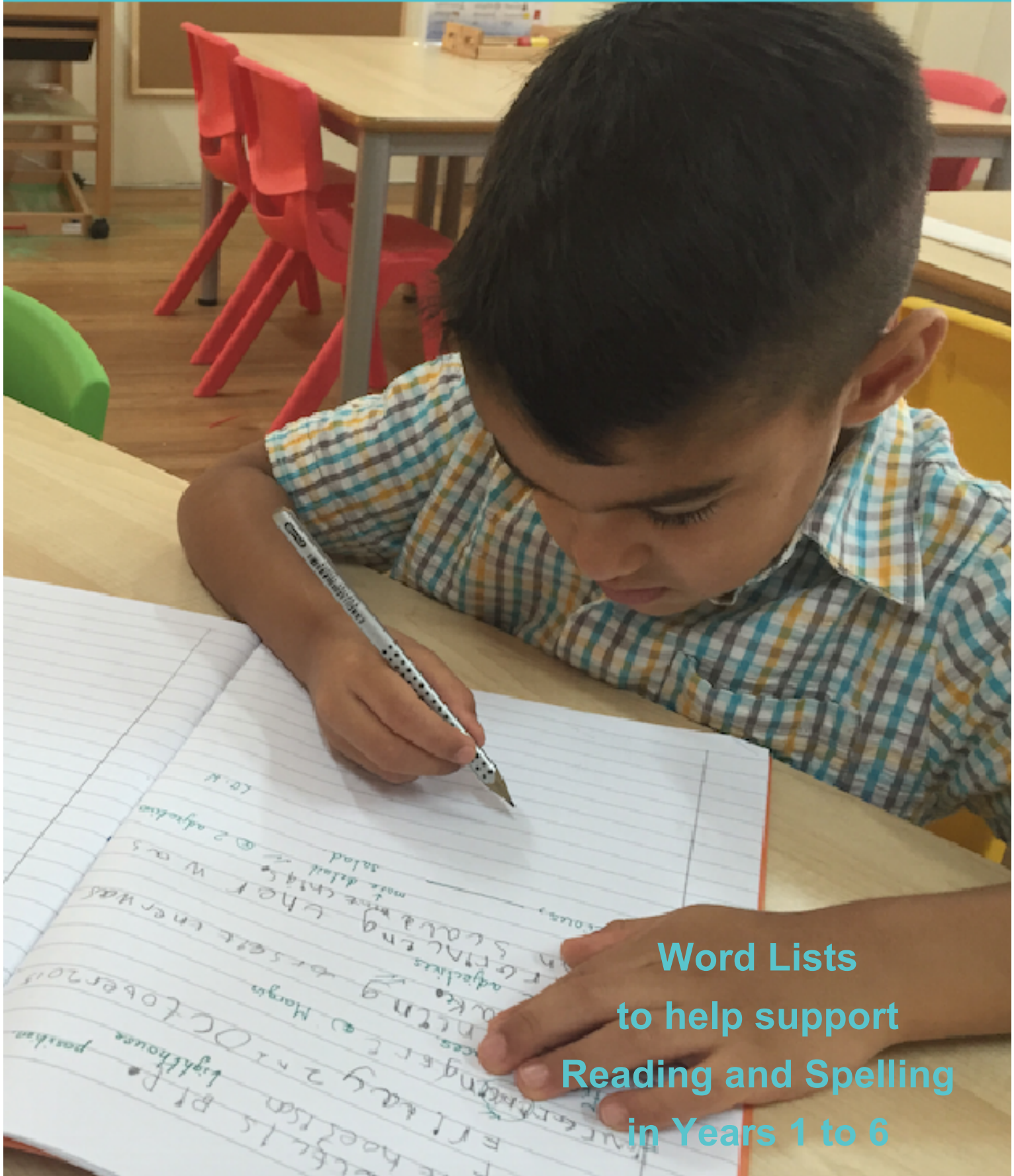




DOVER COURT INTERNATIONAL SCHOOL
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL



Word Lists
to help support
Reading and Spelling
in Years 1 to 6

CVC words

Follow this link to hear the words or sounds pronounced



man	can	sad	bat	cap
men	hen	beg	yes	peg
sit	big	bin	zip	win
got	box	mop	hot	job
cut	sun	bus	but	fun

CVCC words



soft	fast	went	song	ring
help	bump	jump	just	hand

CCVC words



skip	frog	swim	flag	step
plan	drum	twig	grab	drop

CCVCC words



frost	sting	stand	stamp	spend
drink	print	plant	twist	bring



a-e words

made came same take safe

e-e words

these theme

i-e words

five ride like time side

o-e words

home those woke hope hole

u-e words

cube rude use tube tune

ck words



back stick pack lick truck

th words

path think thick thin thing

er words

her term person under herb



ing words

bring wing sting swing sing

sh words

ship fish wish shop brush

wh words

when whisk whip

qu words

queen quick quiz question quiet

ar words

car start park arm garden

ea words

sea dream meat each read

head bread meant instead read

oo words

food pool moon zoo soon

book took foot wood good

ee words

see tree green meet week



ai words

rain

wait

train

paid

afraid

ch words

punch

witch

chat

such

check

or words

storm

torch

sport

sort

short

ay words

day

play

say

way

stay

igh words

high

night

light

bright

right

ur words

turn

hurt

burst

burn

curl

oa words

boat

coat

road

coach

goal

ou words

out

about

mouth

around

sound



aw words

saw

draw

yawn

crawl

prawn

ir words

girl

bird

shirt

first

third

kn words

knock

knee

knife

knit

knot

oi words

point

joint

foil

coin

boil

ph words

phone

dolphin

phonics

alphabet

elephant

ey words

hockey

donkey

turkey

valley

key

oy words

enjoy

employ

annoy

boy

royal

ew words

chew

threw

knew

jewel

flew

air words

hair

airport

fair

chair

pair



ear words

fear

clear

hear

gear

tear

oor words

poor

door

floor

poorest

doorbell

High Frequency Words

once

could

make

after

their

away

because

next

from

other

take

them

very

were

you

-tion words

station section education fraction attention

-dge words

badge edge bridge fudge fridge

-ge words

huge change charge village cottage

wr- words

write wrote written wrong wrist

-le words

little table middle bottle apple

-el words

camel tunnel squirrel travel towel

y/ies/ied words

cry reply dry try

cries replies dries tries

cried replied dried tried

-er/est words

happy	fast	cold	pretty	funny
happier	faster	colder	prettier	funnier
happiest	fastest	coldest	prettiest	funniest

-ful words

careful	playful	joyful	cheerful	colourful
---------	---------	--------	----------	-----------

contractions

cannot	has not	did not	it is	I will
can't	hasn't	didn't	it's	I'll

homophones

there	blue	night	here	too
their	blew	knight	hear	two
they're				

Prefixes: dis words

disappoint disobey disagree dishonest dislike

Prefixes: mis words

misbehave mislead misspell

Prefixes: in words

incorrect incomplete incredible inedible

Prefixes: im words

impossible impatient

Prefixes: re words

redo return refresh reappear rearrange

Prefixes: un words

unable unknown unlucky unfair unhealthy

Suffixes: -able words

believable comfortable enjoyable manageable pleasurable

Suffixes: -en words

loosen tighten strengthen flatten brighten

Suffixes: -er words

explorer designer manager performer sharpener

Suffixes: -ful words

forgetful peaceful delightful cheerful successful

Suffixes: -ure words

measure treasure creature pleasure adventure

Suffixes: -ous words

poisonous dangerous various enormous outrageous

Suffixes: -cian words

musician electrician magician politician

Homophones

accept	except	hear	here	meet
meat	peace	piece	scene	seen
weather	whether	groan	grown	heel
heal	missed	mist	plain	plane

Alphabetical word list

accidentally	actually	address	appear	answer
breathe	business	believe	bicycle	breath
caught	certain	consider	continue	character
decide	disappear	disaster	difficult	direct
encourage	enough	experiment	experience	extreme
famous	favourite	fantastic	flavour	February
guard	guide	gather	gain	gorgeous
height	heroic	handsome	heard	historical
imagine	increase	interest	island	incredible
material	medicine	maintain	minute	mention
natural	naughty	notice	neglect	nocturnal

occasion opposite obvious ordinary occasionally

particular peculiar position probably popular

question query quarter quite queue

recent regular reign remember random

separate special straight strange strength

thought therefore though thorough throughout

weight women wonderful weary wary

i before e except after c

deceive conceive receive perceive ceiling

ough

plough dough cough fought ought

silent letters

doubt island lamb thistle knight

Homophones

principal profit stationary steal

principle prophet stationery steel

Alphabetical word list

accomodate accompany according achieve aggressive

ancient amateur apparent appreciate awkward

bargain bruise category cemetery committee

communicate community competition conscience conscious

controversy convenience correspond criticise curiosity

definite desperate determined develop dictionary

disastrous embarrass environment equipment especially

exaggerate excellent existence explanation familiar

foreign forty frequently government guarantee

harass hindrance identity immediate individual

interfere interrupt language leisure lightning

marvellous mischievous muscle necessary neighbour

nuisance occupy occur opportunity parliament

persuade physical prejudice privilege profession

programme pronunciation queue recognise recommend

relevant restaurant rhyme rhythm sacrifice

sacrifice secretary shoulder signature sincerely

soldier stomach sufficient suggest symbol

system temperature thorough twelfth variety

vegetable vehicle yacht

This booklet presents some examples of the various sounds and words that children should learn to read and spell. They are drawn from our bespoke phonics and reading programme called 'Reading Fundamentals' and are supplemented by the English National Curriculum word lists that we follow in school.

The **Reading Fundamentals** programme at our school provides a rigorous and thorough approach to learning to read and spell. It is predicated on the two principles of synthesis (putting sounds together to make words) and segmentation (splitting words into their constituent sounds). Through daily practice, the children form robust phoneme-grapheme correspondences and make very rapid progress with their reading. This programme alone is sufficient to develop your child's spelling ability.

We are mindful of the insights that educational psychologists have shared with teachers over many years with regard to spelling tests, namely that the standard routine of learning spelling lists and testing a week later is a very poor model of embedding spelling and reading skills. This is due to a cognitive effect known as catastrophic interference, where the first and last things learnt are retained in memory, but much of the middle portions are lost and cannot be recalled.

Our approach is much more sophisticated, thorough and truly embeds learning of spellings. It does not require supplementary support through spelling tests. However, against our advice, we recognise that some parents will still want to pursue these spelling activities at home. Therefore, pragmatically, if you find yourself wanting to test your child (which we discourage) we would rather you did it using these words and sounds since at least they represent the best order to learn words and sounds. As with all great learning, 'little and often' is best, so every day for 5 minutes would be more than sufficient practice, following the 'Look, Say, Cover, Write, Check' methodology.

To further support non-native English speakers, we have included QR codes which link to a pronunciation guide for each set of words.



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