

Year 5/6 spelling cycle 1

Use the first few weeks to re-cap important rules from yr3/4

- Prefixes/ suffixes
- Irregular plural spelling rules

Autumn					
spelling area		rule/ guidance	word list		resources/ notes
To spell homophones and near-homophones.		Two or more words having the same pronunciation but different meanings and spellings.	stationary , stationery steal, steel wary , weary fate, fete alter, altar ascent, assent bridal, bridle	cereal, serial compliment, complement principal, principle profit, prophet descent, dissent desert, dessert draft, draught	Twinkl yr5 2A wk4/5/6 spelling frame (3of5) spelling frame (5of5) No school links NNS Y5: Block 3 lesson 12, 13, 14 5.18 (homophone cards) 5.19 (cloze sentences) NNS Y6: Block 4 lesson 5,6 6.18 (homophones list) 6.19 (homophones list for KS2) 6.20 (homophones sentences list) NNS Y6: Block 6 lesson 15,16,17,18 6.29 (homophones list)
To spell adjectives ending in -ant/ -ent.	-ant -ent	<ul style="list-style-type: none"> • If the root word can be given an -ation ending then it will usually end in 	observant, observance expectant, expectancy hesitant, hesitancy	innocent, innocence decent, decency excellent, excellence	School links Word list 5C p9 Wordsearch 5C p9

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<p>To use their knowledge of adjectives ending in -ant/ to spell nouns ending in -ance/-ancy.</p>		<p>-ant (e.g. observation - observant/ hesitation, hesitant).</p> <ul style="list-style-type: none"> If not it is -ent (e.g. confident, innocent, obedient). ent', 'ence' and 'ency' are normally used when the preceding letter is either a soft c (decent), soft g (regent) or qu (frequent). 	<p>tolerant, tolerance important, importance</p> <p>relevant, relevance (exception) pregnant, pregnancy accountant, accountancy</p>	<p>confident, confidence existent, existence frequent, frequency urgent, agency</p>	<p>Word list 5C p10 Wordsearch 5C p10</p> <p>spelling frame (1of2) spelling frame (2of2)</p>
<p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency.</p>	<p>-ance -ancy</p>	<p>See above.</p>			<p>NNS Y6: Block 5 lesson 8,9,10 6.23 (example table) and 6.24 (cards with '-ance' words)</p> <p>Twinkl yr6 1A wk3</p> <p>School links Word list 5B p10 Wordsearch 5B p10 Word list 6B p8</p>
	<p>-ence -ency</p>	<p>See above.</p>			<p>NNS Y6: Block 6 lesson 7,8,9,10 6.27 (example table) and 6.28 ('-ence' word cards)</p> <p>Twinkl yr6 1A wk4</p> <p>School links Word list 5B p11 Wordsearch 5B p11</p>

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					Word list 6B p9
To spell words by adding suffixes beginning with vowels to words ending in -fer.	-fer ending	<ul style="list-style-type: none"> The r is doubled if the -fer is still stressed when the ending is added (e.g. referring, referred, referral, preferring, preferred, transferring). The r is not doubled if the -fer is no longer stressed (e.g. reference, referee, preference). 	<p>referring, referred, referral, reference, referee</p> <p>preferring, preferred, preference</p> <p>transferring, transference</p>		<p>Twinkl yr6 2A wk1</p> <p>spelling frame</p> <p>NNS Y6: Block 1 lesson 8, 9, 10</p> <p>6.6 (suffix and word cards)</p>
Spring					
To spell words ending in -able and -ably.	-able -ably	<p>The -able/-ably endings are far more common than the -ible/-ibly endings.</p> <ul style="list-style-type: none"> When a word ends in -able or -ably, the root word is usually a complete word itself (e.g. bear, bearable, bearably/ consider, considerable, considerably). If the root word ends in the letter 'e', drop the 'e' and add the suffix -able or -ably (love, lovable, lovably/ value, valuable, valuably). If the root word ends in -ce or -ge, the e must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap). 	<p>considerable, considerably dependable, dependably comfortable, comfortably reasonable, reasonably fashionable, fashionably adorable, adorably valuable, valuably advisable, advisably believable, believably desirable, desirably excitable, excitably knowledgeable, knowledgeable changeable, changeably likeable, likeably noticeable, noticeably -ably can't be added to these: perishable</p>	<p>Exceptions: applicable, applicably tolerable, tolerably operable, operably</p>	<p>Twinkl yr6 1B wk1/2/3</p> <p>School links Word list 6B p10(able/ably) <u>ible/ able mixed</u> Word list 5C p7,8 Wordsearch 5C p7,8 Word list 4C p6,7 Wordsearch 4C p6,7</p> <p>spelling frame (1of2)</p> <p>spelling frame (2of2)</p> <p>NNS Y5: Block 1 lesson 9, 10, 11</p>

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<p>To spell words ending in -ible and -ibly.</p>		<ul style="list-style-type: none"> Know exceptions. 	<p>breakable</p>		<p>5.8 (words ending in '-able' and '-ible'),</p> <p>NNS Y6: Block 1 lesson 5, 6, 7.</p> <p>6.4 (cards 'able'/'-ably' and '-ible'/'-ibly') and 6.5 (words ending '-ible' and '-able')</p>
	<p>-ible -ibly</p>	<ul style="list-style-type: none"> The -ible ending is common if a complete root word can't be heard (e.g. possible, horribly, terrible). Know there are exceptions to the rule (e.g. sensible, flexible, accessibly). 	<p>possible, possibly horrible, horribly terrible, terribly visible, visibly incredible, incredibly legible, legibly</p>	<p>Exceptions: responsible, responsibly reversible, reversibly sensible, sensibly forcible, forcible</p>	<p>Twinkl yr6 3A wk5/6</p> <p>School links Word list 6B p11 (ible/ibly)</p> <p>NNS Y5: Block 3 lesson 9, 10, 11</p> <p>5.17 (list of words ending '-ably' and '-ibly')</p>
<p>To spell words with a long /e/ sound spelt 'ie' or 'ei.'</p>	<p>'ie' 'ei'</p>	<p>When you hear 'ee' (long vowel sound), it's 'i' before 'e' except after 'c'.</p>	<p>deceive conceive receive perceive ceiling conceit receipt conceited deceit deceive</p> <p>Exceptions:</p>	<p>siege niece grief chief fiend shriek believe achieve convenience mischievous</p>	<p>Twinkl yr6 2A wk2/3</p> <p>School links Word list 6B p12 Word list 5C p2 Wordsearch 5C p2</p> <p>spelling frame</p>

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			protein caffeine seize neither		NNS Y5: Block 4 lesson 13, 14, 15 5.23 (list of 'ei' and 'ie' words)
To spell words with endings which sound like /shuhl/.	-cial -tial	<ul style="list-style-type: none"> after a vowel letter use 'cial' (e.g. official, special, artificial). after a consonant letter use 'tial' (e.g. partial, confidential, essential). 	official special artificial social racial crucial facial beneficial superficial antisocial Exceptions initial financial commercial provincial	partial confidential essential substantial torrential sequential potential spatial martial influential	Twinkl yr6 2B wk1/2 School links <i>Word list 6B p7</i> <i>Word list 5A p4</i> <i>Wordsearch 5A p4</i> spelling frame NNS Y6: Block 3 lesson 7,8,9 6.13 (table format) and 6.14 ('-cial' and '-tial' words list)
Summer					
To spell words that contain hyphens.	Hyphens	Hyphens can be used to: <ol style="list-style-type: none"> Join a prefix to a root word to avoid doubling a vowel: anti-art. To avoid tripling a consonant: shell-like. To prevent initial reading or mispronunciation: re-cover vs. 	co-operate co-ordinate co-own co-author re-enter re-educate re-examine re-evaluate re-energise re-elect	short-tempered man-eating little-used rock-bottom wide-eyed pig-headed tight-fisted cold-hearted stone-faced green-eyed	Twinkl yr6 1A wk5/6 spelling frame NNS Y5: Block 2 lesson 7, 8, 9 5.11 (root words, prefixes and hyphen cards)

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		recover (I will re-cover the sofa when I recover from the flu.)			
NOT IN NC To generating words from prefixes and roots.	word webs	Discuss how the etymology helps us to understand the meaning.	See NNS for examples.		NNS Y6: Block 4 lesson 11,12 6.21 (list of words with prefixes) NNS Y6: Block 5 lesson 13,14 6.26 (root word list) 6.25 (roots, prefix and suffix quiz)