

Spelling - years 5 and 6

Revise work done in previous years

New work for years 5 and 6

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|--|---|---|
| Endings which sound like /ʃəs/ spelt -cious or -tious | Not many common words end like this. If the root word ends in -ce , the /ʃ/ sound is usually spelt as c - e.g. <i>vice</i> - <i>vicious</i> , <i>grace</i> - <i>gracious</i> , <i>space</i> - <i>spacious</i> , <i>malice</i> - <i>malicious</i> . Exception: <i>anxious</i> . | vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious |
| Endings which sound like /ʃəl/ | -cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i>). | official, special, artificial, partial, confidential, essential |
| Words ending in -ant, -ance/-ancy, -ent, -ence/-ency | Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu , or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt. | observant, observance, (observat <u>ion</u>), expectant (expectat <u>ion</u>), hesitant, hesitancy (hesitat <u>ion</u>), tolerant, tolerance (tolerat <u>ion</u>), substance (substant <u>ial</u>) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confident <u>ial</u>) assistant, assistance, obedient, obedience, independent, independence |
| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
| Words ending in -able and -ible Words ending in -ably and -ibly | The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy , the -able ending is used if there is a related word ending in -ation . If the -able ending is added to a word ending in -ce or -ge , the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending. The -able 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 -ation . The first five examples opposite are obvious; in <i>reliable</i> , the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>). | adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly |
| Adding suffixes beginning with vowel letters to words ending in -fer | The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed. | referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference |
| Use of the hyphen | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter, co-operate, co-own |

| <i>Statutory requirements</i> |
|--|
| Words with the /i:/ sound spelt ei after c |
| Words containing the letter-string ough |
| Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |

| <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
|---|---|
| The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound). | deceive, conceive, receive, perceive, ceiling |
| ough is one of the trickiest spellings in English - it can be used to spell a number of different sounds. | ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough |
| Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> . | doubt, island, lamb, solemn, thistle, knight |

Statutory requirements

Homophones and other words that are often confused

Rules and guidance (non-statutory)

In the pairs of words opposite, nouns end **-ce** and verbs end **-se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound - which could not be spelt **c**.

More examples:

aisle: a gangway between seats (in a church, train, plane).

isle: an island.

aloud: out loud.

allowed: permitted.

affect: usually a verb (e.g. *The weather may affect our plans*).

effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means 'bring about' (e.g. *He will effect changes in the running of the business*).

altar: a table-like piece of furniture in a church.

alter: to change.

ascent: the act of ascending (going up).

assent: to agree/agreement (verb and noun).

bridal: to do with a bride at a wedding.

bridle: reins etc. for controlling a horse.

cereal: made from grain (e.g. breakfast cereal).

serial: adjective from the noun *series* - a succession of things one after the other.

compliment: to make nice remarks about someone (verb) or the remark that is made (noun).

complement: related to the word *complete* - to make something complete or more complete (e.g. *her scarf complemented her outfit*).

descent: the act of descending (going down).

dissent: to disagree/disagreement (verb and noun).

desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable)

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

draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. *to draft in extra help*)

draught: a current of air.

Example words (non-statutory)

advice/advise
device/devise
licence/license
practice/practise
prophecy/prophesy

farther: further

father: a male parent

guessed: past tense of the verb *guess*

guest: visitor

heard: past tense of the verb *hear*

herd: a group of animals

led: past tense of the verb *lead*

lead: present tense of that verb, or else the metal which is very heavy (as heavy as *lead*)

morning: before noon

mourning: grieving for someone who has died

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*)

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

precede: go in front of or before

proceed: go on

principal: adjective - most important (e.g. *principal ballerina*) noun - important person (e.g. *principal of a college*)

principle: basic truth or belief

profit: money that is made in selling things

prophet: someone who foretells the future

stationary: not moving

stationery: paper, envelopes etc.

steal: take something that does not belong to you

steel: metal

wary: cautious

weary: tired

who's: contraction of *who is* or *who has*

whose: belonging to someone (e.g. *Whose jacket is that?*)

Notes and guidance (non-statutory)

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. Many of the words in the list above can be used for practice in adding suffixes. Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desprate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the *e* was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as *a*.

Word list – years 5 and 6

| | | | |
|--------------------|---------------------|--------------------|-------------------|
| accommodate | criticise (critic + | individual | restaurant |
| accompany | ise) | interfere | rhyme |
| according | curiosity | interrupt | rhythm |
| achieve | definite | language | sacrifice |
| aggressive | desperate | leisure | secretary |
| amateur | determined | lightning (h) | shoulder |
| ancient | develop | marvellous | signature |
| apparent | dictionary | mischievous | sincere(ly) |
| appreciate | disastrous | muscle (h) | soldier |
| attached | embarrass | necessary | stomach |
| available | environment | neighbour | sufficient |
| average | equip (-ped, -ment) | nuisance | suggest |
| awkward | especially | occupy | symbol (h) |
| bargain | exaggerate | occur | system |
| bruise | excellent | opportunity | temperature |
| category | existence | parliament | thorough |
| cemetery | explanation | persuade | twelfth |
| committee | familiar | physical | variety |
| communicate | foreign | prejudice | vegetable |
| community | forty | privilege | vehicle |
| competition | frequently | profession | yacht |
| conscience* | government | programme | |
| conscious* | guarantee | pronunciation | |
| controversy | harass | queue | |
| convenience | hindrance | recognise | h= homophone |
| correspond | identity | recommend | |
| | immediate(ly) | relevant | |

Words in bold do not appear in the cross-curricular word list.

| | Science | Maths | Writing | Geography | Spoken language | History |
|--|---|---|---|--|--|---|
| | conscious environment equipment physical stomach temperature system shoulder muscle | twelfth forty average | correspond sincerely signature dictionary attached language communicate persuade | environment existence foreign lightning | communicate relevant interrupt language explanation suggest pronunciation exaggerate criticise persuade | ancient foreign government parliament soldier system sacrifice privilege |
| | Occupations | Unstressed vowels | Music | Language of learning | Rare GPCs | |
| | profession secretary soldier committee amateur neighbour | restaurant temperature vegetable individual cemetery desperate definite | rhyme rhythm | achieve excellent thorough individual | bruise guarantee immediately queue vehicle yacht | |

Year 5: Detail of content to be introduced (statutory requirement)

| | |
|-------------------------------|---|
| Word | Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] |
| Sentence | Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] |
| Text | Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>] |
| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity |
| Terminology for pupils | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |

Year 6: Detail of content to be introduced (statutory requirement)

| | |
|-------------------------------|--|
| Word | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. |
| Sentence | Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech] |
| Text | Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| Punctuation | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>] |
| Terminology for pupils | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points |