

Spelling Priority Areas Year 5/6

Spelling pattern
<i>Heavy focus:</i>
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word. This needs to include silent consonants, vowels and unstressed vowels)
Words ending in -able and -ible Words ending in -ably and -ibly
Words ending in -ant, -ance, -ancy, -ent, -ence, -ency
Homophones, near homophones and other words that are often confused (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
Use of the hyphen
<i>Medium focus:</i>
Words containing the letter string ough
Endings which sound like /ʃəs/ spelt -cious or -tious
Endings which sound like /ʃəl/ spelt -cial or -tial
<i>Light focus:</i>
Words with the /i:/ sound spelt ei after c
Adding suffixes beginning with vowel letters to words ending in -fer

The colour coding reflects the emphasis that should be placed on this aspect of the spelling curriculum.