



YEAR 5 AND 6  
ENGLISH CURRICULUM

**APPENDIX 1**

**Spelling - work for years 3 and 4**

Adding suffixes beginning with vowel letters to words of more than one syllable  
If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.

forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation

The /ɪ/ sound spelt y elsewhere than at the end of words

These words should be learnt as needed.

myth, gym, Egypt, pyramid, mystery

The /ʌ/ sound spelt ou

These words should be learnt as needed.

young, touch, double, trouble, country

More prefixes

Most prefixes are added to the beginning of root words without any changes in spelling, but see **in-** below.

Like **un-**, the prefixes **dis-** and **mis-** have negative meanings.

**dis-**: disappoint, disagree, disobey

**mis-**: misbehave, mislead, misspell (mis + spell)

The prefix **in-** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.

**in-**: inactive, incorrect

Before a root word starting with **l**, **in-** becomes **il**.

illegal, illegible

Before a root word starting with **m** or **p**, **in-** becomes **im-**.

immature, immortal, impossible, impatient, imperfect

Before a root word starting with **r**, **in-** becomes **ir-**.

irregular, irrelevant, irresponsible

**re-** means 'again' or 'back'.

**re-**: redo, refresh, return, reappear, redecorate

**sub-** means 'under'.

**sub-**: subdivide, subheading, submarine, submerge

**inter-** means 'between' or 'among'.

**inter-**: interact, intercity, international, interrelated (inter + related)

**super-** means 'above'.

**super-**: supermarket, superman, superstar

**anti-** means 'against'.

**anti-**: antiseptic, anti-clockwise, antisocial

**auto-** means 'self' or 'own'.

**auto-**: autobiography, autograph

The suffix **-ation**

The suffix **-ation** is added to verbs to form nouns. The rules already learnt still apply.

information, adoration, sensation, preparation, admiration

The suffix **-ly**

The suffix **-ly** is added to an adjective to form an adverb. The rules already learnt still apply.

The suffix **-ly** starts with a consonant letter, so it is added straight on to most root words.

sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

**Exceptions:**

(1) If the root word ends in **-y** with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable.

happily, angrily

(2) If the root word ends with **-le**, the **-le** is changed to **-ly**.

gently, simply, humbly, nobly

(3) If the root word ends with **-ic**, **-ally** is added rather than just **-ly**, except in the word *publicly*.

basically, frantically, dramatically

(4) The words *truly*, *duly*, *wholly*.

Words with endings sounding like /ʒə/

or

/t ə/

ʃ

The ending sounding like /ʒə/ is always spelt **-sure**.

The ending sounding like /tʃə/ is often spelt **-ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending - e.g. *teacher*, *catcher*, *richer*, *stretcher*.

measure, treasure, pleasure, enclosure

creature, furniture, picture, nature, adventure

Endings which sound like /ʒən/

If the ending sounds like /ʒən/, it is spelt as **-sion**.

division, invasion, confusion, decision, collision, television

The suffix **-ous**

Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.

Sometimes there is no obvious root word.

**-our** is changed to **-or** before **-ous** is added.

A final 'e' of the root word must be kept if the /d<sub>3</sub>/ sound of 'g' is to be kept.

If there is an /i:/ sound before the **-ous** ending, it is usually spelt as **i**, but a few words have **e**.

poisonous, dangerous, mountainous, famous, various  
tremendous, enormous, jealous  
humorous, glamorous, vigorous  
courageous, outrageous  
serious, obvious, curious hideous, spontaneous, courteous

Endings which sound like /ʃən/,  
spelt **-tion**, **-sion**, **-ssion**, **-cian**

Strictly speaking, the suffixes are **-ion** and **-ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word.

**-tion** is the most common spelling. It is used if the root word ends in **t** or **te**.

**-ssion** is used if the root word ends in **ss** or **-mit**.

**-sion** is used if the root word ends in **d** or **se**. **Exceptions:** *attend - attention, intend - intention.*

**-cian** is used if the root word ends in **c** or **cs**.

invention, injection, action, hesitation, completion  
expression, discussion, confession, permission, admission  
expansion, extension, comprehension, tension  
musician, electrician, magician, politician, mathematician

Words with the /k/ sound spelt **ch** (Greek in origin)  
scheme, chorus, chemist, echo, character

Words with the /ʃ/  
sound spelt **ch** (mostly French in origin)  
chef, chalet, machine, brochure

Words ending with the /g/ sound spelt **-gue** and the /k/ sound spelt **-que**  
(French in origin)  
league, tongue, antique, unique

Words with the /s/ sound spelt **sc** (Latin in origin)  
In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one - /s/ /k/.  
science, scene, discipline, fascinate, crescent

Words with the /eɪ/  
sound spelt **ei**, **eigh**, or **ey**  
vein, weigh, eight, neighbour, they, obey

Possessive apostrophe with plural words

The apostrophe is placed after the plural form of the word; **-s** is not added if the plural already ends in **-s**, but *is* added if the plural does not end in **-s** (i.e. is an irregular plural - e.g. *children's*).

girls', boys', babies', children's, men's, mice's

(**Note:** singular proper nouns ending in an *s* use the 's suffix e.g. Cyprus's population)

Homophones and near-homophones

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## Word list - years 3 and 4

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight/eighth

enough

exercise

experience

experiment

extreme  
famous  
favourite  
February  
forward(s)  
fruit  
grammar  
group  
guard  
guide  
heard  
heart  
height  
history  
imagine  
increase  
important  
interest  
island  
knowledge  
learn  
length  
library  
material  
medicine  
mention  
minute  
natural  
naughty  
notice  
occasion(ally)  
often  
opposite  
ordinary  
particular  
peculiar  
perhaps  
popular  
position  
possess(ion)  
possible  
potatoes  
pressure  
probably  
promise  
purpose  
quarter  
question

recent  
regular  
reign  
remember  
sentence  
separate  
special  
straight  
strange  
strength  
suppose  
surprise  
therefore  
though/although  
thought  
through  
various  
weight  
woman/women

### **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.

#### **Examples:**

*business*: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy** + **ness**, with the **y** of **busy** changed to **i** according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling.

#### **Examples:**

□ *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.

□ *medicine* is related to *medical* so the /s/ sound is spelt as **c**.

□ *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

## APPENDIX 2

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>
<b>Terminology for pupils</b>	<p>adverb, preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> <i>-s</i></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>
<b>Sentence</b>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p>
<b>Text</b>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</p>
<b>Punctuation</b>	<p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b></p>
<b>Terminology for pupils</b>	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>