

**National Curriculum
Spelling Lists for Years 5 & 6**

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
1. 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 -ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	vicious precious conscious delicious malicious suspicious suspicious unconscious conscious precious	ambitious cautious fictitious infectious nutritious ambitious superstitious nutritious surreptitious
2. Endings which sound like /ʃəl/	<p>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: <i>initial</i>, <i>financial</i>, <i>commercial</i>, <i>provincial</i> (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	official special artificial beneficial commercial crucial facial glacial	social partial confidential essential initial partial essential potential
3. Words ending in –ant, –ance/-ancy, –ent, –ence/-ency	<p>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.</p> <p>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.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	observant observance observation expectant expectation hesitant hesitancy hesitation tolerant tolerance toleration substance substantial innocent innocence frequent	frequency agency agent decent decency frequent frequency confident confidence confidential assistant assistance obedient obedience independent independence

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>4. Words ending in –able and –ible Words ending in –ably and –ibly</p>	<p>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.</p> <p>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 ending.</p> <p>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 <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>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 <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable adorably adoration applicable applicably application considerable considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable</p> <p>reasonable enjoyable forcible legible reliable possible possibly horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly</p>
<p>5. Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring referred referral preferring preferred transferring</p> <p>transferred reference referee preference transference</p>
<p>6. Use of the hyphen</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 co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend</p> <p>ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-February mid-Atlantic</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
7. 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>	conceit ceiling deceive perceive receipt deceit conceive receive	
8. Words containing the letter-string ough	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	enough rough tough ought bought thought brought fought nought though	although dough through thorough borough plough bough cough
9. 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 gh used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i>.</p> <p>(words with silent ‘w’s are in Year 2 spellings)</p>	doubt lamb lamb limb tomb knight island solemn thistle	whistle listen plumber gnome gnat gnash foreign sign column

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)																														
10. Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. <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>	<table> <tbody> <tr> <td>advice/advise</td> <td>guessed/guest</td> </tr> <tr> <td>device/devise</td> <td>heard/herd</td> </tr> <tr> <td>licence/license</td> <td>lead/led</td> </tr> <tr> <td>practice/practise</td> <td>morning/mourning</td> </tr> <tr> <td>prophecy/prophesy</td> <td>past/passed</td> </tr> <tr> <td>aisle/isle</td> <td>precede/proceed</td> </tr> <tr> <td>aloud/allowed</td> <td>descent/dissent</td> </tr> <tr> <td>affect/effect</td> <td>desert/dessert</td> </tr> <tr> <td>alter/altar</td> <td>draft/draught</td> </tr> <tr> <td>ascent/assent</td> <td>principal/principle</td> </tr> <tr> <td>bridal/bridle</td> <td>profit/prophet</td> </tr> <tr> <td>cereal/serial</td> <td>stationary/stationery</td> </tr> <tr> <td>compliment/complement</td> <td>steal/steel</td> </tr> <tr> <td>farther /father</td> <td>wary/weary</td> </tr> <tr> <td></td> <td>who's/whose</td> </tr> </tbody> </table>	advice/advise	guessed/guest	device/devise	heard/herd	licence/license	lead/led	practice/practise	morning/mourning	prophecy/prophesy	past/passed	aisle/isle	precede/proceed	aloud/allowed	descent/dissent	affect/effect	desert/dessert	alter/altar	draft/draught	ascent/assent	principal/principle	bridal/bridle	profit/prophet	cereal/serial	stationary/stationery	compliment/complement	steal/steel	farther /father	wary/weary		who's/whose
advice/advise	guessed/guest																															
device/devise	heard/herd																															
licence/license	lead/led																															
practice/practise	morning/mourning																															
prophecy/prophesy	past/passed																															
aisle/isle	precede/proceed																															
aloud/allowed	descent/dissent																															
affect/effect	desert/dessert																															
alter/altar	draft/draught																															
ascent/assent	principal/principle																															
bridal/bridle	profit/prophet																															
cereal/serial	stationary/stationery																															
compliment/complement	steal/steel																															
farther /father	wary/weary																															
	who's/whose																															

Word list – years 5 and 6

Y5 T1	Y5 T2	Y5 T3	Y5 T4
accommodate accompany according achieve aggressive amateur ancient apparent	appreciate attached available average awkward bargain bruise category	cemetery committee communicate community competition conscience* conscious* controversy	dictionary disastrous embarrass environment equipped/ment especially exaggerate excellent existence
Y5 T5	Y5 T6	Y6 T1	Y6 T2
convenience correspond criticise (critic + ise) curiosity definite desperate determined develop	pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice	secretary shoulder signature sincere(ly) soldier stomach sufficient suggest explanation	symbol system temperature thorough twelfth variety vegetable vehicle yacht
Y6 T3	Y6 T4	Y6 T5	Y6 T6
opportunity parliament persuade physical prejudice privilege profession programme	marvellous mischievous muscle necessary neighbour nuisance occupy occur	identity immediate(ly) individual interfere interrupt language leisure lightning	familiar foreign forty frequently government guarantee harass hindrance

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 *des'r'ate*, 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*.