

National Curriculum Statutory Word list

**Year 3 Spellings**

Year 3 Autumn 1 <sup>st</sup> half	Year 3 Autumn 2 <sup>nd</sup> half	Year 3 Spring 1 <sup>st</sup> half	Year 3 Spring 2 <sup>nd</sup> half	Year 3 Summer 1 <sup>st</sup> half	Year 3 Summer 2 <sup>nd</sup> half
actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important

**Year 4 Spellings**

Year 4 Autumn 1 <sup>st</sup> half	Year 4 Autumn 2 <sup>nd</sup> half	Year 4 Spring 1 <sup>st</sup> half	Year 4 Spring 2 <sup>nd</sup> half	Year 4 Summer 1 <sup>st</sup> half	Year 4 Summer 2 <sup>nd</sup> half
accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important

## Year 5 Spellings

Year 5 Autumn 1 <sup>st</sup> half	Year 5 Autumn 2 <sup>nd</sup> half	Year 5 Spring 1 <sup>st</sup> half	Year 5 Spring 2 <sup>nd</sup> half	Year 5 Summer 1 <sup>st</sup> half	Year 5 Summer 2 <sup>nd</sup> half (some hard words from yr4)
occur accompany according according achieve aggressive forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery critic community	communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment	especially exaggerate hindrance excellent existence explanation familiar amateur frequently government	guarantee immediate knowledge experiment experience business possession disappear weight separate

## Year 6 Spellings

Year 6 Autumn 1 <sup>st</sup> half	Year 6 Autumn 2 <sup>nd</sup> half	Year 6 Spring 1 <sup>st</sup> half	Year 6 Spring 2 <sup>nd</sup> half	Year 6 Summer 1 <sup>st</sup> half Revision (yr 5)	Year 6 Summer 2 <sup>nd</sup> half
individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate	Children to apply previous spellings in own writing and writing for younger pupils.

## High Frequency word list

The following words are called 'high frequency' words. Children should be able to read them and spell them, by the end of the school year.

### High Frequency Word List, Reception

Students should be able to:

- read these words on sight before entering year 1.
- say each word aloud and use each word in a sentence.
- say each word alone without spelling. That is, students should not see DOG and say, "D-o-g, dog." Instead, students should see DOG and say, "Dog."
- spell each word on paper when prompted orally.

I	go	we	this	on	away	he
come	went	dog	me	mum	it	all
up	you	like	going	at	play	day
was	big	she	no	yes	said	look
are	and	they	for	a	in	the
of	my	see	dad	can	am	is
get	to					

### Year 1 and 2 word list

### High Frequency Word List, Years 1 and 2

Students should be able to:

- read these words on sight before entering year 3.
- say each word aloud and use each word in a sentence.
- say each word alone without spelling. That is, students should not see DOG and say, "D-o-g, dog." Instead, students should see DOG and say, "Dog."
- spell each word on paper when prompted orally.

about	after	again	an	another	as	back
ball	be	because	bed	been	boy	brother
but	by	call	came	can't	could	did
do	don't	dig	door	down	first	from
girl	good	got	had	half	has	have
help	her	here	him	his	home	house
how	if	jump	just	last	laugh	little
live	love	made	make	man	many	may
more	much	name	new	next	night	not
now	off	old	once	one	or	our
out	over	people	push	pull	put	ran

saw	school	seen	should	sister	so	some
take	than	that	their	them	then	there
these	three	time	too	took	tree	two
us	very	want	water	way	were	what
when	where	who	will	with	would	your
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January	February	March	April	May	June	July
August	September	October	November	December	one	two
three	four	five	six	seven	eight	nine
ten	eleven	twelve	thirteen	fourteen	fifteen	sixteen
seventeen	eighteen	nineteen	twenty	black	white	brown
red	orange	yellow	green	blue	purple	grey
pink	must					