**Revise work done in previous years**

**New work for years 5 and 6**

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| **Statutory requirements** |
| Endings which sound like /ʃəs/ spelt –cious or  –tious |
| Endings which sound like /ʃəl/ |
| Words ending in –ant,  –ance/–ancy,  –ent,  –ence/–ency |

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| **Rules and guidance (non-statutory)** | **Example words (non-statutory)** |
| 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 |
| **–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 |
| 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 /ɛ/ 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 |

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| **Statutory requirements** |
| Words ending in –able and  –ible  Words ending in –ably and  –ibly |
| Adding suffixes beginning with vowel letters to words ending in –fer |
| Use of the hyphen |

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| **Rules and guidance (non-statutory)** | **Example words (non-statutory)** |
| 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 |
| The **r** is doubled if the **–fer** is still | referring, referred, referral, |
| stressed when the ending is added. | preferring, preferred, |
|  | transferring, transferred |
| The **r** is not doubled if the **–fer** is no | reference, referee, |
| longer stressed. | preference, transference |
| 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 |

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| **Statutory requirements** |
| Words with the  /i:/ sound spelt ei after c |
| Words containing the letter-string ough |
| Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |

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| **Rules and guidance (non-statutory)** | **Example words (non-statutory)** |
| 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 |
| **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 |
| 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 |

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| **Statutory requirements** |  | **Rules and guidance (non-statutory)** | **Example words (non-statutory)** |
| 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 |

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| **Statutory requirements** |  | **Rules and guidance (non-statutory)** | **Example words (non-statutory)** |
| 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?*) |