

Spelling Progression at Amherst – Year 5 and 6

Year Group	Expected learning (page number refers to lesson objective found in No Nonsense Spelling booklets)	Spelling pattern, rule or tip	Word suggestions/resources
Year 5	Revise spellings from previous years. Assess children against the POS for Years 3&4 in order to ascertain starting points.		SWST
	Words with the letter string 'ough' Page 15	One of the trickiest spellings. Can be used to spell a number of sounds.	I take it you already know Of tough and bough and cough and dough? Others may stumble, but not you, On hiccough, thorough, lough and through? Well done! And now you wish, perhaps, To learn of less familiar traps? Beware of heard, a dreadful word That looks like beard and sounds like bird, And dead: it's said like bed, not bead – For goodness sake don't call it deed! Watch out for meat and great and threat (They rhyme with suite and straight and debt). bough cough dough enough bought plough though drought sought thought tough thorough rough although brought
	Words with 'silent' letters Page 16 and 17	Some 'silent' letters used to be sounded many years ago, e.g. knight	There is no doubt that knights were very solemn. People can whistle even though their lips are numb. Lambs like to munch on thistles in autumn. doubt island lamb solemn thistle knight numb autumn whistle debt isle
	Words ending in '-able' and '-ible' Page 19	<ul style="list-style-type: none"> • '-able' is more common than '-ible'. • The '-able' ending is usually used (but not always) if a complete root word can be heard before it. In some cases the ending of the root word may change, for example. rely/reliable. 	horrible adorable terrible forgivable incredible possible disposable sensible edible enjoyable reliable reversible valuable respectable invincible breakable agreeable legible identifiable enviable

		<ul style="list-style-type: none"> • The '-ible' root is common if a complete root word cannot be heard before it (but not without exception, for example sensible). • The '-able' ending is used if there is a related word ending in '-ation' for example, applicable/application. 	
	Homophones – several lessons		<p>isle aisle aloud allowed affect effect herd heard past passed</p> <p>steel steal alter altar led lead assent ascent bridal bridle</p> <p>cereal serial father farther guessed guest morning mourning who's whose</p>
	From previous years (plurals, adding '-s', '-es' and '-ies') Page 23	<ul style="list-style-type: none"> • Most nouns add '-s' in the plural. • Nouns ending in a hissing/buzzing/shushing sound add '-es' because it makes it easier to say. • Nouns ending in '-y' change the 'y' to 'i' and add '-es' • Several nouns ending in 'o' add '-es' (potato), but newer words just add '-s' (radio) 	<p>bus cup baby balloon box fish party patch word worry try hiss school lunch city</p> <p>potato meal rope</p>
	From previous years: apostrophe for contraction and possession Page 23	<p>Revisit with the class what they have learnt previously about apostrophes for:</p> <ul style="list-style-type: none"> • contraction • singular possession • plural possession. 	
	Use of the hyphen Page 24 and 25	<p>Hyphens can be used to join a prefix to a root, especially if the prefix ends in a vowel and the root also begins with one</p> <p>e.g. co-ordinate.</p>	<p>What are the co-ordinates for the meeting place? Let's do it together, so we don't all reinvent the wheel. When we work in groups, it is important to co-operate</p> <p>(co/re/ -) operate exist re own invent enter tell emerge ignite ordinate</p>

	Using a dictionary to support learning word roots, derivations and spelling patterns		Throughout English lessons Links to Greek topic
	Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>) Page 32	<ul style="list-style-type: none"> • Orally segment the word. • Write it down and identify which grapheme is tricky. • Discuss ways of remembering this part. What strategy will they use to learn? • Are there any other strategies they have used (such as a word webs or matrices) they could explore to help them to understand how the word works? 	I fell off my yacht and the next day, I had a huge bruise. We guarantee delivery immediately in our extra fast vehicle. bruise yacht guarantee vehicle immediately
	Words ending in ‘-ably’ and ‘-ibly’ Page 33	<p>‘-able’ is more common than ‘-ible’.</p> <ul style="list-style-type: none"> • The ‘-able’ ending is usually used (but not always) if a complete root word can be heard before it. In some cases the ending of the root word may change, for example, rely/reliable. • The ‘-ible’ root is common if a complete root word cannot be heard before it (but not without exception, for example, sensible). • The ‘-able’ ending is used if there is a related word ending in ‘-ation’, for example, applicable/application. • Show how when you add ‘-ibly’ or ‘-ably’, the same conventions 	horrible adorable forgivable incredible possible disposable sensible edible enjoyable reliable reversible valuable respectable invincible breakable agreeable legible identifiable enviable

apply as above, but you drop the 'e' from the end of the word before adding '-ibly'/'- ably':
 horrible becomes horribly
 adorable becomes adorably

Building words from root words
 Page 37

Use the example matrices provided to discuss how they work and how they help both to spell a word and to understand its meaning. Use the term 'morphemes' to discuss the way that the parts of the word can be built up and how they affect the meaning.

un def in	fin	ish al ite	ing ed es ly ist ise ive
un re de	at de	tach	ing ed es able ment

Also links with Greek topic

Words with the /i:/sound spelt 'ei' (usually after 'c' – for example, *ceiling*)
 Page 39

Common rule: 'i' before **e**, except after **c**, where the sound is spelt by **ei**.
 However, there are **Exceptions**:
 protein, caffeine, seize, neither
 'C' is usually followed by 'ei' making the long /i:/ sound (ceiling).

lie chief shield ceiling vein weird die pierce yield receive rein protein pie field science receipt reign their tie priest relief deceit veil either thief fierce pier perceive weigh neither belief mischief patient conceit freight height grief quiet view niece eight heir brief friend ancient neighbour piece medieval glacier sovereign review obedient fiery

		<ul style="list-style-type: none"> • The other most common sound is the long /eɪ/ sound (vein). • Most words use 'ie'. • 'ie' is the only grapheme used as a word ending. • 'ei' is the only grapheme used as a word beginning. • 'c' is usually followed by 'ei' (with a few exceptions: science, glacier, ancient). • The long /eɪ/ sound is usually represented by 'ei'. 						
	<p>Strategies for learning words: problem suffixes Page 49</p>		<p>'-ous', '-ing', '-ed', '-es' or '-ies',</p>					
	<p>Statutory Year 5 words to learn – in no particular order or deliberate splitting up of columns, done purely to save space.</p>		<p>Send home a few each week as part of spelling homework</p> <table border="1" data-bbox="1068 855 2190 1431"> <tr> <td data-bbox="1068 855 1444 1431"> <ul style="list-style-type: none"> • Accommodate • According • Achieve • Aggressive • Apparent • Attached • Average • Bargain • Bruise • Category • Communicate • Communicate • Competition • Definite • Desperate • Develop • Dictionary </td> <td data-bbox="1444 855 1821 1431"> <ul style="list-style-type: none"> • Especially • Excellent • Familiar • Forty • Government • Identity • Immediate • Individual • Interfere • Language • Lightning • Marvellous • Neighbour • Occur • Persuade • Physical • Profession </td> <td data-bbox="1821 855 2190 1431"> <ul style="list-style-type: none"> • Relevant • Restaurant • Rhyme • Rhythm • Secretary • Shoulder • Signature • Sincere • Soldier • Stomach • Suggest • Symbol • System • Temperature • Thorough • Twelfth • Vegetable </td> </tr> </table>			<ul style="list-style-type: none"> • Accommodate • According • Achieve • Aggressive • Apparent • Attached • Average • Bargain • Bruise • Category • Communicate • Communicate • Competition • Definite • Desperate • Develop • Dictionary 	<ul style="list-style-type: none"> • Especially • Excellent • Familiar • Forty • Government • Identity • Immediate • Individual • Interfere • Language • Lightning • Marvellous • Neighbour • Occur • Persuade • Physical • Profession 	<ul style="list-style-type: none"> • Relevant • Restaurant • Rhyme • Rhythm • Secretary • Shoulder • Signature • Sincere • Soldier • Stomach • Suggest • Symbol • System • Temperature • Thorough • Twelfth • Vegetable
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			<ul style="list-style-type: none"> • Environment • Equip • Equipped • Equipment 	<ul style="list-style-type: none"> • Programme • Recognise • Recommend 	
Year 6	Words ending '-able'/'-ably' and '-ible'/'-ibly' Page 16 and 17	-able' is more common than '-ible'. • The '-able' ending is usually used (but not always) if a complete root word can be heard before it. In some cases the	Children can be adorable, but they can also be horrible! This is reversible by the use of sensible and enjoyable lessons. The gingerbread house is both edible and breakable. It's also incredibly delicious. Handwriting needs to be legible so that words are identifiable and it is possible to read it.		

		<p>ending of the root word may change, for example, rely/reliable.</p> <ul style="list-style-type: none"> • The '-ible' root is common if a complete root word cannot be heard before it (but not without exception, for example sensible). • The '-able' ending is used if there is a related word ending in '-ation', for example, applicable/application. 	<p>horrible adorable terrible forgivable incredibly possible disposable sensibly edible enjoyable reliably reversible valuable respectably invincible breakable agreeably legible identifiable enviably</p>
Adding suffixes beginning with vowels to words ending in '-fer' Page 18	<p>The 'r' is doubled if the '-fer' is still stressed when the ending is added'.</p> <ul style="list-style-type: none"> • The 'r' is not doubled if the '-fer' is no longer stressed. 	<p>-ed -ing -ence -al refer prefer transfer referee, referred, transferring, preference, referral, transferred</p>	
Homophones ('ce'/'se') Page 21	<ul style="list-style-type: none"> • Nouns are spelt with '-ce' and verbs with '-se'. • They are also sometimes pronounced slightly differently 	<p>The advice is to stay indoors. Police advise all residents to stay indoors. Please turn off that device. Can you devise a plan to escape? Spelling practice is extremely important. I practise my handwriting every day. It costs £60 for a TV licence. James Bond ... licensed to kill.</p> <p>advice advise device devise practice practise licence license</p> <p>Children have been advised that devices must be switched off in school. Ignoring this advice will result in exclusion. The only way to improve is to practise. The practice of giving red cards for dissent is common.</p>	
Endings that sound like /jəs/ spelt '-cious' or '-tious' Page 23	<p>Not many common words end like this.</p> <ul style="list-style-type: none"> • If the root word ends in '-ce', the ending is usually spelt with 'c', for example: vice/vicious, grace/gracious. • Exceptions: anxious and suspicious 	<p>vicious precious conscious delicious malicious suspicious ambitious cautious fictitious infectious nutritious</p> <p>The last dragon in Middle-earth was precious yet vicious and malicious. The dwarves were suspicious and cautious of this fictitious beast. One bite was said to cause terrible, infectious boils.</p>	
Words with 'ough' letter string Page 27	<p>One of the trickiest spellings.</p>	<p>I take it you already know Of tough and bough and cough and dough? Others may stumble, but not you, On hiccough, thorough, lough and through?</p>	

		Can be used to spell a number of sounds.	bough cough dough enough bought plough though drought sought thought tough thorough rough although brought ought										
Words ending '-cial' and '-tial' Page 29	<ul style="list-style-type: none"> • '-cial' is common after a vowel letter. • '-tial' is common after a consonant letter. • Exceptions: initial, financial, provincial 	official commercial glacial special facial social artificial financial racial partial confidential essential influential substantial torrential preferential residential quintessential											
Generating words from prefixes Page 31	Remind pupils about the meaning of the term 'etymology'. This lesson focuses on the etymology of prefixes and how it helps us both to spell and understand meaning.	bi aqua super auto trans tele circum extra pro anti semi aero	<table border="1"> <thead> <tr> <th>Prefix</th> <th>Meaning/ derivation</th> <th>Word 1</th> <th>Word 2</th> <th>Word 3</th> </tr> </thead> <tbody> <tr> <td>bi-</td> <td>two (Latin)</td> <td>bicycle</td> <td>biped</td> <td>binary</td> </tr> </tbody> </table>	Prefix	Meaning/ derivation	Word 1	Word 2	Word 3	bi-	two (Latin)	bicycle	biped	binary
Prefix	Meaning/ derivation	Word 1	Word 2	Word 3									
bi-	two (Latin)	bicycle	biped	binary									
Homophones (dessert/desert, stationery/stationary, complement/ compliment, principle/principal, prophet/profit) Page 33	<p>Stationery/stationary: These words are commonly confused but there is a fun and simple trick to stop you doing the same. Whenever you mean the paper or writing supplies, think about the word paper, which ends in 'er'. The word you want is also spelt with 'er', not 'ar', like the word paper</p> <p>Recap all homophones from KS2. Dictate sentences from the homophones sentences list. Choose homophones that are being spelt incorrectly in writing.</p>	<p>dessert desert stationery stationary complement compliment principle principal prophet profit</p> <p>All homophones for KS2: brake/break grate/great eight/ate weight/wait son/sun here/hear knot/not meat/meet missed/mist heard/herd through/threw peace/piece main/mane fair/fare scene/seen male/mail bawl/ball whether/weather affect/effect medal/meddle isle/aisle aloud/allowed affect/effect past/passed. altar/alter ascent/assent bridle/bridal led/lead steal/steel cereal/serial father/farther guessed/guest morning/mourning who's/whose advice/advise device/devise licence/license practice/practise compliment/complement desert/dessert principal/principle profit/prophet stationery/stationary draft/draught dissent/descent precede/proceed</p>											
Generating words from prefixes and roots Page 34		Revise the terms 'etymology', 'prefix' and 'root'. Use the word arachnophobia to discuss how the etymology helps us to understand the meaning. If necessary, look up the prefix 'arachno' and the root 'phobia' to model the process.											

	<p>Strategies for learning words: rare grapheme-phoneme correspondences (GPCs) from statutory word list Page 38</p>	<p>In this session, focus on words from the statutory spelling list for Year 5-6 which are very tricky for pupils. This might be particular words which they keep forgetting, or a pattern in words, such as unstressed vowels or a particular letter string. Model taking one of these words and exploring how they are built up in a variety of ways. These could include the following:</p> <ul style="list-style-type: none"> • Breaking the word into syllables and then segmenting the phonemes within a syllable. • Breaking the word into morphemes (prefix/root/suffix). • Identifying words within words. • Making links between the word and other words that they know, for example: other words with the same prefix/suffix; words that sound the same (analogy); words with the same or a similar root. • Identifying parts of the word that are really tricky to spell. • Thinking of ideas for remembering that part. • Finding the meaning and derivation of the word. • Writing a short sentence or phrase to help remember it (mnemonic). 	<p>autobiography binoculars archaeology telecommunication hydroelectric microscope</p>
<p>Words ending '-ant', '-ance' and '-ancy'</p>	<p>• '-ance'/'-ancy' are used where the root word ends in '-'</p>	<p>acquaintance appliance inheritance abundance deviate deviance acceptance dominate dominance allowance hesitate hesitance assistance tolerate tolerance</p>	

Page 40	<p>ant'(observant/ observance, expectant/expectance).</p> <ul style="list-style-type: none"> • If the root word can add the ending '-ation', then these words will usually take '-ance'/'-ancy'. • If the related verb ends in '-y', '-ure,' '-ear' or '-ate', then the noun will take '-ance'. • If the stem of the word ends in a hard /c/ or /g/ sound, then it takes '-ance'. 	<p>attendance significance endurance balance elegance insurance circumstance abundance resistance countenance performance appearance distance guidance clearance perseverance allowance forbearance assistance circumstance instance</p>
Root words and meaning Page 42	<ol style="list-style-type: none"> 1. Find the meaning of the root and where it came from (using a dictionary or the internet) 2. Build as many words as they can by adding prefixes and suffixes to the root. In each case, make sure they can define the word. 	<p>Page 61 – quiz</p> <p>cyclo chrono tract dict script fac port struct</p>
Words ending '-ent', '-ence' and '-ency' Page 44 and 45	<ul style="list-style-type: none"> • If the root verb ends in '-ere', for example interfere, then it takes '-ence'. • If the root verb has a stressed '-er' ending, then it takes '-ence', for example, infer. • If the word contains the syllables 'cid', 'fid', 'sid' or 'vid' immediately before the ending, the correct suffix is '-ence', for example, confidence. • If the stem of the word ends in a soft 'c' (pronounced like 'c' in cell) or a soft 'g' (pronounced like 'g' in gel), then the ending will be '-ence', for example, innocence 	<p>adherence preference adolescence coherence transference indulgence inference confidence innocence reference evidence intelligence interference incidence licence conference residence negligence dependence audience patience circumference excellence sentence sequence silence consequence violence convenience existence</p> <p>Spelling test to check children know the difference between –ance and –ence, using words above and –ance words from previous sessions:</p> <p>acquaintance appliance inheritance abundance deviate deviance acceptance dominate dominance allowance hesitate hesitance assistance tolerate tolerance attendance significance endurance balance elegance insurance circumstance abundance resistance countenance performance appearance distance guidance clearance perseverance allowance forbearance assistance circumstance instance</p>

	Homophones (draught/draft, dissent/descent, precede/proceed, wary/ weary) Page 46		draught draft dissent descent precede proceed wary weary		
	Year 6 Statutory words to learn – in no particular order or deliberate splitting up of columns, done purely to save space.	Send home a few each week as part of spelling homework	<ul style="list-style-type: none"> • Accompany • Amateur • Ancient • Appreciate • Available • Awkward • Cemetery • Committee • Conscience • Conscious • Controversy • Convenience • Correspond • Criticise • Curiosity • Determined • Disastrous • Embarrass 	<ul style="list-style-type: none"> • Exaggerate • Existence • Explanation • Foreign • Frequently • Guarantee • Harass • Hindrance • Immediately • Interrupt • Leisure • Mischievous • Muscle • Necessary • Nuisance • Occupy • Opportunity 	<ul style="list-style-type: none"> • Parliament • Prejudice • Privilege • Pronunciation • Queue • Sacrifice • Secretary • Sincerely • Sufficient • Variety • Vehicle • Yacht