

Words List for Years 3 and 4; Years 5 and 6

Analysis of words contained in the UK government's [English Appendix 1: Spelling](#).

Many of the words in the government's list are easy indeed to spell if they are broken into their constituent syllables. For example, 'difficult' should, by Year 3 and 4, be very straightforward.

In some instances, I have indicated that using a 'spelling voice' would be helpful. Many sound-spelling correspondences, such as < ou > for /oo/ and < gu > for /g/, should have been taught in Years 1 and 2, though many Year 3 pupils will continue to benefit from further exposure and practice. A few words contain very infrequent spellings: < sw > in 'answer' (and 'sword') and < a > for /air/ in 'various' will need more opportunities for reminders and practice.

The spelling < u >, like < x > can often represent two sounds. We deal with it as one for simplicity and to avoid pupils spelling it < y > < oo >. It also frequently occurs in the middle of many words: 'document', 'popular', 'monument', etc. The apostrophe indicates the syllable on which stress is placed.

ac ci 'den ta lly	di sa 'ppear or : di sa ppe ar
'ac tu a lly	' <u>ear</u> ly < ear > = /er/
a 'ddress	<u>earth</u> < ear > = /er/
'an <u>swer</u> <sw> > = /s/ (from Anglo-Saxon 'answeare')	<u>eight</u> < eigh > = /ae/
a 'ppear or a ppe ar	<u>eighth</u> < eigh > = /ae/
a 'rrive	e 'nou <u>gh</u>
be 'lieve	'ex er <u>cise</u> < se > = /z/
'bi cy cle	ex 'pe ri ence
<u>breath</u> < ea > = /e/	ex 'pe ri ment
b r <u>ea the</u> < ea > = /ee/ & < the > = /th/ (voiced)	ex 'treme
<u>build</u> < ui > = /i/ as in 'biscuit'	'fa mou <u>s</u> < ou > = schwa
'bu sy	'fa vou <u>rite</u> < ou > = schwa and < te > = /t/
bu si ness *syllable elision. spelling voice	'Fe bru a ry
'ca len dar	'for wards
<u>caught</u> < augh > = /or/ as in 'taught'	<u>fruit</u> < ui > = /oo/
'cen tre	'gra mmar
'cen tu ry	group
'cer tain	<u>guard</u>
'cir cle	<u>guide</u>
'com plete	<u>heard</u> < ear > = /er/
con 'si der	<u>height</u> < eigh > = /ie/
con 'ti nue	'hi sto ry
de 'cide	i 'ma <u>gine</u> < ne > = /n/
de 'scribe	in 'crease (verb) < se > = /s/
'di ffe rent	'in <u>crease</u> (noun) < se > = /s/
'di ffi cult	im 'por tant

'in te rest	'pre <u>ss</u> ure < ss > = /sh/ and < ure > = schwa
'is land < is > very infrequent spelling of /ie/	' <u>pr</u> o ba bly
'know ledge < ow > = /o/ and < dge > = /j/	' <u>pr</u> o <u>mi</u> se < se > = /s/
learn < ear > = /er/	' <u>pur</u> <u>po</u> se < o > = schwa and < se > = /s/
length < ng > = /ng/	'quar ter < q > < u > = /k/ /w/ in RP
ma 'te ri al	'ques <u>ti</u> on < tion > = 'chun' (suffix)
'me di cine	're cent
'men tion	're gu lar
'mi nute < u > = /i/, as in 'busy'	reign < ei > = /ae/ and < gn > = /n/
'na tu al	re 'mem ber
'naugh ty < augh > = /or/ as in 'caught'	'sen tence < e > = schwa and < ce > = /s/
'no tice < ce > = /s/	'se pa rate < a > = schwa: spelling voice
o 'cca <u>si</u> on a lly < sion > = 'zhun' (suffix)	'spe <u>ci</u> al < cial > = suffix : /sh/ schwa/ /l/
'of ten /t/ is often elided: spelling voice	straight < aigh > = /ae/
'o ppo <u>si</u> te	strange < ge > = /j/
'or di na ry < a > = schwa	streng th < ng > = /ng/
par 'ti cu lar	su 'p <u>po</u> se < se > = /z/
pe 'cu li ar	sur 'p <u>ri</u> se < se > = /z/
'po pu lar	'there <u>fo</u> re < ere > = /air/ and < ore > = /or/
po 'si tion < tion > = 'shun'	th <u>ou</u> gh < ough > = /oe /
po 'sse <u>ssi</u> on < ssi on > = 'shun'	th <u>ou</u> ght < ough > = / or /
'po <u>ssi</u> ble	'va ri ous < a > = /air/
po 'ta to(es)	we <u>igh</u> t < eigh > = /ae/
	'wo man < o > = /u/ (as in 'mother')
	'wo men < o > = /i/ and < e > = schwa

Years 5 and 6

a 'cco mmo date	cu ri 'o si ty
a 'ccom pa ny	'de fi ni te
a 'ccor ding	'de spe rate
a 'ch ie ve	de 'ter mined
a 'ggre ssive	de 've lop
'a ma teur	'dic tion a ry < ti > = /sh/
'an cient	di 'sa strous
a 'ppa rent	em 'ba rrass
a 'ppre ci ate < c > = /sh/ here	en 'vi ron ment
a 'ttached	e 'quip ment
a 'vai la ble	e 'spe cia lly < ci > = /sh/
'a ve rage	ex 'a gge rate
'aw kward	'ex ce ll ent
bar gain	ex 'i stence
bruise	ex pla 'na tion < ti > = /sh/
'ca te go ry	fa 'mi li ar
'ce me te ry	'fo reign
co 'mmi ttee	'for ty
co 'mmu ni cate	'fre quent ly
co 'mmu ni ty	'go vern ment
com pe 'ti tion	'gua ran tee
'con science	'ha ras sor ha 'rass
'con scious	'hin drance
con 'tro ver sy	i 'den ti ty
con 'ven i ence	i 'mme di ate ly
'co rre spond	in di 'vi du al
'cri ti cise	in ter 'fere or in ter 'fe re

'in te rrupt	'rhy thm /r/ /i/ /th/ /uh/ /m/
'lan guage < u > = /w/ (as in 'quit')	'sa cri fice
'lei sure	'se cre ta ry
'light ning	'shoul der
'mar ve llous	'sig na ture
'mis chie vous	sin 'cere ly or sin 'ce re ly
'mu scle	'sol dier
'ne ce ssary	'sto mach
'neigh bour	su 'ffi cient < ci > = /sh/
'nui sance	su 'ggest
'o ccu py	'sym bol
o 'ccur	'sy stem
o ppor 'tu ni ty	'tem pe ra ture
'par li a ment *syllable elision : spelling voice	'tho rough
per 'suade < u > = /w/ (as in 'quit')	twelfth
'phy si cal	va 'ri e ty
'pre ju dice < ce > = /s/	've ge ta ble
'pri vi lege	've hi cle
'pro 'fe ssion	yacht
'pro gramme	
pro nun ci 'a tion	
queue	
're cog nise	
re co 'mmend	
're le vant	
'res tau rant	
rhyme < rh > = /r/ & < me > = /m/	