

Correlating the National Curriculum Years 5 and 6 requirements for spelling with work covered in Schofield & Sims Spelling

Years 5 and 6 National Curriculum requirement	Schofield & Sims Spelling reference	Notes from the non-statutory rules and guidelines
Revise work done in previous years Programme of Study: ‘use further prefixes and suffixes and understand the guidelines for adding them’.	Spelling 5 pages 22, 23, 24 Spelling 6 pages 16, 17 Spelling 5 page 36 Spelling 5 pages 28, 29, 30 Spelling 6 pages 24, 25	Prefixes that vary according to root word, for example, the prefix <i>in</i> becomes <i>il, im, ir; ad, ac, ap, at</i> . More prefixes, for example, <i>auto</i> meaning ‘self’ etc. Suffixes and rules for adding them, including exceptions.
The suffix ous	Spelling 5 page 31	Exceptions, for example, <i>our</i> changes to <i>or</i> ; final <i>e</i> is kept to keep <i>g</i> soft; <i>eous</i> .
Endings tion, sion, ssion, cian	Spelling 5 page 8	
The suffix ly	Spelling 6 page 6	Exceptions: If the root word ends with <i>ic</i> , <i>ally</i> is added. The words <i>truly, duly, wholly</i> .
Endings which sound like /ʃəs/ spelt cious or tious	Spelling 5 page 17 (cious); page 20 (tious)	
Endings which sound like /ʃəl/	Spelling 5 page 17 (cial); page 20 (tial)	<i>cial, tial</i>
Words ending in ant, ance/ancy, ent, ence/ency	Spelling 6 page 12	
Words ending in able and ible	Spelling 4 page 31 Spelling 5 page 32	<i>able</i> if a complete root word can be heard before it; <i>ible</i> if a complete word can’t be heard. Rules for adding <i>able</i> , for example, words ending in <i>ce</i> or <i>ge</i> , keep the <i>e</i>
Words ending in ably and ibly	Spelling 6 page 6	<i>ably, ibly</i>
Adding suffixes beginning with vowel letters to words ending in fer	Spelling 6 page 23	
Use of the hyphen	Spelling 6 page 18	
Words with the /i:/ sound spelt ei after c	Spelling 5 page 13	
Words containing the letter string ough	Spelling 5 page 12	
Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Spelling 5 page 19	
Homophones and other words that are often confused	Spelling 5 pages 25, 37 Spelling 6 pages 19, 20	

continued overleaf

Correlating the National Curriculum Years 5 and 6 requirements for spelling with work covered in Schofield & Sims Spelling

Years 5 and 6 National Curriculum requirement	Schofield & Sims Spelling reference	Notes from the non-statutory rules and guidelines
<p>Word list for Years 5 and 6</p> <p>The words from the NC list for Years 5 and 6 are covered in Spelling 5 and Spelling 6, with slightly more in Spelling 5 than Spelling 6.</p> <p>For further reinforcement of these words, you will find 'Spelling log word lists' available to download from the Schofield & Sims website.</p>	<p>See tricky or topic words. Spelling 5, pages 9, 15, 21, 27, 33</p> <p>Some words from the list have been grouped together according to</p> <p>a) spelling patterns (for example, Spelling 5 page 17, <i>ancient, sufficient</i>)</p> <p>b) common confusions (for example, unstressed vowels Spelling 5 page 4, <i>definite, average, desperate, relevant, privilege, secretary, develop, vegetable</i>; double or single consonants, Spelling 6 page 13)</p> <p>c) helpful strategies (for example, Spelling 6 page 8, visual strategies: <i>bargain, shoulder, environment, recognise</i>)</p> <p>d) can be used for practice in adding suffixes, for example, <i>suggest/ion; correspond/ent; critic/ise; occur/rencence</i></p> <p>e) using knowledge of related words, for example, <i>vary – variety</i></p>	<p><i>Some words need to be learnt specifically.</i></p> <p><i>Many of these words can be used for practice in adding suffixes.</i></p> <p><i>Using knowledge of related words.</i></p>
<p>Programme of Study: use knowledge of morphology and etymology in spelling</p>	<p>Spelling 6 pages 7, 28–32</p>	
<p>Programme of Study: 'use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary'</p>	<p>Spelling 6 page 37</p>	