

# National Curriculum 2014 Planning Document



## Year 5/6

# Spelling Appendix

This document contains the Year 5/6 Spelling Appendix and should be used to support the planning, teaching and learning of spelling in Years 5/6.

# 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	<p>Not many common words end like this. If the root word ends in <b>-ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> - e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious.</p> <p><b>Exception:</b> anxious.</p>	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	<p><b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</p>	official, special, artificial, partial, confidential, essential
Words ending in -ant, □-ance/-ancy, □-ent, □-ence/-ency	<p>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.</p> <p>Use <b>-ent</b> and <b>-ence/-ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, 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, independ<u>e</u>nce</p>

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
<p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p>	<p>The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings.</p> <p>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>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in cap and 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>. The first five examples opposite are obvious; in <b>reliable</b>, the complete word <b>rely</b> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</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. <b>sensible</b>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) 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 <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred 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 (non statutory)	Example words (non statutory)
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<p><b>ough</b> is one of the trickiest spellings in English - it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word loch.</p>	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b>. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound - which could not be spelt c.</p> <p><u>More examples:</u></p> <p>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).</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophecy</p> <p>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</p>

Statutory requirements	Rules and guidance (non statutory)	Example words (non statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).</p> <p>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)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>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.</p>	<p>principal: adjective - most important (e.g. principal ballerina) noun - important person (e.g. principal of a college)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</p>

## Word list – Years 5 and 6

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

### 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.