

Previously learned rules from Year Four

- Homophones (peace/piece, main/mane, fair/fare, scene/seen, mail/male, bawl/ball)
- Year 3/4 non-negotiables
- Prefixes 'in-', 'il-', 'im-' and 'ir-' 'anti' and 'inter'
- Words with the same sound spelt 'ei', 'eigh' or 'ey'
- Words spelt with the 'ch' sound and 'ou' sound
- Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') and 'ly' suffix 'ture', 'tion' and 'sion' word endings

Autumn term 1 spelling rules:

- Words with the letter string 'ough'
- Words with 'silent' letters
- Words ending in '-able' and '-ible'
- Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)
- Year 5/6 non-negotiables

Key vocabulary

Prefix	A prefix is added at the beginning of the word to alter the meaning of the word- e.g disappear
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word- e.g teacher
Root word	A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes- acting- the root word is act.
Compound word	A compound word contains at least two root words- e.g whiteboard and bookshop
Vowel	The letters a,e,i,o,u
Consonants	Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u are vowels.
Homophone	Two different words are homophones if they sound exactly the same when pronounced.
Homonym	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.
Word class	Every word belongs to a word class which summarises the ways in which it can be used in grammar- e.g noun, adverb, adjective
Etymology	A word's etymology is its history, its origins in earlier forms of English or other languages, and how its form and meaning have changed.
Morphology	A word's morphology is its internal make-up in terms of root words and suffixes or prefixes.
GPC	Grapheme Phoneme Correspondence

Year 5 and Year 6 Non-Negotiable Spelling List

It is the expectation that pupils in Year 5 and 6 understand the meaning of and are able to spell the following words fluently.

accommodate	communicate	equip (-ped, -ment)	interfere	privilege	sufficient
accompany	community	especially	interrupt	profession	suggest
according	competition	exaggerate	language	programme	symbol
achieve	conscience*	excellent	leisure	pronunciation	system
aggressive	conscious*	existence	lightning	queue	temperature
amateur	controversy	explanation	marvellous	recognise	thorough
ancient	convenience	familiar	mischievous	recommend	twelfth
apparent	correspond	foreign	muscle	relevant	variety
appreciate	criticise (critic + ise)	forty	necessary	restaurant	vegetable
attached	curiosity	frequently	neighbour	rhyme	vehicle
available	definite	government	nuisance	rhythm	yacht
average	desperate	guarantee	occupy	sacrifice	
awkward	determined	harass	occur	secretary	
bargain	develop	hindrance	opportunity	shoulder	
bruise	dictionary	identity	parliament	signature	
category	disastrous	immediate(ly)	persuade	sincerely(ly)	
cemetery	embarrass	individual	physical	soldier	
committee	environment		prejudice	stomach	

How can you support your child's spelling practice?

Each week, your child should practise their spellings in their homework books. They will be given a spelling home learning sheet with their spelling rule for that week and their spellings will be recorded in their planners. In order to practise this half term's spellings you could try the following strategies that are most appropriate for this half term's spellings.

Words with 'ough' letter string

Rainbow writing

cough enough although

Using coloured pencils in different ways can help to make parts of words memorable. Your child could highlight the tricky parts of the word or write the tricky part in a different colour. They could also write each letter in a different colour.

Words ending '-able' and '-ible'

comfort_ble Words without some/all vowels

This strategy is useful where the vowel voices are the challenge in the words. Write the words without the vowels and ask your child to choose the correct vowel to put in the space.

Homophones

Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.

