



## Spelling - work for years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidelines	Example words
<b>Endings which sound like /ʃəs/ spelt -cious or -tious</b>	<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> -</p> <p>e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious.</p> <p><b>Exception:</b> anxious.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p> <p><i>ferocious</i></p>
<b>Endings which sound like /ʃəl/</b>	<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>	<p>official, special, artificial, partial, confidential, essential</p> <p><i>potential, initial, crucial, social</i></p>



## Year 5 and 6 Spelling Work

Statutory requirements	Rules and guidelines	Example words
Words ending in <b>-ant</b> , <b>-ance/-ancy</b> , <b>-ent</b> , <b>-ence/-ency</b>	<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>
Words ending in <b>-able</b> and <b>-ible</b>	<p>The <b>-able</b> ending are far more common than the <b>-ible</b> ending.</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</p>	<p>adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration)</p> <p>changeable, noticeable, forcible, legible</p>



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<p><b>Words ending in -able and -ible</b> (continued)</p>	<p>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 can be heard (e.g. <i>sensible</i>).</p>	<p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible, horrible, terrible, visible, incredible, sensible</p> <p><i>suitable, miserable, probable, comfortable, horrible, possible, impossible, collectible, terrible, legible, credible, illegible, revisable, invincible</i></p>
<p><b>Adding suffixes beginning with vowel letters to words ending in -fer</b></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><b>Use of the hyphen</b></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, <i>co-ordination</i>, re-enter, co-operate, <i>co-operation</i>, co-own</p>



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Statutory requirements	Rules and guidelines	Example words
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 ei is /i:/.</p> <p>Exceptions: <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> <p>receipt, deceit, conceit</p>
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 <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>.</p>	<p>doubt, island, lamb, solemn, thistle, knight</p> <p><b>silent B:</b> bomb, climb, comb, crumb, debt, plumber, dumb, womb, tomb, thumb, numb, lamb</p> <p><b>silent C:</b> ascend, descend, muscle, scene, scent, scissors, isosceles, disciple, fascinate, conscious, conscience, science, crescent</p> <p><b>silent G:</b> gnaw, gnome, foreign, gnarl, gnash, sign, resign, design</p>



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<b>Words with 'silent' letters (continued)</b>		<p>silent K: knight, knuckle, know, knob, knock, knowledge, knit, knot, knife, knew, knee, kneel, knickers, knead</p> <p>silent N: Autumn, column, solemn, hymn, damn, condemn</p> <p>Silent P: receipt</p> <p>silent T: apostle, thistle, fasten, soften, castle, bristle, whistle, wrestle, listen, bustle, bustling, rustle, rustling</p> <p>silent W: wriggle, sword, wreck, wrap, wrinkle, wrist, write, written, writing, wrote</p>
<b>Homophones and other words that are often confused</b>	<p>In these pairs of words, 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 c.</p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island.</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophecy</p> <p>eligible: suitable to be chosen or elected illegible: not legible (i.e. unreadable)</p> <p>eliminate: to get rid of/exclude illuminate: to light up</p>



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<p><b>Homophones and other words that are often confused (continued)</b></p>	<p>aloud: out loud. allowed: permitted.</p> <p>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>).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series - a succession of things one after the other.</p>	<p>farther: further father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i> guest: visitor</p> <p>heard: past tense of the verb <i>hear</i> herd: a group of animals</p> <p>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>)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to 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>)</p> <p>precede: go in front of or before proceed: go on</p>
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<p><b>Homophones and other words that are often confused (continued)</b></p>	<p>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>descent: the act of descending (going down)          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)          dessert: (stress on second syllable) a sweet course after the main course of a meal</p> <p>disinterested: not having a personal stake in the matter (a World Cup referee must be disinterested - i.e. must not be from one of the countries playing in the match)          uninterested: not interested, bored (a referee should be interested, not uninterested, in football)</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</p> <p>profit: money that is made in selling things          prophet: someone who foretells the future</p> <p>stationary: not moving          stationery: paper, envelopes etc.          steal: take something that does not belong to you          steel: metal</p> <p>wary: cautious          weary: tired</p> <p>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>
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## Year 5 and 6 Spelling Work

### Homophones and other words that are often confused (continued)

#### Examples from year 3/year 4

accept/except, affect/effect,  
ball/bawl, berry/bury,  
brake/break, fair/fare,  
grate/great, groan/grown,  
here/hear, heel/heal/he'll,  
knot/not, mail/male, main/mane,  
meat/meet, medal/meddle,  
missed/mist, peace/piece,  
plain/plane, rain/rein/reign,  
scene/seen, weather/whether

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

### Word List - years 5 and 6

The following words are taken directly from the National Curriculum.

There is an expectation that by the end of the given year, children can read, spell and use the following words correctly.

Please note: The words have been gathered into word classes of how they may be most commonly used. However some words can have different meanings depending upon how they have been used.

For example: RHYME can be a verb. E.g. The words did not rhyme.  
However, it can also be a noun. E.g. I was singing a rhyme.

Another example: MUSCLE can be a noun. E.g. I pulled a muscle.  
However, it can also be a verb. E.g. The gang wanted to muscle in on our territory.

Where words can belong to more than one word class, they have been identified in brackets.





## Year 5 and 6 Spelling Work

Year 5 word list		Year 6 word list	
<p><b><u>Adjectives</u></b>  aggressive  ancient  apparent  available  average (<i>noun</i>)  definite  desperate  determined  excellent  familiar  forty (<i>noun</i>)  physical  relevant  sincere  twelfth</p> <p><b><u>Adverbs</u></b>  frequently  sincerely</p> <p><b><u>Nouns</u></b>  bargain (<i>adjective</i>)  bruise  community  curiosity  competition  dictionary  environment  explanation  government  identity  individual</p>	<p>language  lightning  muscle  neighbour  opportunity  profession  programme  rhyme (<i>verb</i>)  shoulder (<i>verb</i>)  signature (<i>adjective</i>)  stomach  system  variety</p> <p><b><u>Verbs</u></b>  according  achieve  correspond  develop  exaggerate  interrupt  occur  persuade  recognise  sacrifice (<i>noun</i>)  suggest</p>	<p><b><u>Adjectives</u></b>  amateur (<i>noun</i>)  awkward  conscious*  disastrous  foreign  immediate  mischievous  marvellous  necessary  sufficient  thorough</p> <p><b><u>Adverbs</u></b>  especially  immediately</p> <p><b><u>Nouns</u></b>  category  cemetery  committee  conscience*  controversy  convenience  critic  equipment  existence  hindrance  leisure  nuisance</p>	<p>parliament  prejudice  privilege  pronunciation  queue  restaurant  rhythm  secretary  soldier  symbol  temperature  vegetable  vehicle  yacht</p> <p><b><u>Verbs</u></b>  accommodate  accompany  appreciate  attached  communicate  criticise  embarrass  equip  equipped  guarantee  harass  interfere  occupy  recommend</p>



## Year 5 and 6 Spelling Work

### Notes and guidance (non-statutory)

Teachers / parents / carers 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*.