

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (nonstatutory)	Example words (nonstatutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>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.</p> <p>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.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<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 (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>

Statutory	Rules and guidance (nonstatutory)	Example words
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requirements		(nonstatutory)
<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>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.</p> <p>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.</p> <p>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>).</p>	<p>adorable/adorably (adoration),</p> <p>applicable/applicably (application),</p> <p>considerable/considerably (consideration),</p> <p>tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>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.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>

Statutory requirements	Rules and guidance (nonstatutory)	Example words (nonstatutory)
<p>Words with the /i:/ sound spelt</p>	<p>The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/.</p>	<p>deceive, conceive, receive,</p>

ei after c	Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	perceive, ceiling
Words containing the letter-string ough	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
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	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	Rules and guidance (nonstatutory)	Example words (nonstatutory)
Homophones and other words that are often confused	In the pairs of words opposite, nouns end -ce and verbs end -se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c . <u>More examples:</u> aisle: a gangway between seats (in a church, train, plane). isle: an island.	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further

	<p>aloud: out loud. allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>).</p> <p>effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church.</p> <p>alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i> guest: visitor</p> <p>heard: past tense of the verb <i>hear</i> herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before proceed: go on</p>
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Statutory requirements	Rules and guidance (nonstatutory)	Example words (nonstatutory)
Homophones and other words that are often confused (continued)	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).</p> <p>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.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief</p> <p>profit: money that is made in selling things prophet: someone who foretells the future</p>

	<p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>stationary: not moving stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you steel: metal</p> <p>wary: cautious weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
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Word list – years 5 and 6

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

Notes and guidance (non-statutory)

Teachers should continue to emphasize 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 *desp'rate*, 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**