

**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: initial, financial, commercial, provincial (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 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 innocent innocence frequent	frequency agency agent decent decency frequent frequency confident confidence confidential assistant assistance obedient obedience independent independence

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<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>		<table border="0"> <tr> <td>adorable</td> <td>reasonable</td> </tr> <tr> <td>adorably</td> <td>enjoyable</td> </tr> <tr> <td>adoration</td> <td>forcible</td> </tr> <tr> <td>applicable</td> <td>legible</td> </tr> <tr> <td>applicably</td> <td>reliable</td> </tr> <tr> <td>application</td> <td>possible</td> </tr> <tr> <td>considerable</td> <td>possibly</td> </tr> <tr> <td>considerably</td> <td>horrible</td> </tr> <tr> <td>consideration</td> <td>horribly</td> </tr> <tr> <td>tolerable</td> <td>terrible</td> </tr> <tr> <td>tolerably</td> <td>terribly</td> </tr> <tr> <td>toleration</td> <td>visible</td> </tr> <tr> <td>changeable</td> <td>visibly</td> </tr> <tr> <td>noticeable</td> <td>incredible</td> </tr> <tr> <td>dependable</td> <td>incredibly</td> </tr> <tr> <td>comfortable</td> <td>sensible</td> </tr> <tr> <td>understandable</td> <td>sensibly</td> </tr> </table>	adorable	reasonable	adorably	enjoyable	adoration	forcible	applicable	legible	applicably	reliable	application	possible	considerable	possibly	considerably	horrible	consideration	horribly	tolerable	terrible	tolerably	terribly	toleration	visible	changeable	visibly	noticeable	incredible	dependable	incredibly	comfortable	sensible	understandable	sensibly
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<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>		<table border="0"> <tr> <td>referring</td> <td>transferred</td> </tr> <tr> <td>referred</td> <td>reference</td> </tr> <tr> <td>referral</td> <td>referee</td> </tr> <tr> <td>preferring</td> <td>preference</td> </tr> <tr> <td>preferred</td> <td>transference</td> </tr> <tr> <td>transferring</td> <td></td> </tr> </table>	referring	transferred	referred	reference	referral	referee	preferring	preference	preferred	transference	transferring																							
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<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> <table border="0"> <tr> <td>co-ordinate</td> <td>ex-convict</td> </tr> <tr> <td>co-operate</td> <td>all-inclusive</td> </tr> <tr> <td>co-own</td> <td>self-addressed</td> </tr> <tr> <td>re-enter</td> <td>non-refundable</td> </tr> <tr> <td>re-elect</td> <td>non-toxic</td> </tr> <tr> <td>re-educate</td> <td>self-esteem</td> </tr> <tr> <td>cross-reference</td> <td>self-portrait</td> </tr> <tr> <td>cross-section</td> <td>mid-February</td> </tr> <tr> <td>ex-boyfriend</td> <td>mid-Atlantic</td> </tr> </table>			co-ordinate	ex-convict	co-operate	all-inclusive	co-own	self-addressed	re-enter	non-refundable	re-elect	non-toxic	re-educate	self-esteem	cross-reference	self-portrait	cross-section	mid-February	ex-boyfriend	mid-Atlantic																
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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>. (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

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<p>10. Homophones and other words that are often confused</p>	<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>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bridle cereal/serial compliment/complement farther /father</p>	<p>guessed/guest heard/herd lead/led morning/mourning past/passed precede/proceed descent/dissent desert/dessert draft/draught principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose</p>

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 *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**.