

# National Curriculum 2014 Planning Document

## 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.

# Spelling – years 5 and 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>   | <p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>  |
| 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>  | <p>official, special, artificial, partial, confidential, essential</p>  |
| 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, independence</p> |
| <i>Statutory requirements</i>                                | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>  |
| Words ending in –able and –ible<br>Words ending in –ably and | <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>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration),</p>   |

| <i>Statutory requirements</i>  | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>   |
|--|---|--|
| -ibly  | <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>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> |
| Adding suffixes beginning with vowel letters to words ending in -fer | <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>   |
| 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  |

| <i>Statutory requirements</i>              | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>   |
|--|---|--|
| 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> <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>   |
| 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.  | <p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> |

| <i>Statutory requirements</i>  | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>          |
|--|--|---|
|  |  | through<br>thorough, borough<br>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>  |
|--|---|---|
| Homophones and other words that are often confused | <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).<br/> isle: an island.<br/> aloud: out loud.<br/> allowed: permitted.<br/> affect: usually a verb (e.g. <i>The weather may affect our plans</i>).<br/> 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>).<br/> altar: a table-like piece of furniture in a church.<br/> alter: to change.<br/> ascent: the act of ascending (going up).<br/> assent: to agree/agreement (verb and noun).<br/> bridal: to do with a bride at a wedding.<br/> bridle: reins etc. for controlling a horse.<br/> cereal: made from grain (e.g. breakfast cereal).<br/> serial: adjective from the noun <i>series</i> – a succession of things one after the other.<br/> compliment: to make nice remarks about someone (verb) or the remark that is made (noun).<br/> 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<br/> device/devise<br/> licence/license<br/> practice/practise<br/> prophecy/prophesy</p> <p>farther: further<br/> father: a male parent<br/> guessed: past tense of the verb <i>guess</i><br/> guest: visitor<br/> heard: past tense of the verb <i>hear</i><br/> herd: a group of animals<br/> led: past tense of the verb <i>lead</i><br/> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)<br/> morning: before noon<br/> mourning: grieving for someone who has died<br/> 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>)<br/> passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i>)<br/> precede: go in front of or before<br/> 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).<br/> dissent: to disagree/disagreement (verb and noun).<br/> desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)<br/> dessert: (stress on second syllable) a sweet course after the main course of a meal.<br/> 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>)<br/> draught: a current of air.</p> | <p>principal: adjective – most important (e.g. <i>principal ballerina</i>)<br/> noun – important person (e.g. <i>principal of a college</i>)<br/> principle: basic truth or belief<br/> profit: money that is made in selling things<br/> prophet: someone who foretells the future<br/> stationary: not moving<br/> stationery: paper, envelopes etc.<br/> steal: take something that does not belong to you<br/> steel: metal<br/> wary: cautious<br/> weary: tired<br/> who's: contraction of <i>who is</i> or <i>who has</i><br/> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p> |

## 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 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**.