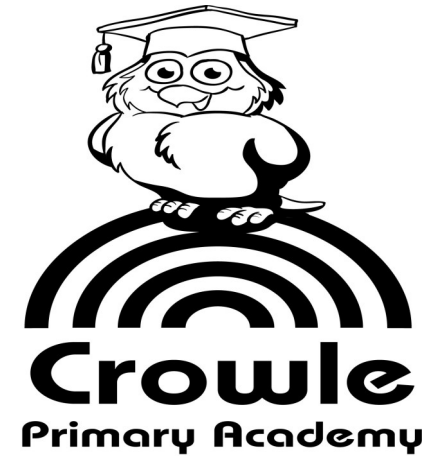


		<p>whose (belonging) / who's (short for who is)</p> <p>precede (go in front or before) / proceed (go on)</p> <p>isle (island) / aisle (a pathway between seats)</p> <p>aloud (out loud) / allowed (permitted)</p> <p>affect (usually a verb) / effect (usually a noun)</p> <p><i>The weather will affect out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

Years 5 and 6

Throughout Crowle Primary Academy, we teach spelling daily. In Foundation Stage 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. 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.

If you have any questions about this spelling guide, please speak to your child's teacher.

	'or'	bought, thought, nought, brought, ought, fought	
	'uff'	rough, tough, enough	
	'off'	cough	
	'ow'	though, although, dough	
	'ooh'	through	
	'ow'	plough, bough	
Silent letters	Some words have silent letters	doubt, island, lamb, thistle, knight	

Homophones	Where the word can be used as a noun and a verb, the noun ending is ce and the verb ending is se. With other words it helps to practise them in context.	advice / advise device / devise licence / license practice / practise prophecy / prophesy father (dad) / farther (distance) heard (linked to hearing) / herd (group of animals) led (past tense of lead) / lead (metal or present tense) morning (before 12pm) / mourning (grieving) guessed (past tense of guess) / guest (visitor) past (a previous time or used as a positional word) / passed (past tense of pass) desert (sand) / dessert (sweet) steal (take something) / steel (metal)
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able / ably	able is usually used where there is a complete word before the suffix	<i>dependable, comfortable, understandable, reasonable, enjoyable, reliable</i> (y to I rule)	sensible
ible / ibly	If a complete word cannot be heard then ible is common Words ending ce or ge – the e must be kept in the word	possible, horrible, terrible, visible, incredible, changeable, noticeable	

Adding suffixes beginning with vowels to word ending -fer	If fer is stressed when you say the word with the suffix attached, the r is doubled. If fer is not stressed, don't double the e .	referring, preferred, transferred reference, referee, preference	
Hyphens	Hyphens can be used to join a prefix to a root word. Add a hyphen when the prefix ends in a vowel and the root word begins with one.	co-ordinate, reenter, co-operate, co-own	
i before e except after c	This rule applies when the ie makes an 'ee' sound.	deceive, receive, perceive, ceiling	protein, caffeine, seize
ough letter string	This letter string makes many different sounds.		

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