



WHERE YOUNG  
MINDS SHINE

# Spelling Years 5 & 6

Kirton Lindsey Primary School  
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Throughout Kirton Lindsey Primary School, we teach spelling daily. In Early Years and Year 1, it is taught as a part of phonics sessions and in some writing lessons. From Year 2, children take part in dedicated spelling lessons.

The National Curriculum outlines which patterns should be taught at each stage; we teach these patterns to the children through a variety of activities and games. This booklet is intended to show you which spelling patterns your child will be taught this year and provides you with any spelling rules, examples of the rules being used and exceptions to the rules, to enable you to support your child at home.

The spelling curriculum is organised into the following sections: Year 1, Year 2, Years 3&4 and Years 5&6. In addition to the rules taught in this booklet, your child may also re-cap teaching from previous years. Also, children are taught the statutory words for Years 3&4 and Years 5&6 through the Star Spell spelling test scheme, at a rate of 4 words per week.

If you have any questions about this spelling guide, you would like a copy of previous year's spelling patterns or more information on Star Spell, please speak to your child's teacher.

Year 5 & 6 Spelling Curriculum			
Spelling pattern	Rules / guidance	Examples	Exceptions
<p><b>cious &amp; tious endings</b></p> <p>(which sound like shus)</p>	<p>If the root word ends <b>ce</b>, the spelling is usually <b>cious</b>:</p> <p><u>grace</u> - <u>gracious</u></p> <p><u>malice</u> - <u>malicious</u></p>	<p><u>precious</u>, <u>conscious</u>, <u>delicious</u>, <u>malicious</u>, <u>suspicious</u></p> <p><b>ambitious</b>, <b>cautious</b>, <b>fictitious</b>, <b>infectious</b>, <b>nutritious</b></p>	
<p><b>cial &amp; tial endings</b></p>	<p>cial often follows a <b>vowel</b></p> <p>tial often follows a <b>consonant</b></p>	<p><u>official</u>, <u>special</u>, <u>artificial</u></p> <p><b>partial</b>, <b>confidential</b>, <b>essential</b>.</p>	<p>initial, financial, commercial</p>
<p><b>ant / ance / ancy</b></p>	<p>Using <i>ation</i> can help you: if a related word has an ‘a’ sound in the correct position, use a :</p> <p>observ<u>ation</u> - observ<u>ant</u></p>	<p>observant, expectant, tolerant, substance</p>	<p>Many words don’t follow a rule and they just have to be learnt eg. assistant, obedient, independent</p>
<p><b>ent/ ence / ency</b></p>	<p>Use <b>ent</b> after a <b>soft c</b> (sounds like an s), <b>qu</b> or a ‘j’ sound (spelled g or j).</p>	<p>innocence, innocent, decent, <b>frequent</b></p>	
<p><b>able / ably</b></p>	<p><b>able</b> is much more common.</p> <p>Using <i>ation</i> can help you here. If a related word has an ‘a’ sound in the correct position, use a :</p> <p>applic<u>ation</u> – applic<u>able</u></p>	<p>adorable, applicable, considerable, tolerable</p>	



	‘or’	<b>bought, thought, nought, brought, ought, fought</b>	
	‘uff’	<b>rough, tough, enough</b>	
	‘off’	<b>cough</b>	
	‘ow’	<b>though, although, dough</b>	
	‘ooh’	<b>through</b>	
	‘ow’	<b>plough, bough</b>	
<b>Silent letters</b>	Some words have silent letters	<b>doubt, island, lamb, thistle, knight</b>	
<b>Homophones</b>	<p>Where the word can be used as a noun and a verb, the noun ending is ce and the verb ending is se.</p> <p>With other words it helps to practise them in context.</p>	<p>advice / advise  device / devise  licence / license  practice / practise  prophecy / prophesy</p> <p><b>father</b> (dad) / <b>farther</b> (distance)  <b>heard</b> (linked to hearing) / <b>herd</b> (group of animals)  <b>led</b> (past tense of lead) / <b>lead</b> (metal or present tense)  <b>morning</b> (before 12pm) / <b>mourning</b> (grieving)  <b>guessed</b> (past tense of guess) / <b>guest</b> (visitor)  <b>past</b> (a previous time or used as a positional word) / <b>passed</b> (past tense of pass)  <b>desert</b> (sand) / <b>dessert</b> (sweet)  <b>steal</b> (take something) / <b>steel</b> (metal)</p>	

	<p><b>whose</b> (belonging) / <b>who's</b> (short for who is)</p> <p><b>precede</b> (go in front or before) / <b>proceed</b> (go on)</p> <p><b>isle</b> (island) / <b>aisle</b> (a pathway between seats)</p> <p><b>aloud</b> (out loud) / <b>allowed</b> (permitted)</p> <p><b>affect</b> (usually a verb) / <b>effect</b> (usually a noun)</p> <p><i>The weather will affect our plans. The weather may have an effect on our plans</i></p> <p><b>altar</b> (in a church) / <b>alter</b> (change)</p> <p><b>ascent</b> (going up) / <b>assent</b> (to agree)</p> <p><b>bridal</b> (wedding) / <b>bridle</b> (horse)</p> <p><b>cereal</b> (breakfast) / <b>serial</b> (a succession of things)</p> <p><b>compliment</b> (say nice things about) / <b>complement</b> (to make something complete)</p> <p><b>principal</b> (most important) / <b>principle</b> (truth or belief)</p> <p><b>profit</b> (make money) / <b>prophet</b> (tells the future)</p> <p><b>stationery</b> (paper, envelopes) / <b>stationary</b> (not moving)</p> <p><b>wary</b> (cautious) / <b>weary</b> (tired)</p> <p><b>descent</b> (going down) / <b>dissent</b> (to disagree)</p> <p><b>draft</b> (first attempt) / <b>draught</b> (air)</p>
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