

## Autumn Term

The vocabulary in red is from common exception list for Y3-4.

\*Teachers should continue to emphasize 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. Many of the words in the list above can be used for practice in adding suffixes.

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.

### DAILY

**Across ALL subjects as often as possible**

**Use dictionaries to check the spelling and meaning of words.**

**Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.**

**Use a thesaurus.**

Term / Wk Focus	Year 5/6 Statutory requirements	Rules and guidance (non-statutory)	Suggested spellings	Common exception list vocabulary*	Vocabulary from other curricular areas (it may be suitable to fill this in as you go along)
<b>Autumn 1 -cious</b>	Endings which sound like /ʃəs/ spelt -cious or -tious.  Use further prefixes and suffixes and understand the guidance for adding them.	Not many common words end like this. If the root word ends pelt as c – e.g. vice – vicious, grace – gracious, sin –ce, the /ʃ/ sound is usually space – spacious, malice – malicious. <b>Exception:</b> anxious	conscious precious unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious atrocious precocious tenacious auspicious audacious	accommodate accompany according achieve aggressive <b>accident(ally) actual(ly)</b> <b>address answer appear arrive</b>	
<b>Autumn 2 -tious</b>	Endings which sound like /ʃəs/ spelt -cious or -tious. Use further prefixes and suffixes and	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 –	ambitious cautious contentious infectious conscientious nutritious pretentious fictitious superstitious propitious vexatious fractious ostentatious facetious surreptitious unpretentious	amateur ancient apparent appreciate attached <b>believe bicycle breath breathe</b> <b>build busy/business</b>	

	understand the guidance for adding them.	gracious, space – spacious, malice – malicious. <b>Exception:</b> anxious			
<b>Autumn 3 -cial</b>	Endings which sound like /ʃəl/ Use further prefixes and suffixes and understand the guidance for adding them.	–cial is common after a vowel letter	social special official financial commercial crucial judicial artificial provincial racial beneficial superficial unofficial facial glacial especial psychosocial sacrificial prejudicial antisocial multiracial	available average awkward bargain bruise <b>calendar caught centre century certain circle</b>	
<b>Autumn 4 -tial</b>	Endings which sound like /ʃəl/ Use further prefixes and suffixes and understand the guidance for adding them.	–tial after a consonant letter. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	potential essential initial substantial residential presidential partial influential differential spatial confidential martial sequential impartial preferential consequential celestial existential circumstantial prudential torrential referential exponential palatial inertial inconsequential insubstantial interstitial experiential quintessential evidential deferential	category cemetery committee communicate community <b>complete consider continue decide describe</b>	
<b>Autumn 5 -ant</b>	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Use further prefixes and suffixes and understand the guidance for adding them.	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /e?/ sound in the right position; –ation endings are often a clue.	important significant defendant servant assistant constant sergeant relevant tenant pleasant peasant consultant merchant giant infant applicant brilliant participant accountant dominant warrant instant distant covenant unpleasant elephant pregnant protestant reluctant elegant inhabitant variant ant irrelevant attendant descendant claimant migrant occupant informant ignorant dependant extravagant pollutant triumphant	competition conscience* conscious* controversy convenience <b>different difficult disappear early earth eight/eighth</b>	
<b>Autumn 6 -ance</b>	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Use further prefixes and suffixes and understand the guidance for adding them.	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /e?/ sound in the right position; –ation endings are often a clue.	performance importance finance distance insurance balance advance appearance circumstance dance glance significance assistance resistance alliance entrance substance allowance acceptance instance enhance assurance appliance attendance stance ambulance relevance guidance compliance inheritance disturbance ignorance renaissance romance nuisance utterance clearance surveillance tolerance resemblance abundance reassurance annoyance avoidance elegance grievance reliance maintenance	correspond criticise (critic + ise) curiosity definite desperate <b>enough exercise experience experiment extreme</b>	

<p><b>Autumn 7 -ancy</b></p>	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Use further prefixes and suffixes and understand the guidance for adding them.</p>	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /e?/ sound in the right position; –ation endings are often a clue.</p>	<p>pregnancy fancy redundancy consultancy tenancy expectancy discrepancy vacancy accountancy occupancy infancy truancy malignancy conservancy ascendancy constancy militancy hesitancy poignancy vibrancy buoyancy</p>	<p>determined develop dictionary disastrous embarrass famous favourite February forward(s)fruit</p>	
<p><b>Autumn 8 -ent</b></p>	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Use further prefixes and suffixes and understand the guidance for adding them.</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 /?/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.</p>	<p>government development different went moment management present department president patient movement event student agreement environment treatment parent statement investment employment argument extent represent parliament equipment element comment prevent client current document recent payment accident assessment content involvement commitment requirement agent arrangement independent spent improvement appointment settlement experiment incident establishment component rent sent</p>	<p>environment equip (–ped, –ment) especially exaggerate grammar group guard guide heard heart height history</p>	
<p><b>Autumn 9 -ence</b></p>	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Use further prefixes and suffixes and understand the guidance for adding them.</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 /?/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.</p>	<p>experience evidence difference influence defence science conference reference presence sentence confidence existence silence audience absence consequence violence sequence offence licence intelligence preference hence independence essence fence residence incidence competence correspondence conscience interference pence dependence negligence occurrence emergence obedience coincidence convenience commence insistence excellence inference prominence patience prevalence</p>	<p>excellent existence explanation familiar foreign imagine increase important interest island</p>	
<p><b>Autumn 10 -ency</b></p>	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Use further prefixes and suffixes and understand the guidance for adding them.</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 /?/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.</p>	<p>agency emergency currency efficiency tendency frequency constituency presidency consistency deficiency urgency dependency contingency insolvency potency decency inconsistency sufficiency transparency regency proficiency complacency delinquency latency solvency insurgency expediency insufficiency indecency residency fluency immunodeficiency competency</p>	<p>forty frequently government guarantee harass knowledge learn length library</p>	

			excellency leniency patency clemency inefficiency		
<b>Autumn 11 -able</b>	Words ending in -able and -ible Words ending in -ably and -ibly <b>Use further prefixes and suffixes and understand the guidance for adding them.</b>	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. 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. 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. 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).	adorable advisable agreeable avoidable capable breakable changeable comfortable disposable employable enjoyable fashionable identifiable inexcusable manageable miserable noticeable portable probable reliable remarkable replaceable respectable sociable valuable vegetable	hindrance identity immediate(ly) individual interfere <b>material medicine mention minute</b>	
<b>Autumn 12 -ible</b>	Words ending in -able and -ible Words ending in -ably and -ibly <b>Use further prefixes and suffixes and understand the guidance for adding them.</b>	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.	accessible audible credible destructible edible flexible horrible impossible indestructible invincible legible possible responsible reversible sensible susceptible terrible visible	interrupt language leisure lightning marvellous <b>natural naughty notice occasion(ally) often</b>	

		<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>			
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## Spring Term

The vocabulary in red is from common exception list for Y3-4.

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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 desparate, 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.

Term / Wk	Year 5 / Year 6 Statutory requirements	Rules and guidance (non-statutory)	Suggested spellings	Common exception list vocabulary *	Vocabulary from other curricular areas (it may be suitable to fill this in as you go along)
<b>Spring 1 -ably</b>	Words ending in –able and –ible Words ending in –ably and –ibly <b>Use further prefixes and suffixes and understand the guidance for adding them.</b>	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. 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. 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. 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).	probably presumably reasonably inevitably considerably notably invariably remarkably comfortably preferably suitably arguably understandably uncomfortably unreasonably noticeably conceivably reliably irritably miserably predictably unmistakably undeniably unquestionably inextricably regrettably justifiably unbelievably profitably admirably inexplicably improbably unavoidably uncontrollably impeccably inescapably agreeably amiably ably appreciably	mischievous muscle necessary neighbour nuisance <b>opposite ordinary particular peculiar perhaps</b>	
<b>Spring 2 -ibly</b>			possibly terribly audibly forcibly sensibly visibly ostensibly horribly imperceptibly impossibly plausibly irresistibly indelibly invisibly responsibly flexibly perceptibly incredibly	occupy occur opportunity parliament persuade <b>popular position possess(ion) possible potatoes</b>	
<b>Spring 3 -fer stressed</b>	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.	referencing refereeing preferencing buffering chaffering coffering differing goffering offering proffering reoffering suffering chamfering interfering pilfering	physical prejudice privilege profession programme <b>pressure probably promise purpose quarter</b>	

	Use further prefixes and suffixes and understand the guidance for adding them.		<i>buffered chattered chamfered coffered differed goffered interfered offered pilfered proffered reoffered suffered unbuffered conferencing</i>		
<b>Spring 4 -fer unstressed</b>	Adding suffixes beginning with vowel letters to words ending in -fer Use further prefixes and suffixes and understand the guidance for adding them.	The r is not doubled if the -fer is no longer stressed.	feral transferal <i>circumference conference countertransference deference difference indifference inference interference misreference nonconference non-interference preference reference teleconference transference videoconference</i>	pronunciation queue recognise recommend relevant <b>question recent regular reign remember</b>	
<b>Spring 5 -hyphen</b>	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. Compounds with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant, and sometimes even to prevent initial misreading or mispronunciation. 1. To avoid doubling a vowel: anti-art anti-administration co-opt (but cooperation) de-emphasize 2. To avoid tripling a consonant: shell-like 3. To prevent initial reading or mispronunciation: re-cover vs. recover (I will re-cover the sofa when I recover from the flu.)	co-ordinate re-enter co-operate co-own	restaurant rhyme rhythm sacrifice secretary <b>sentence separate special straight strange</b>	
<b>Spring 6 ee:ei</b>	Words with the /i:/ sound spelt ei after c Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. <b>Exceptions:</b> protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	ceiling conceit deceive perceive receive receipt conceited conceive deceit	shoulder signature sincere(ly) soldier stomach <b>strength suppose surprise therefore though/</b>	

<p><b>Spring 7</b> <b>or</b></p>	<p>Words containing the letter-string ough</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought bought thought nought brought fought</p>	<p>sufficient suggest symbol system temperature <b>although thought through</b></p>	
<p><b>Spring 8</b> <b>u f</b></p>	<p>Words containing the letter-string ough Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>rough tough enough cough</p>	<p>thorough twelfth variety vegetable vehicle yacht <b>various weight woman/women</b></p>	
<p><b>Spring 9</b> <b>o</b></p>	<p>Words containing the letter-string ough Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>cough</p>	<p>Revision of an y problem areas with CE words.</p>	
<p><b>Spring 10</b> <b>o-e</b></p>	<p>Words containing the letter-string ough Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>though although dough</p>	<p>Revision of an y problem areas with CE words.</p>	
<p><b>Spring 11</b> <b>oo</b></p>	<p>Words containing the letter-string ough Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>through breakthrough</p>	<p>Revision of an y problem areas with CE words.</p>	

	<b>English Appendix 1 (Years 6).</b>				
<b>Spring 12</b> <b>u</b>	Words containing the letter-string ough Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	thorough borough	Revision of an y problem areas with CE words.	

## Summer Term

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<b>SUM 1</b> <b>ow</b>	Words containing the letter-string ough Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.		Revision of an y problem areas with CE words.	
<b>SUM 2</b> <b>Silent letters</b>	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) <b>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</b>	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.	a - artistically logically musically romantically, b -bomb dumb lamb numb thumb doubt debt climb comb crumbs numb subtle tomb c - abscess ascend ascent conscience conscious crescent descend descent disciple fascinate fluorescent incandescent isosceles luminescent miscellaneous muscle obscene resuscitate scenario scene scent scissors d - Wednesday sandwich handsome edge bridge handkerchief e – breathe g – sign champagne gnaw reign align assign benign campaign cologne consign design feign foreign gnarl gnash gnat gnaw gnome gnu resign h - honest ghost heir hour what whether rhubarb rhyme ache anchor archaeology architect archives chaos character characteristic charisma chemical chemist chemotherapy	Revision of an y problem areas with CE words.	

			<p>chlorine choir cholera chord choreograph chorus Christian                  Christmas chrome echo leprechaun loch mechanical                  melancholy monarch monochrome orchestra orchid psychic                  scheme school stomach technical technique technology                  i - business                  k - knead knife knight knock knot know knack knapsack knave                  knead knee kneel knell knew knickers knife knit knob knoll                  knot knowledge knuckle                  l – would should calf half salmon talk yolk folk calm calf half                  m – mnemonic                  n - autumn column condemn damn hymn solemn                  o – colonel                  p - corps coup pneumonia psychology receipt pseudo                  psychiatrist psychiatry psychotherapy psychotic receipt                  r –                  s- aisle island debris apropos bourgeois                  t - asthma ballet castle gourmet listen rapport ricochet soften                  apostle bristle bustle fasten glisten hustle jostle listen                  moisten mortgage often * nestle rustle soften * thistle                  trestle whistle wrestle                  u - guess guard guide guilt guitar baguette biscuit build built                  circuit disguise guest guide guild guile guillotine guilty guise                  rogue silhouette                  w - answer sword two whole wrist write who awry playwright                  sword wrack wrangle wrap wrapper wrath wreak wreath                  wreck wreckage wren wrench wrest wrestle wretch wretched                  wriggle wring wrinkle wrist writ write writhe wrong wrote                  wrought wrung wry                  x – faux pas                  z - rendezvous</p>		
<p><b>SUM 3                  homophones</b></p>	<p>Homophones and other words that are often confused  <b>Continue to distinguish between homophones and other words which are often confused.</b></p>	<p>In these pairs of words, 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</p>	<p><b>Alphabetically</b>                  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</p>	<p>Revision of an y problem areas with CE words.</p>	

		licence/license practice/practise prophecy/prophesy	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 horse cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun series – a succession of things one after the other compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit) descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun) desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal 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) draught: a current of air 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		
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			<p>principal: adjective – most important (e.g. principal ballerina)          noun – important person (e.g. principal of a college)          principle: basic truth or belief          profit: money that is made in selling things          prophet: someone who foretells the future          stationary: not moving          stationery: paper, envelopes etc.          steal: take something that does not belong to you          steel: metal          wary: cautious          weary: tired          who's: contraction of who is or who has          whose: belonging to someone (e.g. Whose jacket is that?)</p>		
<b>SUM 4 SAT revision</b>	Revision			Revision of any problem areas with CE words.	
<b>SUM 5 COMMON EXCEPTION LIST</b>				Create vocabulary posters for common exception words, order via word class or alphabetically?	
<b>SUM 6 COMMON EXCEPTION LIST</b>				Create vocabulary posters for common exception words, order via word class or alphabetically?	
<b>SUM 7 COMMON EXCEPTION LIST</b>				Create vocabulary posters for common exception words, order via word class or alphabetically?	
<b>SUM 8 COMMON EXCEPTION LIST</b>				Create vocabulary posters for common exception words, order via word class or alphabetically?	
<b>SUM 9 COMMON EXCEPTION LIST</b>				Create vocabulary posters for common exception words, order via word class or alphabetically?	

<b>SUM 10 COMMON EXCEPTION LIST</b>				Create vocabulary posters for common exception words, order via word class or alphabetically?	
<b>SUM 11 COMMON EXCEPTION LIST</b>				Create vocabulary posters for common exception words, order via word class or alphabetically?	
<b>SUM 12 COMMON EXCEPTION LIST</b>				Create vocabulary posters for common exception words, order via word class or alphabetically?	

## International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s).<sup>1</sup> The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix ([English Appendix 1](#)). The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants	
/b/	bad
/d/	dog
/ð/	this
/dʒ/	gem, jug
/f/	if, puff, photo
/g/	gum
/h/	how
/j/	yes
/k/	cat, check, key, school
/l/	leg, hill
/m/	man
/n/	man
/ŋ/	sing
/θ/	both
/p/	pet
/r/	red
/s/	sit, miss, cell
/ʃ/	she, chef
/t/	tea
/tʃ/	check
/v/	vet
/w/	wet, when
/z/	zip, hens, buzz
/ʒ/	pleasure

Vowels	
/ɑ:/	father, arm
/ɒ/	hot
/æ/	cat
/aɪ/	mind, fine, pie, high
/aʊ/	out, cow
/ɛ/	hen, head
/eɪ/	say, came, bait
/ɛə/	air
/əʊ/	cold, boat, cone, blow
/ɪ/	hit
/ɪə/	beer
/i:/	she, bead, see, scheme, chief
/ɔ:/	launch, raw, born
/ɔɪ/	coin, boy
/ʊ/	book
/ʊə/	tour
/u:/	room, you, blue, brute
/ʌ/	cup
/ɜ:/	fern, turn, girl
/ə/	farmer

<sup>1</sup> This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.