Words Lists for Years 3 & 4 and Years 5 & 6

Analysis of words contained in the Department for Education (England) [English Appendix 1: Spelling](#)

Using syllables to support spelling

Many of the words in the statutory spelling lists are made much easier to spell when they are broken into their constituent syllables. Seemingly demanding words, such as *difficult*, should be straightforward to spell, even by Year 2, provided that each syllable is carefully enunciated using a spelling voice.

Teaching students to hear and articulate syllables accurately supports both decoding and encoding, particularly in longer or less familiar words.

Infrequent and rare spellings

Many sound-spelling correspondences found in the statutory lists should already have been taught in Years 1 and 2. These include correspondences such as < ou > for /oo/ and < gu > for /g/.

However, many Key Stage 2 students will continue to benefit from further exposure and practice, particularly with **less frequently encountered sound-spelling correspondences**. Repetition and revisiting remain essential.

A small number of statutory spelling words contain **very infrequent spellings**, such as the < sw > in *answer* or *sword*, or the < a > for /air/ in *various*. These spellings require **multiple reminders and repeated practice**. Teaching rare or infrequent spellings is best done through **dictation and other writing tasks**, as writing forces students to attend carefully to the spelling choices they are making.

The spelling < u >, like < x >, can represent two sounds. In the Sounds-Write word lists, it is treated as one spelling for simplicity and to prevent students spelling it as < y > < oo > in words such as *unit* and *unicorn*. It also occurs frequently in the middle of words, for example *document* and *monument*.

Stress, accent and the schwa

Identifying the **strong (stressed) syllable** in a word allows us to find the schwas in the vowel sounds of the **weaker (unstressed) syllables**. To do this, the word must first be spoken as it would be in normal speech.

Our working definition of a schwa is:

> *A weak vowel sound that is not spelled as it sounds in normal speech.*

In the word lists below, the apostrophe before the syllable indicates the stressed syllable, and schwas are indicated in bold.

To help with spelling, schwas should be enunciated as the sound they most closely approximate. This is what we call '**using a spelling voice**'. For example, in the word *salad*, we will enunciate the schwa in the second syllable as the /a/ in *mat*, and we will do the same with the first spelling of < a > in the word *attack*.

Not all schwas cause spelling difficulties. The key question is whether a particular spelling is **likely to be misspelled**. If it is, a spelling voice should be used to support accurate recall.

Once polysyllabic words have been introduced (normally after Unit 4 /oe/ of the Extended Code), students should first practise working with two-syllable words containing sound-spelling correspondences from the Initial Code, ensuring they experience words with:

- No schwa, as in many compound words such as 'Batman' or 'chopstick'

- schwa in the first syllable and stress on the second syllable, such as *attack*: **a** | 'ttack

- schwa in the second syllable and stress on the first syllable, such as *salad*: 'sa | l**a**d

The aim is to **sensitise students to the spelling challenges caused by schwas** and to help them learn to find them independently.

When two-syllable words have been mastered, three-syllable words can be introduced. For example, in the word *apparent* (a | 'ppa | rent) the stress is on the second syllable, and the schwas in the first and third syllables can be enunciated using the Initial Code sounds /a/ and /e/ respectively.

After students have been working with polysyllabic words for some time, longer words can be introduced as they arise naturally in the curriculum. These are designated in the lists below with PWIC (Polysyllabic Words in Context).

Schwas are accent-dependent. Not all speakers will agree on whether a particular vowel is a schwa, and schwas may be realised differently depending on accent.

For example:

- In the word *funny*, the < y > may represent /ee/ for some speakers and /i/ for others.

- In *language*, the vowel in the second syllable may be realised as a reduced /i/ or a reduced 'uh' sound.

- In *chicken*, the < e > may sound like a reduced /i/ or /u/.

What matters is not uniform pronunciation, but **consistent teaching based on the accents of the students**.

To summarise:

- Teach statutory spellings **grouped by sound**.

- Teach according to the **accents of the students**.

- **Sensitise students** to spelling challenges caused by schwas.

- Focus attention on schwas that are **likely to be misspelled**.

- Use a **spelling voice** to support spelling where necessary.

- Use **dictation** frequently to strengthen recall.

- **Build students' independence** to identify and solve spelling problems using a Sounds-Write approach.

Statutory spelling lists Years 3 & 4

- Words with more than one syllable are syllabified.
- Stressed syllables are marked with an apostrophe before the stressed syllable.
- Schwas are marked in bold.

ac | ci | 'den | t**a** | lly	group
'ac | tu | **a** | lly	g**u**ard
a | 'ddress	g**u**ide
'an | sw**er**	h**ear**d
a | 'ppear	h**ei**ght
a | 'rriv<u>e</u>	'hi | st**o** | ry
b**e** | 'lieve	**i** | 'ma | g<u>i</u>n<u>e</u>
'bi | c**y** | cle	in | 'crea<u>se</u> (v)
br<u>ea</u>th	'in | crea<u>se</u> (n)
b r <u>ea</u> <u>the</u>	im | 'por | t**a**nt
b<u>ui</u>ld	'in | te | rest
'bu | sy	'is | land
bu | si | ness	'kn<u>ow</u> | l**e**dge
'ca | l**e**n | dar	l<u>ear</u>n
c<u>augh</u>t	len<u>g</u>th
'cen | t**re**	m**a** | 'te | ri | al
'cen | t**u** | ry	'me | di | c<u>i</u>ne
'cer | t**ai**n	'men | ti**o**n
'cir | cle	'mi | n**u**te
'com | plete (adj) c**o**m | 'plete (v)	'na | t**u** | ral
c**o**n | 'si | d**er**	'n<u>augh</u> | ty
c**o**n | 'ti | nue	'no | t<u>i</u>ce
d**e** | 'cide	**o** | 'cca | <u>si</u>**o**n | **a** | lly
d**e** | 'scribe	'of | t**e**n
'di | ff**e** | rent	'o | pp**o** | s<u>i</u>t<u>e</u>
'di | ffi | cult	'or | di | n**a** | ry
di | s**a** | 'ppear or: di | sa | ppe | ar	p**a**r | 'ti | cu | l**ar**
'<u>ear</u> | ly	pe | 'cu | li | **ar**
<u>ear</u>th	'po | pu | l**ar**
<u>ei</u>ght	p**o** | 'si | ti**o**n
<u>eigh</u>th	p**o** | 'sse | ssi**o**n
e | 'n<u>ou</u> gh	'po | ssi | ble
'ex | **er** | ci<u>se</u>	p**o** | 'ta | t**o**(es)
ex | 'pe | ri | **e**nce	'pre | ss**ure**
ex | 'pe | ri | m**e**nt	'pro | b**a** | bly
ex | 'treme	'pro | m<u>i</u><u>se</u>
'fa | m**ou**s	'pur | pose
'fa | v**ou** | r<u>i</u>t<u>e</u>	'quar | t**er**

'Fe **|** bru **|** **a** **|** ry	'ques **|** <u>ti</u>on
'for **|** wa<u>r</u>ds	're **|** cent
fr<u>ui</u>t	're **|** gu **|** lar
'gra **|** mmar	reign
re **|** 'mem **|** ber	sur **|** 'pri<u>se</u>
'sen **|** tence	'th<u>ere</u> **|** f<u>ore</u>
'se **|** pa **|** rate (adj) or: 'se **|** pa **'|** rate (v)	th<u>ough</u>
'spe **|** <u>c</u>ial	th<u>ough</u>t
str<u>aigh</u>t	'va **|** ri **|** ous
stran<u>ge</u>	w<u>eigh</u>t
stre<u>ng</u> th	'wo **|** man
su **|** 'ppo<u>se</u>	'wo **|** men

Statutory spelling lists Years 5 & 6

a | 'cco | mmo | da<u>te</u>	'fre | qu**e**nt | ly
a | '<u>cc</u>om | p**a** | ny	'go | v**er**n | m**e**nt
a | 'ccor | ding	'gua | r**a**n | tee
a | '<u>ch</u> <u>ie</u> <u>ve</u>	'ha | r**a**ss or h**a** | 'rass
a | 'ggre | <u>ss</u><u>i</u>ve	'hin | dr**a**nce
'a | ma | t**eur**	i | 'den | t**i** | ty
'an | <u>ci</u>**e**nt	**i** | 'mme | di | **a**te | ly
a | 'ppa | r**e**nt	in | d**i** | 'vi | du | al
a | 'ppre | ci | ate	in | t**er** | 'fere or in | t**er** | 'fe | re
a | 'ttached	'in | t**e** | rrupt
a | 'vai | l**a** | ble	'lan | gu**a**<u>ge</u>
'a | ve | rage	'lei | s**u**re
'aw | kw**a**rd	'light | n**i**ng
bar | g**ai**n	'mar | v**e** | ll**ou**s
bruise	'mis | ch**ie** | v**ou**s
'ca | t**e** | g**o** | ry	'mu | scle
'ce | m**e** | t**e** | ry	'ne | c**e** | ss**a** | ry
c**o** | 'mmi | ttee	'neigh | b**our**
c**o** | 'mmu | ni | cate	'nui | s**a**nce
c**o** | 'mmu | ni | ty	'o | cc**u** | py
com | p**e** | 'ti | ti**o**n	**o** | 'ccur
'con | sci**e**nce	o | pp**or** | 'tu | n**i** | ty
'con | sci**ou**s	'par | li | a | ment *syllable elision : spelling voice
c**o**n | 'tro | v**er** | sy	p**er** | 'suade
c**o**n | 'ven | i | **e**nce	'phy | si | cal
'co | rr**e** | sp**o**nd	'pre | j**u** | dice
'cri | t**i** | cise	'pri | v**i** | l**e**ge
cu | ri | 'o | s**i** | ty	pr**o** | 'fe | ssi**o**n
'de | f**i** | n**i** te	'pro | gramme
'des | p**e** | r**a**te	pr**o** | nun | ci | 'a | ti**o**n
de | 'ter | mined	queue
d**e** | 've | l**o**p	're | c**o**g | nise
'dic | ti**o**n | **a** | ry	re | c**o** | 'mmend
d**i** | 'sa | str**ou**s	're | l**e** | v**a**nt
em | 'ba | rr**a**ss	'res | t**au** | r**a**nt
en | 'vi | r**o**n | m**e**nt	rhyme
e | 'quip | m**e**nt	'rhy | thm
e | 'spe | ci**a** | lly	'sa | cr**i** | fice
ex | 'a | gg**e** | rate	'se | cr**e** | t**a** | ry
'ex | c**e** | llent	'shoul | der
ex | 'i | st**e**nce	'sig | n**a** | t**ure**
ex | pl**a** | 'na | ti**o**n	sin | 'cere | ly
f**a** | 'mi | li | **ar**	'sol | di**er**

'fo | **rei**gn	'sto | m**a**ch
'for | ty	su | 'ffi | ci**e**nt
s**u** | 'ggest	twelfth
'sym | bol	v**a** | 'ri | **e** | ty
'sy | st**e**m	've | g**e** | t**a** | ble
'tem | p**e** | r**a** | t**ure**	've | **hi** | cle
'tho | r**ough**	yacht

Statutory spelling lists: word analysis

The references attached to each word indicate the latest unit taught. For example, in the word 'accidentally', the last sound-spelling correspondence in the Sounds-Write scope and sequence < c > is taught in Unit 16, spellings of /s/. All other sound-spelling correspondences in the word have been taught by the time the student(s) reaches Unit 16.

Years 3 & 4

ac | c**i** | 'den | t**a** | lly	EC Unit 16 < c > /s/
'a | ddress (n)	**(PWIC)** IC double consonants: the spelling < dd > of the sound /d/
a | 'ddress (v)	**(PWIC)** IC double consonants: the spelling < dd > of the sound /d/
'an | sw**er**	(From Anglo-Saxon 'answeare') Taught tangentially as two letters one sound, as in '**sw**ord', the spelling < sw > of the sound /s/. Rare spelling.
a | 'ppear	EC Unit 49 < ear > spelling of the sound /eer/ (accent dependent)
or, a | ppe | **ar**	EC Unit 2 < e > spelling of the sound /ee/ (accent dependent)
a | 'rrive	EC Unit 11 the spelling < i > of the sound /ie/
b**e** | 'lieve	EC Unit 29 the spelling < ie > of the sound /ee/
'bi | c**y** | cle	EC Unit Unit 30 the spelling < y > of the sound /i/

breath	EC Unit 7 the spelling < ea > of the sound /e/
breathe	EC Unit 2 the spelling < ea > of the sound /ee/ and the spelling < the >, a 3-letter spelling alternative of the sound /th/ (voiced)
build	EC Unit 30 the spelling < ui > of the sound /i/
'bu | sy	EC Unit 30 an unusual spelling of < u > of the sound /i/
'bu | si | ness	EC Unit 30 an unusual spelling < u > of the sound /i/, plus *syllable elision 'biznus'. In a spelling voice, /b/ /i/ | /z/ /i/ | /n/ /e/ /s/.
'ca | len | dar	EC Unit 6 the spelling < ar > of the sound /er/ or /schwa/ at the ends of words
caught	EC Unit 43 the spelling < augh > of the sound /or/ (More Spellings)
'cen | tre	EC Unit 6 the spelling < re > of the sound /er/ or /schwa/ at the ends of words
'cer | tain	EC Unit 6 the spelling /er/ of the sound /er/
'cir | cle	EC Unit 6 the spelling < ir > of the sound /er/
'com | plete (adj)	EC Unit 2 the spelling /e/ of the sound /ee/
com | 'plete (v)	EC Unit 2 /ee/ the spelling /e/ of the sound /ee/
con | 'si | der	EC Unit 6 the spelling < er > of the sound /er/ or /schwa/ at the ends of words

c**o**n | 'ti | nue	EC Unit 21 the spelling < ue > of the sounds /y/ /oo/: one spelling, but two sounds
d**e** | 'cide	EC Unit 11 the spelling < i > of the sound /ie/
d**e** | 'scribe	EC Unit 11 the spelling < i > of the sound /ie/
'di | ff**e** | r**e**nt	**(PWIC)** the spelling < e > in the second syllable is a schwa, often elided to 'diffrent'.
'di | ff**i** | c**u**lt	**(PWIC)** the spelling < i > in the second syllable may be a schwa.
di | s**a** | 'ppear	EC Unit 49 the spelling < ear > of the sound /eer/
or : di | s**a** | 'ppe | **ar**	EC Unit 2 the spelling < e > of the sound /ee/ + the spelling < ar > of the sound /er/ or /schwa/
'ear | ly	EC Unit 6 the spelling < ear > of the sound /er/
earth	EC Unit 6 the spelling < ear > of the sound /er/
eight	EC Unit 27 the spelling < eigh > of the sound /ae/
eighth	EC Unit 27 the spelling < eigh > of the sound /ae/
e | 'nou gh	EC Unit 14 the spelling < ou > of the sound/u/ and in Unit 40 the spelling < gh > of the sound /f/

'ex | **er** | cise	EC Unit 48 the spelling < se > is a common spelling of /z/ at the end of words.
ex | 'pe | ri | **e**nce	EC Unit 16 the spelling < ce > is a common spelling of /s/ at the ends of words.
ex| 'pe | r**i** | m**e**nt	**(PWIC)** The spelling < i > in the third syllable is a schwa for most speakers.
ex | 'treme	EC Unit 2 The spelling < e > in the second syllable is a common spelling of the sound /ee/.
'fa | m**ou**s	EC Unit 1 The spelling < a > of the sound /ae/ and the spelling < ou > is a schwa.
'fa | v**ou** | rite	EC Unit 1 The spelling < a > of the sound /ae/
'Fe | bru | **a** | ry	EC Unit 10 The spelling < u > represents the sound /oo/. Use a spelling voice. The spelling < a > is a schwa.
'for | w**a**rds	EC Unit 19 The spelling < or > of the sound /or/
fruit	EC Unit 10 The spelling < ui > of the sound /oo/
'gra | mm**ar**	EC Unit 6 /er/. The spelling < ar > is a schwa or /er/ using a spelling voice.
group	EC Unit 10 The spelling < ou > of the sound /oo/
guard	EC Unit 38 The spelling < gu > of the sound /g/

guide	EC Unit 38 The spelling < gu > of the sound /g/
heard	EC Unit 6 The spelling < ear > of the sound /er/
height	EC Unit 11 The spelling < eigh > of the sound /ie/. The spelling < eigh > can be taught tangentially or formally once it arises in subject specific domains, such as mathematics.
'hi | st**o** | ry	EC Unit 25, 'history' is a three-syllable word often reduced to two syllables ('histry') in spoken language
i | 'ma | g**i**ne	EC Unit 30 The spelling < i > is a schwa for most speakers.
in | 'crease (verb)	EC Unit 16 The spelling < se > is a common spelling of /s/ at the ends of words.
'in | crease (noun)	EC Unit 16 The spelling < se > is a common spelling of /s/ at the ends of words.
im | 'por | t**a**nt	EC Unit 19 The spelling < or > is a common spelling of /or/.
'in | t**e** | rest	EC Unit 7 /e/ The spelling < e > represents a schwa **(PWIC),** often elided to 'intrest' in spoken language.
'is | land	EC Unit 11 The spelling < is > is a very unusual spelling of /ie/.

'know | l**e**dge	EC Unit 4 The spelling < ow > is rare spelling of /o/ and < dge > in Unit 37 is a spelling of /j/.
learn	EC Unit 6 The spelling < ear > is a common spelling of /er/.
length	IC Unit 11: the spelling < ng > is a common spelling of /ng/.
m**a** | 'te | ri | al	EC Unit 18 The spelling < al > is a spelling of /l/ at the ends of words.
'me | d**i** | c**i**ne	EC Unit 16 The spelling < c > is a spelling of /s/. The < i > in the second syllable can be a schwa and is often elided to produce 'medsun'.
'men | ti**o**n	EC Special ending, the suffix -tion.
'mi | n**u**te	EC Unit 30 The spelling < u > represents the sound /i/ (as in 'busy').
'na | t**u** | ral	EC unusual spelling of < t > representing the sound /ch/
'naugh | ty	EC Unit 43 The spelling < augh > is a spelling of /or/.
'no | t**i**ce	EC Unit 16 the spelling < ce > is a common spelling of /s/ at the ends of words.
o | 'cca | si**o**n | **a** | lly	EC Special ending. The suffix -sion represents the sounds 'un'.

'of | t**e**n	IC/EC As the stress is on the first syllable, the sound /t/ is often elided in the second syllable producing 'ofun'.
'o | pp**o** | s**i**te	EC Unit 25 The spelling < o > is a common spelling of /o/.
'or | d**i** | n**a** | ry	EC Unit 19 The spelling < or >. The spelling < a > in the third syllable represents a schwa and is often so reduced as to create an elision, rendering the word as 'odinry' or 'ordunry' for many speakers.
p**ar** | 'ti | c**u** | l**ar**	EC Unit 21 The spelling < u > represents the sounds /y/ and /oo/.
p**e** | 'cu | li | **ar**	EC Unit 21. The spelling < u > represents the sounds /y/ + /oo/.
'po | p**u** | lar	EC Unit 21. The spelling < u > represents the sounds /y/ +/schwa/.
p**o** | 'si | ti**o**n	EC special ending - tion representing the three sounds in 'shun'.
p**o** | 'sse | ssi**o**n	EC special ending - ssion representing the three sounds in 'shun'.
'po | ss**i** | ble	EC Unit 18 The spelling < le > represents the sound /l/.
p**o** | 'ta | t**oe**s	EC Unit 4 The spelling < oe > represents the sound /oe/.
'pre | ss**ure**	EC special ending 'shuh'. The spelling < ss > represents the sound /sh/ and the spelling < ure > represents a schwa sound.

'pro | b**a** | bly	EC Unit 2 The spelling < y > represents the sound /ee/.
'pro | m**i**se	EC Unit 16 The spelling < se > represents the sound /s/.
'pur | p**o**se	EC Unit 16 The spelling < se > represents the sound /s/.
'quar | t**er**	EC Unit 19 /or/. The spelling < ar > represents the sound /or/. The sleeping < er > in the second syllable is a schwa.
'ques | ti**o**n	EC special ending EC - tion representing the three sounds in 'chun'.
're | c**e**nt	EC Unit 2 /ee/
're | g**u** | l**ar**	EC Unit 21 /ue/
reign	Unit 33 /n/ < gn >
r**e** | 'mem | b**er**	EC Unit 6 /er/
'sen | t**e**nce	EC Unit 16 /s/ for < ce >
'se | p**a** | r**a**te (adj)	EC Unit 27 Two schwas. The spellings < a > in the second and third syllables.
'se | p**a**| 'rate (v)	EC Unit 27 The spelling < a > in the second syllable is a schwa.
'spe | cial	EC Special ending 'shul' for < cial >
straight	EC 27 < aigh > is a highly unusual spelling of /ae/ in a fairly common word.

strange	EC Unit 37 The spelling < ge > represents the sound /j/.
strength	IC Unit 11 /ng/
su | 'ppose	EC Unit 48 The spelling < se > represents the sound /z/.
sur | 'prise	EC Unit 48 The spelling < se > represents the sound/z/.
'there | fore	EC Unit 43 more spellings of /or/ < ore >
though	EC Unit 32 more spellings of /oe/ < ough >
thought	EC Unit 43 more spellings of /or/ < ough >
'va | ri | ous	EC Unit 20 The spelling < a > represents the sound /air/ here. The spelling < i > represents the sound /ee/.
weight	EC Unit 27 more spellings of /ae/< eigh >
'wo | man	EC Unit 14 The spelling < o > represents the sound /u/.
'wo | men	EC Unit 30 /i/ the spelling < o > is a highly unusual spelling of the sound /i/ and the spelling < e > in the second syllable is a schwa, rendered as /i/.

Years 5 & 6

a | 'cco | mm**o** | date	EC Unit 1 < a > represents the sound /ae/ in the final syllable.
a | 'ccom | p**a** | ny	EC Unit 2 < y > represents the sound /ee/.
a | 'ccor | d**i**ng	EC Unit 19 < or > represents the sound /or/.
a | 'chieve	EC Unit 2 < ie > represents the sound /ee/.
a | 'ggre | ss**i**ve	(PWIC) a | ma | teur. The spellings < a > and < eur > are both schwas.
'an | ci**e**nt	EC special ending: < ci > is a spelling of /sh/.
a | 'ppa | r**e**nt	(PWIC) The spellings < a > and < e > are both schwas.
a | 'ppre | ci | ate	EC The spelling < c > represents the sound /sh/ in the third syllable, cf 'ne|go|ti|ate'.
a | 'ttached	EC 47 < ed > represents the sound /t/ in this word. See our note on grammar*.
a | 'vai | l**a** | ble	EC Unit 1 < ai > represents the sound /ae/.
'a | v**e** | r**a**ge	EC Unit 27 The spelling < e > in the second syllable is a schwa and is sometimes elided in spoken language 'avrage'.
'aw | kw**ar**d < aw > < ar >	EC Unit 19 /or/. The spelling < ar > is a schwa. Suggested spelling voice pronunciation: /or/
bar | g**ai**n	EC Unit 24 /ar/

bruise	EC Unit 48 /z/. The spelling < ui > represents the sound /oo/ in Unit 36.
'ca | t**e** | g**o** | ry	EC Unit 29 The spelling < y > represents the sound /ee/. The spellings < e > and < o > are both schwas. The second schwa < o > is often elided - 'categry'. (**PWIC**)
'ce | m**e** | t**e** | ry	EC Unit 16. The spellings of < e > in the second and third syllables are both schwas. The second schwa is often elided - 'cemetry'.
c**o** | 'mmi | ttee	EC The spelling < ee > represents the sound /ee/.
c**o** | 'mmu | n**i** | cate	EC Unit 21 The spelling < u > represents the sounds /y/ /oo/ (or, in some accents of English the sound /oo/. The spelling < a > represents the sound /ae/.
c**o** | 'mmu |n**i** | ty < u >	EC Unit 21 /ue/
com | p**e** || 'ti | ti**o**n	EC special ending < tion >
'con | sci**e**nce	EC < sci > represents the sound /sh/.
'con | sci**ou**s	EC < sci > represents the sound /sh/.
c**o**n | 'tro | v**er** | sy	EC Unit 6
c**o**n | 've | ni | **e**nce	EC Unit 2 < e > represents the sound /ee/.
'co | rr**e** | spond	EC Unit 7 < e > represents the sound /e/.
'cri | t**i** | cise >	EC Unit 48 < se > represents the sound /z/.

cu | ri | 'o | s**i** |ty	EC Unit 21 < ue >. The spelling < u > represents /y/ & /schwa/.
'de | f**i** | n**i**te	EC Unit 47 In the final syllable, the spelling of /t/ is < te >.
'des | p**e** | r**a**te	The spelling < e > in the second syllable is a schwa as is the spelling < a > in the final syllable, leaving the spelling < te > to represent the sound /t/ (**PWIC**).
d**e** | 'ter | m**i**ned < er >	EC Unit 6 /er/
d**e** | 've | l**o**p	**(PWIC)**
'dic | ti**o**n | **a** | ry	EC special ending < tion >. The second schwa < a > is often elided - 'dictionry'.
'dic |ti**o** |n**a** | ry	EC The spelling < ti > represents the sound /sh/.
d**i** |'sa | str**ou**s	EC Unit 48 The spelling < s > in the second syllable represents the sound /z/.
em | 'ba | rr**a**ss	EC Unit 46 The spelling < rr > represents the sound /r/.
en | 'vi | r**o**n | m**e**nt	EC Unit 11 The spelling < i > represents /ie/ The combination of the schwa in the third syllable and the elision of the sound /n/ often leads to the syllable being elided altogether and spoken as 'en vir 'uh'ment'. Use a spelling voice: 'en vi ron ment'.
e | 'quip | m**e**nt	EC Both spellings of < e > represent schwas.

e | 'spe | ci**a** | lly	EC < cial > is a special ending onto which is grafted the spellings < l > and < y >.
e**x** | 'a | gg**e** | rate	EC Unit 37 The spelling < gg > represents the sound /j/.
'ex | c**e** | ll**e**nt	EC Unit 16 The spelling < c > represents the sound /s/.
e**x** | 'i | st**e**nce.	EC Unit 16 The spelling < ce > represents the sound /s/.
ex | pl**a** | 'na | ti**o**n	EC special ending < tion >
f**a** | 'mi | li |**ar**	EC The spelling < i > in the third syllable represents the sound /y/.
'fo | r**ei**gn	EC Unit 33 The spelling < gn > represents the sound /n/.
'for | ty	EC Unit 19 The spelling < or > represents the sound /or/
'fre | qu**e**nt | ly	EC Unit 2 The spellings /ee/
'go | v**er**n | m**e**nt < er >	EC Unit 6 The spelling < er > in the second syllable is often so reduced as to be elided altogether creating an elision. The elision includes the sound /n/ and gives us: /g/ /u/ | /v/ /schwa/ | /m/ /schwa/ /n/ /t/.
'gua | r**a**n | tee	EC Unit 38 The spelling < gu > represents the sound /g/.
'ha | r**a**ss or h**a** | 'rass	Depending on pronunciation there will be a schwa in the second or the first syllable. **(PWIC)**

'hin | dr**a**nce	EC Unit 16 The spelling < ce > represents the sound /s/.
i |'den | t**i** | ty	EC Unit 11 the first spelling of < i > represents the sound /ie/.
i | 'mme | di | **a**te | ly	EC Unit 2 The spelling < i > in the third syllable < i > and the spelling < y > represent the sound /ee/.
in | d**i** | 'vi | d**u** | al	EC unit 21 the spelling < u > represents the sound /ue/.
in | t**er** | 'fere	EC Unit 49 the spelling < ere > represents the sound /eer/.
or in | t**er** | 'fe | **re**	EC Unit 6 the spelling < re > represents the sound /er/, using a spelling voice.
'in | t**e** | rrupt	C The spelling < e > in the second syllable is a schwa **(PWIC)**.
'lan | gu**a**ge	IC Units 11 The spelling < u > represents the sound /w/ and EC Unit 37 < ge > represents the sound /j/.
'lei | s**ure**	EC Unit 7 The spelling < ei > is an unusual spelling of /e/ and may be added to Unit 7 /e/ as one of 'More Spellings'. The spelling < s > represents the /dj/.
'light | ning	EC Unit 11 The spelling < igh > represents the sound /ie/.
'mar | v**e** | ll**ou**s	EC Unit 24 The spelling < ar > represents the sound /ar/.

'mis | ch**ie** | v**ou**s	EC Unit 2 The spelling < ie > represents the sound /ee/.
'mu | scle	EC Unit 16 the spelling < sc > represents the sound /s/.
'ne | c**e** | ss**a** | ry	EC Unit 16 the spelling < c > represents the sound /s/.
'neigh | b**our**	EC Unit 27 the spelling < eigh > represents the sound /ae/.
'nui | s**a**nce	EC Unit 21 < ui > is a highly unusual spelling of the two sounds /y/ and /oo/.
'o | cc**u** | py	EC Unit 21 The spelling < u > represents two sounds: /y/ and /schwa/.
o | 'ccur	EC Unit 6 The spelling < ur > represents the sound /er/.
o | pp**or** | 'tu | n**i** | ty	EC Unit 21 The spelling < u > represents the sound /ue/.
'par | li | a | m**e**nt	EC Unit 24 < ar > represents the sound /ar/. As a spoken word, 'parliament' contains three syllables, which sounds like parl'uh'ment. Teach it as a four-syllable word par | li | a | ment, using a spelling voice.
p**er** | 'suade	IC Unit 11, where the spelling < u > is introduced as /w/.
'phy | si | cal	EC Unit 40 the spelling < ph > represents the sound /f/.

'pre | j**u** | d**i**ce	EC Unit 16 < ce > represents the sound /s/.
'pri | v**i** | l**e**ge	EC Unit 37< ge > represents the sound /j/.
pr**o** | 'fe | ss**io**n	EC special ending < ssion >
'pr**o** | gr**a**mme	EC Unit 42 The spelling < mme > represents the sound /m/.
pr**o** | n**u**n | ci | 'a | ti**o**n	EC Unit 16 < c > represents the sound and < tion > for the special ending 'shun'.
queue	EC Unit 45 The spelling < qu > represents the sound /k/, as in 'mosquito' and the spelling < eue > represents the sounds /y/ /oo/.
're | c**o**g | nise	EC Unit 48 The spelling < se > represents the sound /z/.
re | c**o** | 'mmend	EC Straightforward polysyllabic word **(PWIC)**
're | l**e** | v**a**nt	**(PWIC)**
'res | t**au** | r**a**nt	EC Unit 19 The spelling < au > is a schwa and should be taught as /or/ using a spelling voice.
rhyme	EC Unit 46 The spelling < rh > represents the sound /r/.
'rhy | thm	EC Unit 46 The spelling < rh > represents the sound /r/; Unit 30 < y > represents the sound /i/; and the spellings < th > and < m > comprise a consonantal syllable.

'sa | cr**i** | fice	EC Unit 16 < ce > represents the sound /s/.
'se | cr**e** | t**a** | ry	EC Unit 20 The spelling < a > represents the sound /air/. The second schwa is often so reduced as to be elided altogether, thus giving us 'secratry', a three-syllable word.
'shoul | d**er**	EC Unit 32 < ou > represents the sound /oe/.
'sig | n**a** | t**ure**	EC < ture > special ending /ch/ + schwa
s**i**n | 'cere | ly	EC Unit 49 The spelling < ere > represents the sound /eer/.
'sol | di**er**	EC Unit 37 The spelling < di > is a rare spelling of /j/ and the spelling < er > is a schwa.
'sto | m**a**ch	EC Unit 45 The spelling < ch > represents the sound /k/ .
s**u** | 'ffi | ci**e**nt	EC < cient > special ending 'shunt'
s**u** | 'ggest	EC Unit 37 The spelling < gg > represents the sound /j/.
'sym | bol	EC Unit 30 The spelling < y > represents the sound /i/.
'sy | st**e**m	EC Unit 30 < y > represents the sound /i/.
'tem | p**e** |r**a** | t**ure**	EC the suffix -ture is a special ending representing the sound /ch/ plus schwa/ch/ + schwa < ture > The second schwa is often elided, resulting in a three-syllable word 'temprature'.

'tho | r**ough**	EC Unit 14 The spelling < o > represents the sound /u/.. The spelling < ough > is a schwa.
twelfth	IC /t/ /w/ /e/ /l/ /f/ /th/, all separate sounds. Should be taught in YR/Year 1.
v**a** | 'ri | **e** | ty	EC Unit 11 The spelling < i > represents the sound /ie/.
've | g**e** | t**a** | ble	EC Unit 37 The spelling < g > represents the sound /j/. The second schwa is often elided, resulting in the three-syllable word 'vegtable'/
've | **hi** | cle	EC Unit 2 The spelling < e > represents the sound /ee/. The spelling < hi > in the second syllable is a schwa.
yacht	EC 25 The spelling < ach > is a one-off spelling of /o/.

*Note on grammar: We strongly recommend teaching -ed endings as inflectional suffixes indicating the simple past tense of regular verbs.