

## Year 5 and 6 Spelling Rules – Year 6 Revision

The Year 5 and 6 List – words which should be known and used correctly in all writing. You must not spell these words incorrectly!

accommodate	curiosity	immediate	recognise
accompany	definite	immediately	recommend
according	desperate	individual	relevant
achieve	determined	interfere	restaurant
aggressive	develop	interrupt	rhyme
amateur	dictionary	language	rhythm
ancient	disastrous	leisure	sacrifice
apparent	embarrass	lightning	secretary
appreciate	environment	marvellous	shoulder
attached	equip	mischievous	signature
available	equipped	muscle	sincere
average	equipment	necessary	sincerely
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
conscious	government	privilege	variety
controversy	guarantee	profession	vegetable
convenience	harass	programme	vehicle
correspond	hindrance	pronunciation	yacht
criticise	identity	queue	

**The Rules – all need to be learned and understood, with example words spelt correctly:**

**ious or tious endings** (you use 'tious' if the word can end in 'tion' e.g. ambitious – ambition vicious – no 'tion' related word).  
e.g. vicious, precious, delicious, conscious, malicious, ambitious, cautious, infectious, nutritious, etc.

**cial or tial endings** (you usually use cial after a vowel e.g. official and tial after a consonant e.g. essential - but there are exceptions).  
e.g. official, special, artificial, social, facial, partial, confidential, essential, torrential – exceptions include palatial and initial; financial and commercial (but finance and commerce end in 'ce' so you keep the 'c').

**ant/ancy/ance endings and ent/ency/ence endings** (mostly these words just need to be learnt, but there are some clues. For example, if there is an 'ation' related word, use the 'a' option – e.g. observant is with an 'a' because of observation).  
e.g. observant, tolerant, hesitant, substance, reluctant, innocent, decent, frequent, consistent, etc.

ible and able endings ('able' is used for words with a real root word, e.g. believable and 'ible' is used for words with no real root word, e.g. horrible - there is no such word as 'horr').

e.g. believable, adorable, applicable, changeable, noticeable, incredible, horrible, legible, invincible - forcible is an exception.

Doubling or not doubling the 'r' in words with 'fer' in them (this comes down to stressing or not stressing the syllable. 'Prefer' becomes 'preferring' because you stress the 'fer' - You do not double it when it is not stressed here, like in 'referee').

e.g. transferred, preferring, referred, inferred, referee, inference, transference, etc.

Use of the hyphen (a hyphen must be used to avoid two vowels which make separate sounds coming together, e.g. re-entry, co-own).

e.g. co-ordinate, co-operate, re-enter, co-own, etc.

ie or ei (you use 'i' before e except after 'c' most of the time, e.g. 'believe' but there are important exceptions e.g. 'ceiling, deceive').

e.g. the exceptions to 'i' before e except after 'c' include ceiling, deceive, receive, perceive, conceive, etc.

Words using the letter string ough (an easy one - just learn 'thorough, nought, thought, although, plough' etc!)

e.g. thorough, nought, bought, although, plough, dough, brought, fought, etc.

Words with silent letters (focus on words like 'island, knelt, wrestle, thistle, doubt, solemn, lamb' etc)

e.g. island, knelt, wrestle, thistle, doubt, solemn, lamb, knight, knowledge, knife, subtle, wreath, etc.

Homophones (this is a very important rule. Many of our words sound the same or similar but are different, e.g. 'advice/advise,

practice/practise, device/devise, license/licence, heard/herd, morning/mourning, draw/drawer' - you need to learn as many as possible!)

### Common Homophones:

These appear VERY often in the tests, and you must learn them well enough to know the difference when you hear them in a sentence, e.g. you must know which to write down if you hear, "I put my pencil case in the drawer," or "I used my pencil case to draw a picture."

there/their/they're

led/lead

which/witch

here/hear

whole/hole

draw/drawer

prayer/pray/prey

scent/cent/sent

your/you're

compliment/complement

seller/cellar

aloud/allowed

bury/berry

desert/dessert

license/licence

morning/mourning

piece/peace

seen/scene

thrown/throne

threw/through

stationary/stationery

whose/who's

steel/steal

profit/prophet

There are lots more of these! Please try to look out for and learn them!