Spelling and Grammar overview of skills

Year 5/6		
Revision: Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Revise the rules for adding previously taught prefixes and suffixes. Revise year 3/4 word list. **The word-lists for years 3 and 4 and years 5 and 6 are statutory.** The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.		
Statutory Guidance	*Example Words*	*Nessy Links*
Endings which sound like /ʃəs/ spelt –cious or –tious 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	Island 8
Endings which sound like /ʃəl/ cial is common after a vowel letter and –tial after a consonant letter, but there are exceptions.	official, special, artificial, partial, confidential, essential *Exceptions: initial, financial, commercial, provincial*	Island 8
Words ending in –ant, –ance/–ancy, 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.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)	Island 9-10
Words ending in –ent, –ence/–ency Use –ent and –ence/–ency after soft, soft g and qu, or if there is a related word with a clear /ɛ/ sound in the right position.	innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence	Island 9-10
Words ending in –able and –ible 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	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable	Island 9

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).		
Adding suffixes beginning with vowel letters to words ending in –fer The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	
Use of the hyphen 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	
Words with the /i:/ sound spelt ei after c The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.	deceive, conceive, receive, perceive, ceiling *Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound)*	Island 8
Words containing the letter-string ough	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough	Island 7
Words with 'silent' letters	doubt, island, lamb, solemn, thistle, knight	Island 6 Island 10
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.	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.	Island 8

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)

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

	YEAR 5: Grammar Skills	
Word	*Revise: The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]*	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Sentence	*Revise: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)* *Fronted adverbials [E.g Later that day, I heard the bad news.]*	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	*Revise: Use of paragraphs to organise ideas around a theme* *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	*Revise: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]* *Apostrophes to mark plural possession [for example, the girl's name, the girls' names]* *Use of commas after fronted adverbials*	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	*Revise: determiner pronoun, possessive pronoun adverbial*	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

YEAR 6: Grammar Skills		
Word	*Revise:* Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	*Revise:* **Relative clauses:** beginning with who, which, where, when, whose, that, or an omitted relative pronoun **Indicating degrees of possibility:** using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	**Passive voice:** Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. **Formal Language:** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	*Revise:* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	*Revise:* Brackets, dashes or commas to indicate **parenthesis** Use of commas to clarify meaning or avoid ambiguity	Use of the **semi-colon, colon** and **dash** to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the **colon** to introduce a list and use of **semi-colons** within

		lists Punctuation of **bullet points to** list information How **hyphens** can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	*Revise:* modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Year 5 and 6 Word List			
Accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (–ped, –ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience* c	government	privilege	variety
onscious*	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht