 Unlocking the potential…

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| **SPELLING RULES FOR YEARS 5 AND 6 FOR NEW CURRICULUM**  *This is not a definitive word list, but gives examples of words to show the various spelling patterns or rules.* | | |
| **PLURAL SPELLING RULES** | | |
| **S / X / CH / SH / O and -es** | **Drop the y and add -ies** | **Words ending in f / fe - ves** |
| buffaloes  dominoes  heroes  echoes  churches  lunches  bushes  watches  hisses | parties  babies  cities  tries  jellies  celebrities  varieties  properties  photocopies  vacancies | knives  wolves  leaves  thieves  scarves  loaves  halves |
| - **ible / - able** | **Contractions** | **Soft c ( ce )** |
| sensible  flexible  responsible  reliable  comfortable  affordable  flexible  terrible  understandable | can’t  isn’t  doesn’t  won’t  there’s  she’s  wouldn’t  hasn’t  couldn’t | ceiling  celebrate  celebrity  certain  recent  centre  ceremony  certificate  decent  except  receive |
| **Soft c ( ci )** | **Soft c ( cy )** | **Adding suffix rules: drop y /**  **Double consonant / drop e** |
| cinema  cinnamon  circle  circuit  accident  circulation  circumference  circumstance  decision | cyanide  bicycle  cyclist  cyclone  cylinder  fancy | qualified  planned  challenging  escaping  surprising  skimming  prettier  running  smiling |
| **Letter string ough** | **“shun” sound - cian / ssion** | **“shun” sound - tion** |
| bough  cough  dough  enough  plough  though  bought  brought  drought  sought  thought  wrought | magician  electrician  politician  confusion  explosion  discussion  profession  passion  session | competition  fraction  pollution  emotion  station  position  distribution  contribution  competition  repetition  demonstration  translation |
| **Unstressed letters** | **Homophones** | **- ant / -ance / - ancy** |
| conference  offering  deafening  desperate  definite  definitely  dictionary  difference  miserable  memorable  reference  messenger  prepare  different  doctor  prosperous  easily  explanatory  extra  factory  family  secretary  primary  marvellous  encourage  fibres | altar / alter  steal / steel  isle / aisle  aloud / allowed  affect / effect  herd/ heard  advice / advise  device / devise  licence / license  practise / practice  desert / dessert  profit / prophet  dissent / descent  draft / draught | fragrant  fragrance  vacant  vacancy  relevant  relevance  tolerant  tolerance  important  importance  hesitant  hesitancy  vibrant  vibrancy |
| **- ent / -ence / -ency** | **Suffixes words ending in fer** |
| difference  absence  experience  patience  independence  existence  confidence  difference  indifference  influence  insistence  impatience  excellent | referring  referral,  preferring  preferred,  transferring  transferred  reference  referee,  preference  transference |
| **“ul” sound - al** | **“ul” sound - cial** | **“ul” sound - tial** |
| royal  actual  mineral  general  material  rehearsal  original  natural  horizontal  vertical | beneficial commercial crucial facial financial glacial judicial official  special social | palatial partial potential residential sequential spatial substantial  essential impartial  confidential |
| **Common prefixes** | |  |
| **il / ir / im** | **dis / mis / un** | **- cious / tious** |
| illegal  illiterate  illegible  irregular  irrational  irritating  improper  imprudent  immortal  immaterial | disembark  disbelief  disadvantage  discontent  discourage  misplace  miscalculate  misconduct  unnatural  unintentional | cautious scrumptious infectious fractious ambitious conscious precious vicious spacious delicious  ferocious  suspicious  delicious  suspicious  vicious  precious  ferocious  scrumptious |
| **Silent letters** | **Prefixes auto / tele / aero** |
| doubt  island  lamb  solemn  thistle  knight  gnome | automobile  automatic  telescope  television  aerodynamic  aeroplane  aerobics |

#### Years 5 and 6 New Curriculum

**Revise work done in previous years**

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| **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 /?/ sound is usually spelt as **c** – e.g. *vice – vicious*, *grace – gracious*, *space – spacious*, *malice – malicious.* **Exception**: *anxious.* | 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 *finance*, *commerce* and *province*). | 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 /e?/ 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 /?/ sound in the right position.    There are many words, however, where the above guidelines don’t help.  These words just have to be learnt. | observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)    innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)    assistant, assistance, obedient, obedience, independent, independence |
| **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 *cap* and *gap*)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 *reliable*, the complete word *rely* 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 *can* be heard (e.g. *sensible*). | 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 |
| **Words with the /i:/ sound spelt ei after c** | The ‘**i** before **e** except after **c**’ rule applies to words where the sound spelt by **ei** is /i:/.  Exceptions: *protein*, *caffeine*, *seize* (and *either* and *neither* if pronounced with an initial /i:/ sound)*.* | deceive, conceive, receive, perceive, ceiling |
| **Words containing the letterstring 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 |
| **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 *knight*,there was a /k/ sound before the /n/, and the **gh** used to represent the sound that ‘ch’ now represents in the Scottish word *loch.* | doubt, island, lamb, solemn, thistle, knight |
| **Homophones and other words that are often confused** | In these pairs of words, 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**.    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 | 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 |
|  | 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 | 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?*) |

**Word list for years 5 and 6**

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| 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 (critic + ise) curiosity  definite desperate determined develop dictionary disastrous embarrass | environment equip (–ped, – ment) 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 relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier | stomach  sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle  yacht |

Teachers should continue to emphasis 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 guidelines 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.**