

Writing

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

The [National Curriculum English Programme of Study](#) provides the content that must be taught to each year group.

Below is a grid detailing how writing is taught at Perran-ar-Worthal. The transition from EYFS to Year 1 is managed carefully and the format below can alter due to the needs of the cohort.

Writing Process

EYFS				Year 1			
Stage	Lesson	Target	Method	Stage	Lesson	Target	Method
Imitate	1	Share texts	Talk the Text	Imitate	1	Share texts	Talk the Text
Innovate	1	Linking to text	I do, We do...	Innovate	2 and 3	Sentence Building	I do, We do...
Invent	Week	Explore	You do...	Invent	4	Independent Writing	You do...
Impact	Summer 2	Share	Hot Task	Impact	Half-termly	Plan, Draft, Re-write	Hot Task

Year 2, 3, 4, 5, 6					
Stage	Week	Target	Method	Purpose	Resources
Initiate	1	Independent Writing	Cold Task	'Show what you know'	
Imitate	2	Share model texts	Talk the Text Features of a Text	Generate Success Criteria	Literacy Shed
Innovate	3 - 4	Sentence Building	Initiate, Model, Enable I do, We do, You do Sentence combining	Sentence-level teaching is at core of writing Oral to written	No Nonsense Grammar Imagination Firelighters
Invent	5 - 6	Independent Writing	Plan, Draft, Revise, Re-write, Re-imagine	'Write about what you know'	Imagination Firelighters Wider Curriculum
Impact	6	Share	Hot Task	Gives writing purpose.	

The [National Curriculum English Programme of Study](#) provides the content that must be taught to each year group.

Below is a grid showing how at Perran-ar-Worthal School we structure when each genre of writing is taught from Year 2 to Year 6. Due to the level and detail of coverage, Year 2 and KS2 will follow a two-year rolling programme. Class teachers will select the genre that best suits the wider curriculum.

English Overview

Genre	Year A	Year B
Expository	News article	Recipe
Descriptive	Character description Poetry	Setting description Poetry
Narrative	Fictional Biographical	Fictional Biographical
Persuasive / Journals	Letter / Diary	Advertisement

Writing Progression of Skills:

Development Matters 2021

EYFS

Babies, toddlers and young children will be learning to...	
Birth to 3	enjoy drawing freely
	add some marks to their drawing, which they give meaning to
	make marks on their picture to stand for their name
3 and 4 year olds will be learning to...	
3 and 4 year olds	use some of their print and letter knowledge in their early writing
	write some or all of their name
	write some letters accurately
Children in reception will be learning to...	
Children in reception	form lower case and capital letters correctly
	spell words by identifying the sounds and then writing the sounds within the letter/s
	write short sentences with words with known sound-letter correspondences using a capital letter and full stop
	re-read what they have written to make sure it makes sense

Writing	
ELD	write recognisable letters, most of which are correctly formed
	spell words by identifying sounds in them and representing the sounds with a letter or letters
	write simple phrases and sentences that can be read by others

Year 1

COMPOSITION: PURPOSE & AUDIENCE	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage).
	Compose sentences orally and in writing.
	Sequence sentences to form a short narrative or piece of information writing.
	Use basic descriptive language.
	Re-read and check writing makes sense.
GRAMMAR	Combine words to form grammatically accurate sentences.
	Join words and clauses using 'and'.
PUNCTUATION	Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).
	Use capital letters for names and the personal pronoun 'I'.
TRANSCRIPTION	Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.
	Spell many Year 1 common exception words.
	Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').
	Form lower-case letters in the correct direction, starting and finishing in the right place.
	Form capital letters and digits 0-9.
	Separate words with spaces.

Year 2

The pupil can, after discussion with the teacher...	
COMPOSITION: PURPOSE & AUDIENCE	WTS: Write sentences that are sequenced to form a short narrative (real or fictional)
	EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)
	EXS: Write about real events, recording these simply and clearly
	GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
	GDS: Make simple additions, revisions and proof-reading corrections to their own writing. [From Y2 PoS: this is an expectation for all pupils.]
GRAMMAR	EXS: Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.]
	EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
	From PoS: Add description and specification through the use of expanded noun phrase.
	From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.
PUNCTUATION	WTS: Demarcate some sentences with capital letters and full stops
	EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
	GDS: Use the punctuation taught at key stage 1 mostly correctly
TRANSCRIPTION	WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
	EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
	WTS: Spell some common exception words
	EXS: Spell many common exception words
	GDS: Spell most common exception words
	GDS: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
	WTS: Form lower-case letters in the correct direction, starting and finishing in the right place
	WTS: Form lower-case letters of the correct size relative to one another in some of their writing
	EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
	GDS: Use the diagonal and horizontal strokes needed to join some letters.
	WTS: Use spacing between words.
	EXS: Use spacing between words that reflects the size of the letters.

Year 3

COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
	Write using a rich and varied vocabulary.	
	In narrative create simple settings, characters and plot.	
	Begin to use direct speech within narratives.	
	Use paragraphs as a way of grouping related material.	
	Evaluate the effectiveness of writing and suggest improvements.	
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).	
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
		Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).
		Use present and past tense correctly, including use of the present perfect instead of the simple past.
		Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).
PUNCTUATION	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).	
	Use inverted commas to punctuate direct speech.	
	Use apostrophes for contraction and singular possession correctly (secure from Year 2).	
TRANSCRIPTION	Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.	
	Use and spell correctly many words from the Year 3 / Year 4 spelling list.	
	Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.	
	Use joined up writing consistently and independently.	

Year 4

COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
	Write using a rich and varied vocabulary appropriate to purpose and form.	
	Write narratives with a clear plot, and describe settings and characters.	
	Make effective choices about using direct speech within narratives.	
	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.	
	Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	
	Evaluate the effectiveness of writing and suggest improvements.	
	Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).	
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
		Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).
		Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).
		Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i>).
		Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>).
PUNCTUATION	Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).	
	Use commas after fronted adverbials.	
	Use inverted commas and other punctuation to indicate direct speech accurately.	
	Use apostrophes correctly (contraction, singular and plural possession).	
TRANSCRIPTION	Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.	
	Use and spell correctly most words from the Year 3 / Year 4 spelling list.	
	Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.	
	Use joined up writing consistently, independently and fluently.	

Year 5

COMPOSITION: PURPOSE & AUDIENCE	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).	
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').	
	Use dialogue in narratives to convey character or advance the action.	
	Use a range of devices to build cohesion within and across paragraphs: secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).	
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).	
GRAMMAR	Select appropriate grammar and vocabulary to change and enhance meaning:	use a range of verb forms, particularly the perfect, to mark relationships of time and cause.
		use modals and adverbs to indicate possibility.
		convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.
		use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).
PUNCTUATION	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).	
	Indicate parenthesis using brackets, commas or dashes.	
	Use punctuation to ensure meaning is clear, particularly commas for clarity.	
TRANSCRIPTION	Spell correctly words that have been previously taught, including... common exception words from KS1; Year 3/4 statutory words; previously taught homophones.	
	Use and spell correctly many words from the year 5 / year 6 spelling list.	
	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.	
	Maintain legibility in joined handwriting when writing at speed.	

Year 6

COMPOSITION: PURPOSE & AUDIENCE	WTS: Write for a range of purposes.	
	EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). [From Y6 PoS: this must include examples of more formal writing.]	
	<i>GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i>	
	WTS: In narratives, describe settings and characters.	
	EXS: In narratives, describe settings, characters and atmosphere.	
	EXS: Integrate dialogue in narratives to convey character and advance the action.	
	WTS: Use paragraphs to organise ideas.	
	WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	
	EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	
	From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
	From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).	
GRAMMAR	EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	
	EXS: Use verb tenses consistently and correctly throughout their writing.	
	<i>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</i>	
	<i>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i>	
PUNCTUATION	WTS: Use ... mostly correctly	capital letters.
		full stops.
		question marks.
		commas for lists.
		apostrophes for contraction.
	EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	
	<i>GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</i>	
TRANSCRIPTION	WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.	
	EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	
	WTS: Write legibly.	
	EXS: Maintain legibility in joined handwriting when writing at speed.	

Punctuation and Grammar

No Nonsense Grammar Overview

Year 1Year 2Years 3 and 4Years 5 and 6

Strand 1a: Simple sentences			
1a.1	What's in a picture?		
1a.2	Verbs		
1a.3	Full stops		
1a.4	Silly sentences		
Strand 1b: Co-ordination and subordination			
1b.1	Likes/dislikes	1b.4	And, but, or
1b.2	And	1b.5	Subordination
1b.3	What's in a picture?	1b.6	That
		1b.7	Simple sentences
		1b.8	Joining clauses
		1b.9	Punctuation in sentences
		1b.10	Conjunctions
		1b.11	Clause variation
		1b.12	Sentence variation
		1b.13	Revising sentences
		1b.14	Verb forms
		1b.15	Clauses
		1b.16	Colons and semi-colons
		1b.17	Brackets, dashes, commas
		1b.18	Formal and Informal
Strand 1c: Sentence types			
1c.1	Sentence types	1c.2	Sentence type (s/q/e/c)
		1c.3	Statements
		1c.4	Questions
		1c.5	Commands
		1c.6	Exclamations
		1c.7	More exclamations
		1c.8	Speech
		1c.9	Sentence types
		1c.10	Questioning
Strand 2: Nouns and Noun Phrases			
2.1	Names	2.5	Noun categories
2.2	Nouns in a sentence	2.6	Expanding nouns
2.3	Description	2.7	Pronouns
2.4	Opposites	2.8	Noun phrase
		2.9	Apostrophes
		2.10	Adjective overload
		2.11	Commas in list of adjec-
		2.12	Suffixes
		2.13	Word combination
		2.14	Determiners
		2.15	a/an
		2.16	Adjectives
		2.17	Expanded noun phrases
		2.18	Word families
		2.19	Plural and possessive
		2.20	Nouns and pronouns
		2.21	Noun phrases (Build it!)
		2.22	Revising noun phrases
		2.23	Expanding nouns (1)
		2.24	Expanding nouns (2)
		2.25	Commas in relative clauses
		2.26	Linking ideas
		2.27	Describe it
		2.28	Opposites

No Nonsense Grammar Overview

Year 1

Year 2

Years 3 and 4

Years 5 and 6

Strand 3: Adverbials

3.1 Where is...?	3.3 Collecting adverbs	3.12 Adverbial position	3.21 Links within texts (1)
3.2 When did...?	3.4 Adjectives to adverbs	3.13 Prepositions	3.22 Links within texts (2)
	3.5 Transform!	3.14 Adverbials with preposition	3.23 Adverbials of possibility
	3.6 Adverbs in sentences	3.15 Cohesion using adverbials	3.24 Adverbials for cohesion
	3.7 Adverbs to add detail	3.16 -ly adverbs	
	3.8 Adjectives in noun	3.17 Adverbials for cause/reason	
	3.9 Adverbs in instructions	3.18 Adverbial clauses for subordina-	
	3.10 Adverb assessment 1	3.19 Creating physical sentences	
	3.11 Adverb assessment 2	3.20 Assessing adverbials	

Strand 4: Verbs

4.1 Verb type	4.6 Verb tense	4.13 Perfect from	4.16 Tense
4.2 Verb bingo	4.7 Verb phrase	4.14 Changing tenses	4.17 Modal verbs
4.3 Past and Present	4.8 Auxiliary verbs	4.15 Present perfect	4.18 Modal forms
4.4 Adding -ed	4.9 Simple to progressive		4.19 Modal verbs in context
4.5 Assessment	4.10 Tense sorting		4.20 Modal contractions
	4.11 Tense choices		4.21 Active and passive
	4.12 Assessment		4.22 Passive voice
			4.23 Using the passive
			4.24 Use of verbs for cohesion
			4.25 Impact of verbs
			4.26 Subjunctive
			4.27 Link across text
			4.28 Convert to verbs
			4.29 Prefixes
			4.30 Formal and Informal

Spelling Expectations: KS1

In KS1, the children continue to follow the Little Wandle programme of learning.

Little Wandle 'Spelling' builds on the alphabetic code so children can spell with confidence.

Please follow the link (the image) to find out more about Little Wandle Spelling.



Year 3

Year 3 Common Exception Words and Year 3 Spelling List Words	
accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle, breathe, breath, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward, forwards, fruit, grammar, group, guard, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, mention, minute.	
Year 3 Spelling Rules and Words	
Possessive apostrophes with singular words (<u>Y2 revision</u>)	girl's, boy's, man's, baby's, child's, dog's
Possessive apostrophes with plural words (<u>new learning</u>)	girls', boys', men's, babies', children's, dogs'
Homophones, near homophones and easily confused words	here / hear heel / heal / he'll not / knot male / mail accept / except affect / effect ball / bawl berry / bury break / brake fare / fair great / grate groan / grown main / mane meat / meet missed / mist piece / peace plain / plane rain / rein / reign weather / whether who's / whose medal / meddle scene / seen
The suffix '-ly' (added to an adjective to form an adverb. Added straight to most root words without changing root)	sadly, completely, usually, finally, comically, happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically
The /u/ sound spelt 'ou'	young, touch, double, trouble, country
More prefixes 'dis-' & 'mis-' added to the beginning of the root without changing the root. They have negative meanings	disappoint, disagree, disobey, misbehave, mislead, misspell
Prefix 'in-' can mean both 'not' and 'in/into', here it means 'not'	inactive, incorrect,
Prefix before a root word starting with i, 'in-' becomes 'il-'	illegal, illegible
'e-i', 'eigh', 'ei', 'ey'	vein, weigh, eight, neighbour, they, obey
/zher/ ending with '-sure'	measure, treasure, pleasure, enclosure
ending '-ture'	creature, furniture, picture, nature, adventure
Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
'-sub' meaning under	subdivide, subheading, submarine, submerge

Year 4

Year 4 Common Exception Words and Year 4 Spelling List Words	
natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman, women.	
Year 4 Spelling Rule Words	
Suffixes '-ion' and '-ian' and deciding whether to put '-t', '-s', '-ss' or '-c' before them. '-tion' is the most common and is used when the root word ends in '-t' or '-te'	invention, injection, action, hesitation, completion
'-ssion' is used if the root word ends in '-ss' or '-mit'	expression, discussion, confession, permission, admission
'-sion' is used if the root word ends in '-d' or '-se'	expansion, extension, comprehension, tension
'-cian' is used if the root word ends in '-c' or '-cs'	musician, electrician, magician, politician, mathematician
'-ation' added to verbs to form nouns. Rules already learned still apply	information, adoration, sensation, preparation, admiration
Suffix '-sion'	division, invasion, confusion, decision, collision, television
Suffix '-ous'	poisonous, dangerous, mountainous, famous, various
A final 'e' of the root word must be kept if the /j/ sound of 'g' is to be kept	courageous, outrageous
If there is an /i/ sound before the '-ous' ending it is usually spelt as 'i' but a few have 'e'	serious, obvious, curious hideous, spontaneous, courteous
'inter-i' meaning between or among	interact, intercity, international, interrelated
'anti-' meaning against	antiseptic, anti-clockwise, antisocial
'auto-' meaning self or own	autobiography, autograph
'super-' meaning above	supermarket, superman, superstar
Prefixes. Before a root word beginning with 'r', 'in-' becomes 'ir-'	irregular, irrelevant, irresponsible
're-' means again or back	redo, refresh, return, reappear, redecorate
Before a root word starting with 'm' or 'p', 'in-' becomes 'im-'	immature, immortal, impossible, impatient, imperfect
The /i/ sound spelt 'y' other than at the end of words	myth, gym, Egypt, pyramid, mystery
/k/ sound spelt 'ch'	scheme, chorus, chemist, echo, character
Words ending with the /g/ sound spelt 'gue'	league, intrigue
Words ending with the /k/ sound spelt 'que'	antique, unique
/sh/ sound spelt 'ch'	chef, chalet, machine, brochure
/s/ sound spelt 'sc'	science, scene, discipline, fascinate, crescent

Year 5

Year 5 Common Exception Words	
accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, 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, hindrance, identity, immediate, immediately, individual, interfere, interrupt, language, leisure, lightning, 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,	
Year 5 Spelling Rule Words	
'ough' words	ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough,
Endings spelt '-cious' or '-tious'	vicious, precious, conscious, delicious, malicious, suspicious
'-cial' ending after a vowel letter	official, special, artificial
'-tial' after a consonant letter	partial, confidential, essential
Endings '-ant', '-ance', '-ancy', '-ent', '-ence', '-ency', '-tion'	observ <u>a</u> tion, expect <u>a</u> tion, hesit <u>a</u> tion, toler <u>a</u> tion, subst <u>a</u> ntial, observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance, innocent, innocence, decent, decency, frequent, frequency, confident, confidence, confidential, assistant, assistance, obedient,
Adding suffixes beginning with vowel letters to words ending in '-fer'. The 'r' is doubled if the '-fer' is still stressed when the ending is added	referring, referred, referral, preferring, preferred, transferring, transferred,
Words ending in '-able'	adorable, adorably, (adoration), applicable, applicably, (application),
'-able' and '-ible'. If the root word ends in '-ce' or '-ge', the 'e' after the 'c' or 'g' must be kept as those letters would otherwise have their 'hard' sounds before the 'a' of the able ending. The '-able' ending is usually used if a complete root word can be heard before it	changeable, noticeable exceptions: forcible, legible dependable, comfortable, understandable, reasonable, enjoyable,
The '-ible' ending is common if a complete root word can't be heard before it but also sometimes occurs when a complete word can be heard	possible/possibly horrible/horribly terrible/terribly visible/visibly
Adding suffixes beginning with vowel letters to '-fer'. The 'r' is not	reference, referee, preference, transference
Use of the hyphen to join a prefix to a root word, especially if the	co-ordinate, re-enter, co-operate, co-own
Words with the sound /ee/ spelt 'ei' after soft 'c'	deceive, conceive, receive, perceive, ceiling
Homophones, near homophones and easily confused words	advice / advise device / devise licence / license practice / practise prophecy / prophesy farther / further / father guessed / guest heard / herd ascent / assent past / passed morning / mourning precede / proceed principal / principle profit / prophet steel / steal stationery / stationary who's / whose aisle / isle / I'll aloud / allowed affect / effect altar / alter led / lead