

See: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Spelling – work for year 1		Information about the content of the nine <i>Phonics Skills and Language Comprehension</i> books	
Revision of reception work		<p>The books include building up the 'Alphabet' as well as building up the 'Alphabetic Code'. Both capital and lower case letter shapes (and their formation) are introduced as code for the same <i>sounds</i> – linking reading, writing and spelling. Letter <i>names</i> are introduced through singing an alphabet song, or chanting, for recalling the entire bank of letter shapes, and for 'alphabetic <i>order</i>' and organisational purposes.</p> <p>Children need to be able to refer to resources for 'alphabet and letter formation', and resources for 'alphabetic code and phonics skills and <i>sub</i>-skills', to support their reading, spelling and writing.</p> <p>The books are designed for revision and over-learning, applying phonics knowledge and skills to decodable texts for developing language comprehension – and for working in partnership with parents and carers as much as possible.</p>	
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: <ul style="list-style-type: none"> • 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			
Information taken direct from the National Curriculum		All letter/s-sound correspondences introduced 'systematically' include cumulative, decodable word banks on the <i>Multi-skills Activities</i> pages and <i>Mini Stories</i> .	
Statutory requirements (starting at page 40 of the NC)	Rules and guidance (non-statutory) Example words (non-statutory)	Location of the alphabetic code (GPCs or grapheme-phoneme correspondences or letter/s-sound correspondences) introduced systematically in the 9 books	Further comments such as incidental introduction or inclusion - and suggestions for use of the books or complementary teaching
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	Book 1 includes /k/ - ck . Book 2 includes /l/ - ll ; /f/ - ff ; /s/ - ss plus guidance on <i>The Alphabetic Code Building up the Sounds and Graphemes</i> chart. Book 4 includes /z/ - zz .	

<p>The /ŋ/ sound spelt n before k</p>	<p>bank, think, honk, sunk</p>	<p>Book 5 introduces -nk as code for the combined phonemes /ngk/ (/ng+k/) <i>The Alphabetic Code Building up the Sounds and Graphemes</i> chart includes n as code for /ng/ in the example word 'jungle'.</p>	
<p>Division of words into syllables</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>Multisyllable words are introduced from Book 1, for example: <i>ticket, cricket, picnic.</i></p>	<p>Many children have no difficulty sounding out and blending all through multi-syllable printed words without any focus on splitting the printed word into syllables. For spelling, however, from the outset of phonics teaching it is helpful to split a multi-syllable (spoken) word into its syllables before orally segmenting each syllable into its constituent sounds.</p>
<p>-tch</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</p>	<p>Book 9 introduces -tch as code for /ch/ with guidance, spelling word bank and exception words.</p>	<p>Book 5 introduces ch as code for /ch/ but includes -tch as code for /ch/ incidentally, with guidance about the exception words <i>rich, which, much, such</i> via <i>The Alphabetic Code Building up the Sounds and Graphemes</i> chart. Book 8 also introduces -tch incidentally as code for /ch/ with word examples.</p>
<p>The /v/ sound at the end of words</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</p>	<p>Book 5 introduces both v and -ve as code for /v/, each with a cumulative word bank and cumulative text as a <i>Mini Story</i>.</p>	
<p>Adding s and es to words (plural of nouns and the third person singular of verbs)</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.</p> <p>cats, dogs, spends, rocks, thanks, catches</p>	<p>Book 4 introduces -s as code for /z/. Book 5 features <i>Word endings: from singular to plural</i> which includes -es endings because x, ch and sh are introduced in this book.</p>	<p>Plurals of nouns and the third person singular of verbs are included from Book 1 in the cumulative <i>Sentences</i> and <i>Mini Stories</i> enabling teachers to introduce concepts of 'adding s' incidentally as considered appropriate.</p>

<p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</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</p>	<p>Book 3 onwards includes guidance for –ed verb endings on <i>The Alphabetic Code Building up the Sounds and Graphemes</i> chart.</p> <p>Book 6 in particular provides multiple examples of –ed verb endings via the <i>Mini Stories</i>.</p> <p>Book 6 introduces –er as code for both /er/ and schwa /uh/ with a shared cumulative word bank and a <i>Mini Story</i>.</p> <p>Book 5 introduces –ng as code for /ng/ enabling the use of -ing endings.</p>	<p>From Book 4 onwards, –er endings are occasionally filtered into the <i>Mini Stories</i> as this is such a common ending.</p>
<p>Adding –er and –est to adjectives where no change is needed to the root word</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</p>	<p>Book 6 includes ‘<i>Comparative and superlative adjectives describe and compare nouns</i>’ to illustrate how spelling changes according to the spelling of the root word.</p>	<p>Teachers should not wait until this exercise to introduce the adding of –er and –est endings as they are likely to occur, and be needed, through wider reading and writing.</p>
<p>Vowel digraphs and trigraphs</p>			
<p>Some may already be known, depending on the programmes used in Reception, but some will be new.</p>			
<p>Vowel digraphs and trigraphs</p>	<p>Rules and guidance (non-statutory) Example words (non-statutory)</p>		
<p>ai, oi</p>	<p>The digraphs ai and oi are virtually never used at the end of English words.</p> <p>rain, wait, train, paid, afraid oil, join, coin, point, soil</p>	<p>Book 3 introduces ai as code for /ai/ and includes guidance via <i>The Alphabetic Code Building up the Sounds and Graphemes</i> chart.</p> <p>Book 6 introduces oi as code for /oi/ and includes guidance via <i>The Alphabetic Code Building up the Sounds and Graphemes</i> chart.</p>	
<p>ay, oy</p>	<p>ay and oy are used for those sounds at the end of words and at the end of syllables</p> <p>day, play, say, way, stay boy, toy, enjoy, annoy</p>	<p>Book 3 introduces ay as code for /ai/ immediately following ai as code for /ai/. Book 6 introduces oy as code for /oi/ immediately following oi as code for /oi/.</p>	

a-e	made, came, same, take, safe	Book 7 introduces a-e as code for /ai/.	In <i>The Alphabetic Code Building up the Sounds and Graphemes</i> charts in Books 3, 4 and 5, teachers are encouraged to introduce split digraphs <i>incidentally</i> as they are so common and are likely to be noted, and needed, in wider reading and writing: see ' <i>Top tips for 'incidental' phonics teaching for reading</i> '.
e-e	these, theme, complete	Book 7 introduces e-e as code for /ee/.	
i-e	five, ride, like, time, side	Book 7 introduces i-e as code for /igh/.	
o-e	home, those, woke, hope, hole	Book 7 introduces o-e as code for /oa/.	
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e . June, rule, rude, use, tube, tune	Book 7 introduces u-e as code for both 'long /oo/' and /yoo/ with a shared cumulative word bank and <i>Mini Story</i> .	
ar	car, start, park, arm, garden	Book 6 introduces ar as code for /ar/.	
ee	see, tree, green, meet, week	Book 4 introduces ee as code for /ee/.	
ea (/i:/)	sea, dream, meat, each, read (present tense)	Book 4 introduces ea as code for /ee/.	
ea (/ɛ/)	head, bread, meant, instead, read (past tense)	Book 4 introduces -ea as code for /e/.	
er (/ɜ:/)	(stressed sound): her, term, verb, person	As mentioned above, Book 6 introduces -er as code for both /er/ and schwa /uh/ with a shared cumulative word bank and a <i>Mini Story</i> .	Teachers can refer to the spelling alternatives ir and ur as code for /er/ incidentally via the overview Alphabetic Code Chart (Giant or Mini Tabletop charts).
er (/ə/)	(unstressed schwa sound): better, under, summer, winter, sister		
ir	girl, bird, shirt, first, third	Book 8 introduces ir as code for /er/.	
ur	turn, hurt, church, burst, Thursday	Book 8 introduces ur as code for /er/.	
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, <i>zoo</i> food, pool, moon, zoo, soon	Book 5 introduces oo as code for 'long /oo/' as in <i>moon</i> .	
oo (/ʊ/)	book, took, foot, wood, good	Book 5 introduces -oo as code for 'short /oo/' as in <i>book</i> .	
oa	The digraph oa is very rare at the end of an English word. boat, coat, road, coach, goal	Book 3 introduces oa as code for /oa/.	
oe	toe, goes	Book 7 introduces -oe as code for /oa/.	
ou	The only common English word ending in ou is <i>you</i> . out, about, mouth, around, sound	Book 6 introduces ou as code for /ou/ as in <i>ouch</i> . Book 9 re-introduces the grapheme ou as code for three different sounds: /ou/ as in <i>ouch</i> , 'long /oo/' as in <i>soup</i> , and /u/ as in <i>touch</i> (see below).	The grapheme ou as code for /u/ is prescribed in ' <i>New work for years 3 and 4</i> ' in the national curriculum (see below).
ow (/aʊ/) ow (/əʊ/) ue	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 .	Book 3 introduces ow as code for /oa/ as in <i>bow</i> . Book 6 introduces ow as code for /ou/ as in <i>owl</i> .	

ew	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw	Book 6 introduces -ue as code for two sounds: /yoo/ as in <i>statue</i> , and 'long /oo/' as in <i>blue</i> . Book 9 introduces ew as code for two sounds: /yoo/ as in <i>new</i> , and 'long /oo/' as in <i>crew</i> .	
ie (/aɪ/)	lie, tie, pie, cried, tried, dried	Book 3 introduces -ie as code for /igh/ as in <i>tie</i> .	
ie (/i:/)	chief, field, thief	Book 9 re-introduces the grapheme -ie as code for /igh/ and also code for /ee/ as in <i>briefcase</i> .	
igh	high, night, light, bright, right	Book 3 introduces -igh as code for /igh/ as in <i>night</i> .	
or	for, short, born, horse, morning	Book 4 introduces or as code for /or/ as in <i>fork</i> and this is revisited in Book 9 with a full range of spelling alternatives that are also code for the /or/ sound.	
ore	more, score, before, wore, shore	Book 9 includes ore with a spelling word bank as one of many spelling alternatives for the /or/ sound.	Useful common words with the ore spelling are introduced from Book 3 via the <i>Mini Stories</i> such as <i>more, seashore, before</i> .
aw	saw, draw, yawn, crawl	Book 4 introduces aw as code for /or/ as in <i>dawn</i> with a spelling word bank and two <i>Mini Stories</i> .	
au	author, August, dinosaur, astronaut	Book 9 introduces au as code for /or/ as in <i>sauce</i> with a spelling word bank.	
air	air, fair, pair, hair, chair	Book 7 introduces air as code for /air/ as in <i>hair</i> .	
ear	dear, hear, beard, near, year	Book 8 introduces ear as code for /eer/ as in <i>ears</i> . Note: Book 8 also introduces eer as code for /eer/ as in <i>deer</i> , -ere as code for /eer/ as in <i>adhere</i> , and -ier as code for /eer/ as in <i>cashier</i> . Book 8 also introduces the grapheme ear as code for /er/ as in <i>earth</i> .	

ear (/ɛə/)	bear, pear, wear	Book 7 introduces -ear as code for /air/ as in <i>bear</i> .	
are (/ɛə/)	bare, dare, care, share, scared	Book 7 introduces -are as code for /air/ as in <i>square</i> . Note: Book 7 also introduces -ere as code for /air/ as in <i>where</i> .	
Words ending -y (/i:/ or /ɪ/)	very, happy, funny, party, family	Book 5 introduces -y as code for /ee/ as in <i>sunny</i> . Note: Book 5 also introduces -ey as code for /ee/ as in <i>key</i> .	Words ending -y as code for /ee/ (or similar sound) are common and useful, therefore some are drip-fed into the <i>Mini Stories</i> as early as Book 3 such as <i>clickety, windy, sticky</i> . Guidance is provided thus: '-y pronounced /ee/'.
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	Book 5 introduces ph as code for /f/ as in <i>photograph</i> . Book 4 introduces wh as code for /w/ (or similar sound) as in <i>wheel</i> .	
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	Book 1 introduces k as code for /k/ as in <i>kit</i> .	Teachers can refer to the main, overview 'Giant' <i>English Alphabetic Code Chart</i> to illustrate ' soft c ' and the role of letter k – as required. Note: Book 7 introduces the ' soft c ' guidance where c followed by e, i or y is code for /s/ demonstrating the need for the use of k before e, i or y to ensure the /k/ sound.
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	Book 6 features a page: ' <i>Different parts of words</i> '. This includes: <i>The prefix un- means 'not' or 'the opposite of'.</i> <i>Compound words are two words joined together.</i>	Teachers can teach these grammar features incidentally as required with no need to wait until they are introduced in Book 6.
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		

Common exception words	<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</p>	Useful common words, exception words, and, in Books 7 and 8 a section entitled, ' <i>High-frequency and tricky words, and extra alphabetic code</i> ', are drip-fed into the books through the <i>Mini Stories</i> . Graphemes may be highlighted with red or grey coloured lettering and/or specific guidance provided to draw attention to various grapheme-phoneme correspondences.	
Spelling – work for year 2		<p>Information about the content of the nine <i>Phonics Skills and Language Comprehension</i> books</p> <p>All letter/s-sound correspondences introduced 'systematically' include cumulative, decodable word banks on the <i>Multi-skills Activities</i> pages and <i>Mini Stories</i>.</p>	
<p>Revision of work from year 1</p> <p>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.</p>			
New work for year 2			
Statutory requirements	<p>Rules and guidance (non-statutory)</p> <p>Example words (non-statutory)</p>	Location of the alphabetic code (GPCs or grapheme-phoneme correspondences or letter/s-sound correspondences) introduced systematically (or 'first' introduced)	Further comments such as incidental introduction or inclusion - and suggestions for use of the books or complementary teaching
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	<p>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/, /ɒ/, /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.</p> <p>badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>	Books 6, 7, 8 and 9 introduce guidance for -ge , -dge and ' soft g ' as code for /j/ via <i>The Alphabetic Code Building up the Sounds and Graphemes</i> charts. Book 2 introduces j as code for /j/. Book 6 introduces -ge as code for /j/. Book 7 introduces ' soft g ' where letter g followed by e , i or y is <i>sometimes</i> code for /j/. Book 9 includes spelling alternatives j , -ge , g (e i y) and -dge as code for /j/ with spelling word banks and a shared <i>Mini Story</i> .	

The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy	Book 7 introduces ' soft c ' where letter c followed by e , i or y is always code for /s/.	Book 6 introduces -ce as code for /s/.
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	Book 9 introduces kn as code for /n/ as in <i>knot</i> , and gn as code for /n/ as in <i>gnome</i> , with spelling word banks.	Book 7 introduces incidentally kn as code for /n/ with some word examples. Book 7 also introduces gn as code for /n/ with some word examples.
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation. write, written, wrote, wrong, wrap	Book 9 introduces wr as code for /r/ as in <i>write</i> , with a spelling word bank. Note: Book 9 also introduces -mb as code for /m/ as in <i>thumb</i> , and -st- as code for /s/ as in <i>castle</i> . A shared <i>Mini Story</i> includes word examples with the grapheme-phoneme correspondences kn , gn , wr , -mb and -st- .	Book 7 introduces incidentally wr as code for /r/ with some word examples.
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	Book 3 introduces -le as code for /ul/ as in <i>kettle</i> .	
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	Book 9 revisits the /ul/ sound and includes spelling word banks and a shared <i>Mini story</i> featuring graphemes -le as in <i>kettle</i> , -il as in <i>pencil</i> , -al as in <i>hospital</i> and -el as in <i>camel</i> .	
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		
Words ending -il	There are not many of these words. pencil, fossil, nostril		
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	Book 3 introduces -y as code for /igh/ as in <i>fly</i> . In addition , the single vowel letters a , e , i , o , u and -y are introduced	Book 3 suggests in the ' <i>Top tips for incidental phonics teaching for reading</i> ' that teachers introduce the notion of 'short vowel sounds' and 'long vowel sounds' in order to

		<p>systematically as code for the ‘long vowel sounds’. Letter o is also introduced as code for /u/ in some words such as <i>son</i>.</p> <p>Note: By the end of Book 3, a spelling word bank chart includes four spelling alternatives for the /igh/ sound: -ie, -igh, i and -y; plus further spelling word bank charts with ai, -ay, and a as code for /ai/; and oa, ow and o as code for /oa/.</p>	<p>promote flexibility in decoding words with single vowel letters a, e, i, o and u.</p>
<p>Adding -es to nouns and verbs ending in -y</p>	<p>The y is changed to i before -es is added.</p> <p>flies, tries, replies, copies, babies, carries</p>		<p>Book 5 introduces incidentally that -y changes to -ies and this is introduced again in Book 7.</p>
<p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p>	<p>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>.</p> <p>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</p>		<p>The <i>Mini Stories</i> from Book 5 provide many word examples with the listed endings – teachers would need to teach explicitly, <i>and</i> drip-feed, these grammar and spelling patterns.</p>
<p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p>	<p>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>.</p> <p>hiking, hiked, hiker, nicer, nicest, shiny</p>	<p>Book 7 includes reference to the meanings of these suffixes and an activity is suggested.</p> <p>Teachers need to refer to, and teach, these common suffixes in addition to the activities provided.</p>	
<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	<p>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>.</p> <p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</p>		

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	Book 9 includes -a before l and ll and -al as code for /or/ with spelling word banks.	The word <i>all</i> is introduced as a featured common word from Book 3. Book 7 and Book 8 include <i>always</i> , <i>also</i> , <i>almost</i> , <i>altogether</i> and <i>although</i> as featured word lists.
The /ʌ/ sound spelt o	other, mother, brother, nothing, Monday	Book 3 introduces o as code for /u/ as in <i>son</i> .	
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys</i> , <i>monkeys</i> , etc.). key, donkey, monkey, chimney, valley	Book 5 introduces -ey as code for /ee/ including that plural -ey nouns add -s .	
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	<i>The Alphabetic Code Building up the Sounds and Graphemes</i> chart in Books 4, 5, 6 and 7 include that letter a following letter w is commonly code for /o/ as in <i>was</i> - along with guidance and example words. In Book 8, ' qua ' is included as in <i>qualify</i> , and ' alt ' is included as in <i>salt</i> . Book 9 introduces a as code for multiple sounds including that letter a is frequently code for /o/ after w and after qu , and before lt (as above) – example words are provided.	
The /ɜ:/ sound spelt or after w	There are not many of these words. word, work, worm, world, worth	Book 8 introduces the spelling pattern wor which indicates to the reader that or is likely to be code for /er/ as in <i>world</i> (but not always – for example, <i>worn</i>).	
The /ɔ:/ sound spelt ar after w	There are not many of these words. war, warm, towards	Book 9 introduces the letter pattern war which indicates that ar is code for /or/.	Book 7 introduces incidentally the letter pattern <i>war</i> indicating that ar is code for /or/.
The /ʒ/ sound spelt s	television, treasure, usual	Book 9 introduces -si , -s and ge as code for /zh/ as in <i>television</i> , <i>treasure</i> and <i>collage</i> each with a word bank and a shared <i>Mini Story</i> .	
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.	Book 7 includes reference to the meanings of these suffixes and an activity suggested.	

	<p>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 merriment, happiness, plentiful, penniless, happily</p>	Teachers need to refer to, and teach, these common suffixes in addition to the activities provided – as appropriate.	
Contractions	<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</i> – <i>cannot</i>).</p> <p><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><i>can't, didn't, hasn't, couldn't, it's, I'll</i></p>	Contractions are featured in some activities in Book 8.	Provide earlier teaching about contractions and drip-feed information into wider reading and writing activities.
The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's, the man's		The possessive apostrophe is introduced right from Book 1, for example: <i>Pip's skin, Sana's kit, Nick's pet cat</i> . Teachers can begin to drip-feed an explanation with such examples as appropriate.
Words ending in -tion	station, fiction, motion, national, section	Book 9 introduces -ti, ci and -ssi as code for /sh/ with spelling word banks and a shared <i>Mini Story</i> .	Note: It is useful to introduce -ti as another spelling variation of /sh/ because not all words end in the common word chunk ' -tion ' for example, <i>patient, partial</i> . This is also the case for words with -ci as code for /sh/. The word chunk ' -cian ' is used for the names of various roles such as, <i>musician, electrician, politician</i> – but -ci appears in words with different endings such as, <i>ancient, artificial, superficial</i> .
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	Books 7 and 8 separate the /air/ and /eer/ spelling alternatives for which there are many homophones. The /or/	Homophones are included in the nine books right from Book 1 (words such as 'tap', 'nip', 'scan' and many more – often a noun such as 'tap' is also a

	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	spelling alternatives <i>Spelling Word Banks</i> in Book 9 include many homophones.	verb: 'to tap'). Teachers need to point homophones out constantly as a common feature of English words.
Common exception words	<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>. <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, 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. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>	<p>High frequency and common exception words are highlighted on the <i>Mini Story</i> pages in all nine books.</p> <p>Letters i and -y are introduced systematically as code for /igh/ in Book 3 along with the other single vowel letters a, e, o, u as code for the 'long vowel sounds' /ai/, /ee/, /oa/ and /yoo/. This means that words such as: find, kind, mind, behind, child and wild are not 'exception words' as the code for them has been fully introduced.</p>	<p>Book 7 introduces -ea incidentally as code for /ai/ in the root words <i>great, steak</i> and <i>break</i>.</p> <p>Teachers can adapt their teaching to address the local or regional accent. Point out that no Alphabetic Code Chart can be completely definitive because of accents. This is a good reason, however, to feature easy-to-use letter/s in the slash marks to denote the sounds which can link to the first spelling alternatives taught, rather than the very precise International Phonetic Alphabet (IPA) which does not allow for differences in accent.</p>
Some sections from the statutory requirements of the national curriculum for years 3 and 4		Additional code in the Phonics Skills and Language Comprehension books which link to some of the alphabetic code prescribed in years 3 and 4	
The /I/ sound spelt y elsewhere than at the end of words	<p>These words should be learnt as needed.</p> <p>myth, gym, Egypt, pyramid, mystery</p>		<p>Books 7, 8 and 9 include -y as code for /i/ as in <i>cymbals</i> via <i>The Alphabetic Code Building up the Sounds and Graphemes</i> charts.</p> <p>This code is also featured incidentally as 'extra alphabetic code' with example words, <i>idyllic</i> and <i>gymnast</i>.</p>
The /ʌ/ sound spelt ou	<p>These words should be learnt as needed.</p> <p>young, touch, double, trouble, country</p>	<p>Book 9 re-introduces the grapheme ou as code for three different sounds: /ou/ as in <i>ouch</i>, 'long /oo/' as in <i>soup</i>, and /u/ as in <i>touch</i> (mentioned above) each with a spelling word bank and a shared <i>Mini Story</i>.</p>	

<p>Words with endings sounding like /ʒə/ or /tʃə/</p>	<p>The ending sounding like /ʒə/ is always spelt – sure. 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</p> <p>creature, furniture, picture, nature, adventure</p>	<p>Book 9 introduces the sound /zh/ including –s as code for /zh/ as in words such as <i>measure, treasure, pleasure</i>.</p> <p>Book 9 introduces the letter pattern –ture as code for /chuh/ (that is, /ch/ plus schwa). –ture is introduced alongside ch and –tch, each with a spelling word bank and a shared <i>Mini Story</i>.</p>	
<p>Endings which sound like /ʒən/</p>	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p> <p>division, invasion, confusion, decision, collision, television</p>	<p>Book 9 includes a spelling word bank with words such as <i>television, division</i> and <i>invasion</i>, and a <i>Mini Story</i>, when the sound /zh/ is introduced.</p>	
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cia</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: 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 expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</p>	<p>Book 9 introduces –ti, –ci and –ssi as code for /sh/ with spelling word banks and a shared <i>Mini Story</i>. This is a different approach from considering the suffixes as –ion and –ian. Nevertheless, the information in the national curriculum may be helpful. It may be easier for children, however, to focus on learning which words are spelt ‘which’ way (that is, becoming familiar with the actual spelling word banks).</p>	<p>Note (as above): It is useful to introduce –ti as another spelling variation of /sh/ because not all words end in the word chunk ‘-tion’ for example, <i>patient, partial</i>. This is also the case for words with –ci as code for /sh/. The word chunk ‘-cian’ is used for the names of various roles such as, <i>musician, electrician, politician</i> – but –ci appears in words with different endings such as, <i>ancient, artificial, superficial</i>.</p>
<p>Words with the /k/ sound spelt ch (Greek in origin)</p>	<p>scheme, chorus, chemist, echo, character</p>	<p>Book 9 re-introduces ch but this time as code for the three sounds: /ch/, /k/ and /sh/ - each with a spelling word bank and a shared <i>Mini Story</i>.</p>	
<p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>	<p>chef, chalet, machine, brochure</p>		