



Revision of Year 1 and 2 , particularly rules for adding suffixes

| Statutory Requirements | Rules/Guidelines (non-statutory requirements) | Example Words (non-statutory) |
|--|---|---|
| <p>Adding suffixes beginning with vowels to words of more than one syllable</p> | <p>If the last syllable of a word is stressed and ends with one consonant which has just one vowel letter before it, the final consonant is doubled before any ending beginning with a vowel is added. The consonant is not doubled if the syllable is un-stressed.</p> | <p>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</p> |
| <p>The /i/ sound spelt y elsewhere than at the end of words</p> | <p>These words should be learnt as needed.</p> | <p>myth, gym, Egypt, pyramid, mystery</p> |
| <p>The /u/ sound spelt ou</p> | <p>These words should be learnt as needed.</p> | <p>young, cousin, double, trouble, couple, country</p> |
| <p>More prefixes</p> | <p>Prefixes are added to the beginning of root words without any changes in spelling. Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Before a root word starting with l, in– becomes il–.</p> <p>Before a root word starting with m or p, in– becomes im–. Before a root word starting with r, in– becomes ir–.</p> <p>re– means ‘again’ or ‘back’. sub– means ‘under’.</p> <p>inter– means ‘between’ or ‘among’.</p> <p>super– means ‘above’. anti– means ‘against’. auto– means ‘self’ or ‘own’.</p> | <p>dis–, mis–, in– disappear, disappoint, disobey misbehave, mislead, misspell (mis + spell)</p> <p>inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible</p> <p>re–: redo, refresh, return, reappear, redecorate sub–: subdivide, subheading, submarine, submerge</p> <p>inter–: interact, intercity, international, interrelated (inter + related)</p> <p>super–: supermarket, superman, superstar anti–: antiseptic, anti-clockwise, antidote auto–: automatic, autograph</p> |



| Statutory Requirements | Rules/Guidelines | Example Words |
|--------------------------|--|---|
| The suffix –ation | The suffix –ation is added to verbs to form nouns. The rules already learnt still apply. | information, adoration, sensation, preparation, admiration |
| The suffix –ly | <p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The –ly suffix starts with a consonant, so it is added straight on to most root words. If the root word ends with y, the y is changed to i.</p> <p>Exceptions:</p> <ol style="list-style-type: none"> 1. If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. 2. If the root word ends with –le, the –le is changed to –ly. 3. If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. 4. The words truly, duly, wholly. | <p>sadly, completely, usually (usual + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly basically, frantically, dramatically</p> |
| The suffix –ous | <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowels. Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added. A final ‘e’ must be kept if the /j/ sound of ‘g’ is to be kept.</p> <p>If there is an /i/ sound before the –ous ending, it is usually spelt as i, but a few words have e (e.g. spontaneous, hideous, piteous).</p> | <p>poisonous, dangerous, mountainous, nervous, famous, various, tremendous, enormous, obvious, pompous, previous, ravenous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, previous, obvious, furious, envious</p> |



Word List

| | | |
|----------------|------------|--|
| accident(ally) | enough | notice |
| actual(ly) | exercise | occasion(ally) |
| address | experiment | often |
| answer | famous | perhaps |
| appear | February | probably |
| arrive | forward(s) | promise |
| bicycle | fruit | purpose |
| build | group | quarter |
| circle | guard | question |
| complete | guide | remember |
| consider | heart | sentence |
| continue | height | special |
| decide | history | through |
| describe | increase | various |
| different | important | Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known. |
| difficult | interest | |
| disappear | learn | |
| early | length | |
| earth | material | |
| eight/eighth | minute | |
| | | |