



## Statutory Word List for Year 3

|  |  |  |  |   |   |
|--|--|--|--|---|---|
| <p><b>'or' sound<br/>spelt 'ough'</b><br/>caught<br/>naughty</p>   | <p><b>split digraph<br/>- long vowel<br/>sounds</b><br/>Two separated<br/>letters make one<br/>sound that are split<br/>(e.g. guide - 'i-e')</p> | <p><b>cross-<br/>curricular<br/>words</b><br/>earth<br/><i>eight/eighth</i><br/>fruit<br/>heart<br/>history<br/>minute<br/><i>position</i><br/>quarter<br/><i>regular</i><br/>remember<br/><i>weight</i></p> | <p><b>double<br/>consonants</b><br/>address<br/>appear<br/>arrive<br/><i>different</i><br/><i>difficult</i><br/><i>disappear</i><br/>grammar<br/>occasion<br/>opposite<br/><i>possible</i><br/><i>pressure</i><br/>suppose</p> | <p><b>adding<br/>prefixes</b><br/><i>(dis)appear</i><br/><i>(dis)believe</i><br/><i>(re)build</i><br/><i>(re)position</i><br/><i>(re)appear</i></p> | <p><b>other words</b><br/>answer<br/>early<br/>forward(s)<br/>guard<br/>heard<br/>imagine<br/>important<br/>learn<br/>often<br/><i>potatoes</i><br/><i>promise</i><br/>sentence</p> |
| <p><b>'ei', 'ey' and<br/>'eigh' sounds</b><br/><i>eight/eighth</i><br/><i>reign</i><br/><i>weight</i><br/>height (exception)</p> | <p>arrive<br/><i>decide</i><br/><i>describe</i><br/>extreme<br/>guide<br/>surprise<br/>(review work from<br/>Year 1)</p>                         |  |  | <p><b>suffix -ly, -<br/>ally</b><br/><i>accidentally</i><br/><i>actually</i><br/><i>occasion(ally)</i><br/><i>probably</i></p>                      |   |

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidelines for adding prefixes and suffixes are also known.

**Examples:**

*business*: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning *two*) before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.



## Statutory Word List for Year 4

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| <p><b>-tion and -sion words</b><br/> <i>mention</i><br/> <i>occasion</i><br/> <i>position</i><br/> <i>possess(ion)</i><br/> <i>question</i></p> | <p><b>-ible words</b><br/> <i>possible</i></p>  | <p><b>cross-curricular words</b><br/> <i>experiment</i><br/> <i>group</i><br/> <i>increase</i><br/> <i>length</i><br/> <i>material</i><br/> <i>natural</i><br/> <i>opposite</i><br/> <i>straight</i></p> | <p><b>'s' sound spelt as 'c' before 'e', 'i' and 'y'</b><br/> <i>bicycle</i><br/> <i>centre</i><br/> <i>century</i><br/> <i>certain</i><br/> <i>circle</i><br/> <i>decide</i><br/> <i>exercise</i><br/> <i>experience</i><br/> <i>medicine</i><br/> <i>notice</i><br/> <i>recent (review work from Year 2)</i></p> | <p><b>unstressed vowels (Year 4)</b><br/> <i>busy/business</i><br/> <i>different</i><br/> <i>favourite</i><br/> <i>February</i><br/> <i>interest</i><br/> <i>library</i><br/> <i>ordinary</i><br/> <i>separate</i></p> | <p><b>other words</b><br/> <i>breath</i><br/> <i>breathe</i><br/> <i>calendar</i><br/> <i>complete</i><br/> <i>consider</i><br/> <i>continue</i><br/> <i>island</i><br/> <i>particular</i><br/> <i>peculiar</i><br/> <i>perhaps</i><br/> <i>popular</i><br/> <i>purpose</i><br/> <i>special</i><br/> <i>strange</i><br/> <i>strength</i><br/> <i>woman/women</i></p> |
| <p><b>'n' spelt as 'kn'</b><br/> <i>knowledge</i></p>   | <p><b>-ous words</b><br/> <i>famous</i><br/> <i>various</i></p>   |  |  |  |  |
| <p><b>adverbials</b><br/> <i>therefore</i></p>  | <p><b>-ough letter strings</b><br/> <i>enough</i><br/> <i>though/although</i><br/> <i>thought</i><br/> <i>through</i><br/> <i>(currently taught in Years 5/6)</i></p> |  |  |  |  |

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- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.



## Statutory Word List for Year 5

|   |   |   |   |  |   |   |
|---|---|---|---|--|---|---|
| <b>'i' before 'e' except after 'c' when the sound is 'ee'</b><br><i>achieve</i><br><i>convenience</i><br><i>mischievous</i> |   | <b>unstressed consonants</b><br><i>government</i> | <b>unstressed vowels</b><br><i>accommodate</i><br><i>average</i><br><i>bruise</i><br><i>category</i><br><i>cemetery</i><br><i>definite</i><br><i>desperate</i><br><i>dictionary</i><br><i>embarrass</i><br><i>environment</i><br><i>exaggerate</i><br><i>marvellous</i><br><i>nuisance</i><br><i>parliament</i><br><i>privilege</i><br><i>secretary</i><br><i>temperature</i><br><i>vegetable</i> | <b>double consonants</b><br><i>accommodate</i><br><i>accompany</i><br><i>according</i><br><i>aggressive</i><br><i>apparent</i><br><i>appreciate</i><br><i>attached</i><br><i>committee</i><br><i>communicate</i><br><i>community</i><br><i>correspond</i><br><i>immediate</i><br><i>occupy</i><br><i>occur</i><br><i>opportunity</i><br><i>recommend</i><br><i>suggest</i> | <b>cross-curricular words</b><br><i>temperature</i><br><i>forty</i><br><i>twelfth</i> | <b>other words</b><br><i>amateur</i><br><i>bargain</i><br><i>curiosity</i><br><i>equip(-ped, -ment)</i><br><i>excellent</i><br><i>familiar</i><br><i>language</i><br><i>lightning</i><br><i>muscle</i><br><i>persuade</i><br><i>recognise</i><br><i>vehicle</i> |
|   |   | <b>-ough letter strings</b><br><i>thorough</i>    | <b>-ant, -ance, -ancy, -ent, -ence, -ency words</b><br><i>apparent</i><br><i>conscience</i><br><i>convenience</i><br><i>existence</i><br><i>hindrance</i><br><i>nuisance</i>  |  |   |   |
| <b>-tion words</b><br><i>competition</i><br><i>explanation</i><br><i>profession</i><br><i>pronunciation</i>                 | <b>'i' before 'e' only</b><br><i>soldier</i><br><i>sufficient</i> (exception)<br><i>variety</i><br><i>ancient</i> (exception)<br><i>foreign</i> (exception) | <b>-able words</b><br><i>available</i>            |   |  |   |   |

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Understanding the history of words and relationships between them can also help with spelling.

**Examples:**

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the *e* was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as *a*.



## Statutory Word List for Year 6

|  |   |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
|--|---|---|--|--|---------|-----------|-------------|-----------|---------|-------|-----------|----------|--------|------------|----------|-------|------------|--------|-----------|----------|-----------|-----------|---------|---------|
| <p><b>words originating from other countries</b></p> <p>conscience<br/>conscious<br/>desperate<br/>yacht</p> | <p><b>'c' makes 's' sound before 'i', 'e' and 'y'</b></p> <p>cemetery<br/>convenience<br/>criticise(critic+ise)<br/>excellent<br/>existence<br/>hindrance<br/>necessary<br/>prejudice<br/>sacrifice</p> | <p><b>suffixes and prefixes</b></p> <p>according<br/>attached<br/>criticise(critic+ise)<br/>determined<br/>equip(-ment, -ped)<br/>especially<br/>frequently<br/>immediate(-ly)<br/>(un)necessary<br/>sincere(-ly)</p> | <p><b>cross-curricular words</b></p> <p>temperature<br/>forty<br/>twelfth</p> <hr/> <p><b>'y' makes the 'i' as in 'bin' sound</b></p> <p>physical<br/>symbol<br/>system<br/>(this is revision from Year 4)</p> | <p><b>other words</b></p> <table style="width: 100%;"> <tr> <td>awkward</td> <td>neighbour</td> </tr> <tr> <td>controversy</td> <td>programme</td> </tr> <tr> <td>develop</td> <td>queue</td> </tr> <tr> <td>guarantee</td> <td>relevant</td> </tr> <tr> <td>harass</td> <td>restaurant</td> </tr> <tr> <td>identity</td> <td>rhyme</td> </tr> <tr> <td>individual</td> <td>rhythm</td> </tr> <tr> <td>interfere</td> <td>shoulder</td> </tr> <tr> <td>interrupt</td> <td>signature</td> </tr> <tr> <td>leisure</td> <td>stomach</td> </tr> </table> | awkward | neighbour | controversy | programme | develop | queue | guarantee | relevant | harass | restaurant | identity | rhyme | individual | rhythm | interfere | shoulder | interrupt | signature | leisure | stomach |
| awkward  | neighbour   |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| controversy  | programme   |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| develop  | queue   |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| guarantee  | relevant  |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| harass   | restaurant  |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| identity   | rhyme   |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| individual   | rhythm  |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| interfere  | shoulder  |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| interrupt  | signature   |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| leisure  | stomach   |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |
| <p><b>-ous words</b></p> <p>disastrous</p>   |   |   |  |  |         |           |             |           |         |       |           |          |        |            |          |       |            |        |           |          |           |           |         |         |

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