

Spelling – word list years 5 and 6

Teacher should continue to emphasise to pupils the **relationships between sounds and letters, even when relationships are unusual,**

Code – Alterative Spellings (vowel sounds)

'a' sound	a v ai l a b le r e l e v a n t
'ae' sound	n eigh b our a v ai l a b le
'ar' sound	b ar gain, p ar li a ment* <small>*(the 'a' is elided in speech par-li-ment)</small>
'air' sound	c e m e t e r y d ic ti o n a r y, n e c e s s a r y, s e c r e t a r y
'e' sound	f o r ei gn e n vi ron ment, go vern ment* <small>*(the 'n' is elided in speech en-vi-ro-ment / go-ver-ment)</small>
'ee' sound	a c c o m p a n y, c a t e go r y, c e m e t e r y, c o n t r o v e r s y, f o r t y, f r e q u e n t l y, i d e n t i t y, i m m e d i a t e l y, s i n c e r e l y, v a r i e t y c u r i o s i t y, f a m i l i a r, a p p r e c i a t e a c h i e v e a p p r e c i a t e, d e v e l o p c o m m i t t e e
'er' sound	a w k w ar d d e t er m i n e d, i n t er f e r e
'i' sound	s y m b o l, s y s t e m, r h y t h m v e h i c l e
'ie' sound	e n v i ron ment* <small>*(the 'n' is elided in speech en-vi-ro-ment)</small> l i g h t n i n g
'o' sound	y a c h t

Spelling – year 5 and 6 (continued)

'oe' sound	sh <u>ou</u> l der
'or' sound	f <u>or</u> t y n eigh b <u>our</u> r e s t <u>au</u> r a n t
'u' sound	m i s ch ie v <u>ou</u> s th <u>o</u> rough th o <u>rough</u> , b o <u>rough</u>
'ue' sound	i n d i v i d <u>u</u> a l n <u>ui</u> s a n c e q <u>ueue</u>
'oo' sound	b r <u>ui</u> se

Spelling – year 5 and 6 (continued)

Code – Alternative Spellings (consonant sounds)

'ch'	a ch ieve, sto ma ch
'f'	su ff icient
'g'	a gg ressive gu a ran tee
'j'	a ver a ge , lan gua ge , pri vi le ge ex a gg e rate, su gg est pre j u dice sol d ier ve g e ta ble
'k'	a cc ommo date, a cc om pa ny, o cc u py, o cc ur
'l'	in di vi du a l mar ve ll ous
'm'	a cco mm o date, co mm i ttee, co mm u ni cate, co mm u ni ty, re co mm end pro gra mme
'ng'	light ni ng la n gua ge
'p'	a pp arent, a pp re ci ate, o pp or tu ni ty
'r'	co rr espond, in te rr upt rh y me, rh y th m
's'	ce me te ry, ex ce llent, ne ce ss a ry, sin ce re, sin ce re ly con ve ni en ce , ex is ten ce , hin dran ce , sac ri fi ce em ba rra ss , ha ra ss mu sc le

Spelling – year 5 and 6 (continued)

'sh'	an <u>c</u> ient, e spe <u>c</u> ia lly, su ffi <u>c</u> ient com pe ti <u>t</u> ion, ex pla na <u>t</u> ion con <u>sci</u> ence, con <u>sci</u> ous pro fe <u>ssi</u> on a ppre <u>c</u> iate
't'	de fi ni <u>te</u> , des pe ra <u>te</u>
'th'	twelf <u>th</u>
'v'	a ggre <u>ssi</u> ve
'w'	e q <u>u</u> ip, e q <u>u</u> ipped, e q <u>u</u> ip ment, fre q <u>u</u> ently, lan g <u>u</u> age, per s <u>u</u> ade
'z'	cri ti ci <u>se</u> , re cogni <u>se</u> di <u>s</u> as trous
'zh'	lei <u>s</u> ure
't' 'ch'	a tta <u>ch</u> ed sig na <u>t</u> ure, tem per a <u>t</u> ure, a ma <u>t</u> eur