 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** |
| buffaloesdominoesheroesechoeschurcheslunchesbusheswatches hisses  | parties babiescitiestriesjelliescelebrities varieties properties photocopiesvacancies  | kniveswolvesleavesthievesscarvesloaveshalves |
| - **ible / - able**  | **Contractions**  | **Soft c ( ce )** |
| sensible flexible responsible reliable comfortable affordable flexible terrible understandable  | can’tisn’t doesn’t won’t there’s she’swouldn’thasn’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 accidentcirculationcircumference 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** |
| boughcoughdoughenoughploughthoughboughtbroughtdroughtsoughtthoughtwrought | magician electrician politicianconfusionexplosiondiscussionprofessionpassion session | competitionfractionpollutionemotionstationpositiondistributioncontributioncompetitionrepetitiondemonstrationtranslation |
| **Unstressed letters** | **Homophones** | **- ant / -ance / - ancy** |
| conference offering deafening desperate definite definitelydictionary difference miserable memorable reference messenger preparedifferent doctor prosperous easilyexplanatory extra factory family secretary primarymarvellousencourage fibres | altar / altersteal / steelisle / aislealoud / allowedaffect / effectherd/ heardadvice / advisedevice / deviselicence / licensepractise / practice desert / dessertprofit / prophet dissent / descent draft / draught | fragrantfragrancevacantvacancyrelevantrelevancetoleranttoleranceimportantimportancehesitanthesitancyvibrantvibrancy |
| **- ent / -ence / -ency**  | **Suffixes words ending in fer** |
| difference absence experience patience independence existence confidence difference indifference influence insistence impatienceexcellent   | referringreferral, preferringpreferred,transferringtransferred referencereferee, preferencetransference |
| **“ul” sound - al**  | **“ul” sound - cial** | **“ul” sound - tial** |
| royalactualmineralgeneralmaterialrehearsal originalnaturalhorizontalvertical | beneficialcommercialcrucialfacialfinancialglacialjudicialofficialspecialsocial | palatialpartialpotentialresidentialsequentialspatialsubstantialessentialimpartialconfidential  |
| **Common prefixes**  |  |
| **il / ir / im** | **dis / mis / un**  | **- cious / tious**  |
| illegalilliterateillegibleirregularirrationalirritatingimproperimprudentimmortalimmaterial | disembarkdisbeliefdisadvantagediscontentdiscouragemisplacemiscalculatemisconductunnaturalunintentional | cautiousscrumptiousinfectiousfractiousambitiousconsciouspreciousviciousspaciousdeliciousferocious suspiciousdelicioussuspiciousviciouspreciousferociousscrumptious |
| **Silent letters**  | **Prefixes auto / tele / aero** |
| doubtislandlambsolemnthistleknightgnome | automobileautomatictelescopetelevision 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.**