

**English: Spelling Key skills**  
**Year 5/6**

<b>Writing transcription: Spelling</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>	
<b>Revision of work from Years 3 and 4</b>		
As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.		
<b>Statutory requirements</b>	<b>Rules and guidelines (non-statutory)</b>	<b>Example words (non-statutory)</b>
<b>Endings which sound like /ʃes/ spell -cious or -lious</b>	Not many common words end like this. 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> <b>Exception:</b> <i>anxious</i>	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
<b>Endings which sound like /ʃəl/</b>	<b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions. <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> ).	official, special, artificial, partial, confidential, essential
<b>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</b>	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. 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. 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
<b>Words ending in -able and -ible</b>	The <b>-able</b> ending is far more common than the <b>-ible</b> ending. 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> . 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. 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. 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> ).	adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible, horrible, terrible, visible, incredible, sensible
<b>Adding suffixes beginning with vowel letters to words ending in -fer</b>	The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.  The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred  reference, referee, preference, transference
<b>Use of the hyphen</b>	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
<b>Words with the /i:/ sound spelt ei after c</b>	The 'i' before <b>e</b> except after <b>c</b> rule applies to words where the sound spelt by <b>ei</b> is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
<b>Words containing the letter-string ough</b>	<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
<b>Words with 'silent' letters (whose presence cannot be predicted from the pronunciation)</b>	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
<b>Homophones and other words that are often confused</b>	In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b> . Advice and advise 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> . More examples: 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 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.	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 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?)

English: Spelling Key skills  
Year 5/6

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  
sincere(ly)  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

Many of these words can be used for practice in adding suffixes.