

Year 5 & 6 Spelling Curriculum
Curriculum to be taught in Year 5 and revised in Year 6

| | Statutory | Rules and guidance: (non-statutory) | Example words (non-statutory) |
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| Autumn Term | Endings which sound like /ʃəs/ spelt –cious or –tious | <i>Not many common words end like this.</i> <i>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.</i> <i>Exception: anxious.</i> | <i>vicious, precious, conscious, delicious, malicious, suspicious</i> <i>ambitious, cautious, fictitious, infectious, nutritious</i> |
| | Endings which sound like /ʃəl/ | <i>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</i> <i>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</i> | <i>official, special, artificial, partial, confidential, essential</i> |
| | Adding suffixes beginning with vowel letters to words ending in –fer | <i>The r is doubled if the –fer is still stressed when the ending is added.</i> <i>The r is not doubled if the –fer is no longer stressed.</i> | <i>referring, referred, referral, preferring, preferred, transferring, transferred</i> <i>reference, referee, preference, transference</i> |
| | Use of the hyphen | <i>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.</i> | <i>co-ordinate, re-enter, co-operate, co-own</i> |
| Spring Term | Words ending in –ant, –ance/–ancy, –ent, –ence/–ency | <i>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.</i> <i>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.</i> <i>There are many words, however, where the above guidance does not help. These words just have to be learnt.</i> | <i>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)</i> <i>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</i> <i>assistant, assistance, obedient, obedience, independent, independ<u>e</u>nce</i> |
| | Statutory | Rules and guidance: (non-statutory) | Example words (non-statutory) |

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| | Words with the /i:/ sound spelt ei after c | <i>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).</i> | <i>deceive, conceive, receive, perceive, ceiling</i> |
| | Words containing the letter-string ough | <i>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</i> | <i>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</i> |
| | Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | <i>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.</i> | <i>doubt, island, lamb, solemn, thistle, knight</i> |
| Summer Term | Statutory | Rules and guidance: (non-statutory) | Example words (non-statutory) |
| | <ul style="list-style-type: none"> Words ending in –able and –ible | <p><i>The –able/–ably endings are far more common than the –ible/–ibly endings.</i></p> <p><i>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</i></p> <p><i>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</i></p> | <p><i>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</i></p> <p><i>dependable, comfortable, understandable,</i></p> |

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| | <p><i>ending.</i></p> <p><i>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.</i></p> <p><i>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).</i></p> | <p><i>reasonable, enjoyable, reliable</i></p> <p><i>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</i></p> |
| <p>Homophones and other words that are often confused</p> | <p><i>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.</i></p> <p><i>More examples:</i></p> <p><i>aisle: a gangway between seats (in a church, train, plane).</i></p> <p><i>isle: an island.</i></p> <p><i>aloud: out loud.</i></p> <p><i>allowed: permitted.</i></p> <p><i>affect: usually a verb (e.g. The weather may affect our plans).</i></p> <p><i>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).</i></p> <p><i>altar: a table-like piece of furniture in a church.</i></p> <p><i>alter: to change.</i></p> <p><i>ascent: the act of ascending (going up).</i></p> <p><i>assent: to agree/agreement (verb and noun).</i></p> <p><i>bridal: to do with a bride at a wedding.</i></p> <p><i>bridle: reins etc. for controlling a horse.</i></p> <p><i>cereal: made from grain (e.g. breakfast cereal).</i></p> <p><i>serial: adjective from the noun series – a succession of things one</i></p> | <p><i>advice/advise</i></p> <p><i>device/devise</i></p> <p><i>licence/license</i></p> <p><i>practice/practise</i></p> <p><i>prophecy/propheesy</i></p> <p><i>farther: further</i></p> <p><i>father: a male parent</i></p> <p><i>guessed: past tense of the verb guess</i></p> <p><i>guest: visitor</i></p> <p><i>heard: past tense of the verb hear</i></p> <p><i>herd: a group of animals</i></p> <p><i>led: past tense of the verb lead</i></p> <p><i>lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)</i></p> <p><i>morning: before noon</i></p> <p><i>mourning: grieving for someone who has died</i></p> <p><i>past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb</i></p> |

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| | <p><i>after the other.</i></p> <p><i>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).</i></p> <p><i>complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).</i></p> <p><i>descent: the act of descending (going down).</i></p> <p><i>dissent: to disagree/disagreement (verb and noun).</i></p> <p><i>desert: as a noun – a barren place (stress on first syllable); as a verb</i></p> | <p><i>showing place (e.g. he walked past me)</i></p> <p><i>passed: past tense of the verb 'pass' (e.g. I passed him in the road)</i></p> <p><i>precede: go in front of or before</i></p> <p><i>proceed: go on</i></p> <p><i>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)</i></p> |
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Spelling Appendix - Statutory (Years 5 & 6)

Year 5&6 Statutory word list

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| Year 5 | Year 6 |
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| | <p><i>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)</i></p> <p><i>draught: a current of air.</i></p> | <p><i>stationary: not moving</i></p> <p><i>stationery: paper, envelopes etc.</i></p> <p><i>steal: take something that does not belong to you</i></p> <p><i>steel: metal</i></p> <p><i>wary: cautious</i></p> <p><i>weary: tired</i></p> <p><i>who's: contraction of who is or who has</i></p> <p><i>whose: belonging to someone (e.g. Whose jacket is that?)</i></p> |
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Year 6: Revise all curriculum

| <u>Autumn Term</u> | <u>Spring Term</u> | <u>Autumn Term</u> | <u>Spring Term</u> |
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| 1. accompany | 1. according | 1. accommodate | 1. achieve |
| 2. aggressive | 2. apparent | 2. amateur | 2. ancient |
| 3. attached | 3. average | 3. appreciate | 3. available |
| 4. bargain | 4. category | 4. bruise | 4. awkward |
| 5. cemetery | 5. community | 5. communicate | 5. committee |
| 6. competition | 6. controversy | 6. conscious* | 6. conscience* |
| 7. correspond | 7. curiosity | 7. criticise (critic + ise) | 7. convenience |
| 8. desperate | 8. develop | 8. determined | 8. definite |
| 9. dictionary | 9. environment | 9. embarrass | 9. disastrous |
| 10. equip (-ped, -ment) | 10. excellent | 10. embarrass | 10. especially |
| 11. explanation | 11. familiar | 11. exaggerate | 11. existence |
| 12. forty | 12. guarantee | 12. foreign | 12. frequently |
| 13. harass | 13. identity | 13. government | 13. hindrance |
| 14. interfere | 14. interrupt | 14. immediate(ly) | 14. individual |
| 15. lightning | 15. marvellous | 15. language | 15. leisure |
| 16. muscle | 16. neighbour | 16. mischievous | 16. necessary |
| 17. occur | 17. opportunity | 17. nuisance | 17. occupy |
| 18. persuade | 18. privilege | 18. parliament | 18. physical |
| 19. profession | 19. queue | 19. prejudice | 19. programme |
| 20. recommend | 20. relevant | 20. pronunciation restaurant | 20. recognise |
| 21. rhyme | 21. sacrifice | 21. secretary | 21. rhythm |
| 22. signature | 22. soldier | 22. sincere(ly) | 22. shoulder |
| 23. stomach | 23. suggest | 23. symbol | 23. sufficient |
| 24. system | 24. twelfth | 24. thorough | 24. temperature |
| 25. vegetable | 25. yacht | 25. vehicle | 25. variety |
| <u>Summer Term</u> Revise all spellings | | <u>Summer Term</u> Revise all spellings | |

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 *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**.

