SPELLODROME

Spellodrome Word Lists and the 2014 National Curriculum in England

Key Stages 1, 2 and 3

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SPELLODROME

- The Spellodrome courses have been developed in accordance with the 2014 National Curriculum's statutory requirements for spelling.
- The Reception programme includes words containing grapheme-phoneme correspondences (GPCs) and some sight words.
- The year 1 and 2 programmes continue to build on phonic knowledge while introducing the role of morphology and etymology.
- The year 3 and 4 programmes consolidates digraphs, morphemic knowledge, vocabulary development, difficult spellings and words which are frequently misspelt.
- In years 5 and 6 the students study some of the more difficult spelling rules, continue to expand their morphemic knowledge and use etymological knowledge to develop an understanding of why some words have such unusual spellings.
- The following outline maps the Spellodrome courses to the National Curriculum in England.

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Reception

Spelling goals	Example Words	Program Lists
CVC words	sat, jet, fit, dot, cut, get, him	Lists 1 – 32
Consonant digraphs	shop, chip	Lists 1 – 31
Vowel digraphs	pie	List 30
Words with adjacent consonants.	from, went, drum, help	Lists 14 – 32
Common exception words.	come, girl, and, the, was	Lists 1 – 32

The EYFS Handbook states:
Writing: children use their phonic knowledge to write words in ways which match their spoken sounds.
They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Year 1

Statutory Requirements	Rules and Guidance	Example Words	Program Lists
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. **Exceptions:** if, pal, us, bus, yes.	off, well, miss, buzz, back	List 1
The sound spelt n before k /ŋ/		bank, think, honk, sunk	List 2
Division of words into syllables	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.	pocket, rabbit, carrot, thunder, sunset	List 3
-tch	The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions**: rich, which, much, such.	catch, fetch, kitchen, notch, hutch	List 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'.	have, live, give	List 7
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, catches	List 5 List 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 /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.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	List 7

Year 1

Statutory Requirements	Rules and Guidance	Example Words	Program Lists
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, quicker, quickest	List 8
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil	List 9
ay, oy	**ay** and **oy** are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy	List 10
a–e		made, came, same, take, safe	List 11
e–e		these, theme, complete	List 12
i–e		made, came, same, take, safe	List 11
o–e		home, those, woke, hope, hole	List 12
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as **u–e**.	June, rule, rude, use, tube, tune	List 12
ar		car, start, park, arm, garden	List 13
ee		see, tree, green, meet, week	List 14
ea (/i:/)		sea, dream, meat, each, read (present tense)	List 15
ea (/ɛ/)		head, bread, meant, instead, read (past tense)	List 16
er (/ɜː/)		(stressed sound): her, term, verb, person	List 17
er (/ə/)		(unstressed schwa sound): better, under, summer, winter, sister	List 17
ir		girl, bird, shirt, first, third	List 18
ur		turn, hurt, church, burst, Thursday	List 19
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	food, pool, moon, zoo, soon	List 20

Year 1

Statutory Requirements	Rules and Guidance	Example Words	Program Lists
oo (/ʊ/)		book, took, foot, wood, good	List 21
oa	The digraph **oa** is very rare at the end of an English word.	boat, coat, road, coach, goal	List 22
oe		toe, goes	List 23
ou	The only common English word ending in **ou** is you.	out, about, mouth, around, sound	List 24
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**.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw	List 25 List 26 List 24 List 27
ie (/aɪ/)		lie, tie, pie, cried, tried, dried	List 28
ie (/i:/)		chief, field, thief	List 28
igh		high, night, light, bright, right	List 29
or		for, short, born, horse, morning	List 30
ore		more, score, before, wore, shore	List 30
aw		saw, draw, yawn, crawl	List 31
au		author, August, dinosaur, astronaut	List 32
air		air, fair, pair, hair, chair	List 33
ear		dear, hear, beard, near, year	List 34
ear (/ɛə/)		bear, pear, wear	List 34
are (/ɛə/)		bare, dare, care, share, scared	List 35
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family	List 36
New consonant spellings ph and wh	The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while	List 37
Using k for the /k/ sound	The /k/ sound is spelt as **k** rather than as **c** before **e, i** and **y**.	sketch, kit, skin, frisky	List 38
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	List 39

Year 1

Statutory Requirements	Rules and Guidance	Example Words	Program Lists
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	List 40
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 – and/or others, according to the programme used	Lists – 1-40

Year 2

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
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.		List 1 List 2
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.	The letter j is never used for the sound at the end of English words. At the end of a word, the sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the sound is spelt as –ge at the end of a word. 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.	badge, edge, bridge, dodge, fudge	List 3
		age, huge, change, charge, bulge, village	List 4
		gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	List 5
The /s/ sound spelt c before e, i and y.		race, ice, cell, city, fancy	List 6
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.	knock, know, knee, gnat, gnaw	List 7
The /r/ sound spelt wr at the beginning of words.	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap	List 8
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	List 9
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.	camel, tunnel, squirrel, travel, towel, tinsel	List 10
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	List 11

Year 2

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
Words ending –il	There are not many of these words.	pencil, fossil, nostril	List 12
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	List 13
Adding –es to nouns and verbs ending in –y	The y is changed to i before **–es** is added.	flies, tries, replies, copies, babies, carries	List 15
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 skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...**but** copying, crying, replying	List 16 List 17
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**: being.	hiking, hiked, hiker, nicer, nicest, shiny	List 18
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 sound (i.e. to keep the vowel 'short'). **Exception**: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	List 19
The ɔ sound spelt a before l and ll	The sound ('or') is usually spelt as **a** before **l** and **ll**. / :/	all, ball, call, walk, talk, always	List 20
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday	List 21
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of **–s** (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley	List 22
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, quantity, squash	List 23
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth	List 24

Year 2

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards	List 24
The /ʒ/ sound spelt s		television, treasure, usual	List 25
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) argument (2) root words ending in **–y** with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily	List 26 List 27 List 28 List 29 List 30
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll	
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's	
Words ending in –tion		station, fiction, motion, national, section	List 31
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	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	List 32
Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the **a** in these words is pronounced /ae/, as in cat. Great, break and steak are the only common words where the /eɪ/sound is spelt **ea**.		List 33 List 34 Lists 1- 36

Year 3 and 4

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
Revision of work from Years 1 and 2			Year 3 List 1 Year 3 List 2 Year 4 List 1 Year 4 List 2
Adding suffixes beginning with vowel letters to words of more than one syllable.	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 ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	Year 3 List 3 Year 3 List 4
The /ɪ/sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	Year 3 List 6
The sound spelt /ʌ/ ou	These words should be learnt as needed.	young, touch, double, trouble, country	Year 3 List 12
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below.	**dis–:** disappoint, disagree, disobey	Year 3 List 32
	Like **un–**, the prefixes **dis–** and **mis–** have negative meanings.	**mis–:** misbehave, mislead, misspell (mis + spell)	Year 3 List 29
	The prefix **in–** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	**in–:** inactive, incorrect	Year 3 List 15
	Before a root word starting with **l, in–** becomes **il.**	illegal, illegible	Year 4 List 3
	Before a root word starting with **m** or **p, in–** becomes **im–**.	immature, immortal, impossible, impatient	Year 3 List 11
	Before a root word starting with **r, in–** becomes **ir–**.	irregular, irrelevant, irresponsible	Year 4 List 6
	re– means 'again' or 'back'.	**re–:** redo, refresh, return, reappear, redecorate	Year 4 List 12
	sub– means 'under'.	**sub–:** subdivide, subheading, submarine, submerge	Year 4 List 15

Year 3 and 4

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
	inter– means 'between' or 'among'.	**inter–**: interact, intercity, international, interrelated (inter + related)	Year 4 List 21
	super– means 'above'.	**super–**: supermarket, superman, superstar	Year 3 List 20
	anti– means 'against'.	**anti–**: antiseptic, anti-clockwise, antisocial	Year 4 List 24
	auto– means 'self' or 'own'	**auto–**: autobiography, autograph	Year 4 List 30
The suffix –ation	The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration	Year 3 List 10
The suffix –ly	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. **Exceptions:** (1) 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. (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. (3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word publicly. (4) The words truly, duly, wholly.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	Year 3 List 19 Year 4 List 4 Year 4 List 13 Year 3 List 28 Year 3 List 33

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Year 3 and 4

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt **–sure**.	measure, treasure, pleasure, enclosure	Year 3 List 14
	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.	creature, furniture, picture, nature, adventure	Year 3 List 23
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as **–sion**.	division, invasion, confusion, decision, collision, television	Year 4 List 19
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous, dangerous, mountainous, famous, various	Year 4 List 31
	Sometimes there is no obvious root word.	tremendous, enormous, jealous	Year 4 List 31
	–our is changed to **–or** before **–ous** is added.	humorous, glamorous, vigorous	
	A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.	courageous, outrageous	Year 4 List 23
	If there is an /iː/ sound before the **–ous** ending, it is usually spelt as **i**, but a few words have **e**.	serious, obvious, curious hideous, spontaneous, courteous	Year 4 List 5
Endings which sound like spelt –tion, –sion, –ssion, –cian /ʃən/	Strictly speaking, the suffixes are **–ion** and **–ian**. Clues about whether to put **t, s, ss** or **c** before these suffixes often come from the last letter or letters of the root word.		
	–tion is the most common spelling. It is used if the root word ends in **t** or **te**.	invention, injection, action, hesitation, completion	Year 4 List 14
	–ssion is used if the root word ends in **ss** or **–mit.**	expression, discussion, confession, permission, admission	Year 4 List 10
	–sion is used if the root word ends in **d** or **se**.	expansion, extension, comprehension, tension	Year 4 List 19
	Exceptions: attend – attention, intend – intention.		
	–cian is used if the root word ends in **c** or **cs**.	musician, electrician, magician, politician, mathematician	Year 4 List 28

Year 3 and 4

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character	Year 4 List 11
Words with the sound spelt ch (mostly French in origin) /ʃ/		chef, chalet, machine, brochure	Year 3 List 5
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique	Year 4 List 20
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent	Year 4 List 7
Words with the sound spelt ei, eigh, or ey /eɪ/		vein, weigh, eight, neighbour, they, obey	Year 3 List 13 Year 3 List 22 Year 3 List 30
Possessive apostrophe with plural words	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).	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)	
Homophones and near-homophones		accept, except, affecr, effect	Year 3 List 21
Difficult words		breath, surprise	Year 3 List 8 Year 3 List 17 Year 3 List 26 Year 3 List 35 Year 4 List 8 Year 4 List 17 Year 4 List 26 Year 4 List 35

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Year 5 and 6

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
Revise work done in previous years			Year 5 List 1 Year 5 List 2 Year 6 List 1 Year 6 List 2
Endings which sound like /ʃəs/ spelt –cious or –tious /	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. **Exception:** anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	Year 5 List 3 Year 5 List 5
Endings which sound like /ʃəl/	**-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).	official, special, artificial, partial, confidential, essential	Year 5 List 11 Year 5 List 14
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use **–ant** and **–ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; **–ation** endings are often a clue. Use **–ent** and **–ence/–ency** after soft **c** (/s/ sound), soft **g** (/dʒ/sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence	Year 5 List 20 Year 5 List 22 Year 5 List 28 Year 5 List 29

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
Words ending in –able and –ible Words ending in –ably and –ibly	The **–able/–ably** endings are far more common than the **–ible/–ibly** endings. As with **–ant** and **–ance/–ancy**, the –able ending is used if there is a related word ending in **–ation**.	adorable/adorably (adoration), applicable/ applicably (application), considerable/ considerably (consideration), tolerable/ tolerably (toleration)	Year 6 List 3 Year 5 List 31
	If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the **a** of the **–able** ending.	changeable, noticeable, forcible, legible	Year 6 List 5
	The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the **y** changes to i in accordance with the rule.	dependable, comfortable, understandable, reasonable, enjoyable, reliable	Year 6 List 3
	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).	possible/ possibly, horrible/ horribly, terrible/terribly, visible/ visibly, incredible/ incredibly, sensible/ sensibly	Year 5 List 32 Year 6 List 4
Adding suffixes beginning with vowel letters to words ending in –fer	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.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	Year 6 List 7
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	

Year 5 and 6

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words	Program Lists
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling	Year 5 List 4
Words containing the letter-string ough	**ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through thorough, borough, plough, bough	Year 5 List 10
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	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/, and the **gh** used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight	Year 5 List 13 Year 5 List 30
Homophones and other words that are often confused	In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt **c**.	advice/advise device/devise licence/ license practice/ practise prophecy/ prophesy	Year 5 List 12 Year 6 List 12 Year 6 List 30
Difficult words		accommodate existence recommend restaurant signature	Year 5 List 8 Year 5 List 17 Year 5 List 23 Year 5 List 26 Year 5 List 35 Year 6 List 8 Year 6 List 26 Year 6 List 35

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