Entitlement

All pupils within Key Stage 1 and 2 have daily spelling and/or phonics sessions taught in accordance with the National Curriculum. Within Early Years children will also have daily phonics sessions.

Implementation

Early Years Foundation Stage (EYFS)

See "Phonics" section in Reading policy.

Year 1

In Year 1 children will use their spelling session to focus on phonics. This will support them in their spelling when writing, as well as working towards the statutory phonics screening at the end of the year. Children will follow the phonic programme laid out by Read Write Inc. Year 1 children will also be taught the common exception words, as well as the Read Write Inc. red words. These words will be sent home and made explicit to families as well as displayed in the classroom. Children should have access to word mats that can be used within all sessions and given time to practise these words during handwriting sessions.

Years 2-6

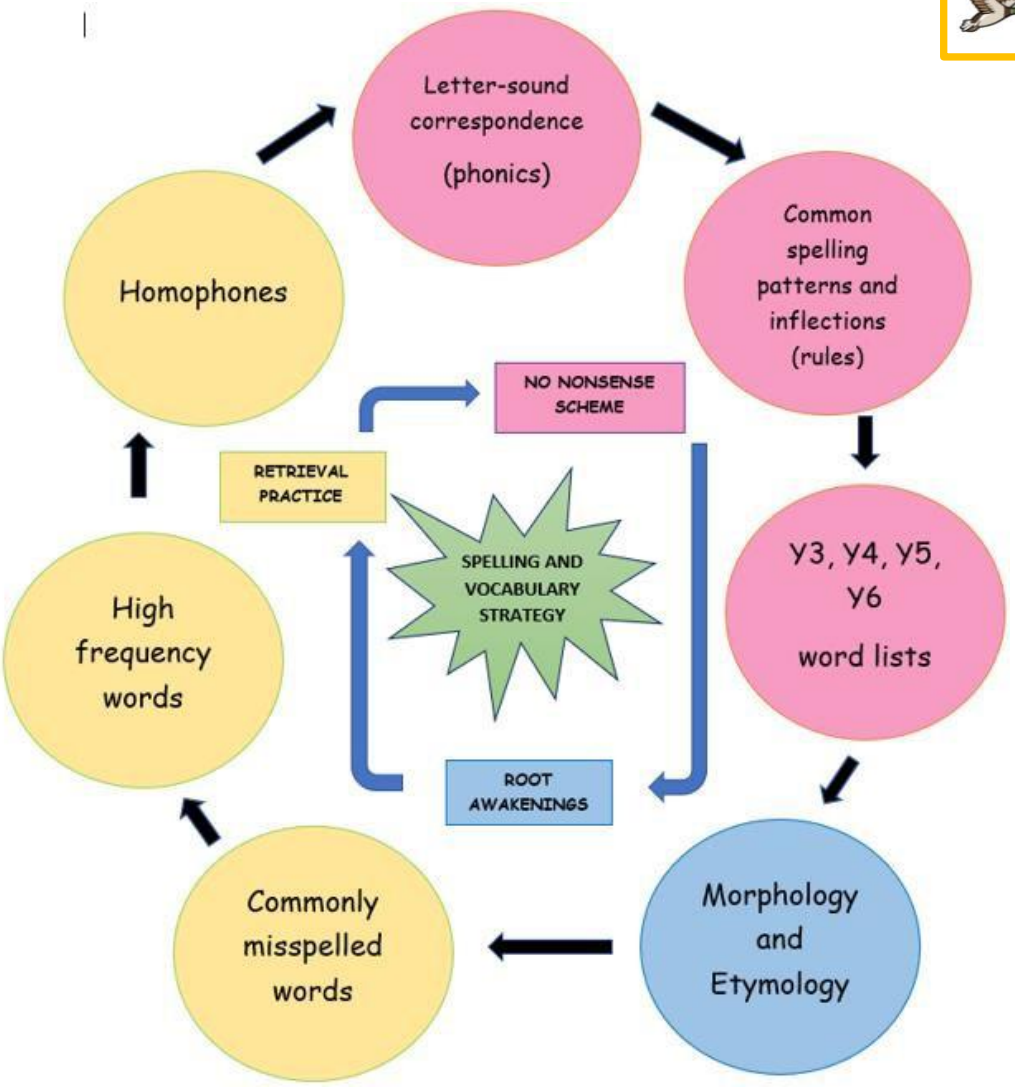
We have a new Spelling & Vocabulary Strategy which incorporates 3 main strands:

1. **No Nonsense spelling scheme**
2. **Root Awakenings (etymology and morphology)**
3. **Retrieval practice**

Together, all three strands ensure a comprehensive and consistent approach to the teaching of spelling across the school.

Year 2 concentrate on the No Nonsense scheme and will further embed phonics teaching. Years 3-6 will follow the new Spelling and Vocabulary strategy.

SPELLING AND VOCABULARY STRATEGY



Planning:
Mid-Term plans:
Weekly plans will follow either the No Nonsense lessons or the Root Awakenings lessons with retrieval practice.

Week 1	ROOT AWAKENINGS	RETRIEVAL
Week 2	NO NONSENSE	RETRIEVAL
Week 3	NO NONSENSE	RETRIEVAL
Week 4	ROOT AWAKENINGS	RETRIEVAL
Week 5	NO NONSENSE	RETRIEVAL
Week 6	NO NONSENSE	RETRIEVAL

Lesson Structure

Lessons are half an hour long. A typical lesson would comprise:

20 minutes – No Nonsense scheme or Root Awakenings scheme
10 minutes – retrieval practice

STRAND 1: No Nonsense Spelling Programme

The No Nonsense Spelling Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings. The programme:

- delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- has a clear progression through blocks of teaching units across the year
- comprehensively explains how to teach spelling effectively.

How *No Nonsense* Spelling is organised

The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews. The overall pathway can be found on the USB stick.
- Termly overviews that have been mapped across weeks as half termly plans. ***These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily[1].***
- Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions.

The Lesson Plans

[1] No Nonsense only forms part of daily spelling & Vocabulary instruction and therefore, daily lessons are half an hour long, 4 times per week in KS2.

The lessons themselves then follow the structure below:

Lesson	*Reference to year group, block of lessons and lesson number in sequence*
Lesson type	*Revise/Teach/Learn/Practise/Apply/Assess*
Lesson focus	*The particular spelling focus for the day*
Resources needed	*A list of the resources that will be needed. These might be documents that are photocopied or printed in advance so that flashcards can be prepared, or presentations to display the task/activity on a whiteboard. The resources are featured at the end of each book for reference. Editable versions are available on the USB stick, which can be copied and pasted into your own documents and edited.*
Teaching activity	*Key teaching points, sometimes including extra notes and tips for the teacher*

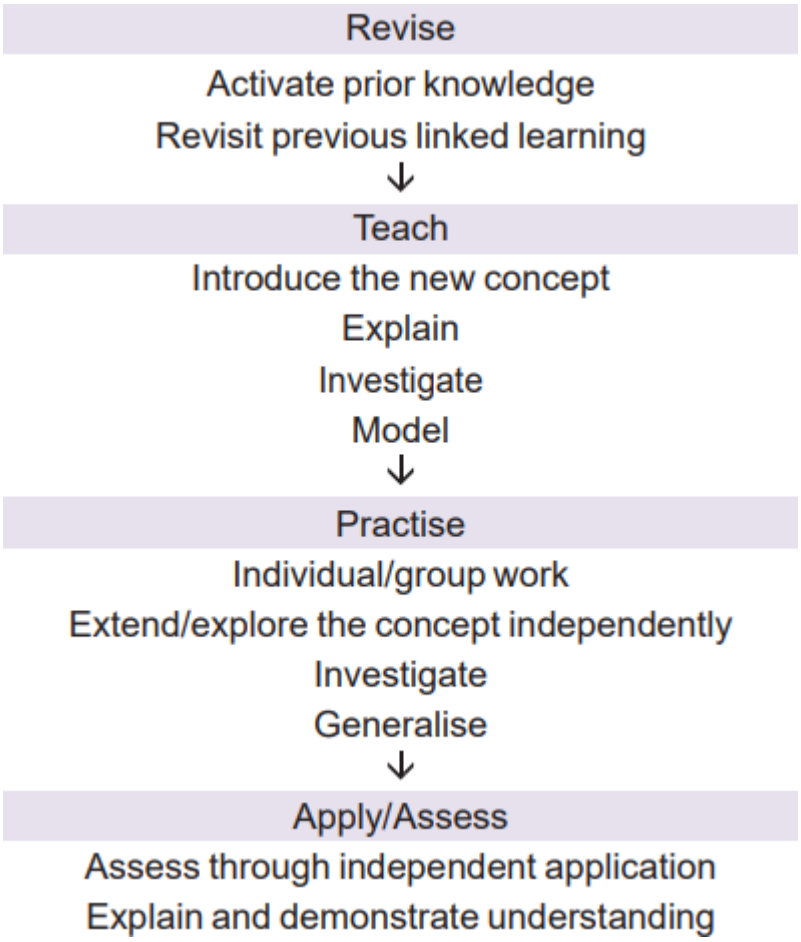
The No Nonsense component of the lesson is 15 minutes long, with 10-15 minutes allowed for retrieval practice. The Supporting Resources at the back of each book can be used as appropriate to adjust the pace and focus of the lesson. Each lesson clearly signposts when additional resources from the Programme can be used.

Supporting Resources

The Supporting Resources include pictures and word lists, which can be photocopied and made into flashcards or used in classroom displays, and pictures. They also include games and quizzes. The Resources are featured at the end of each book for reference and as editable Word documents on staff shared, which can be copied and pasted to be used on classroom whiteboards and in other documents.

Teaching sequence

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:



Within the lessons, the particular focus is identified, followed by suggested teaching strategies. By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual. You will find the following referred to in the lessons:

Modelling: An activity is described, and it is anticipated that the action expected of pupils is modelled to them first.

Spelling partners: Pupils are asked to work in pairs, often to 'test' each other. They will be asked to work with their spelling partner from time to time.

Learning strategies

The following learning strategies will be taught to the children:

- LSCWC (Look, say, cover, write, check),
- trace,
- copy and replicate (and then check),
- segmentation strategy,
- quick write,
- drawing around the word to show the shape,
- drawing an image around the word,
- words without vowels,

- pyramid words
- rainbow write

*Please see **Appendix 1** for more information on these strategies.*

Have a go sheets

These are a key component of Strategies at the point of writing. They are introduced in the Year 2 programme and then revisited in Years 3, 4, 5 and 6. A Have a go sheet template is provided in the Supporting Resources. Have a go sheets take the form of a sheet in the pupils' spelling journals. Teachers should have an enlarged version of a **Have a go** sheet displayed for modelling when writing in any curriculum area and at any time in the school day.

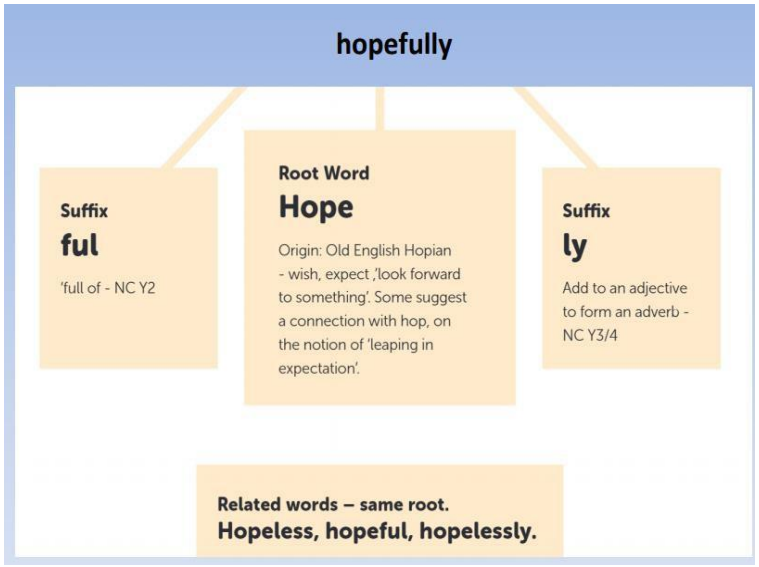
*See **Appendix 2** for an example of a "Have a go" sheet.*

STRAND 2: Root Awakenings

Morphology and Etymology

'Increasingly, pupils need to understand the role of morphology and etymology'
National Curriculum , 2014

Morphology is the study of the parts of a word: Root, suffixes, prefixes.



Etymology is the study of the origins of words. Teachers should use resources like dictionary.com to explore where words come from.

EXAMPLE: The word "interrupted"

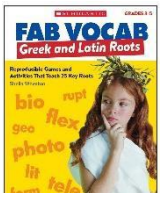
interrupted	Latin root = rupt = break Prefix = inter = between Suffix = ed (sounds like 'id', but -ed makes a past tense verb)

Teachers will follow our "Root Awakenings" programme which will concentrate on 1-2 root words per half term. A root word – is a part of a word that carries meaning: a morpheme

Unlike phonemes that young children learn to recognise which are associated with letters or letter combinations that produce *sound*, the sound alone does not lead the child to the meaning of the word, whereas the root word conveys sound and meaning.

Words that contain the same root word also share meaning. These related words are called "cognates"

The Root Awakenings (see table) programme sets out a scheme for learning root words linked to science topics wherever possible. By learning each root word, children can easily add between 10 and 20 connected words (cognates) to their vocabularies. Over the course of KS1 and KS2, children learn 47 root words and therefore broaden their vocabularies with hundreds of words. Teachers are supported in delivery this with our text book "Fab Vocab".



2026

ROOT AWAKENINGS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUT 1			**form** (Latin – shape)	**ques/quir** (Latin – to question) **aqua** (Latin – water)	**bon/bene** (Latin – good/well) **ject** (Latin – to throw)	**chron** (Greek – time) **bio** (Greek – life)
AUT 2			**graph** (Greek – to write)	**logy** (Greek – study of) **uni** (Latin – one)	**Sub / super** (Latin – under/above) **Phobia / phile** (Greek – fear of/ love of)	**dem** (Greek – people) **geo** (Greek – earth)
SPR 1			**photo** (Greek – light)	**phon** (Greek – sound) **meter** (Greek – measure)	**nov** (Latin – new) **scrib/script** (Latin – to write)	**dic/dict** (Latin – say, speak) **port** (Latin – to carry)
SPR 2			**tain** (Latin to hold)	**Bi / tri** (Latin – two/three) **poly** (Latin – many)	**trac/tract** (Latin – pull, drag, draw) **flex/flect** (Latin to bend/curve)	**manu** (Latin – hand) **ped/pod** (Latin – foot)
SUM 1		**mot** (Latin – move)	**tele** (Greek – far)	**vit/viv** (Latin – live/life) **struct** (Latin – to build)	**terr** (Latin – earth) **duc/duct** (Latin to lead/bring)	**mal** (Latin – bad) **spec/spect** (Latin – to see/look)
SUM 2	**astro / aster** (Greek – star)	**trans** (Latin – across)	**rupt** (Latin – to break)	**Mega / micro** (Greek – big/small) **inter** (Latin – between)	**vis/vid** (Latin – see) **lit** (Latin – letters)	Consolidation of all 47 root words learned
TOTAL	1	2	6	14	14	10

© Joanne Wreford 2021. All rights reserved

Vocabulary in all areas of the curriculum can be examined using morphology and etymology, especially scientific key words. Teachers should select words judiciously, however, unpicking words should become a quick and seamless part of our everyday teaching in all lessons, helping to raise "word consciousness" across the school.

*See **Appendix 3** for examples*

'The Latin and Greek origins of our academic language offer fertile ground to pursue common spelling patterns and word meanings.'

A. Quigley, Closing the vocabulary Gap, 2018

STRAND 3: Retrieval practice

Linking to our whole school intent of "Memory", we want children to retain the learning of spellings and therefore retrieval practice is built in as a daily activity. Retrieval practice focuses largely on: homophones, high frequency words and commonly misspelled words but can be tailored according to a class's needs.



RETRIEVAL

High frequency words

200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	yes
before	dog	food	head	long	new	really	suddenly	two	
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	

RETRIEVAL

Commonly misspelled words

Commonly Misspelled Words

a lot	disappear	little	restaurant
across	does	maybe	right
also	easy	minute	said
although	embarrass	mountain	sincerely
always	enough	neighbour	sometimes
another	every	ninth	special
beautiful	excellent	once	surprise
because	favourite	opposite	they
before	first	our	thought
believe	forty	people	together
brought	friend	piece	tomorrow
caught	government	possible	until
children	have	pretty	use
clothes	house	probably	usual
colour	height	question	very
could	here	quiet	Wednesday
definitely	interesting	really	weird
different	later	receive	write

Spelling & Vocabulary Journals

In Years 2 to Year 6, all children use spelling and vocabulary journals (Yellow A4+ exercise book). This journal will remain in school and children will use it to record the particular spellings they need to focus on in their work. The spelling journal will be used in the following ways:

1. As part of the 'No Nonsense' teaching programme: a regular part of the spelling activities involves the children identifying specific words that they need to continue to work on. These could be words exemplifying a particular pattern, or convention, of high-frequency words. These words are put into the children's spelling journals with tips on how to remember the spelling. Children also use these journals to record work during spelling lessons.
2. To record spellings arising from each child's **independent writing**: these words will be personalised to the individual child and will be those that frequently 'trip them up' as they are writing. These

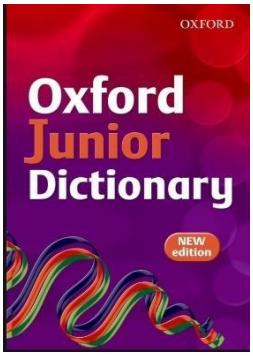
words can be identified as part of the proofreading process and children can be involved in devising strategies for learning them and monitoring whether they spell these words correctly in subsequent pieces of writing. Children should have a manageable number of personalised spellings in their spelling journal at any one time and these should be reviewed each half term. Children should be taught to look for evidence of correct spellings in their independent writing and can then remove the word from the list once it has been consistently spelt correctly.

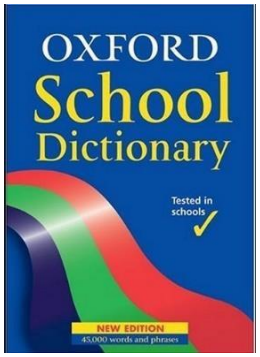
3. To log the weekly spelling lists.
4. To practise handwriting activities linked to spelling.
5. In Science and Topic lessons to record key vocabulary and definitions.
6. To record dictations.
7. To record "Root Awakenings" teaching sequences
8. To record error analysis (if applicable)
9. To record the half-termly tests

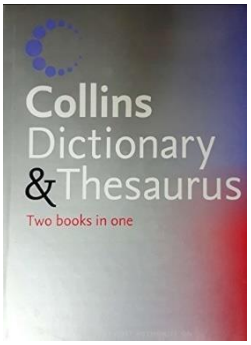


Using dictionaries

Children should be taught to use a dictionary to check their spellings. Their first dictionary practice should be with words starting with different letters but, once they are competent at this, they should learn how to look at second and subsequent letters, as necessary. Children will sometimes require support with certain spelling patterns such as 'ph'.







Home Learning

All children, starting from Year 2, will be given a weekly list of spellings to learn. These will be linked to the rule or spelling pattern being taught in class, the root word being learned, or the statutory words lists or common exception word lists. Children are expected to use the strategies modelled at school to learn their words and to write each word in a sentence in the correct context. Information for parents on how to support their child with spelling strategies (appendix A), will be made available on the school website.

Spelling Bee

In the Spring and Summer terms, a Spelling Bee competition will be held. These will be organised in key stages as follows:

- KS1 Spelling Bee (Y1/2)
- LKS2 Spelling Bee (Y3/4)
- UKS2 Spelling Bee (Y5/6)

Children will compete in houses, spelling increasingly difficult words over a number of rounds. Participation will be optional. Every child participating earns a HP for their House.

Prizes:

Winning House:	100 HPS
Second place House:	75 HPS
Third place House:	50 HPS
Fourth place House:	25 HPS

The overall individual winner takes home the engraved Spelling Bee trophy. The final 6 contestants take a finalist prize of a Spelling Bee pencil. All participants get a Spelling Bee sticker.







Assessment

Formative assessment

Pupil's learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. These activities include:

- Dictation
- Informal quizzes
- Explanation
- Independent application in writing
- Frequent learning of statutory and personal words.

Error Analysis

Error Analysis can be used to assess what strategies pupils are using in their day-to-day writing. It can also help identify where to put emphasis in the programme – for the whole class, groups or individuals. Error Analysis can also be repeated to assess progress over a longer period of time.

To complete an Error Analysis:

1 Choose one piece of independent writing from each pupil.

2 Identify all the spelling errors and record them on the grid. Decide what you think is the main source of the error and record the word in the corresponding column. It is a good idea to record the word as the pupil has spelt it.

3 Identify any patterns. Quite quickly you will be able to see which aspect of spelling needs to be addressed.

*See **Appendix 4** for an example of an Error analysis sheet.*

Spelling tests

Spelling tests will be carried out **once per half-term**. These will comprise of 20 words from any of the lists that have been sent home. Results will be shared with parents and used to feed into planning.

Application of spelling in Writing

Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever increasing number of words accurately and to check and correct their work.

Marking

Marking is integral to how we assess spelling. In all subjects, spelling errors should be identified, and the child should correct them in purple pen. Teachers should only identify misspelled words that children are expected to know or that have been previously taught.

In KS1, teachers may "pink" the error and write "SP" in the margin. Teachers may also model the correct spelling for the child to copy out a number of times. These words can also be added to the child's spelling journal.

In KS2, teachers may "pink" incorrect spellings and write "SP" in the margin. Children are expected to use a dictionary to correct the error in purple pen. These words can also be added to the child's spelling journal.

Summative assessment

Children's spellings in Years 2 and 6 will be assessed within their statutory SATS papers, as well as their writing assessments. They will also be assessed on evidence that they are spelling correctly either common exception words or words from the Key Stage 2 word lists. The evidence for this can be within literacy books or from half termly spelling tests. In order to support these end of key stage assessments, as well as the formative assessments within other year groups, teachers should ensure that all spelling

books/journals remain with the children throughout their time at Meadlands. Children in year groups that are not at the end of key stage will also carry out summative assessment related to spellings. This will be based on the writing in children's literacy, science and topic books as well as the evidence from spelling tests. Judgements will be recorded on our school's assessment tool – Target Tracker. This will be updated once per term before a final assessment in June.

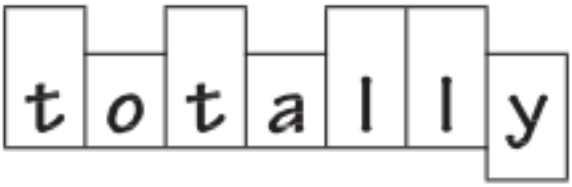
Equal Opportunities:

All children will have an equal opportunity to work within this policy area. Account will be taken of specific needs and where appropriate support will be accessed through the special needs policy.

Special Educational Needs:

Some children will continue to find these spelling strategies difficult to use effectively and will need additional support. In these instances, the class teacher will liaise with the school's SENCO. These pupils will be given tools to support their independence such as electronic dictionaries or personalised word mats. They may also take part in phonic or spelling interventions where needed. These interventions may focus on particular rules, editing skills or phonetic understanding.

APPENDIX 1

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. **Look**: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. **Say**: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. **Cover**: cover the word. **Write**: write the word from memory, saying the word as you do so. **Check**: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 

Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.  You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*: f_____ld
Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

APPENDIX 2

Have a go template 4.2

My column	Teacher's column	My column	Teacher's column

APPENDIX 3

Morphology: Knowing the root words will help children limit mistakes when adding suffixes and prefixes.

Break these words into their root word, their prefix and suffix.

supervision	Latin root = vis = see / observe Prefix = super = over / above Suffix = sion - forms a noun ('s' from vis)
interrupted	Latin root = rupt = break Prefix = inter = between Suffix = ed (sounds like 'id', but -ed makes a past tense verb)

Here are some common misspellings. Using an understanding of root words and affixes would support them.

defenitly	Latin root = fin = end / limit define / definite / definitely Also: infinite, finally, confine
unnatrally	Latin root = natura = of the earth English base word = nature un + nature + al + ly

Etymology

rucksack
German

broccoli
Italian ('cc' and ends 'i')

champagne
/sh/ spelt ch
from French

antique
/k/ spelt que
from French

photograph
Greek /f/ spelt ph

school
/k/ spelt ch
from Greek

machine
/sh/ spelt ch
from French

cappuccino
Italian ('cc' and comes from Italy)

tongue
/g/ spelt gue
from French

scissors
/k/ spelt ch
from Greek

Appendix 4

Error analysis sheet

The headings on the grid included are

- Common exception words
- GPCs (grapheme–phoneme correspondences) including rarer GPCs and vowel digraphs
- Homophones
- Prefixes and suffixes
- Word endings
- Other.

These headings correspond to key strands within the National Curriculum. These could be changed or further areas added if needed.

Year

Common exception words	GPC (includes rare GPCs and vowel digraphs)	Homophones	Prefixes and suffixes	Word endings	Others
firend whent	peraunts ~~for~~ clouser (closer) flow (flew) amzing nealy eaven	their (there) x2.	phond horrerfied		argument argement

Appendix 5



Common exception words for Year 1

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

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

Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

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



Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Useful reference websites for etymology and morphology:

www.virtualsalt.com/roots.htm

www.etymonline.com

www.wordorigins.org/index.php/big_list/

www.allwords.com

www.thesaurus.com