

## Spelling continuum

### Year one

Common exception words which Y1 children should be able to spell correctly
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Statutory requirements	Rules and guidance	Example words
<b>The sounds /f/, /l/, /s/, /z/, and /k/ spelt ff, ll, ss, zz and ck</b>	/f/, /l/, /s/, /z/, and /k/sounds are usually spelt ff, ll, ss, zz and ck if they come after a single vowel letter in short words. <b>Exceptions:</b> <i>if, pal, us, bus, yes</i>	off well miss buzz back
<b>The /n/ sound spelt n before k</b>		bank, think, honk, sunk
<b>Division of words into syllables</b>	Each syllable is like a beat in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	Pocket, rabbit, carrot, thunder, sunset
<b>-tch</b>	This sound is usually spelt as tch if it comes straight after a single vowel letter. <b>Exceptions:</b> <i>rich, which, much, such</i>	Catch, fetch, kitchen, notch, hutch
<b>The /v/ sound at the end of words</b>	English words hardly end with the letter v, so if a word ends with a /v/sound the letter e usually needs to be added to the v.	Have, live, give
<b>Adding –s an –es to words (plural of nouns and the third person singular of verbs)</b>	If the spelling sounds like /s/ or/z/ it is spelt as –s. If the ending sounds like –is and forms an extra syllable, it is –es	cats dogs spends rocks thanks catches witches
<b>Adding the endings –ing, -ed, –er, to verbs where no change is needed in the root word</b>	•-ing and –er always adds another syllable and –ed sometimes does	hunting/hunted/hunter buzzing/buzzed/buzzer

and –er and –est to adjectives where no change is needed to the root word.	<ul style="list-style-type: none"> <li>•The past tense of some verbs may sound like it ends in –id (e.g. wanted) but it always ends –ed.</li> <li>•If the verb ends in 2 consonant letters (same or different), the ending is simply added on.</li> <li>•If the adjective ends in two consonant letters (the same or different) the ending is simply added on</li> </ul>	jumping/jumped/jumper
<b>Vowel diagraphs (a pair of letters which make one sound) and trigraphs (3 letters which make one sound)</b>		
ai oi	The diagraphs ai and oi are virtually never used at the end of English words	rain wait train paid afraid oil join coin point soil
ay oy	<b>ay</b> and <b>oy</b> are used for the sounds at the ends of the words and at the end of syllables	day, play, say, way, stay boy, toy, enjoy
a-e (split vowel diagraph)		made, came, same, take, safe
e-e (split vowel diagraph)		these, theme, complete
i-e		five, ride, like, time, slide
o-e		home, those, woke, hope, hole
u-e	Both the ‘oo’ and ‘yoo’ sounds can be spelt as u-e	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (long vowel sound)		sea, dream, meat, each, read
ea (short vowel sound)		head, bread, meant, instead, read
er		<b>stressed sound (you can hear it)</b> her, term, vrb, person
er		(unstressed – weak vowel sound in a syllable known as a schwa) better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

<b>oo</b>	Very few words end with the letters oo, although the few that do are often words that primary children in Y1 will encounter – e.g. zoo.	food, poll, moon, zoo, soon
<b>oo</b>		book, took, food, wood, good
<b>oa</b>	The diagraph oa is rare at the end of a word	boat, coat, road, coach, goal
<b>oe</b>		toe, goes
<b>ou</b>		about, round, about, mouth, sound
<b>ow/ow</b>		now, how, brown, down, town own, blow, snow, grow, show
<b>ue/ew</b>	If words end in an –oo sound, ue and ew are more common	blue, clue, true, rescue, Tuesday new, few, threw, grew, flew, drew
<b>ie</b>		tie, lie, pie, cried, tried
<b>ie</b>		chief, field, thief
<b>igh</b>		high, night, light, bright, right
<b>or</b>		for, short, born, horse, morning
<b>ore</b>		more, score, before, wore, shore
<b>aw</b>		saw, draw, yawn, crawl
<b>au</b>		author, August, dinosaur, astronaut
<b>air</b>		air, fair, pair, hair, chair
<b>ear</b>		bear, pear, wear
<b>are</b>		bare, dare, care, share
<b>words ending in –y</b>		very, happy, funny, party, family
<b>ph/wh</b>	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun)	dolphin, alphabet, phonics, elephant, when, where, which, wheel, while
<b>Using the k for the /k/ sound</b>	The /k/ sound is spelt as k (rather than c) before e, l and y	kent, sketch, kit, skin, frisky
<b>-un</b>	-un is added to the beginning of a word without any change to the spelling of the root word	unhappy, undo, unload, unfair, unlock
<b>compound words</b>	compound words are two words joined together. Each of the words is spelt as it would be if it were on its own	football, playground, farmyard, bedroom, blackberry

## Year two

Common exception words which Y2 children should be able to spell correctly
door, floor, poor, because, find, kind, mind, behind, child. Children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last. Past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Statutory requirements	Rules and guidance	Example words
<b>The /dʒ/ sound spelt as ge and dge at the end of words , and is sometimes spelt as g elsewhere in words before e, l and y</b>	<ul style="list-style-type: none"> <li>•The letter j is <b>never</b> used for the “dge” sound at the end of words.</li> <li>•It is spelt –dge straight after short vowel sounds After all other sounds, it is spelt –ge at the end of words.</li> <li>•In other positions of words, it is spelt as g before e, i and y.</li> <li>•It is spelt as j before a, o and u</li> </ul>	badge, edge, dodge, fudge  age, guge, change, charge, bulge, village  gem, giant, giraffe, energy  jacket, jar, jog, join, adjust
<b>The /s/ sound spelt c before e, l and y</b>		race, ice, cell, city, fancy
<b>The /n/ sound spelt kn and (less often) gn at the beginning of words</b>		knock, know, knee, gnat, gnaw
<b>The /r/ sound spelt wr at the beginning of words</b>		write, written, wrote, wrong, wrap
<b>The /l/ or / əl/ sound spelt –le at the end of words</b>	The –le spelling is the most common spelling for this sound at the end of words	table, apple, bottle, little, middle
<b>The /l/ or / əl/ sound spelt -el at the end of words</b>	The –el spelling is much less common than –le The –el spelling is used after m, n, r, s, v, w and more often than not after s	camel, tunnel. Squirrel, travel, towel, tinsel
<b>The /l/ or / əl/ sound spelt -al at the end of words</b>	Not many nouns end in –al but many adjectives do.	metal, pedal, hospital, capital, animal.
<b>words ending in –il</b>	There are not many of these words	
<b>The [aɪ] sound spelt –y at the end of words</b>	This is by far the most common spelling for this sound at the end of words	cry, fly, dry, try, reply, July
<b>Adding –es to nouns and verbs ending in –y</b>	The y is changed to l before –es is added.	flies, tries, replies, copies, babies, carries

<b>Adding –ed, -ing, -er and –est to a root word ending in y with a consonant before it.</b>	The y is changed to an I before –ed, -er and –est are added, but not before –ing as this would result in ii. The only words with ii are skiing and taxiing	copied, copier, happier, happiest, cried, replied <b>but</b> copying, crying, replying
<b>Adding the endings –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it.</b>	The –e at the end of the root word is dropped before –ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. <i>The exception is being</i>	hiking, hiked, hiker, nice, nicer, nicest
<b>Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.</b>	The last consonant letter of the root word is doubled to keep the vowel short. <i>Exception: the letter x is never doubled</i>	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
<b>The “or” sound spelt a before l and ll</b>		all, ball, call, walk, talk, always
<b>The ⟨ʌ⟩ sound spelt o</b>		other, mother, brother, nothing, Monday
<b>–ey words</b>	the plural of these words is formed by the addition of –s	key, donkey, monkey, chimney,
<b>The / ɒ/ sound a after w and qu</b>	a is the most common spelling for this sound (hot) after w and qu	want, watch, quantity, squash
<b>The “er” sound spelt or after w</b>	There are not many of these words	work, word, worm, world, worth
<b>The “aw” sound spelt ar after w</b>	There are not many of these words	war, warm, towards
<b>The / ʒ/ sound spelt s</b>		television, treasure, usual
<b>–ment, -ness, -ful, -less and –ly</b>	If a suffix starts with a consonant letter, it is added straight onto root words without any change to the last letter of those words <i>Exceptions</i> ● <i>argument</i> ● <i>root words ending in –y with a consonant before it but only if the root word has more than one syllable</i>	enjoyment, sadness, careful, playful, hopeless plainness badly  merriment, happiness, plentiful, penniless, happily
<b>words ending in –tion</b>		station, fiction, motion, national, section
<b>Homophones and near homophones</b>		there/their/theyre here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two be/bee blue/blew night/knight

## Years 3 and 4

Year 3 and 4 word list: accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar Caught centre century certain circle complete consider continue decide describe different disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possession possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Statutory requirements	Rules and guidance	Example words
<b>Adding suffixes beginning with vowel letters to words of more than one syllable.</b>	<ul style="list-style-type: none"> <li>•If the last syllable is stressed (e.g. for-<b>get</b>, where more emphasis is placed on the final syllable) and ends with one consonant letter which has one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.</li> <li>•The consonant letter is not doubled if the final syllable is unstressed (e.g. <b>gard</b>-en where the first syllable is stressed)</li> </ul>	Forgetting, forgotten, beginning, beginner. prefer, preferred  Gardening, gardener, limiting, limited, limitation
<b>The /ɪ/ sound spelt y elsewhere than at the end of words</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	Myth, gym, Egypt, pyramid, mystery
<b>The /ʌ/ sound spelt ou</b>	<ul style="list-style-type: none"> <li>•These words should be learnt as needed</li> </ul>	Young, touch, double, trouble, country
<b>More prefixes</b>	Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.	<b>Dis-</b> disappoint, disagree, disobey <b>Mis-</b> misbehave, mislead, misspell (mis+spell)
	The prefix <b>in-</b> can mean both 'not' and 'in/into.' In the words given here, it means not	<b>In-</b> inactive, incorrect
	Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il</b>	Illegal, illegible
	Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b>	Immature, immortal, impossible, impatient, imperfect

	Before a root word starting with <b>r, in-</b> becomes <b>ir-</b>	Irregular, irrelevant, irresponsible
	<b>Re-</b> means 'again' or 'back'	<b>Re-</b> : redo, refresh, return, reappear, redecorate
	<b>Sub</b> means under	<b>Sub</b> – subdivide, subheading, submarine, submerge
	<b>Inter-</b> means 'between' or 'among'	<b>Inter-</b> : interact, intercity, international, interrelated (inter+ related)
	<b>Super-</b> means above	<b>Super-</b> : supermarket, superman, superstar
	<b>Anti-</b> means 'against.'	<b>Anti-</b> : antiseptic, anticlockwise, antisocial
	<b>Auto-</b> means 'self' or 'own'	<b>Auto-</b> : autobiography, autograph
<b>The suffix -ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules learnt still apply.	(inform) information, (adore) adoration, (sense)sensation, (prepare) preparation, (admire) admiration
<b>The suffix -ly</b>	<ul style="list-style-type: none"> <li>•The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules learnt still apply.</li> <li>•The suffix <b>-ly</b> starts with a consonant letter, so it is added straight to most root words.</li> </ul> <p><b>Exceptions</b></p> <ol style="list-style-type: none"> <li>1)If the root words ends in -y with a consonant letter before it, the <b>y</b> is changed to an <b>l</b>, but only if the root word has more than one syllable.</li> <li>2)If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b></li> <li>3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b> except in the word <b>publicly</b></li> </ol>	<p>(sad) sadly, (complete) completely, (usual) usually (usual+ly) , (final) finally (final+ly), (comical), comically (comical + ly)</p> <p>Hap-py = happily</p> <p>Gently, simply, humbly, nobly</p> <p>Basically, frantically, dramatically</p>
<b>Words with endings sounding like /ʒə/ (zhur as in treasure) or /tʃə/ (chur as in creature)</b>	<ul style="list-style-type: none"> <li>• The ending sounding like /ʒə/ is always spelt <b>-sure</b></li> <li>•The ending sounding like /tʃə/ is often spelt <b>-ture</b> ( but check that the word is not a root word ending in (t)cher with an <b>er</b> ending – teacher, catcher, richer, stretcher</li> </ul>	<p>Measure, treasure, pleasure, enclosure</p> <p>Creature, furniture, picture, nature, adventure</p>

Endings which sound like /ʒən/ (shun)	<ul style="list-style-type: none"> <li>• If the ending sounds like /ʒən/ it is spelt as -sion</li> </ul>	division, invasion, confusion, decision, collision, decision, television
The suffix -ous	<ul style="list-style-type: none"> <li>• Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</li> <li>• Sometimes there is no obvious root word</li> <li>• <b>-our</b> is added to <b>-or</b> before <b>-ous</b> is added</li> <li>• A final 'e' of the root words must be kept if the /dʒ/ ('dge' sound) of 'g' is to be kept.</li> <li>• If there is an /i:/ before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</li> </ul>	poisonous, dangerous, mountainous, famous, various  tremendous, enormous, jealous  humorous, glamorous, vigorous  courageous, outrageous  serious, obvious, hideous, spontaneous, courteous
Endings which sound like /ʃən/ (shun) spelt -tion, -sion, -ssion, -cian	<ul style="list-style-type: none"> <li>• The actual suffixes are -ion and -ian. Clues about whether to put <b>t, s, ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</li> <li>• <b>-tion</b> is the most common spelling. It is used for words ending in <b>t</b> or <b>te</b></li> <li>• <b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b></li> <li>• <b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b></li> </ul> <p><i>Exceptions: attend/ attention intend/intention</i> <i>-cian is used if the root word ending in c or cs</i></p>	Invention, injection, action, hesitation, completion Expression, discussion, confession, permission, admission Expansion, extension, comprehension, tension Musician, electrician, magician, politician, mathematician
Words with the /k/s sound spelt ch <i>These words are Greek in origin</i>	•	Scheme, chorus, chemist, echo, character
Words with the /ʃ/ ('sh') sound spelt ch (mostly French in origin)	•	Chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the 'k' sound spelt -que (French in origin)	•	League, tongue Antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	•	Science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh or ey	•	Vein, weight, eight, neighbour, they, obey

**Homophones and near homophones:**

Accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, her/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

**Years 5 and 6**

Year 5 and 6 word list:

Accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise Curiosity definite desperate determined develop dictionary disastrous embarrass environment equip especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) 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 queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Statutory requirements	Rules and guidance	Example words
<b>Endings which sound like /ʃəs/ ("shus")</b> spelt -cious or -tious	<ul style="list-style-type: none"> <li>•Not many common words end like this.</li> <li>•If the root word ends in <b>-ce</b>, the /ʃ/ sound is usually spelt as <b>c-</b> e.g. <i>vice-vicious, grace-gracious, space-spacious, malice-malicious</i></li> </ul> <p><b>Exception: anxious</b></p>	Vicious, precious, conscious, delicious, malicious, suspicious Ambitious, cautious, fictitious, infectious, nutritious
<b>Endings which sound like /ʃəl/ ("shul")</b>	<ul style="list-style-type: none"> <li>•-cial is common after a vowel letter and -tial after a consonant letter but there are some exceptions.</li> <li>•<i>Exceptions: initial, financial, commercial, provincial</i></li> </ul>	Official, special, partial, confidential, essential

<p><b>Words ending in -ant, -ance, -ancy, -ent, -ence and -ency</b></p>	<ul style="list-style-type: none"> <li>•Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position - <b>-ation</b> endings are often a clue.</li> <li>•Use <b>-ent</b> and <b>-ence/-ency</b> after a soft c (/s/ sound) soft g (/dʒ/sound) and <b>qu</b> or if there is a related word with a clear /ɛ/ sound in the right position.</li> <li>•There are many words however, where the above guidance does not help. These words just have to be learnt.</li> </ul>	<p>Observant, observance, (observ<u>a</u>tion), expectant, (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>Innocent, innocence, decent, decency, frequent, frequency, confident, confidence, (confidential)</p> <p>Assistant, assistance, obedient, obedience, independent, independence</p>
<p><b>Words ending in -able and -ible</b> <b>Words ending in -ably and -ibly</b></p>	<ul style="list-style-type: none"> <li>•The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings.</li> <li>•As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b></li> </ul> <p>If the <b>-able</b> ending is to be added to a word ending in <b>-ce</b> or <b>-ge</b>, the e after the c/g must be kept as those letters would otherwise have their hard sounds (as in cap/gap) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b></p> <p>The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible)</p>	<p>Adorable/adorably (adoration) Applicable/applicably (application) Considerable, considerably (consideration) Tolerable, tolerably (toleration)</p> <p>Dependable, comfortable, understandable, reasonable, enjoyable, <i>Reliable- the y in rely is replaced by a y in accordance with the usual rule.</i></p> <p>Possible/possibly, horrible/horribly. Terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p><b>Adding suffixes beginning with vowel letters to words ending in -fer</b></p>	<ul style="list-style-type: none"> <li>•The r is doubled if the <b>-fer</b> is stressed (e.g. refer) when the ending is added.</li> <li>•The r s not doubled if the <b>-fer</b> is no longer stressed (e.g. referee)</li> </ul>	<p>Referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>Reference, referee, preference, transference</p>

<b>Use of the hyphen</b>	<ul style="list-style-type: none"> <li>Hyphens can be used to join a prefix to a root word, especially if the prefix ends with a vowel letter and the root one also begins with one.</li> </ul>	Co-ordinate, re-enter, co-operate, co-own	
<b>Words with the /i:/ sound spelt ei after c</b>	<ul style="list-style-type: none"> <li>The 'l before e except after a c' rule applies to words where the sound spelt by ei is /i:/ (e.g. an ee sound)</li> <li><i>Exceptions: protein, caffeine, seize, either, neither</i></li> </ul>	Deceive, conceive, receive, perceive, ceiling	
<b>Words containing the letter string -ough</b>	<ul style="list-style-type: none"> <li><b>ough</b> is one of the trickiest sounds in English as it can be used to spell a number of different sounds</li> </ul>	Ought, brought, thought, nought, bought, fought, Rough, tough, enough Cough Though, although, dough, Through Thorough, borough Plough, bough	
<b>Words with 'silent' letters (i.e letters whose presence cannot be predicted from the pronunciation of the word)</b>	<ul style="list-style-type: none"> <li>Some letters which are no longer sounded used to be sounded hundreds of years ago – in knight, there was a /k/ sound before the /n/ and the gh used to represent the sound that 'ch' represents in the Scottish word loch.</li> </ul>	Doubt, island, lamb, solemn, thistle, knight	
<b>Homophones and other words that are often confused</b>			
	<ul style="list-style-type: none"> <li>In these words, nouns end <b>-ce</b> and verbs end <b>-se</b>. Some words provide a useful clue as the verb advise is spelt with a /z/ sound which means it could not be spelt c.</li> </ul>	<b>VERBS</b> <b>Advise</b> <b>Devise</b> <b>License</b> <b>Practise</b> <b>Prophecy</b>	<b>NOUNS</b> <b>Advice</b> <b>Device</b> <b>Licence</b> <b>Practice</b> <b>Prophecy</b>
Aisle: a gangway between seats (in a church, plane etc.) Aloud: out loud Affect: A verb – to change – The weather affected my mood.		Isle: an island Allowed: permitted Effect : A noun (a change) -The weather had an effect on my mood. *However, it can be a verb which means to 'bring about' – He will effect changes in the running of the business.	

Altar : a table-like piece of furniture in a church

Ascent: going up

Bridal: to do with a bride at a wedding

Cereal: made from grain

Compliment: to make nice remarks

Farther : further

Guessed: past tense of the verb 'guess'

Heard: past tense of the verb hear

Led: past tense of the verb lead

Mourning : before noon

Past: noun or adjective referring to a previous time (e.g. in the past) or preposition or adverb showing place (e.g. *he walked past me*)

Precede: go in front or before

Descent: the act of going down

Desert: a barren place (stress on the first syllable)

Draft: a first attempt at writing something

Principal: most important

Profit: money that is made in selling things

Stationary: not moving

Steal: take something that does not belong to you

Wary: cautious

Alter: to change

Assent: to agree/agreement

Bridle: reins for controlling a horse

Serial: a succession of things one after the other

Complement: to make something complete or more complete (the scarf complemented her outfit)

Father: a male parent

Guest: visitor

Herd: a group of animals

Lead: present tense of the past tense led, or else the metal which is very heavy

Mourning: grieving for someone who has died

Passed: past tense of the verb 'pass' (e.g. I passed him in the road)

Proceed: go on

Dissent: to disagree/disagreement

Dessert (stress on the second syllable) a sweet course after the main course of a meal.

Draught: a current of air

Principle: basic truth or belief

Prophet: someone who foretells the future

Stationery: paper, envelopes etc.

Steel: metal

Weary: tired