Year Six Spelling Patterns

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| **Lower Key Stage Two Pattern Revision** | | | |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| gg  pp  rr |  | aggressive  exaggerate suggest apparent  appreciate  opportunity  correspond  embarrass  interrupt |  |
| e-e  e |  | achieve  appreciate  convenience  correspond  frequently  delicious  essential  precede |  |
| al  le |  | individual  physical  available  muscle  vegetable  vehicle  principle  principal  *special*  *natural* |  |
| sh spelt c  sc | English words spelled with "ci", "ti" or "si" before a vowel letter are often pronounced with a "sh" sound /ʃ/ rather than a "s" sound /s/. | ancient  appreciate  sufficient  conscience  conscious  especially | luscious  appreciate |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| c  ce |  | prejudice  necessary  sincere  excellent  convenience  hindrance  nuisance  existence  cemetery |  |
| tion  ation  sion  ssion |  | *competition*  *explanation*  dictionary  pronunciation  profession  possession  comprehension  expansion |  |
| ness  less |  | aggressiveness  awkwardness  desperateness  determinedness  *thoughtless* | clueless  colourless  motionless |
| ful  ment |  | harassment  achievement  attachment  environment  thoughtful  colourful  beautiful  spiteful |  |
| in  il |  | incomplete  *illegal*  *illegible*  *illogical*  *illiterate* | invisible  indirect  inconclusive |
| anti  auto |  |  | antifreeze  antigravity  antidote  antibacterial  autocratic  autobiography  autoimmune |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** |
| que  gue | Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) | *unique* | dialogue  epilogue  analogue  intrigue  critique  boutique  cheque |
| ss  se  sc |  | embarrass  harass  necessary  descent  ascent  muscle  bruise  whose |  |
| or  au |  | according  category  forty  opportunity  restaurant  caught | audience  haunted |

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| **Year Six** | | | | | |
| **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. | malicious suspicious  fictitious  cautious  nutritious  ambitious | | ferocious  gracious | |
| 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  artificial  partial  confidential  essential | | beneficial  social  residential | |
| 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*  observant  hesitant  tolerant  innocent  frequent  confident  obedient  independent | |  | |
| **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. | | hindrance  nuisance  relevance  observance  conscience  convenience  existence  obedience  tolerance  substance  assistance  innocence  confidence  independence | | experience |
| ancy  ency | Use ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.  Use ency after soft c (/s/ sound), soft g/ qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words where this guidance does not help. | | hesitancy | | expectancy  redundancy  reluctancy  efficiently  consistency  emergency  absorbency |
| ible  able | able is more common than ible. As with ant/ance/ancy, able is used if there is a related word ending in ation.  If able is added to a word ending in ce/ ge, the e must be kept as those letters would have their ‘hard’ sounds (as in cap and gap) before the a of the able. able 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. ible 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) | | noticeable recognisable  recommendable  adorable applicable  considerable comfortable understandable  reliable  incredible  forcible  legible  feasible  edible  responsible  reversible  incredible | |  |
| **Phoneme focus** | **Pattern** | | **National Curriculum** | | **Additional** |
| ibly  ably | able is more common than ible. As with ant/ance/ancy, able is used if there is a related word ending in ation.  If able is added to a word ending in ce/ ge, the e must be kept as those letters would have their ‘hard’ sounds (as in cap and gap) before the a of the able. able 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. ible 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) | | dependably  comfortably  understandably  suitably  miserably  remarkably  reasonably  respectably  visibly  sensibly  legibly  responsibly  impossibly  illegibly  incredibly | |  |
| 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. | | transferring  transferred | | inferring  buffering  offering  inferred  buffered  offered |
| al  ence  (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. | | referral  preference transference reference | | deferral  transferral  conferral  difference |
| 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. | | co-operate  co-ordinate | | co-pilot  re-examine  re-evaluate  re-energise  pre-existing  pre-election |
| **Phoneme focus** | **Pattern** | | **National Curriculum** | | **Additional** |
| ei | The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). | | deceive  conceive  receive  perceive  ceiling  soldier  variety  ancient  sufficient | |  |
| ough | ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | | ought  bought  thought  brought  fought  rough  tough  enough  cough  though  although  dough  thorough  borough  through  plough | |  |
| 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 | | solemn | | whose  wrist  sword  column  hymn  build  guessed  guest |
| 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. | | aisle  isle  aloud  allowed  ascent  assent  cereal  serial  complement  compliment  affect  effect  principle  principal  profit  prophet  altar  alter  bridal  bridle  father  farther  lead  led  passed  past  stationary  stationery  steal  steel  who’s  whose  draft  draught  precede  proceed  descent  dissent  wary  weary  desert  dessert | |  |

