Year Five Spelling Patterns

*Italics – recap of LK2*

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| **Lower Key Stage Two Pattern Revision** |
| **Phoneme focus** | **Pattern** | **National Curriculum**  | **Additional**  |
| ccmm |  | accompanyaccordingoccupyoccurcommunitycommitteeimmediateprogrammerecommend |  |
| a-ea |  | accommodateappreciatecommunicateexaggeratepersuade*famous**favourite**strange**potatoes**occasion* |  |
| eee |  | categorycommitteedetermineddevelopequipguaranteeimmediate *remember* |  |
| fph |  | physicaldefiniteprofessionsacrificetwelfthprophetprophecyprophesy  |  |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| g gg ge |  | averageexaggeratelanguageprivilegesignaturesuggestvegetablechange |  |
| ch pronounced ksh |  |  | stomach*scheme* *chemist* *echo* *character**chef**chalet**machine* *brochure* |
| tionationcian |  | completioncompetitionexplanationobservationexpectation*musician**electrician**magician* |  |
| ouu |  | pronunciationsuggestunderstandmuscle | couragecoupleflourishroughnourish |
| sss |  | harassnecessaryaggressiveprofessionsystemsuggestphysicalpersuade |  |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| ed  |  | accommodatedcommunicatedrecommendedprogrammedoccurredaccompaniedoccupiedidentified |  |
| ing |  | accommodatingaveragingcommunicatingdeterminingrecognisinglightningharassingbargaining |  |
| erest |  | developerharasser interrupter programmer sincerest*busiest* *earliest**strangest*  |  |
| lyally |  | sincerelyfrequentlyimmediatelyaggressively especiallyphysically individually marvellously  |  |
| ousiouseous |  | disastrousmarvellousmischievousconscious | cautiousspaciouscourageoushideous |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| unre |  | unattached unaccommodating unappreciative unavailable redevelop reequip reidentify reprogramme  |  |
| dismis |  | miscommunicate mispronunciation disobedient  | misdirectmisinformdisgruntledisprovedishonour |
| irim |  | *irrelevant* *irresponsible**irresistible**irreplaceable* *impatient**imposition**immortal**impossible* |  |
| subintersuper |  | subconscious | submergingsubcontinentinterpersonalinterfaceinterconnectingsupersedesupersonicsupervise |
| sureture | 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 | pleasureleisuresignatureenclosuretemperaturefurnitureadventure | composure |
| irerur |  | amateuraveragecemeterycontroversyenvironmentoccur |  |



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| **Year Five** |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| tiouscious | 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. | viciousprecious conscious delicious ambitious cautiousinfectious nutritious |  |
| cialtial | –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). | officialspecialartificialpartialconfidentialessential |  |
| antent | 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 restaurantassistant expectant sufficientancient apparentexcellent |  |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| anceence | 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. | relevanceassistancetolerancesubstanceexcellenceinnocenceconfidenceindependence  |  |
| ancyency | 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. | hesitancyfrequencydecency | infancyvacancyfancyfluencyurgency |
| ibleable | 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) | vegetableavailableachievable attachabletolerable changeable reasonable enjoyable sensible possible horrible terrible visible incredible forcible legible |  |
| iblyably | adorably considerably tolerably applicably terribly possibly horribly incredibly  |  |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| eding(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 sufferingdiffered 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-enterco-own | re-equippedre-electco-occupy co-author pre-datepre-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 | lambknight | knifeknewclimbcombghostrhythmrhyme |
| 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. | adviceadvisedevicedeviselicencelicensepractisepracticeprophecyprophesymorningmourningaltaralterheardherd |  |

