

How Spellzone fits in with the national curriculum in England

Introduction

English Appendix 1: Spelling

Spelling – work for year 1

Spelling – work for year 2

Spelling – work for years 3 and 4

Word list – years 3 and 4

Spelling – years 5 and 6

Word list – years 5 and 6

International Phonetic Alphabet (non-statutory)

A full version of the national curriculum for England to be taught in all maintained primary and secondary schools from September 2014 is available to download from www.gov.uk/dfenationalcurriculum.

Introduction

This guide is based upon the *English Appendix 1: Spelling* extracted from the document '*The national curriculum in England - Framework document*' published by the Department for Education in July 2014. It highlights how Spellzone can be utilised as a resource to assist in the delivery of the new curriculum.

The new curriculum is more specific about what pupils should learn in the areas of spelling, vocabulary, grammar and punctuation. In all year groups the new programme of study for spelling consists of learning the spelling rules given in the *English Appendix 1: Spelling*, learning to spell the words in the word lists, and performing dictation. An additional requirement in Key Stage 2 is using dictionaries to check spellings and meanings, and in upper Key Stage 2 pupils are also expected to use thesauruses.

Whilst the UK National Curriculum sets these standards as being the desired outcome for each year from age 5 to 11, teachers of older learners will be aware that many will still need help at these levels in later years. Spellzone, with its mature teaching approach will be particularly suitable for these older learners needing to fill gaps in their knowledge.

To help you we have created statutory and non-statutory curriculum word lists. These lists, any associated Spellzone word lists, and any subject specific word lists created by your staff, can be practised by your students in school, at home and on mobile devices using our *Look, Say, Cover, Write Check, Listen and Spell* activities and six fun games. All word lists can also be printed as worksheets for off-line for practice.

Students can use the Spellzone dictionary to check words, hear them spoken and for students whose first language is not English, can translate them into 36 languages.

The Spellzone course is divided into 36 units and we have mapped these against the statutory requirements to provide you with an invaluable resource to assist your teaching. The Spellzone units (together with all word lists) can be set as classroom and homework tasks for whole Year Groups, classes, or individual students and this can help to encourage parental involvement in your student's studies.

For reporting and evaluation purposes, student's progress and results are tracked regardless of where the work was done, in school or at home.

We hope that you will find this guide useful and welcome your [feed-back!](#)

The Spellzone Team

English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided at the end of this document.

Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>Spellzone Unit 2</p>	<p>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.</p>	<p>off, well, miss, buzz, back</p> <p>Curriculum word list Spellzone word list ff Spellzone word list ss Spellzone word list ll Spellzone word list ck Spellzone poster</p>
<p>The /ŋ/ sound spelt n before k</p>		<p>bank, think, honk, sunk</p> <p>Curriculum word list</p>
<p>Division of words into syllables</p> <p>Spellzone Unit 8</p>	<p>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.</p>	<p>pocket, rabbit, carrot, thunder, sunset</p> <p>Curriculum word list</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>-tch Spellzone Unit 4</p>	<p>The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.</p>	<p>catch, fetch, kitchen, notch, hutch Curriculum word list Spellzone word list</p>
<p>The /v/ sound at the end of words Spellzone Unit 3</p>	<p>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'.</p>	<p>have, live, give Curriculum word list Spellzone word list</p>
<p>Adding s and es to words (plural of nouns and the third person singular of verbs) Spellzone Unit 9</p>	<p>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. <i>Suffix -es referred to in Spellzone Unit 9 but not in detail.</i></p>	<p>cats, dogs, spends, rocks, thanks, catches Curriculum word list</p>
<p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Spellzone Unit 9</p>	<p>–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.</p>	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper Curriculum word list</p>
<p>Adding –er and –est to adjectives where no change is needed to the root word Spellzone Unit 9</p>	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>grander, grandest, fresher, freshest, quicker, quickest Curriculum word list</p>

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi Spellzone Unit 16	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 Curriculum word list Spellzone word list Spellzone poster
ay, oy Spellzone Unit 7	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 Curriculum word list Spellzone word list Spellzone poster
a-e Spellzone Unit 7 (page 2)		made, came, same, take, safe Curriculum word list
e-e Spellzone Unit 7		these, theme, complete Curriculum word list Spellzone word list
i-e Spellzone Unit 7		five, ride, like, time, side Curriculum word list Spellzone word list i-e 1 Spellzone word list i-e 2
o-e Spellzone Unit 7		home, those, woke, hope, hole Curriculum word list Spellzone word list
u-e Spellzone Unit 13	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune Curriculum word list Spellzone word list
ar Spellzone Unit 10		car, start, park, arm, garden Curriculum word list Spellzone word list ar 1 Spellzone word list ar 2
ee Spellzone Unit 7 (page 8)		see, tree, green, meet, week Curriculum word list

English Appendix 1: Spelling

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ea (/i:/) Spellzone Unit 7		sea, dream, meat, each, read (present tense) Curriculum word list Spellzone word list
ea (/ɛ/) Spellzone Unit 6		head, bread, meant, instead, read (past tense) Curriculum word list Spellzone word list
er (/ɜ:/) Spellzone Unit 11		(stressed sound): her, term, verb, person Curriculum word list Spellzone word list
er (/ə/) Spellzone Unit 11		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister Curriculum word list
ir Spellzone Unit 11		girl, bird, shirt, first, third Curriculum word list Spellzone word list
ur Spellzone Unit 11		turn, hurt, church, burst, Thursday Curriculum word list Spellzone word list

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/) Spellzone Unit 13	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 Curriculum word list Spellzone word list
oo (/ʊ/) Spellzone Unit 13		book, took, foot, wood, good Curriculum word list Spellzone word list

English Appendix 1: Spelling

<p>oa Spellzone Unit 7</p>	<p>The digraph oa is very rare at the end of an English word.</p>	<p>boat, coat, road, coach, goal Curriculum word list Spellzone word list</p>
<p>oe Spellzone Unit 7 (page 18)</p>		<p>toe, goes Curriculum word list</p>
<p>ou Spellzone Unit 15</p>	<p>The only common English word ending in ou is <i>you</i>.</p>	<p>out, about, mouth, around, sound Curriculum word list Spellzone word list</p>
<p>ow (/aʊ/) ow (/əʊ/) ue ew Spellzone Unit 15</p>	<p>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.</p>	<p>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw Curriculum word list Spellzone word list</p>
<p>ie (/aɪ/) Spellzone Unit 7 (page 13)</p>		<p>lie, tie, pie, cried, tried, dried Curriculum word list</p>
<p>ie (/i:/) Spellzone Unit 21</p>		<p>chief, field, thief Curriculum word list Spellzone word list</p>
<p>igh Spellzone Unit 7</p>		<p>high, night, light, bright, right Curriculum word list Spellzone word list</p>
<p>or Spellzone Unit 14</p>		<p>for, short, born, horse, morning Curriculum word list Spellzone word list</p>
<p>ore Spellzone Unit 14</p>		<p>more, score, before, wore, shore Curriculum word list Spellzone word list</p>
<p>aw Spellzone Unit 14</p>		<p>saw, draw, yawn, crawl Curriculum word list Spellzone word list</p>
<p>au Spellzone Unit 14</p>		<p>author, August, dinosaur, astronaut Curriculum word list Spellzone word list</p>
<p>air Spellzone Unit 12</p>		<p>air, fair, pair, hair, chair Curriculum word list Spellzone word list</p>

English Appendix 1: Spelling

ear <u>Spellzone Unit</u> <u>7</u> (page 8)		dear, hear, beard, near, year <u>Curriculum word list</u> <u>Spellzone word list</u>
ear (/ɛə/) <u>Spellzone Unit</u> <u>12</u>		bear, pear, wear <u>Curriculum word list</u> <u>Spellzone word list</u>
are (/ɛə/) <u>Spellzone Unit</u> <u>12</u>		bare, dare, care, share, scared <u>Curriculum word list</u> <u>Spellzone word list</u>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words ending –y (/i:/ or /ɪ/) <u>Spellzone Unit 7</u> (page 8)</p>		<p>very, happy, funny, party, family <u>Curriculum word list</u></p>
<p>New consonant spellings ph and wh <u>Spellzone Unit 5</u></p>	<p>The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).</p>	<p>dolphin, alphabet, phonics, elephant when, where, which, wheel, while <u>Curriculum word list</u> <u>Spellzone word list - ph 1</u> <u>Spellzone word list - ph 2</u></p>
<p>Using k for the /k/ sound <u>Spellzone Unit 2</u></p>	<p>The /k/ sound is spelt as k rather than as c before e, i and y.</p>	<p>Kent, sketch, kit, skin, frisky <u>Curriculum word list</u> <u>Spellzone word list</u> <u>Spellzone poster</u></p>
<p>Adding the prefix –un <u>Spellzone Unit 1</u> (page 11) <u>Spellzone Unit 23</u> (pages 1-3)</p>	<p>The prefix un– is added to the beginning of a word without any change to the spelling of the root word.</p>	<p>unhappy, undo, unload, unfair, unlock <u>Curriculum word list</u></p>
<p>Compound words <i>No specific Spellzone unit - words listed by their sound.</i></p>	<p>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.</p>	<p>football, playground, farmyard, bedroom, blackberry <u>Curriculum word list</u></p>
<p>Common exception words <u>Spellzone Unit 18</u></p>	<p>Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.</p>	<p>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>Curriculum word list 1</u> <u>Curriculum word list 2</u> <u>Curriculum word list 3</u></p>

Spelling – work for year 2

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.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>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 Spellzone Unit 19</p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>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.</p>	<p>badge, edge, bridge, dodge, fudge Curriculum word list Spellzone word list</p> <p>age, huge, change, charge, bulge, village Curriculum word list Spellzone word list</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust Curriculum word list Spellzone word list</p>
<p>The /s/ sound spelt c before e, i and y Spellzone Unit 20</p>		<p>race, ice, cell, city, fancy Curriculum word list Spellzone word list -ce Spellzone word list -nce Spellzone word list -rce Spellzone word list -ice Spellzone word list cy</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words Spellzone Unit 22</p>	<p>The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.</p>	<p>knock, know, knee, gnat, gnaw Curriculum word list Spellzone word list</p>
<p>The /r/ sound spelt wr</p>	<p>This spelling probably also reflects an</p>	<p>write, written, wrote,</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
at the beginning of words Spellzone Unit 22	old pronunciation.	wrong, wrap Curriculum word list Spellzone word list
The // or /ə/ sound spelt –le at the end of words Spellzone Unit 26	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle Curriculum word list Spellzone word list ble Spellzone word list cle Spellzone word list kle Spellzone word list dle Spellzone word list gle Spellzone word list fle Spellzone word list ple Spellzone word list tle Spellzone word list stle Spellzone word list zle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The // or /ə/ sound spelt –el at the end of words Spellzone Unit 26	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 Curriculum word list Spellzone word list
The // or /ə/ sound spelt –al at the end of words Spellzone Unit 26	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal Curriculum word list Spellzone word list
Words ending –il Spellzone Unit 26	There are not many of these words.	pencil, fossil, nostril Curriculum word list Spellzone word list
The /aɪ/ sound spelt –y at the end of words Spellzone Unit 1 Spellzone Unit 9	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July Curriculum word list Spellzone word list
Adding –es to nouns and verbs ending in –y Spellzone Unit 1 Spellzone Unit 9	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries Curriculum word list Spellzone word list

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Spellzone Unit 1 Spellzone Unit 2 Spellzone Unit 9 Spellzone Unit 25	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 <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying Spellzone word list Spellzone word list
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Spellzone Unit 1 Spellzone Unit 2 Spellzone Unit 9	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: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny Curriculum word list
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter Spellzone Unit 1 Spellzone Unit 2 Spellzone Unit 9	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny Curriculum word list
The /ɔ:/ sound spelt a before l and ll Spellzone Unit 2	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.	all, ball, call, walk, talk, always Curriculum word list Spellzone word list
The /ʌ/ sound spelt o Spellzone Unit 6		other, mother, brother, nothing, Monday Curriculum word list Spellzone word list

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt –ey Spellzone Unit 7	The plural of these words is formed by the addition of –s (<i>donkeys</i> , <i>monkeys</i> , etc.).	key, donkey, monkey, chimney, valley Curriculum word list Spellzone word list

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>The /b/ sound spelt a after w and qu Spellzone Unit 4 Spellzone Unit 6</p>	<p>a is the most common spelling for the /b/ ('hot') sound after w and qu.</p>	<p>want, watch, wander, quantity, squash Curriculum word list Spellzone word list - wa Spellzone word list - qu</p>
<p>The /ɜ:/ sound spelt or after w Spellzone Unit 11</p>	<p>There are not many of these words.</p>	<p>word, work, worm, world, worth Curriculum word list Spellzone word list</p>
<p>The /ɔ:/ sound spelt ar after w Spellzone Unit 14</p>	<p>There are not many of these words.</p>	<p>war, warm, towards Spellzone word list</p>
<p>The /z/ sound spelt s Spellzone Unit 28 <i>(page 3)</i></p>		<p>television, treasure, usual Curriculum word list Spellzone word list 1 Spellzone word list 2 Spellzone word list 3</p>
<p>The suffixes –ment, –ness, –ful , –less and –ly Spellzone Unit 1 Spellzone Unit 9 Spellzone Unit 33</p>	<p>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) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly Curriculum word list merriment, happiness, plentiful, penniless, happily Curriculum word list</p>
<p>Contractions Not covered in Spellzone units. Note: Spellzone dictionary does not support these words.</p>	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	<p>can't, didn't, hasn't, couldn't, it's, I'll</p>
<p>The possessive apostrophe (singular nouns)</p>		<p>Megan's, Ravi's, the girl's, the child's, the man's</p>
<p>Words ending in –tion Spellzone Unit 28</p>		<p>station, fiction, motion, national, section Curriculum word list</p>

English Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
		Spellzone word list Spellzone poster

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and near-homophones</p> <p>Covered throughout the Spellzone course in many different units. See Spellzone course contents.</p>	<p>It is important to know the difference in meaning between homophones.</p>	<p>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</p> <p>Curriculum word list</p>
<p>Common exception words</p> <p>Covered throughout the Spellzone course as 'rule-breakers' at each section e.g. Unit 1 (page 5) for 'great, break, steak'</p>	<p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> 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 Curriculum word list</p> <p>every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour</p> <p>Curriculum word list</p> <p>move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money</p> <p>Curriculum word list</p> <p>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>

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable Spellzone Unit 1 Spellzone Unit 9	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 Curriculum word list gardening, gardener, limiting, limited, limitation Curriculum word list
The /ɪ/ sound spelt y elsewhere than at the end of words Spellzone Unit 7 <i>(page 8)</i>	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery Curriculum word list
The /ʌ/ sound spelt ou Spellzone Unit 6	These words should be learnt as needed.	young, touch, double, trouble, country Curriculum word list Spellzone word list
More prefixes Spellzone Unit 1 Spellzone Unit 23	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. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect Curriculum word list Spellzone word list 1 Spellzone word list 2 Spellzone word list - de or dis

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Spellzone Unit 23</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>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>Curriculum word list</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>Curriculum word list</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p> <p>Curriculum word list</p> <p>Spellzone word list 1</p> <p>Spellzone word list 2</p> <p>Spellzone word list - ante or anti</p>
<p>The suffix -ation</p> <p>Spellzone Unit 28</p>	<p>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information, adoration, sensation, preparation, admiration</p> <p>Curriculum word list</p> <p>Spellzone word list</p>
<p>The suffix -ly</p> <p>Spellzone Unit 9</p>	<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</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	on to most root words.	Curriculum word list

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Spellzone Unit 23 Spellzone Unit 34</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 <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p> <p>Curriculum word list</p>
<p>Words with endings sounding like /ʒə/ or /tʃə/ Spellzone Unit 31</p>	<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. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure Curriculum word list</p> <p>creature, furniture, picture, nature, adventure Curriculum word list Spellzone word list</p>
<p>Endings which sound like /ʒən/ Spellzone Unit 28</p>	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television Curriculum word list Spellzone word list 1 Spellzone word list 2 Spellzone word list 3 Spellzone poster</p>
<p>The suffix –ous Spellzone Unit 29</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous,</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>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>vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p> <p><u>Curriculum word list</u></p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Spellzone Unit 28</p>	<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: <i>attend – attention, intend – intention.</i></p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician Curriculum word list Spellzone poster</p>
<p>Words with the /k/ sound spelt ch (Greek in origin) Spellzone Unit 5</p>		<p>scheme, chorus, chemist, echo, character Curriculum word list Spellzone word list</p>
<p>Words with the /ʃ/ sound spelt ch (mostly French in origin) Spellzone Unit 5</p>		<p>chef, chalet, machine, brochure Curriculum word list Spellzone word list</p>
<p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Spellzone Unit 3 Spellzone Unit 19</p>		<p>league, tongue, antique, unique Curriculum word list Spellzone word list 1 Spellzone word list 2</p>
<p>Words with the /s/ sound spelt sc (Latin in origin) Not covered in Spellzone units.</p>	<p>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/.</p>	<p>science, scene, discipline, fascinate, crescent Curriculum word list</p>
<p>Words with the /eɪ/ sound spelt ei, eigh, or ey Spellzone Unit 7 Spellzone Unit 21</p>		<p>vein, weigh, eight, neighbour, they, obey Curriculum word list Spellzone word list</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Possessive apostrophe with plural words</p>	<p>The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).</p>	<p>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)</p>
<p>Homophones and near-homophones Spellzone Unit 21</p>		<p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear Curriculum word list heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane Curriculum word list rain/rein/reign, scene/seen, weather/whether, whose/who's Curriculum word list</p>

Word list – years 3 and 4

Word list: a - b

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

Word list: c - d

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

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Word list: e- f

early

earth

eight/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward(s)

fruit

Word list: g - l

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

Word list: m - o

material

medicine

mention

minute

natural

naughty

notice

occasion(ally)

often

opposite

ordinary

Word list: p

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

purpose

Word list: q - s

quarter

question

recent

regular

reign

remember

sentence

separate

special

straight

strange

strength

suppose

Word list: t - w

therefore

though/although

thought

through

various

weight

woman/women

Notes and guidance (non-statutory)

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 guidance 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.

Spellzone Unit 9

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**.

Spellzone Unit 23

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**.

Spellzone Unit 24

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Endings which sound like /ʃəs/ spelt –cious or –tious</p> <p>Spellzone Unit 29 Spellzone Unit 30</p>	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i></p> <p>Exception: <i>anxious.</i></p>	<p>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</p> <p>Curriculum word list Spellzone word list</p>
<p>Endings which sound like /ʃəl/</p> <p>Spellzone Unit 30</p>	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p> <p>Curriculum word list Spellzone word list</p>
<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Spellzone Unit 33</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, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>Curriculum word list Spellzone word list -ant Spellzone word list -ance Spellzone word list -ance</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p> <p>Curriculum word list Spellzone word list</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p> <p>Spellzone Unit 27</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>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 <i>cap</i> and <i>gap</i>) 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 <i>reliable</i>, the complete word <i>rely</i> 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 <i>can</i> be heard (e.g. <i>sensible</i>).</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>Curriculum word list Spellzone word list</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p>Curriculum word list Spellzone word list</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Spellzone Unit 34</p>	<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> <p>Curriculum word list</p>
<p>Use of the hyphen</p>	<p>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.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words with the /i:/ sound spelt ei after c Spellzone Unit 21</p>	<p>The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling Curriculum word list Spellzone word list</p>
<p>Words containing the letter-string ough Spellzone Unit 17</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 rough, tough, enough cough though, although, dough through thorough, borough plough, bough Curriculum word list Spellzone word list</p>
<p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Spellzone Unit 22</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i>.</p>	<p>doubt, island, lamb, solemn, thistle, knight Curriculum word list Spellzone word list -silent k Spellzone word list -silent w Spellzone word list -silent b Spellzone word list -silent t</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused</p> <p><u>Spellzone Unit 22H</u></p> <p>Also in several other homophones units. See <u>Spellzone course contents.</u></p>	<p>In the pairs of words opposite, nouns end –ce and verbs end –se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). 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 horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – 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 <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on</p> <p><u>Curriculum word list 1</u> <u>Curriculum word list 2</u> <u>Curriculum word list 3</u> <u>Spellzone word list</u></p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p> <p>Spellzone Unit 25-26H</p> <p>Also in several other homophones units. See Spellzone course contents.</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. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</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 <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p> <p>Curriculum word list 4</p>

Word list – years 5 and 6

Word list: a

accommodate
 accompany
 according
 achieve
 aggressive
 amateur
 ancient
 apparent
 appreciate
 attached
 available
 average
 awkward

Word list: b - c

bargain
 bruise
 category
 cemetery
 committee
 communicate
 community
 competition
 conscience*
 conscious*
 controversy
 convenience

correspond
 criticise (critic + ise)
 curiosity
 definite
 desperate
 determined
 develop
 dictionary
 disastrous
 embarrass
 environment
 equip (–ped, –ment)

Word list: d - e

especially
 exaggerate
 excellent
 existence
 explanation

Word list: f - l

familiar
 foreign
 forty
 frequently
 government
 guarantee
 harass

hindrance
 identity
 immediate(ly)
 individual
 interfere
 interrupt
 language
 leisure
 lightning

Word list: m - p

marvellous
 mischievous
 muscle
 necessary
 neighbour
 nuisance
 occupy
 occur
 opportunity
 parliament
 persuade
 physical
 prejudice
 privilege
 profession
 programme
 pronunciation

Word list: q - s

queue
 recognise
 recommend
 relevant
 restaurant
 rhyme
 rhythm
 sacrifice
 secretary
 shoulder
 signature
 sincere(ly)
 soldier
 stomach
 sufficient
 suggest
 symbol
 system

Word list: t - y

temperature
 thorough
 twelfth
 variety
 vegetable
 vehicle
 yacht

Notes and guidance (non-statutory)

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 guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Spellzone Unit 1

Spellzone Unit 9

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**.

Spellzone Unit 35

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).¹ 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 *English Appendix 1: Spelling*. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants		Vowels	
/b/	bad	/ɑː/	father, arm
/d/	dog	/ɒ/	hot
/ð/	this	/æ/	cat
/dʒ/	gem, jug	/aɪ/	mind, fine, pie, high
/f/	if, puff, photo	/aʊ/	out, cow
/g/	gum	/ɛ/	hen, head
/h/	how	/eɪ/	say, came, bait
/j/	yes	/ɛə/	air
/k/	cat, check, key, school	/əʊ/	cold, boat, cone, blow
/l/	leg, hill	/ɪ/	hit
/m/	man	/ɪə/	beer
/n/	man	/iː/	she, bead, see, scheme, chief
/ŋ/	sing	/ɔː/	launch, raw, born
/θ/	both	/ɔɪ/	coin, boy
/p/	pet	/ʊ/	book
/r/	red	/ʊə/	tour
/s/	sit, miss, cell	/uː/	room, you, blue, brute
/ʃ/	she, chef	/ʌ/	cup
/t/	tea	/ɜː/	fern, turn, girl
/tʃ/	check	/ə/	farmer
/v/	vet		
/w/	wet, when		
/z/	zip, hens, buzz		
/ʒ/	pleasure		

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

