

# Lady Jane Grey KS1 and 2 National Curriculum Spelling Patterns and Rules Coverage

## Year 5 Spelling Patterns and Common Exception Words

Statutory Requirements	Spelling Rules and Guidance	Examples of the spelling rule
Endings which sound like / əs/ [spelt –cious or –tious	Not many common words end like this. If the root word ends in <b>–ce</b> , the sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i> . <b>Exception:</b> <i>anxious</i> . /ʃ/	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	<b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i> ).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a	observant, observance, (observation), expectant (expectation), hesitant, hesitancy

	<p>or /eɪ/ sound in the right position; –<b>ation</b> endings are often a clue.</p> <p>Use –<b>ent</b> and –<b>ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> sound) and <b>qu</b>, or if there is a related word with a clear</p> <p>ɛ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt. /æ/ (/dʒ/ / / .</p>	<p>(hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p>
<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –<b>able/–ably</b> endings are far more common than the –<b>ible/–ibly</b> endings.</p> <p>As with –<b>ant</b> and –<b>ance/–ancy</b>, the –<b>able</b> ending is used if there is a related word ending in –<b>ation</b>.</p> <p>If the –<b>able</b> ending is added to a word ending in –<b>ce</b> or –<b>ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the –<b>able</b> ending.</p> <p>The –<b>able</b> ending is usually but not always used if a complete root word</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly,</p>

	<p>can be heard before it, even if there is no related word ending in <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule. The <b>–ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>incredible/incredibly, sensible/sensibly</p>
Adding suffixes beginning with vowel letters to words ending in –fer	<p>The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added. The <b>r</b> is not doubled if the <b>–fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>
Use of the hyphen	<p>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.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p>	<p>deceive, conceive, receive, perceive, ceiling</p>

	<b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	
Words containing the letter-string ough	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
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. More examples:	advice/advise device/devise licence/license practice/practise prophecy/prophecy  farther: further father: a male parent guessed: past tense of the verb guess guest: visitor

	<p>aisle: a gangway between seats (in a church, train, plane).</p> <p>isle: an island.</p> <p>aloud: out loud.</p> <p>allowed: permitted.</p> <p>affect: usually a verb (e.g. The weather may affect our plans).</p> <p>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).</p> <p>altar: a table-like piece of furniture in a church.</p> <p>alter: to change.</p> <p>ascent: the act of ascending (going up).</p> <p>assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding.</p> <p>bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal).</p>	<p>heard: past tense of the verb</p> <p>hear herd: a group of animals</p> <p>led: past tense of the verb lead</p> <p>lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)</p> <p>morning: before noon</p> <p>mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)</p> <p>passed: past tense of the verb 'pass' (e.g. I passed him in the road)</p> <p>precede: go in front of or before</p> <p>proceed: go on</p> <p>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p>
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	<p>serial: adjective from the noun series – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).</p> <p>complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).</p> <p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to</p>	<p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of who is or who has</p> <p>whose: belonging to someone (e.g. Whose jacket is that?)</p>
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	draft in extra help) draught: a current of air.	
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Common Exception Words		
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee	embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly)	persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature