

The Grange Academy

# Writing Toolkit Year 5 and 6



NAME:

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# Apostrophes



## Contraction Apostrophes (Omission Apostrophes)

- Joining two words together to make one word
  - The words contract (get smaller)
- There is an omission (missing letter or letters)

|                        |                      |                   |                     |
|------------------------|----------------------|-------------------|---------------------|
| do not = don't         | must not = mustn't   | you will = you'll | he is = he's        |
| will not = won't       | might not = mightn't | you have = you've | he will = he'll     |
| cannot = can't         | I will = I'll        | you would = you'd | he would = he'd     |
| should not = shouldn't | I am = I'm           | she is = she's    | they are = they're  |
| would not = wouldn't   | I have = I've        | she will = she'll | they will = they'll |
| could not = couldn't   | I would = I'd        | she would = she'd | they would = they'd |

## Possession Apostrophes

- When somebody or something owns the noun
  - People can have possessions
  - Nouns can have possessions
- Plurals ending in S need the apostrophe at the end of the word e.g.  
the boys' toilets, parents' evening, girls' dorm

| <u>People</u>    | <u>Nouns</u>          | <u>Plural Endings</u> |
|------------------|-----------------------|-----------------------|
| Freddie's bike   | the dog's bark        | the boys' toilets     |
| Sarah's jumper   | the rainbow's colours | the girls' dorm       |
| Ahmed's book     | the car's engine      | parents' evening      |
| Alice's football | the flower's smell    | teachers' party       |
| Zainab's chair   | the team's enthusiasm | the cats' dishes      |

REMEMBER: Normal plurals DO NOT need an apostrophe:  
pens, tables, cars, wolves, leaves, babies, cities, teeth, sheep etc.



# Clause structures



## Subordinate and Main Clauses

- A clause must have a verb and a noun.
- The main clause always works on its own.
- Subordinate clauses don't make sense on their own
- Subordinate clauses appear at the start, middle or end of a sentence
- You need to use a comma if your subordinate clause appears at the start or in the middle of your sentence

Because the car would not start, we couldn't get to school.

Although it was getting dark, we wanted to carry on playing.

The umbrella, which kept us dry, was brightly coloured.

The football, which was dirty and old, could still be used.

I enjoyed watching the film at the cinema whilst eating popcorn.

I did all my homework after school even though I was tired.

## Relative and Main Clauses

- Relative clauses are subordinate ones starting with a relative pronoun: who, which, when, where, whose, whom or that

The little boy, who was only six, scored a great goal.

The village, which sat at the foot of a mountain, was quiet.

It was thunder and lightning when the lunchtime bell rang.

The fish swam away where the boys were playing.

When the whistle blew, the game was over

Where there was noise, there were probably children!



# COLONS



## Colons Introduce a List

- Write a sentence which introduces a list first
- It must work as an entire sentence on its own
- Colons are not as strong as full-stops so no capital letter afterwards
  - Write your commas in a list next.

They went to the shops and bought many things: milk, butter, bread and eggs.

They packed everything they needed for holiday: sunglasses, a towel, a bucket and a spade.

There are many creatures living in the oceans: fish, whales, crabs, sharks and turtles.

The top teams made the Champions League: Tottenham, Chelsea, Arsenal and Man Utd.

## Description: Detail or instead of conjunction SO (or because)

- Write a short description using a main clause.
- Add detail to this with another main clause.
- Use a colon to link two main clauses instead of the conjunction 'so' (or 'because'). The second main clause tells us more about the first.

The shark is a dangerous animal: it has razor-sharp teeth to kill its prey.

It was boiling hot: the sun beat down and made us all sweat.

She was pretty smart: she could fix bikes and cars in minutes.

The monster awoke: the terrible noise of thunder made him sit up in his bed.

The night was dark: they could not see their hands in front of them.

## One Word

- Introduce a something and end it with one word
- Start with one word and then come up with a definition after

There was only one thing left to do: **run!**

They had so many good ideas but this was the best: **hide!**

**Friday:** the best day of the week and the beginning of the weekend.

**Easter:** a time for celebrating and, hopefully, some chocolate eggs too.

# Co-Ordinating Conjunctions

## FANBOYS

- Helps join two main clauses / phrases together

**f**

or

I can't stand wasting any frog and crocodile eyeball stew, for they are very expensive ingredients.

**A**

nd

Anna thoroughly enjoyed joining both the guitar club and the football club this year.

**N**

or

I will neither do my homework, nor will I help my family with the dishes after dinner!

**b**

ut

Butterflies are beautiful, delicate creatures but they can scare larger animals with patterns that look like giant eyes.

**O**

r

You can either have a delicious strawberry ice-cream or a tasty chocolate bar.

**Y**

et

He was the best goalkeeper the team had ever had yet they were losing once again.

**S**

o

It was raining heavily outside so I collected my umbrella to keep myself dry.

FOR – Explains a reason (like using because or since)

AND – Adds extra information to a sentence

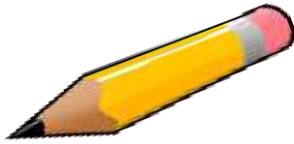
NOR – Gives a second negative idea to an already mentioned negative idea

BUT – Changes a sentence from positive to negative or from negative to positive

OR – Presents another choice

YET – Introduces an opposite idea (a bit like BUT)

SO – Gives an effect, result or consequence



# Dashes



## Parenthesis

- Parenthesis can add extra information, emphasise a point, define a word or give a date or to separate two main clauses
  - Insert the phrase or word into the sentence
- When the parenthesis is removed, the sentence should still make sense
- Use a dash at the start and end of the parenthesis (2 needed in total)
  - Parenthesis can use also use brackets or commas

They hid in the bushes and then Mr Fox – the unfortunate, nervous Mr Fox – was fired at by the farmers gun.

The anniversary of their marriage – May 18<sup>th</sup> 2016 – was always a special occasion.

These particular micro-organisms - bacteria - can cause stomach ache.

## Introduce/ Separate

- Dashes can be used to introduce an idea, a shocking ending or a question OR to separate two main clauses.

There was only one thing left to do – run.

There would only ever be one type of person that would know where the hidden treasure could be found – a pirate.

Everyone was dancing and having fun – that was until the bomb went off.

She was depressed and down on her luck – that was until she bought a lottery ticket.

Cold, wet, miserable – when would the rain stop?

The question is – what would you do if you had no home?

She wasn't happy there - her last school was nicer.

Mum called her - it was time for tea.





# Formal and Informal



## Formal Writing

- Formal writing uses standard English so that everyone around the world can understand
  - We are writing with our 'posh voice' and in a style which is professional in tone (as if we are writing to a head teacher or politician)
  - It is less personal
  - We can use the subjunctive Mood (If I were you – rather than If I was you)
- e.g.. We travelled to Barcelona on Saturday and Sunday. We now have plenty of stories to tell you.

## Informal Writing



- Informal writing is personal and has a 'friendly' tone
  - We are writing with our 'own voice' and in a style which is relaxed (as if we are writing to a friend)
  - We can often use informal writing when using speech marks, often if our character is in the middle of action, has an accent or is talking to friends
- e.g.. Went to Barcelona at the weekend. Loads to tell ya!
- It was a great match, wasn't it? (question tag)



### The Subjunctive Mood

A way of writing/speaking where a wish, command or request is made more formal using the verb

- Was/were rule breaks
- 'To be' becomes 'be'
- Removal of a plural

If I was you, I wouldn't climb that mountain.

If I were you, I would not climb that mountain. (formal)

King Henry VIII asked for his wives to be beheaded.

King Henry VIII requested his wives be beheaded. (formal)

I suggest that he faces up to the bully.

I suggest that he face up to the bully. (formal)

| INFORMAL       | FORMAL             |
|----------------|--------------------|
| Ask            | Enquire            |
| Ask for        | Request            |
| Book           | Reserve            |
| Check          | Verify             |
| From (company) | On the behalf of   |
| Get            | Receive            |
| Give           | Provide            |
| Help           | Assist             |
| Need           | Request            |
| Say sorry      | Apologise          |
| Say hello to   | Give my regards to |
| Tell           | Inform             |



# Fronted Adverbials



## Fronted Adverbial Phrase

- Fronted adverbial phrases go at the beginning of a sentence
- A phrase cannot have both a verb and noun
- An adverbial usually describes the verb in the sentence
- It does not tell you more about the noun (this is an adjective)
- It can describe when, where or how the verb takes place
  - Use a comma after the fronted adverbial

### When

**Last week**, they all played basketball.  
**In the middle of the night**, all was still.  
**A few hours later**, they decided to attack.  
**As soon as he could**, he ordered his favourite pizza.



### Where

**On the beach**, they played cricket.  
**In the depths of the forest**, the squirrels played.  
**Near to the village**, lived a frightening troll.  
**Under the boat**, a shark was circling patiently.

### How

**Enthusiastically**, they danced the night away.  
**Nervously**, they crept downstairs trying not to wake their parents.  
**Happily**, she stroked the cat.





# Hyphens



## Prefixes

- Hyphens can be used after a prefix on some occasions
- Most prefixes don't need a hyphen but some are used to change the meaning of a word (e.g. re-cover is different to recover)

re-edit  
re-educate  
re-examine  
re-enter  
re-elect  
re-form  
re-cover

pre-election  
pre-existing  
pre-date  
pre-record  
pre-print  
pre-

co-ordinate  
co-operate  
co-own  
co-pilot  
co-worker  
co-exist  
co-writer

self-assured  
self-doubt  
self-centred  
self-taught  
self-reliant  
self-esteem  
self-pity

off-white  
off-air  
off-course  
off-stage  
off-line  
off-colour  
off-site

## Numbers

- Numbers from 21, all the way up to 99 need hyphens when used as written words (e.g. twenty-one, fifty-four, seventy-seven, ninety-two)

## Compound Words

- Hyphens join two or more words to show they have a combined meaning or to show a relationship between the words

mother-in-law  
eight-year-old  
good-hearted  
well-respected  
world-famous  
over-the-counter  
fun-loving  
upper-deck  
out-of-work

two-faced  
well-being  
time-out  
head-on  
part-time  
follow-through  
man-eating  
spur-of-the-moment  
baby-faced

broken-hearted  
green-eyed  
life-giving  
ice-cold  
ice-cream  
left-handed  
three-week  
white-hot  
thought-provoking



# Inverted Commas



## Using Speech Marks

- Words that are spoken by a character needs to have speech marks at the beginning and end of speech
  - Start speech with a capital letter
- Put punctuation at the end of speech and then close with speech marks
- If the reporting clause is at the end, you must use a comma at the end of the dialogue instead of a full stop. If you use an exclamation or question mark- there is no need to use a comma.
- Depending on who is speaking, speech may be informal, have accents or help create personality
  - New speakers need a newline

**“Wha... wha... what on earth was that?”** I cried as Jane held onto me for dear life.

**“The computers are gonna fall! Let’s get out of here. When I say run...run!”** Jane exclaimed. We waited until the tremors stopped. It felt like forever. Jane yelled, **“RUN!”**

**“I am sure that I can hear noises coming from inside,”** mumbled a strange voice.

I finally replied, **“No! We’ll be safe here for now.”**

## Using Speech to Move a Story On

- Dialogue can be used to explain what is happening in the story
  - Rather than describe a scene, get a character to do it
  - Get your characters to give or follow instructions

**“Come on. Let’s see what’s left of this forest,”** I whispered.

Peter replied, **“Okay. Let’s climb out together.”**

**“Oh no! The whole forest’s destroyed. There’s nothing but burnt trees and smoking embers,”** I cried as I waved the smoke out of my face, **“Look! A rabbit!”**

**“Dude, that’s a bad idea. Just leave it,”** Peter insisted.

**“No. I’m going in...”**

# Nouns, Adjectives, Verbs and Adverbs

## Nouns

- An idea, person, place or thing

| Common Nouns | Proper Nouns | Collective Nouns | Abstract Nouns |
|--------------|--------------|------------------|----------------|
| hand         | Africa       | team             | hate           |
| table        | London       | class            | happiness      |
| country      | Saturday     | family           | bravery        |
| cat          | Buddhism     | herd             | fun            |
| dog          | Thomas       | fleet            | fear           |
| tree         | Bilal        | orchestra        | childhood      |
| air          | Easter       | government       | love           |
| father       | Nottingham   | army             | surprise       |



## Adjectives

- Words used to describe a noun
- If you use more than one, then put a comma between them

| Common Nouns        | Proper Nouns               | Collective Nouns          | Abstract Nouns               |
|---------------------|----------------------------|---------------------------|------------------------------|
| <b>big</b> hand     | <b>hot</b> Africa          | <b>good</b> team          | <b>aggressive</b> hate       |
| <b>hard</b> table   | <b>rainy</b> London        | <b>loud</b> class         | <b>true</b> happiness        |
| <b>huge</b> country | <b>cold</b> Saturday       | <b>crazy</b> family       | <b>admirable</b> bravery     |
| <b>quiet</b> cat    | <b>spiritual</b> Buddhism  | <b>large</b> herd         | <b>hilarious</b> fun         |
| <b>mean</b> dog     | <b>patient</b> Thomas      | <b>strong</b> fleet       | <b>unpleasant</b> fear       |
| <b>old</b> tree     | <b>young</b> Bilal         | <b>talented</b> orchestra | <b>happy</b> childhood       |
| <b>clean</b> air    | <b>pleasant</b> Easter     | <b>useful</b> government  | <b>all-encompassing</b> love |
| <b>kind</b> father  | <b>exciting</b> Nottingham | <b>unhappy</b> army       | <b>delightful</b> surprise   |

## Verbs

- An action or something which can be 'done'
- Can end in -ed if in the past tense or -ing if in the present tense



| Verb  | Past Tense | Present Tense |
|-------|------------|---------------|
| jump  | jumped     | jumping       |
| climb | climbed    | climbing      |
| fire  | fired      | firing        |
| cry   | cried      | crying        |
| swim  | swam       | swimming      |
| throw | threw      | throwing      |
| catch | caught     | catching      |
| fly   | flew       | flying        |

## Adverbs

\*Tell you **when, where or how** a verb took place

\*How adverbs **often end in -ly**

\* They can sometimes tell you **more about adjectives** and **other adverbs**, too.

| Verb    | When       | Where      | How              |
|---------|------------|------------|------------------|
| jumped  | yesterday  | down       | enthusiastically |
| climbed | last week  | up         | courageously     |
| fired   | again      | outside    | nervously        |
| cried   | early      | downstairs | solemnly         |
| swam    | recently   | around     | wildly           |
| threw   | often      | inside     | safely           |
| caught  | after      | there      | quickly          |
| flew    | repeatedly | everywhere | frantically      |

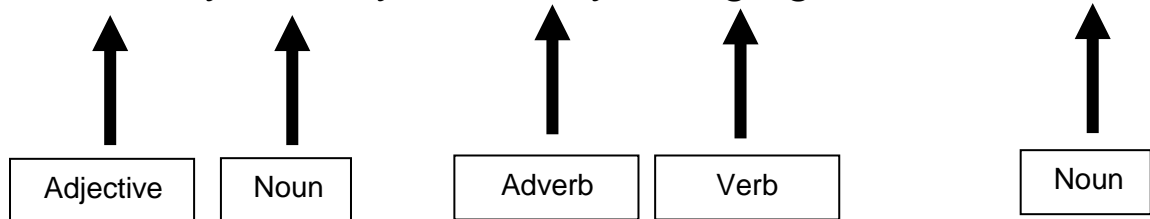
## **TRaMP**

Can you TRaMP all over your sentences with these adverbials?

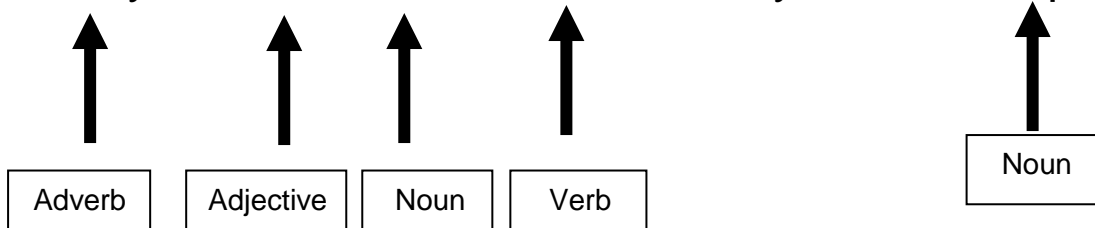
| Time   | Reason  | and | Manner   | Place  |
|--|---|-----|--|--|
| Just before dawn,<br>Many years ago,<br>The next day,<br>Right this second,<br>In Winter,<br>Hours had past,<br>Several hours later,<br>As the minutes past. | Because she/he<br>Considering,<br>Despite knowing,<br>As a result of,<br>Due to the fact,<br>While,<br>Hence, |     | Happily,<br>Nervously,<br>Dramatically,<br>With a giggle,<br>Without a sound,<br>As quick as a flash,<br>In a state of terror, | Beside the sea,<br>Behind the trees,<br>Under the bed,<br>In the ancient city,<br>In the distance,<br>On the Horizon,<br>Near the stars<br>Out of nowhere, |

## Word Classes

The cheeky monkey was always hanging onto his branch



Slowly, a small snail slithered its way to the sandpit



# Parenthesis

## Parenthesis

- Parenthesis can add extra information, emphasise a point, define a word or give dates.
  - Insert the phrase or word into the sentence
- When the parenthesis is removed, the sentence should still make sense
  - Use dashes, brackets or commas at the start and end of the parenthesis (2 needed in total)

Terrified, they hid in the bushes and then Mr Fox – **the unfortunate, nervous Mr Fox** – was fired at by the farmer's gun. **Emphasise a point**

He finally answered **(after five minutes of thinking)** and got the answer right. **Extra information**

These unpleasant type of micro-organisms, **bacteria**, can cause stomach ache. **Define a word**

The anniversary of their marriage **(September 23<sup>rd</sup> 2016)** was always a special occasion. **Give a date**

## Punctuating Parenthesis

- If your parenthesis is at the end of the sentence, rather than in the middle, make sure your full-stop comes after the brackets.
- Brackets seem best to work here. Having a dash then a full-stop, or a comma and a full-stop, doesn't look right.  
**e.g. The whole house was cleaned from top to bottom by their grandparents (luckily for them).**

# Passive, Active and Modal Verbs

## Subject, Object and Verb

- The subject is a person or thing acting or doing something. It is what or who the sentence is about
  - The object is the person or thing being done to. The object receives the action
    - The verb is the action or doing word itself

Angela picked up the vase  
Jonah bravely crossed the road  
The ball flew into the net

## Active and Passive Sentences

- Active sentences are when the subject is doing something
- Passive sentences are when the subject is having something done to it
- A trick to help you remember is that if it is passive it should be able to end with the phrase 'by zombies'

|   |
|---|
| John ate the sweets – Active<br>The sweets were eaten by John – Passive                             |
| Steve broke the window – Active<br>The window was broken by Steve – Passive                         |
| Thieves stole the computers and laptops - Active<br>The computers and laptops were stolen - Passive |



## Modal Verbs

- Modal verbs tell us how possible something might be

0% Sure

100% Sure



won't, can't, ought, could, would, should, might, may, must, can, will, shall





# Prepositions



- A preposition tell you the relationship a noun/pronoun has with another word in the sentence
- They show location (where), time (when) and movement (how)

| Location (where)  | Time (where)   | Movement (how)  |
|---|--|---|
| above<br>behind<br>below<br>beside<br>between<br>by<br>in<br>inside<br>near<br>on<br>over<br>through                | after<br>before<br>by<br>during<br>from<br>an<br>past<br>since<br>to<br>until<br>upon  | against<br>along<br>down<br>from<br>into<br>off<br>on<br>onto<br>out of<br>toward<br>up<br>upon                                   |
| <p>I am <b>in</b> the pool.</p>  | <p>We will meet <b>after</b> swimming lessons.</p>  | <p>I am <b>getting out of</b> the pool.</p>  |

# Punctuation (Other)

## Exclamation Marks

- Use an *exclamation mark* when writing something exciting, shocking or loud
  - An *exclamation sentence* starts with 'What' or 'How'

This is the best party I've ever been to! – **Exciting**  
Suddenly, the door slammed! - **Shocking**  
"Everybody Stop!" yelled the teacher. – **Loud**  
"What a fantastic goal!" – **Exclamation Sentence**  
"How brilliant!" – **Exclamation Sentence**



## Question Marks

- Put a question mark at the end of the sentence if you ask a question
  - Who, what, why, where, when and how are question words
- Not all questions have to include these words for them to work as questions
- Rhetorical questions are questions that don't need an answer as they are used to make the reader think and feel



What was the shadowy figure lurking in the forest at night?  
Where had all the biscuits gone?  
When could they cross the river if it always looked this dangerous?  
How would you feel if you had no shelter and no water? - **Rhetorical**

## Capital Letters

- Capital letters are used to start new sentences after a full-stop
  - Capital letters are used when someone starts speaking
    - Capital letters are used for proper nouns

### Proper Nouns

**Days/Months** – Monday, Tuesday, June, July, August  
**People's Names** – John Thomas, Sally Smith, Hassan Khan, Eric Dylan  
**Place Names** – Nottingham, New York, Canada, Waterloo, Ghana  
**Businesses and Brands** – Tesco, Nike, Walkers, Burger King

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z



# Semi-Colons



## An Extended List

- When writing a list, give more information to the noun (especially if there are already commas that separate adjectives).
  - Instead of using commas, use semi-colons
  - Do not use capital letters after a semi-colon (unless it is a proper noun)

He went to the shops and bought many things: milk, bread,  
butter and some eggs.

He went to the shops and bought many things: milk to pour on  
his cereal; his favourite type of white, crusty bread; butter  
to spread on his toast and six large eggs.

## To replace FANBOY in a compound sentence (2 main clauses)

- A semi-colon links two main clauses so can be used to replace for, and, nor, but, or, yet (so can be replaced by a colon).

It was a beautiful fishing village but now it is a devastated disaster zone.

It was a beautiful fishing village; now it is a devastated disaster zone.

## Repetition

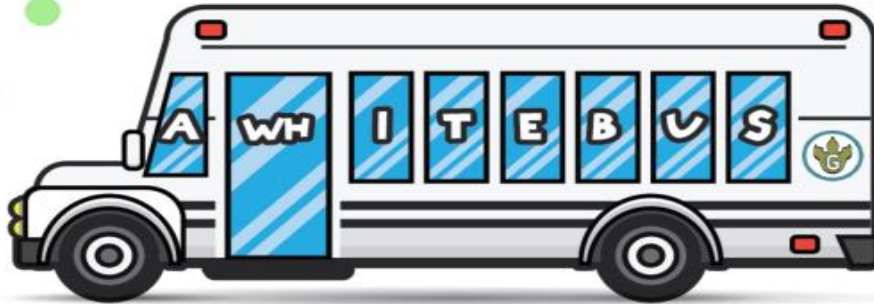
- When repeating characters, places or phrases, semi-colons can be used

London is busy; London is filled with opportunities; London sometimes feels like the centre of the world.

When the soldiers are sweating with fear; when all is calm; when the battle cries begin; then you know war is about to begin.

# Subordinating Conjunctions

- Some sentences have **two clauses** (one **main clause** and one **subordinate clause**)
- The subordinating conjunction is the word that links the two together
- It is put at the start of the subordinate clause
- A subordinate clause can start a sentence or end a sentence.
- If your sentence starts with a subordinating conjunction, remember to put a comma after the subordinate clause



Because the car would not start, we couldn't get to school.

Although it was getting dark, we wanted to carry on playing.

I enjoyed watching the film at the cinema whilst eating popcorn.

I did all my homework after school even though I was tired.

## List of Subordinating Conjunctions

|                |               |            |
|----------------|---------------|------------|
| after          | once provided | until when |
| although       | that rather   | whenever   |
| as             | than since    | where      |
| because        | so that       | whereas    |
| before         | than          | whenever   |
| even if        | that          | whether    |
| even though if | though        | while      |
| in order that  | unless        | why        |

# Year 3/4 Spellings



## PATTERNS TO LEARN

|              |            |            |              |            |           |
|--------------|------------|------------|--------------|------------|-----------|
| accident     | century    | experiment | interest     | particular | remember  |
| accidentally | certain    | extreme    | island       | peculiar   | sentence  |
| actual       | circle     | famous     | knowledge    | perhaps    | separate  |
| actually     | complete   | favourite  | learn        | popular    | special   |
| address      | consider   | February   | length       | position   | straight  |
| answer       | continue   | forward(s) | library      | possess    | strange   |
| appear       | decide     | fruit      | material     | possession | strength  |
| arrive       | describe   | grammar    | medicine     | possible   | suppose   |
| believe      | different  | group      | mention      | potatoes   | surprise  |
| bicycle      | difficult  | guard      | minute       | pressure   | therefore |
| breath       | disappear  | guide      | natural      | probably   | though    |
| breathe      | early      | heard      | naughty      | promise    | although  |
| build        | earth      | heart      | notice       | purpose    | thought   |
| busy         | eight      | height     | occasion     | quarter    | through   |
| business     | eighth     | history    | occasionally | question   | various   |
| calendar     | enough     | imagine    | often        | recent     | weight    |
| caught       | exercise   | increase   | opposite     | regular    | woman     |
| centre       | experience | important  | ordinary     | reign      | women     |

|                        |  |
|------------------------|--|
| Double Consonants      | forgetting, forgotten, beginning, beginner, preferred, running, swimming |
| Short i sound as a 'y' | myth, pyramid, Egypt, gymnastics, mystery                                |
| Short u sound as 'ou'  | young, touch, double, trouble, country                                   |

- Prefixes**
- Dis** (disappoint, disagree, disobey)
  - Mis** (misbehave, mislead, misspell)
  - In** (inactive, incorrect, incomplete))
  - Il** (illegal, immature, immortal, impossible)
  - Ir** (irregular, irresponsible, irrelevant)
  - Re** (redo, refresh, return, reappear)
  - Sub** (submarine, subway, subheading, submerge)
  - Inter** (international, interact, interrelated)
  - Super** (supermarket, superstar, superman)
  - Anti** (antiseptic, antifreeze, anticlockwise, antisocial)
  - Auto** (autograph, automatic, autobiography)

|        |  |
|--------|--|
| -ation | information, adoration, sensation, preparation, admiration |
|--------|--|

- Suffix (-ly)**
- 1.) Just add ly (sadly, completely, usually, finally)
  - 2.) If the root word end in i, change to y (happily, angrily)
  - 3.) If the root word ends with le change to ly (gently, simply, humbly, nobly)
  - 4.) If the root word ends in ic change to ally (comically, basically, frantically, dramatically)

|       |  |
|-------|--|
| -sure | measure, treasure, pleasure,                                 |
| -ture | enclosure<br>creature, furniture, picture, nature, adventure |

|       |  |
|-------|--|
| -sion | division, invasion, confusion, decision, collision, television |
|-------|--|

|      |  |
|------|--|
| -ous | Poisonous, dangerous, famous, tremendous, jealous, curious |
|------|--|

|       |  |
|-------|--|
| -cian | musician, electrician, magician, politician, mathematician |
|-------|--|

|                 |                               |
|-----------------|-------------------------------|
| ch as a k sound | scheme, chorus, chemist, echo |
|-----------------|-------------------------------|

|               |                           |
|---------------|---------------------------|
| sc as s sound | science, scene, fascinate |
|---------------|---------------------------|

|              |                                 |
|--------------|---------------------------------|
| Long a sound | Vein, obey, weight, they, eight |
|--------------|---------------------------------|

| Homophones   |        |      |        |        |       |       |             |              |         |       |
|--|--------|------|--------|--------|-------|-------|-------------|--------------|---------|-------|
| (words which sound the same but are spelled different and have different meanings) |        |      |        |        |       |       |             |              |         |       |
| affect   | accept | ball | berry  | break  | grate | groan | here        | heel / he'll | knot    |       |
| effect   | except | bawl | bury   | brake  | great | grown | hear        | heal         | not     |       |
| mail   | main   | meat | meddle | missed | peace | plain | rain / rein | seen         | whether | whose |
| male   | mane   | meet | medal  | mist   | piece | plane | reign       | scene        | weather | who's |

# Year 5/6 Spellings



|             |             |             |             |               |             |
|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | communicate | equipment   | interrupt   | profession    | suggest     |
| accompany   | community   | especially  | language    | programme     | symbol      |
| according   | competition | exaggerate  | leisure     | pronunciation | system      |
| achieve     | conscience* | excellent   | lightning   | queue         | temperature |
| aggressive  | conscious*  | existence   | marvellous  | recognise     | thorough    |
| amateur     | controversy | explanation | mischievous | recommend     | twelfth     |
| ancient     | convenience | familiar    | muscle      | relevant      | variety     |
| apparent    | correspond  | foreign     | necessary   | restaurant    | vegetable   |
| appreciate  | criticise   | forty       | neighbour   | rhyme         | vehicle     |
| attached    | curiosity   | frequently  | nuisance    | rhythm        | yacht       |
| available   | definite    | government  | occupy      | sacrifice     |             |
| average     | desperate   | guarantee   | occur       | secretary     |             |
| awkward     | determined  | harass      | opportunity | shoulder      |             |
| bargain     | develop     | hindrance   | parliament  | signature     |             |
| bruise      | dictionary  | identity    | persuade    | sincere(ly)   |             |
| category    | disastrous  | immediate   | physical    | soldier       |             |
| cemetery    | embarrass   | individual  | prejudice   | stomach       |             |
| committee   | environment | interfere   | privilege   | sufficient    |             |



## PATTERNS TO LEARN

|  |  |
|--|--|
| -ious  | vicious, precious, conscious, delicious, ambitious, cautious, infectious, nutritious   |
| -cial  | special, official, partial, essential, artificial, confidential  |
| -ant<br>-ance<br>-ation<br>-ancy               | observant, observance, observant, hesitant, hesitance, hesitation, hesitancy, expectant, expectance, expectation, expectancy   |
| -ent<br>-ence<br>-etion<br>-ency               | innocent, innocence, decent, decency, frequent, frequency, confident, confidence, assistant, assistance, independent, independency   |
| -able  | adorable, tolerable, applicable, changeable, legible, dependable, understandable, reasonable, enjoyable, reliable, comfortable   |
| -ible  | Possible, horrible, terrible, visible, incredible, sensible  |
| -fer (double r if 'fer' is stressed)           | referring, referred, preferring, preferred, transferred, transferring  |
| -fer (don't double r if 'fer' is not stressed) | reference, referee, preference, transference   |
| i before e except after c                      | deceive, conceive, ceiling, perceive, receive,   |
| l before e except after c (doesn't work)       | Protein, caffeine, seize, either, neither  |
| Silent letters                                 | Knight, thistle, solemn, doubt, island, lamb, thumb, climbing  |
| ough   | -ought, bought, thought, nought<br>-brought, fought<br>-rough, tough, enough,<br>-though, although, dough,<br>-through<br>-thorough, borough<br>-plough, bough ( and also cough) |

| Homophone and words which are often confused (Nouns and Verbs) |        |            |          |          |         |         |        |           |  |
|--|--------|------------|----------|----------|---------|---------|--------|-----------|--|
| practise   | advise | license    | devise   | prophecy | father  | steal   | wary   |           |  |
| practice   | advice | licence    | device   | prophecy | farther | steel   | weary  |           |  |
| guessed  | heard  | stationary | mourning | aisle    | proceed | profit  | past   | principal |  |
| guest  | heard  | stationery | morning  | I'll     | precede | prophet | passed | principle |  |

