

Year 5 Literacy

Writing – transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- ❖ use further prefixes and suffixes and understand the guidance for adding them
- ❖ spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- ❖ continue to distinguish between homophones and other words which are often confused
- ❖ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- ❖ use dictionaries to check the spelling and meaning of words
- ❖ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ❖ use a thesaurus

Writing – Handwriting

Pupils should be taught to write legibly, fluently and with increasing speed by:

- ❖ choosing which shape of a letter to use when given choices and deciding whether or not to join specific little
- ❖ choosing the writing implement that is best suited for a task

Pupils should be taught to

Plan their writing by:

- ❖ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ❖ noting and developing initial ideas, drawing on reading and research where necessary
- ❖ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- ❖ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ❖ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ❖ précising longer passages
- ❖ using a wide range of devices to build cohesion within and across paragraphs
- ❖ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- ❖ assessing the effectiveness of their own and others' writing
- ❖ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ❖ ensuring the consistent and correct use of tense throughout a piece of writing
- ❖ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ❖ proof-read for spelling and punctuation errors
- ❖ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Pupils should be taught to:

- ❖ develop their understanding of the concepts set out in [English Appendix 2](#) by:
- ❖ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ❖ using passive verbs to affect the presentation of information in a sentence
- ❖ using the perfect form of verbs to mark relationships of time and cause
- ❖ using expanded noun phrases to convey complicated information concisely
- ❖ using modal verbs or adverbs to indicate degrees of possibility
- ❖ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- ❖ learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by:
 - ❖ using commas to clarify meaning or avoid ambiguity in writing
 - ❖ using hyphens to avoid ambiguity
 - ❖ using brackets, dashes or commas to indicate parenthesis
 - ❖ using semi-colons, colons or dashes to mark boundaries between independent clauses
 - ❖ using a colon to introduce a list
 - ❖ punctuating bullet points consistently
 - ❖ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ maintain positive attitudes to reading and understanding of what they read by: ❖ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ❖ reading books that are structured in different ways and reading for a range of purposes ❖ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices ❖ identifying and discussing themes and conventions in and across a wide range of writing ❖ making comparisons within and across books ❖ learning a wider range of poetry by heart ❖ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> ❖ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ❖ asking questions to improve their understanding ❖ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ❖ predicting what might happen from details stated and implied ❖ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ❖ identifying how language, structure and presentation contribute to meaning ❖ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ❖ distinguish between statements of fact and opinion ❖ retrieve, record and present information from non-fiction ❖ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ❖ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
Word Reading	<p>Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

Year 5 Numeracy	
Spoken Word	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ listen and respond appropriately to adults and their peers ❖ ask relevant questions to extend their understanding and knowledge ❖ use relevant strategies to build their vocabulary ❖ articulate and justify answers, arguments and opinions ❖ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ❖ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ❖ use spoken language to develop understanding Through speculating, hypothesising, imagining and exploring ideas ❖ speak audibly and fluently with an increasing command of Standard English ❖ participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) <ul style="list-style-type: none"> ❖ consider and evaluate different viewpoints, attending to and building on the contributions of others ❖ select and use appropriate registers for effective communication.

Year 5 Numeracy	
Number – Number and Place Value	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ read, write, order and compare numbers up to at least 1 000 000 and determine the value of each digit ❖ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ❖ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ❖ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ❖ solve number problems and practical problems that involve all of the above ❖ Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
Number – Addition and subtraction,	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ❖ add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ❖ solve addition and subtraction multi- step problems in contexts, deciding which operations and methods to use and why.

Number – Multiplication and division	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ▪ know and use the vocabulary of prime numbers, prime factors and composite (non- prime) numbers ▪ establish whether a number up to 100 is prime and recall prime numbers up to 19 ▪ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ▪ multiply and divide numbers mentally drawing upon known facts <ul style="list-style-type: none"> ▪ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ▪ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ▪ recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) ▪ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes <ul style="list-style-type: none"> ▪ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ▪ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Number –fractions inc decimals & percentages	<p>Pupils should be taught to:</p> <p>compare and order fractions whose denominators are all multiples of the same number</p> <ul style="list-style-type: none"> ▪ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ▪ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ▪ add and subtract fractions with the same denominator and denominators that are multiples of the same number ▪ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ▪ read and write decimal numbers as fractions for example, 0.71 $= \frac{71}{100}$ ▪ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ▪ round decimals with two decimal places to the nearest whole number and to one decimal place <ul style="list-style-type: none"> ▪ read, write, order and compare numbers with up to three decimal places ▪ solve problems involving number up to three decimal places ▪ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ▪ solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5},$ $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Measurement</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ▪ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ▪ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres <ul style="list-style-type: none"> ▪ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes ▪ estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] ▪ solve problems involving converting between units of time ▪ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geometry- Properties of shape</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ identify 3-D shapes, including cubes and other cuboids, from 2- D representations ▪ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ▪ draw given angles, and measure them in degrees (°) ▪ identify: <ul style="list-style-type: none"> ▪ angles at a point and one whole turn (total 360°) ▪ angles at a point on a straight line <div style="margin-left: 20px;"> $\text{and } \frac{1}{2} \text{ a turn}$ (total 180°) </div> ❖ other multiples of 90° ▪ use the properties of rectangles to deduce related facts and find missing lengths and angles <ul style="list-style-type: none"> ❖ ▪ distinguish between regular and irregular polygons based on reasoning about equal sides and angles
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geometry Position & Direction</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Statistics</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ solve comparison, sum and difference problems using information presented in a line graph ▪ complete, read and interpret information in tables, including timetables

Year 5 Science

Working Scientifically	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ❖ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ❖ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ❖ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ❖ using test results to make predictions to set up further comparative and fair tests ❖ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.
Living things and their habitats	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ❖ describe the life process of reproduction in some plants and animals.
Animals, including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ describe the changes as humans develop to old age.
Properties and changes of materials	<p>Pupils should be taught to:</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <ul style="list-style-type: none"> ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ❖ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Earth and Space	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Forces

Pupils should be taught to:

- ❖ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- ❖ identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- ❖ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Year 5 Art & Design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ❖ to create sketch books to record their observations and use them to review and revisit ideas
- ❖ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ❖ about great artists architects and designers in history

Year 5 Computing

Pupils should be taught:

- ❖ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ❖ use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ❖ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ❖ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- ❖ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ❖ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ❖ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year 5 Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

- ❖ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ❖ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design

Make

- ❖ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ❖ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ❖ investigate and analyse a range of existing products
- ❖ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ❖ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- ❖ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ❖ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ❖ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ❖ apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

- ❖ understand and apply the principles of a healthy and varied diet
- ❖ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ❖ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Year 5 Geography

Pupils should extend their knowledge and understanding beyond Mile Oak to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- ❖ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ❖ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ❖ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- ❖ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- ❖ describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- ❖ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ❖ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ❖ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ❖ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 5 History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- ❖ changes in Britain from the Stone Age to the Iron Age
- ❖ the Roman Empire and its impact on Britain
- ❖ Britain's settlement by Anglo-Saxons and Scots
- ❖ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- ❖ a local history study
- ❖ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ❖ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- ❖ Ancient Greece – a study of Greek life and achievements and their influence on the western world
- ❖ a non- European society that provides contrasts with British history one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 5 MFL

Pupils should be taught to:

- ❖ listen attentively to spoken language and show understanding by joining in and responding
- ❖ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ❖ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ❖ speak in sentences, using familiar vocabulary, phrases and basic language structures

- ❖ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ❖ present ideas and information orally to a range of audiences*
- ❖ read carefully and show understanding of words, phrases and simple writing
- ❖ appreciate stories, songs, poems and rhymes in the language
- ❖ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ❖ write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing
- ❖ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high- and how these differ from or are similar to English.

The starred () content above will not be applicable to ancient languages. frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences;*

Year 5 Music

Pupils should be taught to:

- ❖ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ❖ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ❖ listen with attention to detail and recall sounds with increasing aural memory
- ❖ use and understand staff and other musical notations
- ❖ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ❖ develop an understanding of the history of music.

Year 5 PE

Pupils should be taught to:

- ❖ use running, jumping, throwing and catching in isolation and in combination
- ❖ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ❖ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ❖ perform dances using a range of movement patterns
- ❖ take part in outdoor and adventurous activity challenges both individually and within a team
- ❖ compare their performances with previous ones and demonstrate improvement to achieve their personal best

National Curriculum 2014 Planning Document

Y5/6

Spelling Appendix

This document contains the Y5/6 Spelling appendix and should be used to support the planning, teaching and learning of Spelling in Year 5/6.

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /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.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration),</p>

Words ending in –
able and
–ible
Words ending in –
ably and

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
-ibly	<p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>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 <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>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, incredible/incredibly, sensible/sensibly</p>
Adding suffixes beginning with vowel letters to words ending in -fer	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
Use of the 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-ordinate, re-enter, co-operate, co-own

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
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 ei is /i:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p>

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
		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 gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end –ce and verbs end –se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – 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). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i> guest: visitor</p> <p>heard: past tense of the verb <i>hear</i> herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before proceed: go on</p>

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

Word list – years 5 and 6

accommodate	equip (-ped, -ment)	especially exaggerate excellent existence
accompany		explanation familiar foreign
according		forty
achieve		frequently government guarantee harass
aggressive		hindrance identity immediate(ly) individual
amateur		interfere interrupt language leisure lightning
ancient		marvellous mischievous muscle necessary
apparent		neighbour nuisance occupy
appreciate		occur opportunity parliament persuade
attached		physical prejudice privilege profession
available		programme
average		
awkward		
bargain		
bruise		
category		
cemetery		
committee		
communicate		
community		
competition		
conscience*		
conscious*		
controversy		
convenience		
correspond		
criticise (critic + ise)		
curiosity		
definite		
desperate		
determined		
develop		
dictionary		
disastrous		
embarrass		
environment		

p		cretary
r	r	shoulder
o	e	signature
n	l	sincere(ly)
u	e	soldier
n	v	stomach
c	a	sufficient
i	n	suggest
a	t	symbol
t		system
i	r	temperature
o	e	thorough
n	s	twelfth
	t	variety
q	a	vegetable
u	u	vehicle
e	r	yacht
u	a	
e	n	
	t	
r		
e	r	
c	h	
o	y	
g	m	
n	e	
i	rhythm	
s	s	
e	a	
	c	
r	r	
e	i	
c	f	
o	i	
m	c	
m	e	
e		
n	s	
d	e	

Notes and guidance (non-statutory)

Teachers should continue to emphasize to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

National Curriculum 2014 Planning Document

Y5

Vocabulary, Grammar and Punctuation Appendix

This document contains the Y5 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 5.

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were</u> they to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym,</p> <p>antonym</p>