



**Christ Church, Church of England (VC) Primary School**

*Aspire, celebrate and learn in an inclusive community*

# NATIONAL CURRICULUM 2014

## Y5/6

# Spelling Appendix

This document contains the Y5/6 Spelling Appendix and should be used to support the planning, teaching and learning of Spelling in Year 5/6.

Children will be taught spelling strategies within their English lessons as well as during SPAG (Spelling, Grammar and Punctuation) lessons.

### Spelling strategies for Years 5/6

*Revise work done in previous years*

*New work for years 5 and 6*

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
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 <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>.</p> <p><b>Exception:</b> <i>anxious</i>.</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 <i>finance, commerce</i> and <i>province</i>).</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>

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<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 <i>cap</i> and <i>gap</i>) 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 <i>reliable</i>, the complete word <i>rely</i> 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 <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), 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 <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</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>

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<p>Words with the /i:/ sound spelt ei after c</p>	<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> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Words containing the letter-string ough	<b>ough</b> 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 <b>gh</b> used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<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>. <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 <b>c</b>.</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. <i>The weather may affect our plans</i>).  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>).  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 <i>series</i> – 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 <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy</p> <p>farther: further  father: a male parent  guessed: past tense of the verb <i>guess</i>  guest: visitor  heard: past tense of the verb <i>hear</i>  herd: a group of animals  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>)  morning: before noon  mourning: grieving for someone who has died  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>)  precede: go in front of or before  proceed: go on</p>

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<p>Homophones and other words that are often confused (continued)</p>	<p>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. <i>to draft in extra help</i>)  draught: a current of air.</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  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 <i>who is</i> or <i>who has</i>  whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

Spelling lists will coincide with the school's key words lists. In addition to this the children will learn spellings from the word list from the National Curriculum for Year 5/6.

## Word list – years 5 and 6

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

### *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**.

## Fun strategies to support learning spellings at home

### **1. HEADLINES**



Cut letters out of newspapers and magazines to spell your words. Paste them into your notebook.

### **2. THAT'S AN ORDER**



Write your words in alphabetical order.

### **3. SUPER SENTENCES**



Write a super sentence for each of your spelling words. Underline your spelling word.

### **4. RAINBOW WORDS**



Write your spelling word and trace it five times using a different colour each time.



### 5. ACROSS AND DOWN



Write each word across and down, sharing the beginning letter.

Example: when

h

e

n

### 6. FANCY LETTERS



Write each of your spelling words using fancy letters. Your letters can have curly-q's or dots, for example. Have fun!

### 7. UPPER AND LOWER



First write your spelling word normal. Then rewrite your spelling word. This time write the vowels in lowercase and the consonants in uppercase. \*Example- lower LoWeR

### 8. CONSONANT CIRCLE



Write each of your spelling words. Then go back and circle all of the consonants in your spelling words!

### 9. THREE TIMES



Write each spelling word three times. Use a different coloured pencil for each time.

### 10. BLUE VOWELS



Write EACH of your spelling words. You will need a blue coloured pencil. Trace over the vowels in each word with your blue coloured pencil. Vowels = A E I O U

### 11. PYRAMID WRITING



Pyramid write your spelling words.

\*Example: home

h

ho

hom

home

### 12. SYLLABLES



Write each spelling word and then divide the word into syllables. Write the number of syllables each word has.

Example: Sept/ em/ ber (3)

### 13. BUBBLE LETTERS



Write each spelling word in bubble letters. After you write your words in bubble letters, colour your words with a crayon or colored pencil.

### 14. ADDING MY WORDS



Write each of your spelling words. Add up each spelling word.  
\*Consonants are worth 10. \*Vowels are worth 5.  
Example: said  
 $10 + 5 + 5 + 10 = 30$

### 15. VOWEL CIRCLE

Write each of your spelling words. Then go back and circle all of the vowels in your spelling words!



### 16. CONNECT THE DOTS



Write your spelling words using dots. Then connect the dots by tracing over them with a coloured pencil.

### 17. COLOURFUL WORDS



Write each of your spelling words. Write each letter using a different coloured pencil.

### 18. ACROSTIC POEMS

Create an acrostic poem for five of your words.

Example:

*Snow*

Soft and fluffy

Never warm

Open the door

Wade into the cold