

KS2 Spellings

Spelling Practice Cards

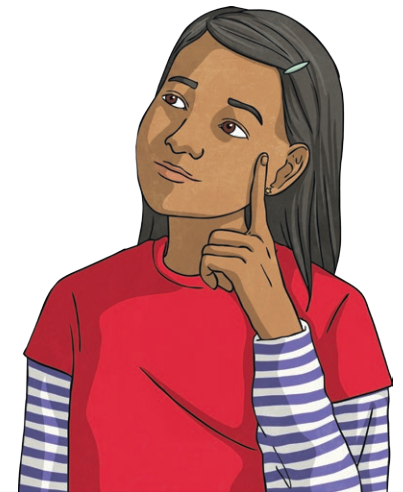
Years 5 and 6 Spelling Objectives



How to Use These Cards

These cards can be used to support your child in preparation for their SATs test in year 6. Each of the cards features one of the spelling objectives from the KS2 spelling curriculum. These spelling rules are taught over a four-year period in primary school (not just in year 6). On the following cards, you will find all the spelling objectives from years 5 and 6 (there is also a year 3 and 4 spelling card set). Each card contains the spelling objective, a list of example words and a 'top tip' or 'suggested activity' that you can use to practise the spellings.

To use the cards, simply select a spelling objective you would like to practise with your child. You may wish to begin by asking your child to spell a few of the target words (either aloud or on paper). If your child is very confident with a spelling objective, it's best to practise the objectives they feel less secure in as this will have most impact in supporting them with their SATs spelling test.



Word endings which sound like /ʃəs/ spelt -cious or -tious

When to Use -cious or -tious

If the root word ends in -ce, -cious is usually added to the end, e.g. grace = gracious. All other words are mostly spelt -tious. Beware the exception 'anxious', which can appear in a spelling test.

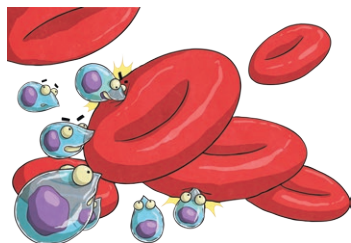
Suggested Activity – Hidden Words

Draw a picture of a scene (it could be anything you want, e.g. a park, the beach, a football stadium). Then, in the picture, write each of your spelling words so that they are hidden in the scene such as on the bark of a tree. Finally, colour the picture in and see if others can spot your hidden words.

Example Words

vicious, precious,
conscious, delicious,
malicious, suspicious,
unconscious

ambitious, cautious,
fictitious, infectious,
nutritious, superstitious,
surreptitious



Word endings which sound like /ʃəl/

What Is the /ʃəl/ Sound?

The /ʃəl/ sound is spelt -tial or -cial. As a general rule, -cial is often used after a vowel and -tial after a consonant but there are some exceptions, e.g. initial, financial, commercial and provincial.

Suggested Activity – Morse Code Words

This is a game for two or more players. Using the target spelling words, use morse code to send a word to another player who has to write it down. Check they have understood the morse code and written the word correctly. Use this [Morse Code Display Poster](#) to help you.

Example Words

official, special, artificial,
partial, social, beneficial,
crucial, facial

torrential, confidential,
partial, essential,
impartial, influential,
initial, potential



Words ending in -ant, -ance, -ancy and -ent, -ence, -ency

Top Tip

Use -ant, -ance or -ancy if there is a related word with the /æ/ or /eɪ/ sound (like the short 'a' in cat or the long 'a' in face) in the right position (-ation endings are often a clue). For example, hesitant and hesitancy both relate to hesitation with the long 'a'.

Use -ent, -ence or -ency after the soft c (/s/ sound), soft g (/dʒ/ sound) and qu. Additionally, use these if there is an /ɛ/ (like the 'e' in bed) in the right position in a related word. However, there are many words that don't follow this rule and have to be learnt individually.

Suggested Activity – Song Time

This is a great way to practise spellings. Simply write a song or rap with your spelling words in to practise writing them down. Once perfected, write the song up neatly and perform it to family and friends. To help, use the tune from a popular song or nursery rhyme!

Example Words

abundance, admittance, endurance, importance, dominant, expectant, hesitant, hesitancy, substance, importance, important, extravagance, significant, assistant, assistance

innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent, independence, magnificent, intelligent, indulgent, sequence

Words ending in -able and -ible and -ably and -ibly

Top Tips

As a rule, the -able/-ably endings are more common than the -ible/-ibly endings. As with -ant, -ance, -ancy, the -able ending is used if there is a related word ending in -ation.

If a word ends in -ce or -ge, the e after the c or g must be kept when adding -able as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. In some cases, such as 'forcible', the -ible ending is used instead and the 'e' dropped.

The -able ending is often used if a complete root word can be heard before it. However, in 'reliable', the complete word rely is heard, but the 'y' changes to 'i' in accordance with the rule.

The -ible ending is common if a complete root word can't be heard before it but there are some exceptions to this rule, such as sensible.

Example Words

adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)

changeable, noticeable, forcible

dependable, comfortable, understandable, reasonable, reliable

possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly, legible/legibly

Adding suffixes beginning with vowel letters to words ending in -fer

Top Tip

The r is doubled if the -fer is still stressed when the ending is added, e.g. referred. The r is not doubled if the -fer is no longer stressed, e.g. reference.

Suggested Activity – Spelling Rounders

Make four bases with, e.g. paper, pillows, cones (this can be done inside or outside). The 'bowler' selects a word and asks the 'batter' to spell it. Every time they spell a word correctly, the 'batter' can move forward a base. Once they have completed a full circuit, the 'batter' receives one full rounder. Take it in turns to do this: it's good for children to be the 'bowler' and check other players' spellings of words.

Example Words

referring, referred, referral, preferring, preferred, transferring, transferred, inferred, inferring, inference, deferred, deferring

reference, referee, preference, transference, preferable, offered, offering, differed, difference, suffered, suffering

Use of the hyphen

Top Tip

Hyphens are often used to join a prefix to a root word, especially where the prefix ends with a vowel sound and the root word also starts with a vowel sound.

Suggested Activity – Recorded Words

Using a recording device or app on a phone or tablet, record yourself spelling the words. Then, listen to the recording and check against your spelling list to see if you have correctly spelt the word.

Example Words

co-ordinate, re-enter, re-ignite, re-invent, co-operate, co-own, re-elect, re-enact, pre-existing, pre-recorded, co-pilot, co-worker



Words with the /i:/ sound spelt ei after c

Top Tip

The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/ (this sound is pronounced like a double ee). However, you have to be careful as there are a few exceptions to this rule, e.g. protein, caffeine, seize, either, neither.

Suggested Activity – Pasta Words

Using dried alphabet pasta, write your words out and glue them to a sheet of paper or card. You can then use this for reference when practising your spellings later on.

Example Words

deceive, conceive,
receive, perceive, ceiling,
inconceivable, receipt,
conceited, deceit,
deceitful, receiver



Words containing the letter-string ough

Top Tip

'ough' is one of the trickiest spelling patterns in English as it can be used to spell a number of different sounds. Help your child by discussing the possible sounds this spelling pattern can make.

Suggested Activity – Sound Investigation

Make a selection of flashcards with a variety of 'ough' words (try to use a range of words where the 'ough' spelling makes different sounds). Begin by grouping the words together where the 'ough' spelling makes the same sound (e.g. bought and fought). Then, turn each group of words over, select one at a time and see if the other player can spell it aloud without looking at the card. If they do, they can keep that card.

Example Words

aw: bought, brought,
fought, nought, ough,
thought, wrought

ou/ow: plough, bough,
drought

oh: dough, though,
although, doughnut

oo: through

uh: thorough, borough,
Scarborough

uff: rough, tough, enough

off: cough, trough

up: hiccough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Silent Letters

Some letters which no longer make a sound in words used to be sounded out hundreds of years in the past, e.g. in knight, there used to be a 'k' sound before the 'n'. Other silent letters are left over from changes in spelling as English has changed and evolved from other languages.

Suggested Activity – Cut-Out Words

Use old newspapers, comics, magazines and catalogues to cut out letters. Glue the letters down on a piece of paper to spell out your target spelling words. This is a fun way to practise spelling your target words.

Example Words

design, doubt, island, lamb, solemn, thistle, knight, calm, knife, knee, knowledge, wrong, biscuit, thumb



Homophones and other words that are often confused

Top Tip

Homophones are words that are pronounced the same way but have different spellings and meanings, such as draft and draught. Children in years 5 and 6 also need to know the spelling differences between pairs of verbs and nouns such as practise (verb) and practice (noun).

Suggested Activity – Silly Sentences

Write pairs of silly sentences which use homophones correctly in context (it's important that children practise writing these words in context so they know which spelling to use). For example:

Superman was led into a trap. He didn't see it because it was surrounded by lead.

Example Words

Nouns/Verbs

advice/advise	desert/dessert
device/devise	farther/father
licence/license	guest/guessed
practice/practise	heard/herd
prophecy/	led/lead
prophesy	morning/
	mourning
	past/passed
	precede/proceed
	principal/
	principle
	profit/prophet
	stationary/
	stationery
	steal/steel
	wary/weary
	who's/whose

Other Examples

aisle/isle	
aloud/allowed	
affect/effect	
altar/alter	
cereal/serial	
compliment/	
complement	

Years 5 and 6 Word List

The words in this list are statutory and need to be learnt. They are a mixture of words children frequently use in their writing and those which they often misspell.

accommodate	accompany	according	achieve	aggressive
amateur	ancient	apparent	appreciate	attached
available	average	awkward	bargain	bruise
category	cemetery	committee	communicate	community
competition	conscience	conscious	controversy	correspond
criticise	curiosity	definite	desperate	determined
develop	dictionary	disastrous	embarrass	environment
equip	equipped	equipment	especially	exaggerate
excellent	existence	explanation	familiar	foreign
forty	frequently	government	guarantee	harass

Years 5 and 6 Word List

hindrance	identify	immediate	immediately	individual
interfere	interrupt	language	leisure	lighting
marvellous	mischievous	muscle	necessary	neighbour
nuisance	occupy	occur	opportunity	parliament
persuade	physical	prejudice	privilege	profession
programme	pronunciation	queue	recognise	recommend
relevant	restaurant	rhyme	rhythm	sacrifice
secretary	shoulder	signature	sincere	sincerely
soldier	stomach	sufficient	suggest	symbol
system	temperature	thorough	twelfth	variety
vegetable	vehicle	yacht		