

Spelling Progression Document



	<u>Content Description</u>	<u>Guidance</u>	<u>Examples</u>	<u>Spelling Shed Stage</u>
1	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	Stage 1 - Step 1 Stage 1 - Step 2 Stage 1 - Step 3 Stage 1 - Step 4 Stage 1 - Step 5
1	The /ŋ/ sound spelt n before k		bank, think, honk, sunk	Stage 1 - Step 6
1	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	
1	-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	Stage 1 - Step 7
1	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	Stage 1 - Step 8
1	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	Stage 1 - Step 9



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1	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	Stage 1 - Step 10
1	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	Stage 1 - Step 11
1	Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family	
1	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	Stage 1 - Step 40
1	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	
1	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	
1	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	



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1	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	
	<u>Vowel digraphs / trigraphs</u>			
1	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	Stage 1 - Step 12
1	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	Stage 1 - Step 13
1	a-e		made, came, same, take, safe	Stage 1 - Step 14
1	e-e		these, theme, complete	Stage 1 - Step 15
1	i-e		five, ride, like, time, side	Stage 1 - Step 16
1	o-e		home, those, woke, hope, hole	Stage 1 - Step 17
1	u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune	Stage 1 - Step 18
1	ar		car, start, park, arm, garden	Stage 1 - Step 19
1	ee		see, tree, green, meet, week	Stage 1 - Step 20
1	ea (/i:/)		sea, dream, meat, each, read (present tense)	Stage 1 - Step 21
1	ea (/ɛ/)		head, bread, meant, instead, read (past tense)	Stage 1 - Step 22
1	er (/ɜ:/)		(stressed sound): her, term, verb, person	Stage 1 - Step 23

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1	er (/ə/)		(unstressed schwa sound): better, under, summer, winter, sister	Stage 1 - Step 24
1	ir		girl, bird, shirt, first, third	Stage 1 - Step 25
1	ur		turn, hurt, church, burst, Thursday	Stage 1 - Step 25
1	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	Stage 1 - Step 26
1	oo (/ʊ/)		book, took, foot, wood, good	Stage 1 - Step 27
1	oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal	Stage 1 - Step 28
1	oe		toe, goes	
1	ou	The only common English word ending in ou is you.	out, about, mouth, around, sound	Stage 1 - Step 29
1	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	Stage 1 - Step 30 Stage 1 - Step 31
1	ie (/aɪ/)		lie, tie, pie, cried, tried, dried	Stage 1 - Step 32
1	ie (/i:/)		chief, field, thief	Stage 1 - Step 33
1	igh		high, night, light, bright, right	Stage 1 - Step 34
1	or		for, short, born, horse, morning	Stage 1 - Step 35
1	ore		more, score, before, wore, shore	Stage 1 - Step 35
1	aw		saw, draw, yawn, crawl	Stage 1 - Step 36
1	au		author, August, dinosaur, astronaut	Stage 1 - Step 36
1	air		air, fair, pair, hair, chair	Stage 1 - Step 37
1	ear		dear, hear, beard, near, year	Stage 1 - Step 38
1	ear (/ɛə/)		bear, pear, wear	Stage 1 - Step 39



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1	are (/ɛə/)		bare, dare, care, share, scared	Stage 1 - Step 39
		Year 2		
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 /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ 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 age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	Stage 2 - Step 1 Stage 2 - Step 2 Stage 2 - Step 3
2	The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy	Stage 2 - Step 4
2	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	Stage 2 - Step 5
2	The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap	Stage 2 - Step 7
2	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	Stage 2 - Step 8



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2	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	Stage 2 - Step 9
2	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	Stage 2 - Step 10
2	Words ending -il	There are not many of these words.	pencil, fossil, nostril	Stage 2 - Step 11
2	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	Stage 2 - Step 13
2	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	Stage 2 - Step 14
2	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	Stage 2 - Step 15 Stage 2 - Step 16 Stage 2 - Step 17
2	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	Stage 2 - Step 19 Stage 2 - Step 20 Stage 2 - Step 21



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2	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/, /ε/, /ɪ/, /ɒ/ and /ʌ/ 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	Stage 2 - Step 19 Stage 2 - Step 20 Stage 2 - Step 21
2	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always	Stage 2 - Step 22
2	The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday	Stage 2 - Step 23
2	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	Stage 2 - Step 25
2	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	Stage 2 - Step 26
2	The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth	Stage 2 - Step 27
2	The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards	Stage 2 - Step 27
2	The /z/ sound spelt s		television, treasure, usual	Stage 2 - Step 28



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2	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	Stage 2 - Step 29 Stage 2 - Step 30
2	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	Stage 2 - Step 34
2	The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's	
2	Words ending in -tion		station, fiction, motion, nation, section	Stage 2 - Step 33
2	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	Stage 2 - Step 31 Stage 2 - Step 32



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2	Common exception words	<p>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 /æ/, as in cat.</p> <p>Great, break and steak are the only common words where the /eɪ/ sound is spelt ea.</p>	<p>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, Christmas - 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>	Stage 2 - Step Extra
		<u>Year 3 / 4</u>		
3 / 4	Adding suffixes beginning with vowel letters to words of more than one syllable	<p>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.</p>	<p>forgetting, forgotten, beginning, beginner, prefer, preferred</p> <p>gardening, gardener, limiting, limited, limitation</p>	<p>Stage 3 - Step 11 Stage 3 - Step 10</p>



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3 / 4	The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	Stage 3 - Step 3
3 / 4	The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country	Stage 3 - Step 2
3 / 4	More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p> <p>il-: illegal, illegible</p> <p>im-: immature, immortal, impossible, impatient, imperfect</p> <p>ir-: irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>	<p>Stage 3 - Step 7</p> <p>Stage 3 - Step 8</p> <p>Stage 3 - Step 9</p> <p>Stage 4 - Step 2</p> <p>Stage 4 - Step 3</p> <p>Stage 4 - Step 4</p> <p>Stage 4 - Step 5</p> <p>Stage 4 - Step 29</p> <p>Stage 4 - Step 30</p>
3 / 4	The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration	<p>Stage 4 - Step 7</p> <p>Stage 4 - Step 8</p>



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3 / 4	The suffix -ly	<p>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.</p> <p>Exceptions:</p> <p>(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.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.</p> <p>(4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>	<p>Stage 3 - Step 16 Stage 3 - Step 21 Stage 3 - Step 22 Stage 3 - Step 23 Stage 4 - Step 9 Stage 4 - Step 10</p>
3 / 4	Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>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.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>	<p>Stage 3 - Step 4 Stage 3 - Step 5</p>
3 / 4	Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as -sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>	



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3 / 4	The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>	<p>Stage 4 - Step 14</p> <p>Stage 4 - Step 15</p> <p>Stage 4 - Step 17</p>
3 / 4	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	<p>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.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: attend - attention, intend - intention.</p> <p>-cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>	<p>Stage 4 - Step 13</p> <p>Stage 4 - Step 20</p> <p>Stage 4 - Step 21</p> <p>Stage 4 - Step 22</p>

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3 / 4	Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character	Stage 3 - Step 26
3 / 4	Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure	Stage 4 - Step 11
3 / 4	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique	Stage 3 - Step 27
3 / 4	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	Stage 3 - Step 28
3 / 4	Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey	Stage 3 - Step 14 Stage 3 - Step 15
3 / 4	Possessive apostrophe with plural words		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)	



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3 / 4	Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	Stage 3 - Step 17 Stage 4 - Step 1 Stage 4 - Step 25
		<u>Year 5 / 6</u>		
5 / 6	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	Stage 5 - Step 1 Stage 5 - Step 2
5 / 6	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	Stage 5 - Step 3 Stage 5 - Step 4 Stage 5 - Step 5 Stage 6 - Step 22 Stage 6 - Step 23



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<p>5 / 6</p>	<p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p>	<p>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.</p> <p>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.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>	<p>Stage 5 - Step 6 Stage 5 - Step 7 Stage 5 - Step 8 Stage 5 - Step 9</p>
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<p>5 / 6</p>	<p>Words ending in -able and -ible Words ending in -ably and -ibly</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	<p>Stage 5 - Step 10 Stage 5 - Step 11 Stage 5 - Step 13 Stage 6 - Step 25 Stage 6 - Step 26 Stage 6 - Step 27</p>
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5 / 6	Adding suffixes beginning with vowel letters to words ending in -fer	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>	Stage 5 - Step 15
5 / 6	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	
5 / 6	Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling	Stage 5 - Step 20
5 / 6	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.	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>	<p>Stage 5 - Step 21</p> <p>Stage 5 - Step 22</p>



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5 / 6	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	Stage 5 - Step 16 Stage 5 - Step 17
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5 / 6	Homophones and other words that are often confused	<p>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.</p> <p><u>More examples:</u> aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective - most important (e.g. principal ballerina) noun - important person (e.g. principal of a</p>	<p>Stage 5 - Step 25 Stage 5 - Step 26 Stage 5 - Step 27 Stage 5 - Step 28 Stage 5 - Step 29</p>
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Spelling Progression Document

	<p>horse.</p> <p>cereal: made from grain (e.g. breakfast cereal).</p> <p>serial: adjective from the noun series - a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).</p> <p>complement: related to the word complete - to make something complete or more complete (e.g. her scarf complemented her outfit).</p> <p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help)</p> <p>draught: a current of air.</p>	<p>college)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of who is or who has</p> <p>whose: belonging to someone (e.g. Whose jacket is that?)</p>	
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