

Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
<b>Week 1</b> <b>Spelling Test on Thursday 11<sup>th</sup> Jan</b>	<b>Week 2</b> <b>Spelling Test on Thursday 18<sup>th</sup> Jan</b>	<b>Week 3</b> <b>Spelling Test on Thursday 25<sup>th</sup> Jan</b>	<b>Week 4</b> <b>Spelling Test on Thursday 1<sup>st</sup> Feb</b>	<b>Week 5</b> <b>Spelling Test on Thursday 8<sup>th</sup> Feb</b>	<b>Week 1</b> <b>Spelling Test on Thursday 15<sup>th</sup> Feb</b>
<b>Rule:</b> Less, ment, ful and ness suffixes  Suffixes are added to the end of a <u>root word</u> . <i>endless movement</i>  For <u>root words</u> ending in y: <b>CHANGE IT</b> or <b>KEEP IT!</b> <b>See previous week</b> <b>less:</b> without <b>ment:</b> action / process <b>ful:</b> full of <b>ness:</b> state of being	<b>Rule:</b> 'ly' suffix  Usually just add 'ly' to the end of the <u>root word</u> . Sadly quickly properly ...Including when the <u>root word</u> ends in 'e'. Widely gravely bravely BUT... if a <u>root word</u> ends in 'le', delete the 'e' and add 'ly'. i.e gently If a <u>root word</u> ends in 'y': <b>CHANGE IT</b> or <b>KEEP IT!</b> <b>See previous week</b>	<b>Rule:</b> Prefixes are added to the start of a <u>root word</u> .  <i>unplug preview semicircle</i>  'un', 'dis' and 'mis' all have negative meanings. 'in' can mean <i>not</i> . It may also be spelt 'ir', 'il' & 'im'.  <i>incorrect illegal</i> <i>improper irregular</i>	<b>Rule:</b> sure / ture  The 'chu' and 'zju' sounds at the end of a word are usually spelt 'ture' or 'sure'. To see which spelling you need, say the ending in a <b>POSH VOICE!</b>  adven <u>chu</u> : Is it advent <u>ture</u> or adven <u>sure</u> ? treaz <u>ju</u> : Is it treat <u>ure</u> or treas <u>ure</u> ?	<b>Rule:</b> ous / ious  <i>Where 'ous' is added to a root word, normal rules for adding vowel suffixes apply (see Rule 21).</i> <i>E.g. 'e' at the end of a root word is often removed.</i>  The 'ee' sound before 'ous' is often spelt 'i'. <i>i.e. famous / glorious</i>	<b>Rule:</b> Adding suffixes beginning with a vowel to polysyllabic words.  For words that end in <u>one vowel</u> then <u>one consonant</u> , the final consonant is usually <b>doubled</b> before a <u>suffix beginning with a vowel</u> if the <u>last syllable</u> is <b>stressed</b> .  i.e. <u>forgettable</u> <u>limited</u> <b>Double</b> the final consonant if the <u>last</u> syllable is <b>stressed</b> .
<b>LESS</b> 1. mercy -> merciless 2. fear -> fearless 3. speech -> speechless <b>MENT</b> 1. govern -> government 2. punish -> punishment 3. invest -> investment <b>FUL</b> 1. success -> successful 2. peace -> peaceful <b>NESS</b> 1. aware -> awareness 2. empty -> emptiness <b>EXCEPTIONS</b> Some root words with one syllable keep 'y' before suffix. E.g. shyness, dryness Some words can take more than one of these suffixes. E.g. joyless, joyful. Some root words can also take several suffixes at the same time. E.g. peacefulness, carelessness <b>Year 5 &amp; 6 Spelling List</b> individual interfere interrupt language	1. sudden -> suddenly 2. recent -> recently 3. absolute -> absolutely 4. general -> generally 5. occasional -> occasionally 6. potential -> potentially 7. steady -> steadily 8. icy -> icily 9. ready -> readily 10. day -> daily  <b>EXCEPTIONS</b> For words ending in 'll' just add 'y'. E.g. full > fully. For words ending in 'ic' usually add 'ally'. E.g. basically, automatically. <b>EXP:</b> publicly. Very few words keep the 'y' before 'ly'. E.g. shyly  <b>Year 5 &amp; 6 Spelling List</b> leisure lightning marvellous mischievous	1. autobiography 2. misunderstand 3. anticlockwise 4. antibiotic 5. disappear 6. unafraid 7. prehistoric 8. retry 9. substandard 10. illiterate  <b>EXCEPTIONS</b> These letters do not always act as a prefix at the start of a word E.g. under, distant Some prefixes have more than one meaning E.g. 'in' can mean not / without ( <i>intolerant</i> ) or into / towards ( <i>incoming</i> ).  <b>Year 5 &amp; 6 Spelling List</b> muscle necessary neighbour nuisance	1. measure 2. exposure 3. composure 4. structure 5. sculpture 6. agriculture 7. temperature 8. posture 9. recapture 10. manufacture  <b>EXCEPTIONS</b> Be aware of words such as 'teacher', 'richer' and 'stretcher' which also end in a 'chu' sound. These should not be spelt 'ture' as they are made up of a root word ending in 'ch' and the suffix 'er'. The use of a 'posh voice' should help: 'teature' does not sound right.  <b>Year 5/6 Spelling List</b> occupy occur opportunity parliament persuade	1. numerous 2. continuous 3. ridiculous 4. vigorous 5. jealous 6. various 7. previous 8. obvious 9. furious 10. mysterious  <b>EXCEPTIONS</b> The 'e' at the end of a root word must be kept if the root word ends in a 'soft' 'g' ('j' sound). <i>gorgeous courageous outrageous</i> The 'ious' ending at the end of 'religious' makes sense when linked to the root word 'religion'. Be aware of 'disastrous' ( <i>not 'disasterous'</i> ).  <b>Year 5/6 Spelling List</b> physical prejudice privilege profession programme	1. Permitted 2. Regretted 3. Committing 4. Admitted 5. Upsetting 6. Darkened 7. Happened 8. Visiting 9. Deepening 10. Hardened  <b>EXCEPTIONS</b> Some words do not follow the rule: <i>travelled cancelled labelled</i> For words ending in 'c', add a 'k' to keep the 'hard' 'k' sound at the end of the <u>root word</u> . <i>picnicked trafficking panicked</i> <b>Year 5/6 Spelling List</b> pronunciation queue recognise recommend

Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
<p><b>Week 1</b> <b>Spelling Test on Thursday 29<sup>th</sup> Feb</b></p>	<p><b>Week 3</b> <b>Spelling Test on Thursday 7<sup>th</sup> March</b></p>	<p><b>Week 4</b> <b>Spelling Test on Thursday 14<sup>nd</sup> March</b></p>	<p><b>Week 5</b> <b>Spelling Test on Thursday 21<sup>st</sup> March</b></p>		
<p><b>Rule:</b> cial / tial</p> <p>The 'shul' sound at the end of a word is usually spelt 'cial' or 'tial'.</p> <p>What do you notice about the letter <u>before</u> each spelling of the 'shul' ending?</p> <p><i>Confidential partial</i> <i>Beneficial facial</i></p> <p><b>Remember:</b> "Vowels are spec - i - al!"</p>	<p><b>Rule:</b> able / ible / ably / ibly</p> <p>The 'able' and 'ible' endings are usually used to form <b>adjectives</b> from <b>nouns</b>. The suffix 'able' is usually used after a <u>stem</u> that is a <u>complete word</u> in itself.</p> <p>The suffixes 'ably' and 'ibly' are used to form <b>adverbs</b>.</p> <p><b>NOTE:</b> If the <u>root word</u> ends in 'e', this is usually dropped when 'able' is added.</p>	<p><b>Rule:</b> cious / tious</p> <p>The 'shus' sound at the end of a word is usually spelt 'cious' or 'tious'. 'tious' is often used if the <u>root word</u> would take the suffix 'tion' in its <b>noun</b> form. 'cious' is often used if the root word ends in 'ce'.</p> <p><b>THINK:</b> Does the <u>root word</u> end in 'ce'? - cious Can the <u>root word</u> have a 'tion' ending? - tious</p>	<p><b>Rule:</b> ent / ant ence / ance ency / ancy</p> <p>Look for <u>root words</u> that end in a soft 'c' or 'g' ('s' or 'j' sound); these often use 'ent' &amp; 'ence' / 'ency'.</p> <p>Use 'ant' &amp; 'ance' / 'ancy' after root words that could end in '-ation'.</p> <p><b>THINK:</b> Can the <u>root word</u> end in 'ation'? - ant etc. Does the <u>root word</u> end in a soft 'c' or 'g'? - 'ent' etc.</p>		
<ol style="list-style-type: none"> <li>potential</li> <li>essential</li> <li>residential</li> <li>influential</li> <li>sequential</li> <li>consequential</li> <li>official</li> <li>artificial</li> <li>beneficial</li> <li>racial</li> </ol> <p><b>EXCEPTIONS</b></p> <p>There are a few exceptions which must be learnt separately.</p> <p><b>Commonly used exceptions:</b> initial financial</p> <p><b>Less commonly used exceptions:</b> provincial spatial</p> <p><b>Year 5/6 Spelling List</b> relevant restaurant rhyme rhythm</p>	<ol style="list-style-type: none"> <li>considerable</li> <li>acceptable</li> <li>comfortable</li> <li>valuable</li> <li>respectable</li> <li>possible</li> <li>compatible</li> <li>permissible</li> <li>legible</li> <li>edible</li> </ol> <p><b>EXCEPTIONS</b></p> <p>The 'e' at the end of a <u>root word</u> is kept for <u>root words</u> ending in 'ee' or in 'ce' or 'ge' so the 'g' or 'c' maintains its 'soft' sound of 'j' or 's'. For words ending in 'y', the 'y' changes to an 'i' (as usual for <i>suffixes after a 'y'</i>).</p> <p><b>Year 5/6 Spelling List</b> sacrifice secretary shoulder signature</p>	<ol style="list-style-type: none"> <li>malicious</li> <li>ferocious</li> <li>audacious</li> <li>conscious</li> <li>precocious</li> <li>infectious</li> <li>nutritious</li> <li>pretentious</li> <li>superstitious</li> <li>contentious</li> </ol> <p><b>EXCEPTIONS</b></p> <p>The only word with a 'cious' ending that has a noun that ends with the 'shun' sound is 'suspicious', however this is spelt 'cion' not 'tion': <u>suspicion</u>.</p> <p>Other exceptions are: <u>Anxious noxious</u></p> <p><b>Year 5/6 Spelling List</b> sincere(ly) soldier stomach sufficient suggest</p>	<ol style="list-style-type: none"> <li>significant</li> <li>restaurant</li> <li>relevant</li> <li>performance</li> <li>appearance</li> <li>expectancy</li> <li>president</li> <li>evidence</li> <li>influence</li> <li>emergency</li> </ol> <p><b>Year 5/6 Spelling List</b> twelfth variety vegetable vehicle yacht</p>		