

# Faith Lutheran College, Redlands

## Spelling across the Middle and Senior Schools

### Introduction

In a secondary context, discrete timetabling for spelling does not generally occur, even though spelling achievement does matter. Spelling is part of the Language strand in the Australian Curriculum for English. In other areas of study there is an expectation that students will develop the particular vocabulary of that area and use it in an appropriate way when writing.

It is therefore the responsibility of **all secondary teachers** to:

- a. identify the specific vocabulary of their subjects
- b. identify the spelling demands of that vocabulary
- c. explicitly teach the spelling knowledge students need in order to spell this vocabulary correctly.<sup>1</sup>

This will often involve teaching morphemic<sup>2</sup> and etymological<sup>3</sup> knowledge, e.g., the use of Greek roots in many scientific terms, the use of Italian words in music, French terms in cooking. Secondary teachers will most probably concentrate on teaching students to use strategies such as analogy, referring to a secondary resource for correct spelling, and mnemonics leading to automaticity.

While secondary teachers often place most emphasis on the spelling of new subject specific vocabulary, it is vital that they also support students in the use of increasingly complex words for everyday use.

**All teachers** can include a range of teaching and learning strategies when introducing the vocabulary for a learning program and when students are writing.

For example by:

- a. developing a glossary for the unit and modelling conventional spelling to the whole class
- b. positively acknowledging close approximations to the spelling of topic specific words
- c. modelling proofreading skills and providing time for students to use those skills in their own work
- d. using assessment methods that focus on what students can do and the progress they are making (e.g., as part of the criteria for a unit, the ability to spell and use the glossary words correctly in their presentation)
- e. using appropriate strategies to learn new words
- f. focusing on adding suffixes and prefixes, knowing derivatives of words, and homonyms that are frequently used in an area of study
- g. effectively using a range of resources to confirm spellings (e.g., dictionaries, computer spell checkers, atlases, word lists, etc.)
- h. using mnemonics<sup>4</sup>
- i. Weekly routines in secondary sites (10–15 minutes 3 times per week)
- j. Revise knowledge about a spelling strategy
- k. Engage students in activities to build on that knowledge
- l. Class/group discussion arising from the activity, for example, when in doubt, is it better to add Sion or tion to a word
- m. Three times per week, students continue on word study contract
- n. Provide time daily to add words to list, and to practise using a strategy to learn how to spell the words
- o. Once per week, students give each other their spelling test. This is monitored by the classroom teacher, who also provides feedback to the students.

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<sup>1</sup> The State of South Australia, Department of Education and Children's Services (2011), "Spelling: from beginning to proficiency. A spelling resource for planning, assessing and reporting on progress."  
[http://www.decd.sa.gov.au/northernadelaide/files/links/Spelling\\_resource\\_FINAL.pdf](http://www.decd.sa.gov.au/northernadelaide/files/links/Spelling_resource_FINAL.pdf)

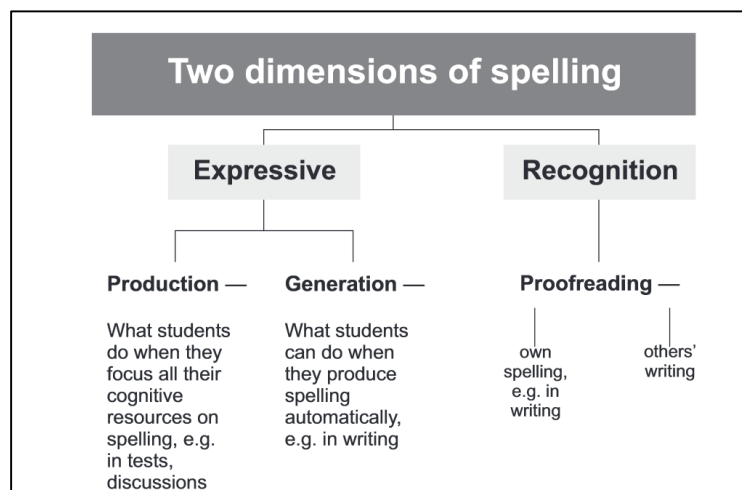
<sup>2</sup> Morphological knowledge - that is, what we know about the spelling of the morphemes (the smallest meaningful units of language) that a word contains. (<http://www.phon.ucl.ac.uk/home/dick/ta/spelling/spelling.htm>).

<sup>3</sup> Etymology knowledge – word sources and derivations. (<http://www.phon.ucl.ac.uk/home/dick/ta/spelling/spelling.htm>).

<sup>4</sup> memory joggers

## 1. PRINCIPLES

1. Standard Australian English spelling is considered important in our society. Spelling is included in both the national curriculum and national testing. The Australian Curriculum for English (ACARA, 2010) aims to ensure that students understand and use Standard Australian English in its spoken and written forms and in combination with other non-linguistic forms of communication.<sup>5</sup>
2. Across the Middle and Senior Schools there should be a common and concerted approach to the teaching of spelling across faculties.
3. All teachers should have a common understanding about teaching spelling regardless of their faculty or discipline
4. All faculties should identify the relevant vocabulary that students need to know and use in any unit of work.
5. All teachers should encourage students to maintain a record of topical words and a glossary of vocabulary for their subjects. This should include the study of the meaning and derivation of words and the strategies for learning those words.<sup>6</sup>
6. Teachers need to ensure their instruction includes the two dimensions of spelling: Expressive (production and generation) and Recognition (proofreading).



(Source: QSA, 2011)

7. The learning of spelling requires students to do much more than master individual words, however. To be independent spellers, students also need to understand why words have the spelling pattern they do and then to use this knowledge to develop strategies for learning, application and monitoring that will allow them to be independent writers and readers.
8. The teaching of spelling is a responsibility for all teachers regardless of subject specialisation
9. In the same way that *all* teachers should be teachers of reading and all teachers should be teachers of numeracy, so too all teachers should be teachers of spelling. Students are required to write in virtually all school subjects, and all teachers are therefore in a position to provide students with corrective feedback and guidance on spelling and other aspects of their writing.
10. Spelling is not the sole responsibility of teachers of English.

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<sup>5</sup> ibid

<sup>6</sup> Ibid

- 11 Each subject should provide students with a general word list containing the most frequently used words in the subject.<sup>7</sup>
- 12 Every student should be required to compile a personal spelling list that contains the words that he or she finds difficult.
- 13 Teachers of English at all year levels should give some attention to word study on a regular basis. The focus will usually be on morphological and etymological aspects, and extending students' general vocabulary.
- 14 As spelling is a strategic, cognitive behaviour, it is critically important that students develop a range of effective strategies<sup>8</sup>. To do this, they need strategies:
  - a. for learning spelling
  - b. remembering spelling
  - c. monitoring spelling as they write
  - d. proofreading.

## **2. Strategic Aim: All Middle and Senior School Students will be proficient spellers<sup>9</sup>.**

1. Students should be proficient spellers by the end of Year 7.
2. As proficient spellers students should:
  - a. be able to use a variety of strategies when spelling and demonstrate proficiency in self-monitoring and self-correcting their writing.
  - b. have highly developed visual and auditory skills that allow them to say, 'that word doesn't look or sound right' as they look for patterns in words or look at word parts.
  - c. often try spelling a word several ways to see which way looks correct and can apply, from their knowledge of the English spelling system, a range of strategies to correct a word.
  - d. often utilise phonetic, visual, morphemic and rule based strategies automatically without realising that they are doing so.
  - e. recognise differences and similarities between words and establish categories of word types.
  - f. apply spelling knowledge and strategies when spelling unknown words.
  - g. use feedback they receive to either confirm or revise their hypotheses of their spelling.
3. To realise this aim all Middle and Senior School students should be:
  - a. aware of the visual and morphemic patterns of the English spelling system.
  - b. able to spell accurately a bank of complex words
  - c. use a multi-sensory approach to spelling unfamiliar words.
  - d. Able to form hypotheses about the use of suffixes and prefixes.
  - e. able to proofread and self-correct their writing.
  - f. aware that readers' needs contributes to their choice of vocabulary and spelling correctness.
4. In addition proficient spellers:
  - a. have developed a range of mnemonics<sup>10</sup> to use when writing words that might cause them some problems
  - b. use appropriate resources to check on the spelling of words, e.g., dictionaries, atlases, wall charts, magazines and spell checkers
  - c. have a large bank of words that they can spell accurately and automatically (automaticity)
  - d. apply spelling generalisations
  - e. know alternative acceptable ways of spelling words e.g., will try several ways to write a word they are unsure of
  - f. display a curiosity about words and check the environment for words

<sup>7</sup> Westwood, P. (2008) *What teacher need to know about spelling*, ACER: Victoria.

<sup>8</sup> For strategies see: QSA, (2011) "Literacy: Queensland's Literacy test: A framework for describing spelling items" [http://www.qsa.qld.edu.au/downloads/p\\_10/3579\\_describing\\_spell\\_items.pdf](http://www.qsa.qld.edu.au/downloads/p_10/3579_describing_spell_items.pdf).

<sup>9</sup> This section is mostly directly from The State of South Australia, Department of Education and Children's Services (2011), "Spelling: from beginning to proficiency. A spelling resource for planning, assessing and reporting on progress." [http://www.decd.sa.gov.au/northernadelaide/files/links/Spelling\\_resource\\_FINAL.pdf](http://www.decd.sa.gov.au/northernadelaide/files/links/Spelling_resource_FINAL.pdf)

<sup>10</sup> memory joggers

- g. think about what words mean
- h. are not always careful spellers but spell most words correctly recognise which words are “problem words” and identify the parts that cause difficulty
- i. have a personal list of words they misspell and will refer to the list when writing.

### 3. Teaching Spelling across the Middle and Senior School

1. Teachers can best support proficient spellers by:
  - a. fostering their interest and curiosity in words
  - b. guiding them in a process of inquiry and discovery about words
  - c. encouraging them to share the discoveries they make about words with their peers
  - d. setting open-ended problem-solving activities which draw on knowledge of the English spelling system
  - e. playing and creating word games
  - f. encouraging visualisation
  - g. teaching proofreading skills
  - h. providing time for proofreading and correcting of spelling<sup>11</sup>
  
2. Teachers need to know spelling patterns and conventions so that they can teach spelling actively and explicitly. They need to be able to:
  - a. introduce pupils to spelling patterns and conventions;
  - b. model how those patterns and conventions work;
  - c. encourage pupils themselves to derive patterns and conventions and to articulate those they have learned;
  - d. draw out key principles and the patterns behind the principles, if appropriate;
  - e. know and teach the exceptions.<sup>12</sup>
  
3. It is **not enough** for pupils to learn and know how to spell words **out of context**. They need to **transfer their knowledge successfully to their independent writing. Teachers can encourage them to do this by:**
  - a. expressing high expectations that pupils will apply the conventions in their own work, and reiterating those expectations when pupils do not do so;
  - b. reminding pupils about the conventions during teacher-led writing or editing;
  - c. setting specific spelling conventions as one of the criteria for written work;
  - d. marking for those conventions in the next piece of extended writing;
  - e. setting personal or group targets to help pupils to 'own' the responsibility;
  - f. giving praise for improved spelling;
  - g. encouraging pupils to use wall posters or personal prompt sheets;
  - h. Conducting frequent but brief spelling consolidation sessions and quick board activities, e.g. while waiting for the bell.<sup>13</sup>

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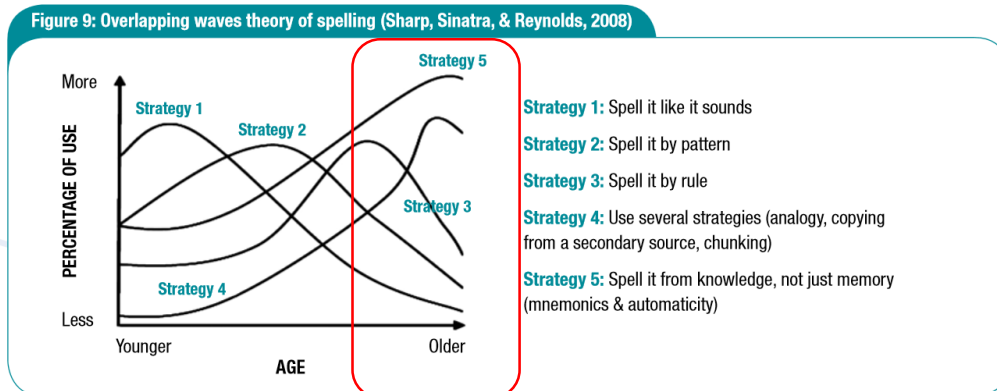
<sup>11</sup> The State of South Australia, Department of Education and Children's Services (2011), "Spelling: from beginning to proficiency. A spelling resource for planning, assessing and reporting on progress."  
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<sup>12</sup> QSA, (2011) "Literacy: Queensland's Literacy test: A framework for describing spelling items"  
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<sup>13</sup> Ibid

## 4. Major Spelling Strategies<sup>14</sup>:

Research indicates that students develop better and quicker skills at retrieving correct spelling from their memory if they are explicitly taught the following strategies:



The State of South Source: Australia, Department of Education and Children's Services

### 1. Spell like it sounds

Students need to be invited to explore and experiment with spelling unknown words. Students use this strategy when they attempt to write words by breaking words into sounds they hear and saying them aloud as they write a word. They need to be reassured that taking risks with "getting it right" is an important step towards becoming a competent speller. It is important that encouragement to use invented spelling is accompanied with the explicit teaching of spelling and strategies for checking.

### 2. Spell it by pattern

In this strategy teachers teach the patterns for the sounds (ee as in bee, see, feet; dr as in drop, drink; tr as in tree, trap) and build word families. Teaching patterns extends well into the primary years and includes silent letter patterns, prefixes, suffixes, and compound words. Knowledge of patterns means that students can learn to spell more than one word at a time.

### 3. Spell it by rule/generalisation

Teachers can work with their students to develop rules generalisations as students have enough knowledge to have formed the concept before defining the generalisation. For example, forming the generalisation "when adding ing to words that end in y then leave the y and add the ing" would happen after students' writing was showing evidence of inconsistency when adding the in. Knowledge of the rule can be a useful reference in case of doubt.

### 4. Spell it by analogy, copying and chunking

When students use this strategy they use another known word to help them write an unknown e.g., *end/bend*, *candle/handle*, *light/fright*. Research (Brown, Sinatra, Wagstaff, 1996) also indicates that students taught to use analogy when learning about common rimes (*ug*, *on*, *at*, *ent*, *ate*, *ight*) results in improved spelling at all year levels. Teachers should explicitly teach students how to make use of analogy to spell a new word.

#### Spell it by chunking

When students chunk words they break them into smaller pieces (not necessarily syllables) so that they are easily remembered e.g., Feb-ru-ary, in-ter-net, tech-no-lo-gy, Wed-nes-day. Students can find small words inside longer words e.g., add-it-i-on, s-tip-u-late.

<sup>14</sup> The State of South Australia, Department of Education and Children's Services (2011), "Spelling: from beginning to proficiency. A spelling resource for planning, assessing and reporting on progress."  
[http://www.decd.sa.gov.au/northernadelaide/files/links/Spelling\\_resource\\_FINAL.pdf](http://www.decd.sa.gov.au/northernadelaide/files/links/Spelling_resource_FINAL.pdf)

## Spell it by copying from a secondary source

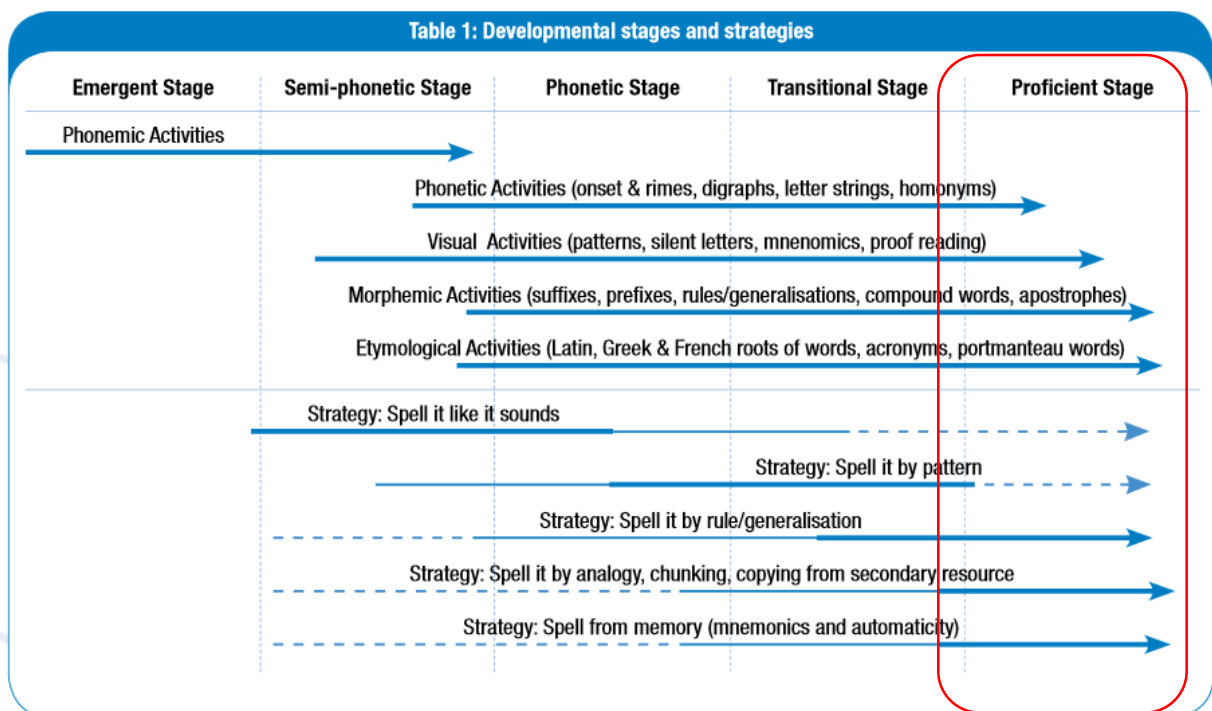
It is important that students learn how to use resources such as a dictionary, atlas, or reference book, to check the spelling of a word new to them, or a subject specific word. Before they can do this proficiently they need to know how to use a dictionary and index.

## 5. Spell it from knowledge, memory and mnemonics

The aim of teaching spelling is to increase the number of words that a student can retrieve from memory (automaticity). Teachers should be explicit about the purposes for learning to spell and provide opportunities for students to engage in activities that assist them to develop memorisation and demonstrate their growing proficiency.

Mnemonics is a device that is used to help students to remember the spelling of words. Teachers can provide their students with some mnemonics e.g.:

- ocean: use the first letter of each word – only cat's eyes are narrow
- separate: There was farmer named Sep and one day his wife saw a rat. She yelled SEP a rat-E
- hear/here: You HEAR with your EAR.
- affect/effect: The Greenhouse Effect (noun) affects (verb) us all



Source: The State of South Australia, Department of Education and Children's Services

Activities to support students to use morphemic knowledge, prefixes and suffixes:

### Proficient spellers

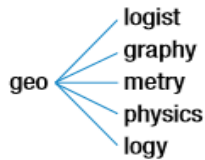
#### Word association

**Strategies:** *Spell it by pattern, analogy, chunking, and mnemonics*

Start with a word morpheme and build an ever-growing set of branches where the new word is related to the previous word,



Linking a non-word-based morpheme to syllables, e.g.,



### Proficient spellers

**Strategies:** *Spell it by pattern, spell it by generalisation, chunking, analogy, from memory*

Learning the meanings of the terms, as well as revising past, present and future tenses, verbs and adverbs will help proficient spellers, as they continue learning about the use of suffixes and prefixes.

Teachers introduce students to those suffixes and prefixes that are relevant for specific areas of study, e.g., *ism, ution, ition, ation, logy, ology, ist, ic, ical, eous, ate*.

Teachers provide a range of activities that could include literature and dictionary searches, and word puzzles to support students to spell suffixes and base words correctly.

<sup>15</sup> Source for appendices 1-3: The State of South Australia, Department of Education and Children's Services (2011), "Spelling: from beginning to proficiency. A spelling resource for planning, assessing and reporting on progress." [http://www.decd.sa.gov.au/northernadelaide/files/links/Spelling\\_resource\\_FINAL.pdf](http://www.decd.sa.gov.au/northernadelaide/files/links/Spelling_resource_FINAL.pdf)



Table 2: NAPLAN Writing task – Spelling criteria

Category descriptor	Additional information
<b>0</b> no conventional spelling	
<b>1</b> few examples of conventional spelling	
<b>2</b> correct spelling of <ul style="list-style-type: none"> <li>– most simple words</li> <li>– some common words (errors evident in common words)</li> </ul>	<p><b>Simple words</b></p> <p>Short vowel single syllable words (<i>bad, fit, not</i>) with:</p> <ul style="list-style-type: none"> <li>– consonant digraph (<i>shop, thin, much, chips</i>)</li> <li>– consonant blends (<i>drop, clap, grass, bring</i>)</li> <li>– double final consonants (<i>will, less</i>)</li> </ul> <p>High frequency long vowel-syllable words (<i>name, park, good, school, feet, food</i>)</p>
<b>3</b> correct spelling of <ul style="list-style-type: none"> <li>– most simple words</li> <li>– most common words</li> </ul>	<p><b>Common words</b></p> <p>Single-syllable words with:</p> <ul style="list-style-type: none"> <li>– harder two consonant blends (<i>crack, square</i>)</li> <li>– three consonant blends (<i>stretch, catch, strung</i>)</li> <li>– common long vowels (<i>face, sail, eight, mean, nice, fly, coke, use, close, again</i>)</li> </ul> <p>Multisyllabic words with even stress patterns (<i>middle, litter, plastic, between, hospital</i>)</p> <p>Compound words (<i>downstairs</i>)</p> <p>Common homophones (<i>there/their, write/right, hear/here, brake/break</i>)</p> <p>Suffixes that don't change the base word (<i>jumped, sadly, adults, happening</i>)</p> <p>Common words with silent letters (<i>know, wrong, comb</i>)</p> <p>Single-syllable words ending in <i>ould, ey, ough</i></p> <p>Most rule-driven words: drop e, double letter, change y to i (<i>having, spitting, heavier</i>)</p>
<b>4</b> correct spelling of <ul style="list-style-type: none"> <li>– simple words</li> <li>– most common words</li> <li>– some difficult words (errors do not outnumber correct spellings)</li> </ul>	<p><b>Difficult words</b></p> <p>Uneven stress patterns in multisyllabic words (<i>chocolate, mineral</i>)</p> <p>Uncommon vowel patterns (<i>drought, hygiene</i>)</p> <p>Difficult subject-specific content words (<i>obese</i>)</p> <p>Difficult homophones (<i>practice/practise</i>)</p> <p>Suffixes where base word changes (<i>generate/generation</i>)</p> <p>Consonant alternation patterns (<i>confident/confidence</i>)</p> <p>Many three and four syllable words (<i>invisible, organise, community</i>)</p> <p>Multisyllabic words ending in <i>tion, sion, ture, ible/able, ent/ant, ful</i></p>
<b>5</b> correct spelling of <ul style="list-style-type: none"> <li>– simple words</li> <li>– most common words</li> <li>– at least 10 difficult words (errors do not outnumber correct spellings)</li> </ul>	<p><b>Challenging words</b></p> <p>Unusual consonant patterns (<i>guarantee</i>)</p> <p>Longer words with unstressed syllables (<i>responsibility</i>)</p> <p>Vowel alteration patterns (<i>brief to brevity, propose to proposition</i>)</p> <p>Foreign words</p> <p>Suffixes to words ending in w, c, or l (<i>physically, changeable, mathematician</i>)</p>
<b>6</b> correct spelling of <ul style="list-style-type: none"> <li>– all words</li> <li>– at least 10 difficult words</li> <li>– some challenging words</li> </ul> <p>NOTE: as the work is first draft writing, allowances can be made for very occasional (1 or 2) minor errors which should be disregarded when assigning this category</p>	

Table 3: NAPLAN Language conventions criteria – minimum standard

Year level	Expectations for spelling at the minimum standard
<b>Year 3</b>	<p>Identify and correct errors in frequently used one-syllable words and some frequently used two-syllable words with double letters.</p> <p>For example, students can correct identified errors in:</p> <ul style="list-style-type: none"> <li>• frequently used one-syllable words</li> <li>• frequently used two-syllable words with regular spelling patterns.</li> </ul>
<b>Year 5</b>	<p>Identify and correct errors in most one- and two-syllable words with regular spelling patterns and some less frequently used words with double letters.</p> <p>For example, students can correct identified errors in:</p> <ul style="list-style-type: none"> <li>• frequently used one-syllable long vowel words</li> <li>• frequently used one-syllable words with irregular spelling patterns</li> <li>• common one-syllable verbs with tense markers</li> <li>• high frequency two-syllable words.</li> </ul> <p>For example, students can identify and correct errors in:</p> <ul style="list-style-type: none"> <li>• frequently used one-syllable words</li> <li>• high frequency compound words</li> <li>• less frequently used multi-syllable words with double letters.</li> </ul>
<b>Year 7</b>	<p>Identify and correct errors in most frequently used multi-syllable words with regular spelling patterns and some words with silent letters.</p> <p>For example, students can correct identified errors in:</p> <ul style="list-style-type: none"> <li>• less frequently used one-syllable words</li> <li>• less frequently used compound words with regular spelling patterns</li> <li>• two-syllable words with irregular spelling patterns</li> <li>• less frequently used multi-syllable adverbs.</li> </ul> <p>For example, students can identify and correct errors in:</p> <ul style="list-style-type: none"> <li>• one-syllable 'soft c' words</li> <li>• one-syllable words ending with silent letters</li> <li>• one-syllable words with irregular spelling patterns</li> <li>• frequently used compound words with irregular spelling patterns.</li> </ul>
<b>Year 9</b>	<p>Identify and correct errors in most multi-syllable words with regular spelling patterns and some less frequently used words with irregular spelling patterns.</p> <p>For example, students can correct identified errors in:</p> <ul style="list-style-type: none"> <li>• less frequently used one-syllable words with double or r-controlled vowels</li> <li>• less frequently used two-syllable words</li> <li>• multi-syllable words with the suffix 'ance'.</li> </ul> <p>For example, students can identify and correct errors in:</p> <ul style="list-style-type: none"> <li>• multi-syllable soft 'c' words</li> <li>• multi-syllable words with regular spelling patterns. one-syllable words ending with silent letters</li> <li>• one-syllable words with irregular spelling patterns</li> <li>• frequently used compound words with irregular spelling patterns.</li> </ul>



## Spelling List for Years 7 - 8

ability	argument	blast	cast	complain
absolutely	arrange	blind	castle	complex
abuse	arrest	blood	catch	computer
accepted	arrive	board	chain	conduct
accuse	article	boil	chairman	confidence
achieve	artist	bomb	challenge	confirm
active	assess	bond	champion	conflict
activity	asset	bone	championship	conservative
addition	assist	boom	channel	considerable
address	association	boot	chapter	constant
administration	assume	border	character	consumer
admit	attend	bore	chart	contact
adopt	attention	born	chase	contest
adult	attitude	borrow	chat	cope
advance	attract	boss	cheap	copy
advantage	audience	bother	cheer	core
advice	August	bottle	cheese	corner
affair	aunt	bottom	chemical	correspondent
affect	author	bound	chicken	cotton
afternoon	auto	bowl	childhood	count
agency	autumn	brain	chocolate	countryside
agent	average	branch	choice	county
agreement	avoid	brand	choose	couple
ahead	await	brave	Christian	cousin
aim	award	bread	Christmas	crack
aircraft	aware	breakfast	church	craft
airline	awful	breast	citizen	crash
airport	background	breath	civil	crazy
alarm	backing	bridge	clash	cream
album	badly	brief	classic	creative
alive	balance	bright	classical	credit
ally	balloon	broad	clean	crew
alone	ban	brush	clever	cricket
alternative	bare	budget	client	crime
amount	bargain	bunch	climate	criminal
anger	baseball	burn	climb	crisis
angle	basic	burst	clothing	critic
angry	basis	bury	cloud	critical
annual	bathroom	businessmen	coach	crop
anybody	battle	busy	coal	cross
anyone	beach	butter	coalition	crowd
anyway	bean	button	coast	crown
anywhere	bear	bye	coffee	cruise
apart	behalf	cabinet	collapse	cry
apartment	behave	cable	collect	culture
apparently	behaviour   behavior	calm	collection	cure
appeal	bend	camera	college	currency
appearance	benefit	camp	comfort	curtain
apple	bet	cancer	comment	customer
apply	beyond	candidate	commercial	daily
approach	bid	captain	commission	damage
approve	billion	caption	commit	danger
April	birth	career	communist	dangerous

aren't  
argue

bitter  
blame

caring  
cash

compare  
competition

data  
date

Source: [www.pocketbasics.com](http://www.pocketbasics.com)

dead	due	extra	fuel	highly
dear	dump	extremely	fully	hint
death	duty	facility	fun	hole
debate	earlier	factory	function	holiday
debt	earn	failure	funny	hook
decade	easily	fair	gain	hostage
December	eastern	faith	gang	hotel
deck	edition	false	garden	housing
declare	editor	famous	gas	huge
decline	effective	fashion	gate	hunt
defeat	eighteenth	favour   favor	gather	hurt
defence   defense	eight	favourite   favorite	general	husband
defend	eightieth	feature	generally	ice
degree	elect	February	generation	ideal
delay	element	federal	gentle	identify
deliver	eleventh	federation	giant	ignore
democracy	emerge	fee	gift	ill
democrat	emergency	feed	goal	image
democratic	employee	feeling	god	imagine
deny	encourage	fellow	gold	immediate
depend	engine	female	golf	impact
deputy	enjoy	fence	governor	import
desk	ensure	festival	grab	impose
despite	enter	fifteenth	grade	impossible
destroy	entire	fifth	grain	improve
detail	entry	fiftieth	grand	incident
determine	environment	fighter	grant	include
diet	environmental	file	grass	including
difficulty	equal	finance	grave	income
dinner	equation	fine	gross	increasingly
dirty	equipment	fix	growth	indeed
discovery	escape	flight	guarantee	independent
discussion	especially	float	guard	indicate
disease	essential	flood	guess	individual
dish	establish	floor	guest	industrial
dismiss	estate	flow	guide	inflation
display	estimate	focus	guilty	influence
dispute	Europe	folk	guy	injury
district	evening	following	hadn't	insist
division	eventually	fool	hair	inspire
doctor	everybody	football	handle	instance
document	everyone	foreign	hang	instead
domestic	evidence	forget	hardly	institute
dominate	exact	formal	hasn't	insurance
double	examine	fortieth	haven't	intend
doubt	excellent	forward	healthy	international
dozen	except	fourteenth	hearing	interview
draft	exchange	fourth	he'd	introduce
drag	executive	freedom	height	investigate
drain	exist	frequent	hell	investment
dramatic	expensive	fresh	he'll	investor
dream	expert	Friday	hello	invite
dress	export	friendly	hero	involve
drift	express	fruit	hi	iron
drum	extend	fry	hide	issue

item	mainly	muscle	ourselves	prepare
it'll	maintain	museum	overall	presence
jail	majority	myself	owner	pressure
January	maker	narrow	pack	pretty
jet	male	national	package	prevent
joint	manage	nationalist	pain	previous
joke	management	natural	park	pride
journal	manager	nature	parliament	priest
journalist	March	nearby	particular	primary
joy	marriage	nearly	particularly	prince
judge	marry	neat	partner	princess
juice	mass	necessary	path	principal
July	master	neck	patient	principle
jump	mate	neighbour   neighbor	payment	print
June	maximum	neither	penny	prison
junior	May	net	perfect	prisoner
justice	maybe	network	perform	private
key	means	newspaper	performance	prize
kilometre   kilometer	meanwhile	nice	period	probably
kitchen	meat	nineteenth	personal	production
knowledge	media	ninetieth	phone	professional
lack	medical	ninth	photograph	professor
lad	medium	no one	physical	profit
lady	memory	nobody	pile	programme   program
lake	mention	nod	pill	progress
lane	mess	noise	pilot	project
largely	message	none	pipe	promise
latest	method	nor	pitch	promote
launch	metre   meter	normal	planet	proper
lawyer	midnight	north-east	please	property
leadership	mild	north-west	plus	proposal
leading	military	nose	pocket	propose
leaf	mill	novel	poem	prospect
league	million	November	pole	protest
lend	millionth	nowhere	policeman	prove
lens	ministry	nuclear	policy	publish
lesson	minority	obvious	political	pump
liberal	mirror	occasion	politician	punch
library	Miss	occupy	politics	pupil
lie	missing	occur	poll	purchase
lift	mission	o'clock	pollution	purpose
likely	mistake	October	poor	push
limit	mix	odd	popular	quality
link	model	officer	population	quarter
loan	modern	okay	port	queen
Lord	Monday	onto	position	quiet
loss	monthly	opinion	positive	quote
loud	mood	opportunity	possibility	rabbit
lovely	mortgage	opposition	possible	racing
lower	mostly	option	possibly	radical
luck	motor	organisation   organization	potential	railway
lunch	mouth	organise   organize	pour	range
magazine	movement	original	powerful	rapid
magic	movie	otherwise	practice	raw
mail	murder		prefer	ray

reaction	roll	she'd	south-west	supply
realise I realize	roof	shell	spark	suppose
reality	route	she's	speaker	surround
rear	row	shift	specific	survey
recall	royal	shirt	speech	survive
recently	rugby	shock	speed	suspect
recession	ruin	shoe	spirit	sweep
recognise I recognize	runner	shopping	split	sweet
recommend	running	shortly	spokesman	swing
reduce	rush	shoulder	sport	switch
refer	sack	shouldn't	spray	tail
reflect	sad	shout	spread	talent
reform	safe	sight	spring	tall
refugee	safety	significant	stable	tank
refuse	sail	silent	stake	tape
regard	saint	silver	stamp	target
regional	salt	similar	standard	task
regular	sand	simply	stare	taste
reject	Saturday	singer	statement	tea
relation	scale	site	station	teach
relationship	scene	situation	status	tear
relief	schedule	situation	steady	technique
religion	scheme	sixth	steal	technology
religious	science	sixtieth	steam	telephone
remove	score	ski	stem	television
rent	screen	skill	sterling	tend
repeat	search	skin	stick	tennis
replace	seat	sleep	stir	tenth
reply	secret	slide	stone	terrible
reporter	secretary	slightly	storm	territory
reporting	section	slim	straight	theatre
representative	sector	slip	strain	theory
republic	secure	smart	strange	therefore
republican	security	smash	strategy	they'd
request	seed	smell	stream	they'll
require	self	smile	strength	they've
reserve	senate	smoke	stress	thick
resident	senator	soccer	stretch	thin
resolution	senior	social	strike	thirteenth
resource	separate	society	string	thirtieth
respect	September	software	strip	threat
respond	series	soil	structure	threaten
response	serious	soldier	struggle	throughout
responsible	serve	solid	studio	throw
restaurant	service	solution	stuff	Thursday
reveal	session	solve	stupid	thus
revel	settle	somebody	style	ticket
review	settlement	somehow	succeed	tie
rice	seventeenth	someone	success	till
rich	seventh	somewhat	successful	tiny
ride	seventieth	somewhere	suffer	tired
ring	severe	sorry	sugar	title
risk	shake	source	suit	tomorrow
rival	sharp	south-east	Sunday	ton
rocket	shed	southern	super	tone



tonight	voter
tool	warn
tooth	wash
tough	waste
tour	weapon
tower	wear
traditional	we'd
transfer	wedding
transport	Wednesday
traveller   traveler	weekend
treat	weekly
treatment	weight
treaty	welcome
trial	we'll
troop	weren't
truly	whatever
trust	what's
truth	whenever
Tuesday	while
twelfth	whilst
twentieth	whip
twin	whisper
twist	whom
type	who's
unable	wicket
uncle	wing
underground	winner
understanding	winning
unfair	wipe
unhappy	wire
uniform	withdraw
university	wonderful
unknown	worried
unless	worry
unlikely	worth
unusual	wound
upper	writing
upset	wrong
urge	yard
urgent	yen
useful	yours
user	yourself
valley	youth
variety	
various	
vegetable	
vehicle	
version	
victim	
victory	
video	
village	
violence	
visitor	
volume	

## Spelling List for Years 9 - 10

abandon	anniversary	cancel	compose	courage
abroad	announcement	capable	comprehensive	coverage
absence	antique	capacity	compromise	criticise   criticize
absolute	anxiety	capture	concede	criticism
academic	anxious	carbon	concentrate	crucial
acceptable	appal   appall	carrier	concentration	crystal
access	application	casualty	concept	cue
accident	appoint	category	concert	cultural
accommodation	appointment	Catholic	concession	curious
accompany	appreciate	Catholicism	conclude	cutting
accurate	appropriate	cautious	conclusion	cycle
accusation	approval	cease	concrete	dare
acid	arise	ceasefire	condemn	deadline
acknowledge	arrangement	celebrate	confident	debut
acquire	arrival	celebration	confront	declaration
acquisition	aside	cereal	confrontation	decorate
acre	aspect	ceremony	congressional	deficit
activism	assault	chamber	connection	define
actor	assembly	chaos	conscience	definitely
actress	assistance	characteristic	conscious	definition
actual	assistant	charity	consciousness	delegate
adequate	associate	charter	consequence	delegation
adjust	assumption	Christ	considering	deliberate
admire	assure	cigarette	consist	delight
advertise	athlete	cinema	consistent	demonstrate
advise	atmosphere	circuit	constitution	demonstration
adviser	attach	circumstance	construct	deposit
advocate	attorney	cite	construction	depression
afford	attractive	civilian	consult	depth
afraid	auction	clinic	consultant	description
afterwards	ballot	code	contemporary	desert
agenda	barely	colleague	content	deserve
aggressive	barrier	collective	context	designer
agricultural	basically	colonel	continent	desperate
agriculture	beaten	column	contract	dessert
alcohol	beauty	combat	contrast	detective
alert	bedroom	combination	contribute	device
Allah	beer	combine	controversial	dialogue
allegation	beginning	comedy	controversy	diary
allege	belief	comfortable	convention	diplomat
alliance	belong	command	conventional	diplomatic
allied	beneath	commander	conversation	disappear
alongside	bloody	commentator	convert	disappointed
alter	boost	commerce	convict	disaster
altogether	breathe	commissioner	conviction	discipline
amateur	breed	communicate	convince	disclose
amazing	brilliant	communication	cooperate	discount
ambassador	broadcast	comparison	corporation	distribution
ambition	broadcasting	compensation	corruption	divorce
amendment	broker	compete	cottage	drama
amid	Buddha	competitive	cough	eager
analysis	Buddhism	competitor	counsel	earnings
analyst	Buddhist	complaint	counter	ease
ancient	burden	complicated	counterpart	echo

economy	expand	given	inner	living
edit	expectation	glad	innocent	load
editorial	expense	glance	inquiry	lobby
efficient	experiment	global	inspect	local authority
elderly	explanation	golden	inspector	location
electoral	explode	govern	install	loiter
electric	exploit	gradual	instant	lonely
electricity	explore	graduate	institution	loose
electronic	explosion	guerrilla	instruct	luxury
elegant	expose	guitar	integrate	manner
eliminate	exposure	habit	intellectual	manual
elsewhere	expression	harass	intelligence	manufacture
embassy	extensive	harbour   harbor	intelligent	margin
emotion	extent	harm	intense	marine
emotional	extreme	hate	intention	maroon
emphasise	fabric	headline	interim	married
emphasize	faction	headquarters	interior	mask
empire	fade	heal	internal	massive
employ	fairly	heaven	invasion	mayor
employer	familiar	helicopter	invest	meal
employment	fancy	highlight	invitation	meaning
empty	fantasy	hire	involvement	mechanism
enable	fare	historic	Islam	medal
encounter	fate	historical	Islamic	medicine
enemy	fault	holy	jacket	membership
engage	fierce	homeless	janitor	mental
engineer	financial	honest	jazz	merchant
enhance	fiscal	honour   honor	jersey	mere
enormous	flavour   flavor	horror	jewellery	merely
enterprise	flee	household	Jewish	merger
entertain	fleet	humour   humor	journey	metal
entitle	flexible	illegal	judgement	militant
entrance	forecast	illness	jury	miner
equity	foreigner	illustrate	justify	minimum
equivalent	formula	imagination	keen	minor
era	forth	immigration	knife	missile
error	fortune	immune	knock	mixture
essentially	foundation	implement	label	mobile
establishment	frame	implication	laboratory	moderate
etc.	fraud	imply	landscape	modest
ethnic	freeze	impress	latter	molecule
everywhere	friendship	impression	laughter	monetary
evil	frustrate	impressive	layer	monitor
exactly	fulfil	improvement	leak	moral
examination	fundamental	incredible	lean	moreover
exception	furniture	index	leap	motion
excerpt	gallery	inevitable	lease	motivate
excess	gamble	infect	leather	mount
exciting	gear	infection	lecture	musical
excuse	gene	inform	legislation	musician
execute	generate	ingredient	liberate	Muslim
exhaust	generous	initial	liberty	mutual
exhibition	gentleman	initially	licence   license	mystery
exile	genuine	initiative	literary	myth
existing	gesture	injured	literature	native

naturally	parish	premium	reference	sacrifice
naval	parishioner	preparation	referendum	sake
navy	parliamentary	prescription	regime	salary
necessarily	parochial	preserve	register	sample
negative	participate	presidency	regret	sanction
negotiate	partly	presumably	regulation	satellite
negotiation	partnership	previously	regulator	satisfied
nerve	passage	prime	relate	sauce
nervous	passenger	prior	relative	savings
nevertheless	passion	priority	relax	scandal
newly	pause	privatise   <b>privatize</b>	relevant	scientific
nightmare	peaceful	procedure	reliable	scream
normally	peak	proceed	reluctant	script
notion	peer	procrastinate	rely	seal
numerous	penalty	profession	remaining	segment
nurse	pension	profile	remark	seize
objective	pepper	prominent	remarkable	select
observe	per cent	prompt	remind	selection
obtain	percentage	proof	remote	sensible
occasional	perfectly	proportion	renew	sensitive
occupation	permanent	prosecute	repair	seriously
offence	permission	protein	reputation	servant
offensive	permit	proud	requirement	shade
offering	personality	province	rescue	shadow
opening	personally	provision	resign	shame
opera	personnel	provoke	resignation	shareholder
operator	perspective	psychological	resist	sheet
opponent	persuade	psychology	resistance	shelter
oppose	pharmacy	publication	resolve	shore
opposite	phase	publicity	resort	shortage
opt	philosophy	publisher	restore	sigh
orange	phrase	publishing	resume	signal
ordinary	plain	pure	retail	silence
origin	plait	purse	retain	slice
originally	planning	pursue	retire	slight
ought	plastic	qualified	retirement	smooth
outcome	plate	quantity	retreat	socialist
outline	platform	racial	revenue	solicitor
output	pleasant	rage	reverse	soul
outstanding	pleasure	raid	revolution	spare
overcome	pledge	rail	revolutionary	specialise   <b>specialize</b>
overnight	plenty	rally	reward	specialist
overseas	plot	rank	rhythm	species
overwhelming	ploy	rare	rid	specifically
owe	plunge	rarely	rider	spectacular
ownership	poetry	rating	riot	speculate
pace	portrait	react	roach	spiritual
pact	pose	reasonable	romantic	spite
painful	poverty	reckon	rose	sponsor
palace	practical	recognition	rouge	spur
pale	praise	recover	rough	squad
panel	precisely	recovery	routine	squeeze
panic	predict	recruit	ruling	stadium
parallel	pregnant	reduction	rumour   <b>rumor</b>	statistic
paranoia	premier	reel	rural	steel

stimulate	tradition	wine
stomach	traffic	wise
strategic	tragedy	withdrawal
strengthen	trail	witness
strict	transform	wooden
striking	transition	wrap
stroke	treasury	yacht
subsequent	tremendous	yield
subsidy	trend	youngster
substance	trigger	zone
substantial	triumph	
substitute	tube	
sufficient	tune	
suggestion	tunnel	
suitable	typical	
summit	ultimate	
superb	unemployment	
superior	unexpected	
supreme	unfortunately	
surely	unidentified	
surgery	unique	
surplus	united	
surrender	unity	
suspend	universe	
suspicion	urban	
sustain	valuable	
symbol	vary	
sympathy	vast	
symptom	venture	
tackle	venue	
tactic	verdict	
takeover	vessel	
tale	veteran	
technical	via	
teenager	vice	
temperature	victimise   <b>victimize</b>	
temple	violate	
temporary	violent	
tendency	virtually	
tension	virus	
terrorist	visible	
text	vision	
theme	vital	
therapy	vitamin	
thorough	voluntary	
threatening	volunteer	
throat	vulnerable	
tide	wage	
tight	wake	
tissue	weaken	
torture	wealth	
tournament	weigh	
trace	welfare	
tract	whereas	
trader	widespread	

## Appendix 6 Spelling List for Years 11 - 12

abate	angst	bipartisan	conclusive	degenerate
aberrant	anguish	bittersweet	concur	degrade
abhorrent	animosity	bland	condescension	delightful
abominable	antagonistic	blasphemy	condone	delineate
abomination	antidote	blissful	confound	delirious
abrasive	antipathy	bolster	congenial	deluded
absolute	antiquated	bona fide	connoisseur	demeanour
absorbed	antithesis	boon	conscientious	demure
abstract	antonym	braggart	consensus	denounce
abstruse	apathy	brawn	consenting	depict
accessible	aphorism	brevice	consistency	deplore
acclaim	apoplectic	brooding	conspire	depraved
accolade	appease	brusque	constraint	depravity
acerbic	apprehension	butress	construe	deprecate
Achilles heel	arbitrary	cache	contagious	depressing
acquiescence	archaic	cajole	contemplate	deride
acrimonious	ardour   <b>ardor</b>	callous	contemptible	derision
acronym	arid	camaraderie	contemptuous	derivative
acute	arrogance	candour   <b>candor</b>	contend	desecration
ad hoc	articulate	cantankerous	contented	desire
ad nauseam	artisan	capricious	contentious	desist
adequately	ascendancy	captivating	contrite	desolate
adherent	ascetic	caricature	contrition	despicable
adjacent	aspiration	cathartic	contrived	despondent
admirable	aspire	cavorting	copious	despot
adore	assuage	celestial	cordial	detached
adulation	astounding	censure	corroborate	deterrent
adversary	astute	certitude	courageous	detrimental
adverse	atrocious	challenging	coy	devious
aesthetic	attentive	chameleon	crass	devise
affable	attribute	charismatic	craving	diabolical
affinity	audacious	charlatan	credence	diatribe
affirmation	augment	charming	credibility	diffuse
aggressor	auspicious	chauvinist	credulous	digression
agreeable	austere	chortle	creme de la creme	diligence
alacrity	austerity	chronicle	crest-fallen	dim
albeit	authentic	clamour   <b>clamor</b>	criterion	diminution
alienate	authoritarian	clemency	cryptic	disastrous
alleviate	autonomous	cliche	cursor	disband
alluring	aversion	coerce	curtail	discerning
aloof	awkward	coercion	cynic	discombobulated
altercation	awry	coherent	cynicism	discordant
altruistic	banal	collaborate	daunt	discredit
ambiguous	bane	colloquial	dawdle	discrepancy
ambivalence	becoming	comforting	dazzling	discriminating
amend	belies	comical	de rigueur	discursive
amiable	belittle	commemorate	dearth	disdain
amorphous	belligerent	compelling	debilitate	dishevelled
ample	bemoan	compile	debunk	disinclination
amusing	benevolent	complaisant	decadent	disinterested
anagram	benign	compliance	decisive	dismal
analogy	bequeath	composed	decorum	dismantle
anarchist	bereft	composure	defame	disparage
androgynous	bevy	conciliatory	deference	disparity

anecdote	biased	concise	defiance	dispassionate
dispel	episodic	flippant	hierarchy	incessant
disputatious	eponym	florid	hilarious	incidental
disseminate	equanimity	fluctuate	hindrance	incisive
dissent	equivocal	foolhardy	hoard	incite
dissipate	equivocate	foremost	homogeneous	incline
dissonance	erratic	foresight	homograph	inclusive
dissuade	erroneous	forestall	homonym	incoherent
distant	erudite	forsake	homophone	incongruous
distressing	esoteric	forthright	hone	inconsequential
disturbing	espouse	fortuitous	horrendous	incorrigible
divergent	esteem	foster	hospitable	incumbent
diverse	et al	fracas	hostile	indifferent
divulge	ethereal	frail	hostility	indigent
docile	eulogy	frightful	humane	indiscriminate
doctrine	euphemism	frivolous	humorous	indolent
dogmatic	euphonious	frugality	hybrid	indomitable
dormant	euphoria	fulfilled	hyperbole	induce
double entendre	evanescent	furtive	hypocritical	indulge
doyen	exacerbate	futile	hypothetical	industrious
droll	exacting	galvanise   galvanize	idiom	ineffable
dubious	exalt	garbled	idiosyncrasy	ineffectual
dull	exemplary	garrulous	idyllic	inept
duplicity	exemplify	genial	ignominy	inequity
duration	exhaustive	genre	illicit	inert
dutiful	exhilarating	glib	illuminate	inertia
ebb	exonerate	gloomy	illusory	inevitably
ebullient	expedient	glutton	imbalance	infamous
eccentric	expedite	gorge	immaculate	infer
eclectic	expertise	gracious	immoral	infernal
eclipse	explicit	grandiose	immutable	infiltrate
effervescent	expository	gratifying	impair	influential
egotistical	expunge	gratuitous	impartial	infuse
elated	exquisite	gravity	impassive	ingenious
eloquence	extol	gregarious	impeccable	ingrate
elusive	extraneous	grievance	impecunious	inherent
embellish	extraordinary	gripe	impede	initiate
embroiled	extricate	grudging	impel	innate
emphasis	exuberance	guile	imperative	innocuous
emphatic	facile	gullible	imperceptible	innovation
emulate	facilitate	gung-ho	imperious	innuendo
enchanting	fallacious	hackneyed	impervious	inopportune
endorse	fanaticism	hallowed	impetuous	insatiable
enduring	farcical	hamper	implausible	insidious
engender	fastidious	handsome	implicitly	insightful
enigma	fateful	hardy	impoverished	insignificant
enigmatic	fatuous	harmonious	impregnated	insinuate
enmity	faux pas	haste	impromptu	insipid
enormity	feasible	haughtiness	impudence	inspiring
enormousness	femininity	haughty	in lieu	instigate
enthralling	fervour   fervor	heartless	inaccurate	insufferable
enthusiasm	fickle	hedonist	inadequate	insular
enumerate	figurative	heed	inadvertently	insulting
ephemeral	flagrant	heinous	inane	insurgent
epic	flattering	heresy	incense	insurmountable
epiphany	flawed	hiatus	incentive	intangible

integral	malapropism	nonentity	patronizing	predator
integrity	malevolent	nostalgia	pedantic	predecessor
intermittent	malice	noteworthy	pejorative	predilection
intervene	malicious	notoriety	penchant	preposterous
intimate	malign	nouveau-riche	pensive	prestige
intimidate	marred	novelty	perceptive	presumptuous
intractable	masculinity	novice	perfunctory	pretentious
intrepid	materialism	nuance	peripheral	prevalent
intricate	maverick	nullify	perjury	problematic
intrinsic	meagre   meager	obdurate	pernicious	proclivity
introspective	meander	obliterate	perpetuate	prodigal
intuition	measly	oblivion	persona	prodigious
inundate	mediate	oblivious	persona non grata	prodigy
irascible	mediocrity	obnoxious	perturbed	profane
ironic	meditative	obscure	pervasive	profligate
irrational	medley	obsequious	pessimism	profound
irrelevant	meek	obsessive	pessimist	profusion
irreproachable	melancholy	obstinate	petty	proliferation
irresolute	melee	obstreperous	petulant	prolific
irreverence	menacing	obtuse	phalanx	prologue
jargon	mercenary	officious	phenomena	prophetic
jewel	merciless	ominous	phenomenon	propriety
jocular	mercurial	onerous	philanthropist	protagonist
joie de vivre	merry	onomatopoeia	philosophical	protract
joyful	metaphor	opaque	picturesque	proverb
joyous	methodical	opportunist	pinning	provincial
judicious	meticulous	optimist	pious	provisional
justification	metonymy	optional	pitfall	provocative
juxtapose	misanthrope	opulence	pithy	proximity
kindle	miserly	orator	pivotal	prudent
kowtow	misomer	ornate	placate	pseudonym
labyrinth	misogynist	ostentatious	placid	pugnacious
laconic	misspent	outrageous	plagiarise   plagiarize	pungent
lament	mitigate	overt	platitude	punitive
lassitude	mnemonic	oxymoron	plausible	quagmire
lavish	mock	pacifist	pleasing	quaint
legacy	modus operandi	pacifying	pleasurable	quandary
lethargic	mogul	painstaking	plethora	quell
levity	mollify	palindrome	pliant	querulous
libel	momentous	palpable	plight	quintessential
linger	monotonous	paltry	poignancy	raconteur
listlessness	monotony	panache	poignant	ramble
litotes	morbid	parable	pomposity	rancour   rancor
loathe	morose	paradigm	pompous	rant
loathsome	mournful	paradox	ponder	rapacious
lofty	mundane	paragon	porous	ratify
loquacious	muted	parody	potent	rationale
lucid	naivete	parry	pragmatic	raucous
lurid	narrative	parsimony	prattle	reactionary
Machiavellian	nauseating	partial	precarious	rebuttal
machinate	nauseous	partisan	precedent	recalcitrant
magnanimous	nefarious	passee	precipitate	recant
magnate	negate	passive	precipitous	receptive
magnetic	nemesis	pathetic	preclude	recluse
maladroit	nonchalant	patronising	precocious	recount



rectify	savoury   <b>savory</b>	stingy	tranquil	wistful
redundant	scanty	stoic	tranquillity	withhold
reflective	scenic	stouish	transcendent	witty
refute	sceptical   <b>skeptical</b>	strident	transient	woeful
regretful	scion	strut	transparent	yearning
reinvigorate	scrupulous	stupefy	trepidation	zealot
reiterate	scrutinise   <b>scrutinize</b>	stupidity	trifling	zestful
relegate	scurrilous	stupor	trite	
relinquish	seclusion	subdued	trivial	
relish	sectarian	sublime	turbulence	
reminiscent	secular	submissive	turmoil	
remorse	sedentary	subordinate	tyranny	
renegade	segue	subside	ubiquitous	
renounce	self-deprecating	substantiate	uncaring	
repel	self-effacing	subterfuge	undermine	
repentant	self-righteous	subtlety	unforgiving	
replete	semantics	succinct	uniformity	
reprehensible	sequester	supercilious	universal	
repress	serendipity	superficial	unkempt	
reprimand	serene	superfluous	unprecedented	
reproach	serenity	suppress	unpretentious	
reprove	servile	surly	unrequited	
repudiate	severity	surmount	untoward	
repugnant	shallow	surpass	unwarranted	
repulsive	shrewd	surreptitious	unworthy	
rescind	simile	susceptible	usurp	
resigned	singular	swindler	vacillate	
resonates	slacken	sycophant	venerate	
respite	slander	symbolism	veracity	
resplendent	slang	symmetry	verbose	
responsibility	slothful	sympathiser	vernacular	
restraint	slovenly	synecdoche	viable	
reticent	sluggish	synonym	vigorously	
retiring	sociable	taciturn	vigour   <b>vigor</b>	
retract	solemnity	tactile	vile	
revere	solicit	taint	vilify	
reverent	solitude	tangible	vindicate	
rhetoric	sombre   <b>somber</b>	tantamount	vindictive	
rhetorical	soothing	tautology	virtuoso	
rigorous	sophisticated	taxing	virtuous	
risque	spendthrift	tedious	virulent	
robust	spiteful	temper	vitriolic	
rudimentary	spontaneity	tempestuous	vivacious	
rueful	spoonerism	tenacity	vociferous	
ruffian	sporadic	tentative	volatile	
ruthless	spurious	tenuous	voluminous	
sagacious	spurn	termination	voracious	
sage	squalor	terse	voyeurism	
sanctimonious	squander	thought-provoking	voyeuristic	
sanctuary	stagnant	threadbare	vulgar	
sans	stanza	thrilled	whimsical	
sarcasm	static	thrive	whinging	
sarcastic	steadfast	tirade	whining	
satisfying	stereotype	tormenting	wicked	
saturate	stimulating	tractable	wilful   <b>willful</b>	

## A word about the spelling lists

The words that appear in this list are British English, with American English appearing in red (for those using an American syllabus). Whilst you are not expected to know the definition of each and every word it would certainly help if you learnt as many as possible. If you don't possess a decent dictionary then now is the time to buy one. I believe the best dictionary on the market is Collins Cobuild Learner's Dictionary, Concise Edition ISBN 0-00-712640-9. It is an indispensable reference book for all students from intermediate level upwards.

The Cobuild provides additional information about word frequency and grammar, and it is from this information that I have based three of the four spelling lists. Whenever you look up a word you can see immediately if it is a very common word or not. About half the entries in the dictionary have a frequency marker. They work on a scale from five black diamonds down to no diamonds at all (these are words which you are more likely to read or hear than use regularly).

Words with five black diamonds are the most frequently used words and form a huge proportion of the language – the 'grammar' words, such as of, the, as, with, also and so on, as well as frequently used vocabulary words such as carry, sit, and think etc. There are just over 600 entries (head words) in this band, representing over 1,500 different forms. The Year 6 spelling list is based on the five black diamond words. In addition to these an extra 300 words have also been added to the Year 6 list. The majority of these additional words are classified as common words (three diamonds) and would normally appear in the Years' 9 -10 list, however I feel they are more appropriate for the Year 6 list and have therefore included them. Words such as birthday, cat, clock, milk, pet, sick, swim, tap, truck, wet and so on.

Words with four black diamonds (just over 1,000) are classified as very common words. These account for a total of nearly 2,500 forms, and together with the five-diamond words account for 75% of all English usage. Together these two bands represent the essential core of English. The Years' 7-8 spelling list has been based on the four black diamond words.

Words with three, two, and with one black diamond are progressively less frequent. The Years' 9 -10 spelling list is based predominately on the three diamond words. The words for Years 11-12 were individually chosen from the three, two and one diamond words and selected on their relevance to essay writing; this list was compiled by me. Whilst the Cobuild Dictionary has been used as a guide throughout, I take full and absolute responsibility for the final spelling lists which appear on [www.pocketbasics.com](http://www.pocketbasics.com) - Lyn Magree, 8 February 2004.

## Spelling

There are various guides and rules used for spelling. However, I find in many cases it simply comes down to practise, practise and more practise. When learning to spell a new word keep in mind that it is much easier to spell a word you've seen and heard before. So before you launch into learning the definition of a new word first try to become familiar with it by saying it over and over again.

### Example

say it: supercilious, supercilious, supercilious, supercilious, supercilious, supercilious, supercilious

spell it: Super ·cili ·ous, super ·cili ·ous, super ·cili ·ous, super ·cili ·ous, super ·cili ·ous, super ·cili ·ous

learn it: Behaving or looking as though one is superior to others e.g. - a supercilious shop assista

Useful References:

QSA, (2011) "Literacy: Queensland's Literacy test: A framework for describing spelling items"

[http://www.qsa.qld.edu.au/downloads/p\\_10/3579\\_describing\\_spell\\_items.pdf](http://www.qsa.qld.edu.au/downloads/p_10/3579_describing_spell_items.pdf)

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The State of South Australia, Department of Education and Children's Services (2011), "Spelling: from beginning to proficiency. A spelling resource for planning, assessing and reporting on progress."

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