Year Five Spelling Patterns

*Italics – recap of LK2*

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| **Lower Key Stage Two Pattern Revision** | | | |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| cc  mm |  | accompany  according  occupy  occur  community  committee  immediate  programme  recommend |  |
| a-e  a |  | accommodate  appreciate  communicate  exaggerate  persuade  *famous*  *favourite*  *strange*  *potatoes*  *occasion* |  |
| ee  e |  | category  committee  determined  develop  equip  guarantee  immediate  *remember* |  |
| f  ph |  | physical  definite  profession  sacrifice  twelfth  prophet  prophecy  prophesy |  |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| g  gg  ge |  | average  exaggerate  language  privilege  signature  suggest  vegetable  change |  |
| ch  pronounced  k  sh |  |  | stomach  *scheme*  *chemist*  *echo*  *character*  *chef*  *chalet*  *machine*  *brochure* |
| tion  ation  cian |  | completion  competition  explanation  observation  expectation  *musician*  *electrician*  *magician* |  |
| ou  u |  | pronunciation  suggest  understand  muscle | courage  couple  flourish  rough  nourish |
| s  ss |  | harass  necessary  aggressive  profession  system  suggest  physical  persuade |  |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| ed |  | accommodated  communicated  recommended  programmed  occurred  accompanied  occupied  identified |  |
| ing |  | accommodating  averaging  communicating  determining  recognising  lightning  harassing  bargaining |  |
| er  est |  | developer  harasser  interrupter  programmer  sincerest  *busiest*  *earliest*  *strangest* |  |
| ly  ally |  | sincerely  frequently  immediately  aggressively  especially  physically individually  marvellously |  |
| ous  ious  eous |  | disastrous  marvellous  mischievous  conscious | cautious  spacious  courageous  hideous |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| un  re |  | unattached  unaccommodating  unappreciative  unavailable  redevelop  reequip  reidentify  reprogramme |  |
| dis  mis |  | miscommunicate  mispronunciation  disobedient | misdirect  misinform  disgruntle  disprove  dishonour |
| ir  im |  | *irrelevant*  *irresponsible*  *irresistible*  *irreplaceable*  *impatient*  *imposition*  *immortal*  *impossible* |  |
| sub  inter  super |  | subconscious | submerging  subcontinent  interpersonal  interface  interconnecting  supersede  supersonic  supervise |
| sure  ture | The ending sounding like /ʒə/ is always spelt –sure.  The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher | pleasure  leisure  signature  enclosure  temperature  furniture  adventure | composure |
| ir  er  ur |  | amateur  average  cemetery  controversy  environment  occur |  |



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| **Year Five** | | | | |
| **Phoneme focus** | **Pattern** | **National Curriculum** | | **Additional** |
| tious  cious | Not many common words end like this. 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 ambitious  cautious  infectious nutritious | |  |
| cial  tial | –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province). | official  special  artificial  partial  confidential  essential | |  |
| ant  ent | Use –ant if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.  Use –ent after soft c (/s/ sound), soft g and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. | relevant  restaurant  assistant expectant  sufficient  ancient  apparent  excellent | |  |
| **Phoneme focus** | **Pattern** | | **National Curriculum** | **Additional** |
| ance  ence | Use –ance if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.  Use –ence after soft c (/s/ sound), soft g and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. | | relevance  assistance  tolerance  substance  excellence  innocence  confidence  independence |  |
| ancy  ency | Use –ant if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.  Use –ent after soft c (/s/ sound), soft g and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. | | hesitancy  frequency  decency | infancy  vacancy  fancy  fluency  urgency |
| ible  able | able endings are far more common than –ible. As with ant/–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/ ge, the e after the c/ g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the able ending. The able ending is usually but not always used if a complete root word can be heard, even if there is no related word ending in ation. 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) | | vegetable  available  achievable  attachable  tolerable changeable reasonable enjoyable  sensible  possible  horrible  terrible  visible  incredible  forcible  legible |  |
| ibly  ably | adorably considerably tolerably applicably terribly  possibly  horribly incredibly |  |
| **Phoneme focus** | **Pattern** | | **National Curriculum** | **Additional** |
| ed  ing  (to 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  preferring  referred  preferred | differing  suffering  differed  suffered |
| 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. | | re-enter  co-own | re-equipped  re-elect  co-occupy  co-author  pre-date  pre-print |
| Silent letters | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch | | lamb  knight | knife  knew  climb  comb  ghost  rhythm  rhyme |
| Homophones | 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  practise  practice  prophecy  prophesy  morning  mourning  altar  alter  heard  herd |  |

