

Spelling Planners for Years 5 and 6

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This document has been written to align with the English programmes of study, including the Spelling Appendix 1 and the Test Frameworks for Grammar, Punctuation and Spelling (Standards and Testing Agency). It also takes into account the schedule of No Nonsense Spelling (Raintree), so that planning can be more easily matched for those schools using the No Nonsense Spelling programme.

Termly suggestions usually build gradually in levels of challenge, but may be used flexibly according to the school's chosen curriculum. For example, outings, texts or other curricular topics may occur at particular times of year. Also, *the child's ability and stage of learning needs to be taken into account when planning for spelling*. This document assists teachers in knowing age-related learning for most children, as described by the National Curriculum.

The document has a focus on phonics and spelling, rather than grammar. (Separate planners are available for grammatical terminology and punctuation in each year group of the primary school, including Reception.) Please also refer to the programmes of study for years 5 and 6, particularly the Spelling Appendix and statutory word list, in order to ensure full coverage of the appropriate spelling expectations and non-statutory example words.

Each planner begins with an overview, which is important reading.

	YEAR FIVE	T1	T2	T3	T4	T5	T6
Test Ref: Code Overlaps with KS1	<p>Overview: At the beginning of Year 5, children will need further practice in the spelling patterns and conventions learned in Years 3 and 4, together with revision of the many common exception words and homophones learned previously. For this reason, some earlier Test Code references remain the same, allowing time to plan for that important consolidation of learning. New learning for Year 5, indicated by the Programme of Study and Spelling Appendix, can then build upon that knowledge. Pupils should become confident to check spellings in a dictionary using the first three or four letters. They also use a dictionary to support learning word roots, derivations and spelling patterns. Pupils will also strengthen their proofreading skills in order to correct some of their own errors, particularly of words they have learned. *NB Words from the statutory word list are shown in bold font.</p>						
S5	adding –s, –es and –ies to words (plurals of nouns and the third-person singular of verbs)		revise adding –s, –es and –ies: introduce category(y)ies, communit(y)ies, opportunities, varieties				
S14	the /dʒ/ sound spelt as –ge and –dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y			teach with common exception words: average, language, privilege			
S24, S25, S26	adding –ed, –ing, –er and –est	equip/equipped, accompany/ied, attached, develop/ed, queue/d, recognise/d					
S34	the suffixes –ment, –ness, –ful, –less and –ly				word list: environment, desperate/ly, equipment, frequently, government, parliament		
S35	words ending in –tion				word list: see below		
S37 KS1 and KS2	common exception words	revise statutory words from Y3-4 list as appropriate	revise statutory words from Y3-4 list as appropriate	Y5-6 words: average, bruise, guarantee, immediately, language, privilege vehicle, yacht	competition, leisure,	aggressive, disastrous, especially, excellent, marvellous, necessary, professional, recommended, restaurant, temperature	programme, explanation pronunciation communication
KS2	The following section demonstrates those aspects of spelling which are included in the KS2 programme of study						
S38	adding suffixes beginning with vowel letters to words of more than one syllable					according, determined, assigned, reassigned, resigned, resigning, resignation, designer, designing, designed, (signature) ; also suffixes –es, –ist, –ise and –ive: aggressive	
S39	the /i/ sound spelt y other than at the end of words						revisit as required: myth, gym, pyramid, mystery, Egypt
S40	the /ʌ/ sound spelt ou						revisit as required : young, double, touch, trouble, country, rough

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S41	prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)	revisit prefixes from Y3-4 unusual, unattached, disappoint, disagree, disobey, dishonest, distrust, disappear ; teach disastrous	revisit: misbehave, mislead, misspell; redo, refresh, reappear, redecorate, return	revisit: subdivide; subheading; submarine; submerge; telephone; telescope; telegraph; television	revisit: superman, supermarket, autograph; autobiography, automaton	revisit: Inactive, incapable, inaccurate, incredible, immature, immobile, impossible, impatient, impolite, teach: interfere , indefinite , interrupt , immediately ,	revisit: irregular, irrational, irresponsible, irresistible, illegal, illiterate, illegible, illogical
S42	the suffix –ation						explanation , communication (communicate) pronunciation , desperation (desperate) revelation
S43	the suffix -ly			immediate/ly , mischievous/ly , sincere/ly incredibly, sensibly, reliably, respectably, agreeably, enviably			
S43 cont.	the suffix -ly with root words ending 'le' or 'ic'				teach through segmenting words (morphology): geography, geographic, geographically; telegraph, telegraphically, photographically		
S44-47	See Year 4				revise Y4: treasure, measure, creature, picture, adventure; teach: leisure	revise Y4: division, invasion, confusion, decision; Invention, action, expression, possession ; extension, comprehension; magician, politician etc	revise Y4: poisonous, dangerous, famous, jealous, courageous, serious, various , conscious etc.
S48-49	words with the /k/ sound spelt ch and with the /j/ sound spelt ch			revisit Y4: e.g. chemist / chef / brochure etc.			
S50	words ending with –gue and -que		revisit: league, tongue, antique, unique				
S51	words with the /s/ sound spelt sc					revisit: science, scene, scissors, ascend, descend, scented, crescent, abscess	
S52	words with the /ei/ sound spelt ei, eigh, or ey					revisit: they, weigh, eight, eighth, grey, sleigh	
The following section represents new learning for Years 5 and 6.							
S53	endings which sound like /ʃəs/ spelt –cious or –tious See Y6						
S54	endings which sound like /ʃəl/ See Y6						
S55	words ending in –ant, –ance/–ancy, –ent, –ence/–ency See Y6						

	YEAR FIVE	T1	T2	T3	T4	T5	T6
S56	words ending in –able and –ible	adorable, available , breakable, disposable, edible, enjoyable, enviable, forgivable, horrible, incredible, invincible, identifiable, possible, reliable, reversible, valuable		words ending –ably and –ibly: agreeably, considerably, enviably, incredibly, possibly, reliably, respectably, sensibly			
S57	Adding suffixes beginning with vowel letters to words ending in –fer See Y6						
S58	Words with the /i:/ sound spelt ei after c (and other ie/ei words)				ceiling, receive, receipt, deceit, perceive, conceit; learn ei and ie words: e.g. lie, belief, grief, brief, piece, niece, achieve , fiery, review; <i>and</i> vein, reign, reign, veil, weigh, neighbour , sovereign, foreign ; <i>also</i> weird, protein, their, either, heir, height, variety		
S59	words containing the letter-string ough	ought, bought, sought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough , borough plough, bough					
S60	Words with 'silent' letters	doubt, island, lamb, solemn, thistle, knight, debt, numb, autumn	revise previous words e.g. know, knowledge, knock, knee, gnat, gnaw				
S61	Homophones and other words that are often confused	aloud/allowed, affect/effect, herd/heard, Isle/aisle, past/passed		steel/steal, alter/altar, led/lead, assent/ascent, bridal/bridle	revisit: homophones from terms 1 and 3; revisit homophones from Y3-4 Spelling Appendix 1 as required	cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose	revise full set of learned homophones, including Y3-4 set
Further	use of the hyphen (to spell words)		co-operate, co-ordinate, co-exist, co-own, re-emerge, re-enter, re-ignite, re-invent				
	the apostrophe (assessed in Grammar Test Paper 1)		revisit: apostrophes for contraction and possession, singular and plural	know when and when <i>not</i> to use an apostrophe for possession in given examples			
	Use a dictionary to check the first 3 and 4 letters of words						e.g. relevant, revelation, referee, readjust; profession, programme , prosecute; prototype

	YEAR SIX	T1	T2	T3	T4	T5	T6
Test Ref: Code Overlaps with KS1	<p>Overview: Most pupils in Year 6 will learn many spellings through study of the word's morphology (word structure) and etymology (word derivation). By now, children will have amassed plenty of knowledge and understanding about the ways English words are organised and spelt, and will use their skills in order to tackle unfamiliar and challenging words. They are competent to use a dictionary to look up information about words. They become increasingly proficient at identifying and editing their own relevant spelling errors. It is important that Year 6 pupils revisit and check spelling patterns and conventions from earlier years in the key stage, as these may be included in the statutory test. *NB Words from the statutory word list are shown in bold font.</p>						
S37	common exception words / words from the statutory word list	available, vegetable; accommodate, accompany, according, apparent, committee, correspond, embarrass, harass, interrupt, marvellous necessary, occupy, occur, opportunity, programme, recommend, sufficient, suggest	guarantee, queue, average, language, privilege, signature, temperature, amateur, familiar, leisure, neighbour, shoulder, soldier, foreign	awkward, especially, thorough, cemetery, controversy, frequently, immediately, marvellous, mischief/ mischievously, sincerely, yacht	achieve, achievement, ancient, bargain, excellent, forty, lightning, muscle, parliament, persuade, physical, prejudice, profession, restaurant, various/variety	determined, develop/ed, environment, government, hindrance, nuisance, dictionary, sacrifice, vehicle (see further words below)	conscience, convenience, existence, interfere/ence, sufficient
S38	adding suffixes beginning with vowel letters to words of more than one syllable e.g. -ing, -en, -er, -ed, -ise, -ist, -ite, -al,					aggressive, appreciate, attached, average, category, cemetery, communicate, community, criticise, critical, curiosity, definite, equipped, exaggerate, identity, language, physical, recognise, secretary	
S39	the // sound spelt y other than at the end of words Y4-5	Revise e.g. myth, Egypt; add rhythm (& rhyme), symbol, system					
S40	the // sound spelt ou Y4-5		revise and check: e.g. country, young, touch				
S41	prefixes:			investigate prefixes and their meanings, revisiting some from Y3-4: aero, anti-, aqua-, auto-, bi-, circum-, extra-, pro-, semi-, super, trans-	investigate prefixes and their meanings e.g. auto, hydro-, micro-, phon-tele-; autobiography, binoculars, archaeology, grapheme, hydroelectric telecommunication, microscope, phoneme	investigate / prefixes / suffixes / root words and their meanings: inter, chrono, crede, cyclo dict, tract, tele, audi, vita, script, demo, cede, port, pre, struct, fac, ology	
S42	the suffix -ation				explanation, communication pronunciation, desperate/ation		
S43	the suffix -ly Y5			frequently, definitely, immediately, sincere/ly			
S44	words with endings sounding like /ʒə/ or /tʃə/		quick check: e.g. adventure /pleasure new: signature, leisure				

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S45	endings that sound like /ʒən/		quick check: division, decision, collision				
S46	the suffix -ous			revisit adding -ous/ly mischievous/ly, conscious/ly, courageous/ly, , disastrous/ly, marvellous, etc.			
S47	endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian				revisit and check from Y3-4 Appendix		
S48	words with the /k/ sound spelt ch			check: chemist, stomach , chorus, scheme, echo, character			
S49	words with the /ʃ/ sound spelt ch			check: chef, brochure, machinery			
S50	words ending with -gue and -que		revisit: league, tongue, antique, unique, & guarantee				
S51	words with the /s/ sound spelt sc					revisit: science, scene, scissors, ascend, descend, scented, crescent, muscle	
S52	words with the /ei/ sound spelt ei, eigh, or ey Y3-5		check: neighbour , obey, weigh, weight, vein				
The following section represents new learning for Years 5 and 6.							
S53	endings which sound like /ʃəs/ spelt -cious or -tious See Year 6		vicious, precious, conscious , delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious				
S54	endings which sound like /ʃəl/ spelt cial and tial			official, commercial, glacial, special, facial, social, artificial, financial, racial; partial, confidential, essential, influential, substantial, torrential, preferential, residential			
S55	words ending in -ant, -ance/-ancy, -ent, -ence/-ency See Year 6 *NB Although the No Nonsense Spelling programme includes the suffixes -ent/ence/ency in Term 6, it would be wise to visit these earlier in readiness for the Y6 spelling test.					words ending -ant, -ance and -ancy; use -ance where the root word ends in -ant (observant)/ where the root word can add the ending -ation / if the related verb ends in -y, -ure, -ear, -ate / if the stem of the word ends in a hard /c/ or /g/ sound.	<i>*words ending -ent, -ence and -ency; use -ence where the root verb ends in -ere (e.g. interference)/ if the root verb has a stressed -er (infer) / if the word contains the syllables 'cid', 'fid', 'sid' or 'vid' (confidence); if the stem ends in a soft /c/ or /g/ (innocence).</i>

	YEAR SIX	T1	T2	T3	T4	T5	T6
S56	words ending in –able and –ible	revisit words ending -ible/-able; ably and –ibly: e.g., horrible, terrible, possible, edible, reversible, invincible, legible; and adorable, available , forgivable, disposable, enjoyable, valuable, vegetable , breakable, identifiable; and incredibly, sensibly, reliably, respectfully, agreeably, enviably					
S57	adding suffixes beginning with vowel letters to words ending in –fer	refer, referring, referred, referral; preferred, preferring; transferred, transferring; <i>but</i> reference, referee, preference, transference					
S58	words with the /i:/ sound spelt ei after c (and other ie/ei words) See Y5 and revise				revisit Y5 e.g. ceiling, receive, receipt, deceit, perceive, conceit; and belief, grief, brief, piece, niece, achieve , fiery, review; sovereign, foreign ; <i>also</i> weird, protein, their, either, heir, height, variety		
S59	words containing the letter-string ough			e.g. bough, plough, drought; dough, although; cough, enough, tough; ought, brought, thought, sought; thorough			
S60	words with ‘silent’ letters See Y5			check: doubtful, island, solemn, bristle, knight, knowledge, twelfth , yacht			
S61	homophones and other words that are often confused		ce and se: advice/advise; device/devise; practice/practise; licence/license; prophecy/prophesy		revise all previously learned homophones; teach dessert/desert; stationery/stationary; complement/compliment; principle/principal; prophet/profit	practise and check any problematic homophones from Y5-6 Spelling Appendix	teach: draught/draft; dissent/descent; precede/proceed; wary/weary;
Further	use of the hyphen (to spell words)	revisit: co-operate, co-ordinate, co-exist, co-own, re-emerge, re-enter, re-ignite, re-invent					
	the apostrophe (assessed in Grammar Test Paper 1)	revisit: apostrophes for contraction and possession, singular and plural		know when and when <i>not</i> to use an apostrophe for possession in given examples			
	use a dictionary to check the first 3 and 4 letters of words		revisit	ongoing independent and applied practice			

