



YEAR 5 AND 6
ENGLISH CURRICULUM

APPENDIX 1

Spelling – years 5 and 6

Endings which sound like / əs/

ʃspelt -cious or -tious

Not many common words end like this.

If the root word ends in **-ce**, the /ʃ/

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 /eɪ/ 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 / / ε sound in the right position.

There are many words, however, where the above guidance does not 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 letter-string **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, bough

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 the pairs of words opposite, 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**.

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*).

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

Homophones and other words that are often confused (continued)

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.

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 - years 5 and 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
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

APPENDIX 2

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>
Sentence	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
Text	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>