

National Curriculum Year 5

Mathematics						
Ma5/2.1: Number & Place Value	Ma5/2.2: Addition & Subtraction	Ma5/2.3: Multiplication & Division	Ma5/2.4: Fractions (decimals and percentages)	Ma5/3.1: Measurement	Ma5/3.2: Properties of Shapes	Ma5/3.3: Position & Direction
<p>Ma5/2.1a read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>Ma5/2.1b count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p>Ma5/2.1c interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</p> <p>Ma5/2.1d round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</p> <p>Ma5/2.1e solve number problems and practical problems that involve all of the above</p> <p>Ma5/2.1f read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</p>	<p>Ma5/2.2a add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Ma5/2.2b add and subtract numbers mentally with increasingly large numbers</p> <p>Ma5/2.2c use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Ma5/2.2d solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Ma5/2.3a identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Ma5/2.3b know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Ma5/2.3c establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Ma5/2.3d multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Ma5/2.3e multiply and divide numbers mentally drawing upon known facts</p> <p>Ma5/2.3f divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Ma5/2.3g multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>Ma5/2.3h recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p> <p>Ma5/2.3i solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</p> <p>Ma5/2.3j solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Ma5/2.3k solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>Ma5/2.4a compare and order fractions whose denominators are all multiples of the same number</p> <p>Ma5/2.4b identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Ma5/2.4c recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number</p> <p>Ma5/2.4d add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>Ma5/2.4e multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Ma5/2.4f read and write decimal numbers as fractions</p> <p>Ma5/2.4g recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Ma5/2.4h round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</p> <p>Ma5/2.4i read, write, order and compare numbers with up to 3 decimal places</p> <p>Ma5/2.4j solve problems involving number up to 3 decimal places</p> <p>Ma5/2.4k recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction</p> <p>Ma5/2.4l solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.</p>	<p>Ma5/3.1a convert between different units of metric measure</p> <p>Ma5/3.1b understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Ma5/3.1c measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Ma5/3.1d calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Ma5/3.1e estimate volume and capacity</p> <p>Ma5/3.1f solve problems involving converting between units of time</p> <p>Ma5/3.1g use all four operations to solve problems involving measure using decimal notation including scaling.</p>	<p>Ma5/3.2a identify 3-D shapes, including cubes & other cuboids, from 2-D representations</p> <p>Ma5/3.2b know angles are measured in degrees: estimate & compare acute, obtuse & reflex angles</p> <p>Ma5/3.2c draw given angles, and measure them in degrees (°)</p> <p>Ma5/3.2d identify:</p> <ul style="list-style-type: none"> angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90° <p>Ma5/3.2e use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>Ma5/3.2f distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>Ma5/3.3a identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Ma5/4.1: Statistics</p> <p>Ma5/4.1a solve comparison, sum and difference problems using information presented in a line graph</p> <p>Ma5/4.1b complete, read and interpret information in tables, including timetables.</p>

Sc5/1: Working Scientifically	Sc5/2.1: Living Things and their Habitats	Sc5/3.1: Properties and Changes of Materials	Sc5/4.1: Earth and Space	Sc4/4.2: Forces
<p>Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>Sc5/1.4 using test results to make predictions to set up further comparative & fair tests</p> <p>Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p> <p>Sc5/2.2: Animals Including Humans</p> <p>Sc5/2.2a describe the changes as humans develop to old age.</p>	<p>Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving and changes of state are reversible changes</p> <p>Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>

Geography	History	Art & Design	Computing	Physical Education	
<p>Location Knowledge</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Human and physical geography</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Hi2/1.1 Pre-Roman Britain</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <p>a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>b. Bronze Age religion, technology & travel, for example, Stonehenge</p> <p>c. Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Hi2/1.2 Roman Britain</p> <p>Pupils should be taught about the Roman empire & its impact on Britain</p> <p><i>This could include:</i></p> <p>a. Julius Caesar's attempted invasion in 55-54 BC</p> <p>b. the Roman Empire by AD 42 and the power of its army</p> <p>c. successful invasion by Claudius & conquest, including Hadrian's Wall</p> <p>d. British resistance, for example, Boudica</p> <p>e. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Hi2/1.3 Anglo-Saxons & Scots</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p><i>This could include:</i></p> <p>a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>b. Scots invasions from Ireland to north Britain (now Scotland)</p> <p>c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>d. Anglo-Saxon art and culture</p> <p>e. Christian conversion – Canterbury, Iona and Lindisfame</p> <p>Hi2/1.4 Anglo-Saxons & Vikings</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>This could include:</i></p> <p>a. Viking raids and invasion</p> <p>b. resistance by Alfred the Great and Athelstan, first king of England</p> <p>c. further Viking invasions and Danegeld</p> <p>d. Anglo-Saxon laws and justice</p> <p>e. Edward the Confessor and his death in 1066</p> <p>Hi2/2.1 Local History</p> <p>Pupils should be taught about an aspect of local history</p>	<p><i>For example:</i></p> <p>a. a depth study linked to one of the British areas of study listed above</p> <p>b. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>c. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Hi2/2.2 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>For example:</i></p> <p>a. the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>b. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>c. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>d. a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>Hi2/2.3 Ancient Civilizations</p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where & when the first civilizations appeared & a depth study of one of the following:</p> <p>a. Ancient Sumer;</p> <p>b. The Indus Valley;</p> <p>c. Ancient Egypt; or</p> <p>d. The Shang Dynasty of Ancient China</p> <p>Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Hi2/2.5 Non-European Study</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <p>a. early Islamic civilization, including a study of Baghdad c. AD 900;</p> <p>b. Mayan civilization c. AD 900; or</p> <p>c. Benin (West Africa) c. AD 900-1300</p>	<p>Pupils should be taught:</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Music</p> <p>Pupils should be taught to:</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Pupils should be taught to:</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, & be discerning in evaluating digital content</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>PE2/1.1 Sport & Games</p> <p>PE2/1.1a use running, jumping, throwing & catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, & apply basic principles suitable for attacking & defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones & demonstrate improvement to achieve their personal best.</p> <p>PE2/1.2 Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>PE2/1.2a swim competently, confidently & proficiently over a distance of at least 25 metres</p> <p>PE2/1.2b use a range of strokes effectively</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p>

En5/1 Spoken Language	
En5/1a listen and respond appropriately to adults and their peers	En5/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
En5/1b ask relevant questions to extend their understanding and knowledge	En5/1h speak audibly and fluently with an increasing command of Standard English
En5/1c use relevant strategies to build their vocabulary	En5/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
En5/1d articulate and justify answers, arguments and opinions	En5/1j gain, maintain and monitor the interest of the listener(s)
En5/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	En5/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
En5/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	En5/1l select and use appropriate registers for effective communication

En5/2.1 Word Reading	En5/2.2 Comprehension
En5/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet.	En5/2.2a maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions iv. recommending books that they have read to their peers, giving reasons for their choices v. identifying and discussing themes and conventions in and across a wide range of writing vi. making comparisons within and across books vii. learning a wider range of poetry by heart viii. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
	En5/2.2b understand what they read by <ul style="list-style-type: none"> i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ii. asking questions to improve their understanding iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas vi. identifying how language, structure and presentation contribute to meaning En5/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader En5/2.2d distinguish between statements of fact and opinion En5/2.2e retrieve, record and present information from non-fiction En5/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously En5/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary En5/2.2h provide reasoned justifications for their views.

Writing

En5/3.1 Spelling	En5/3.2 Handwriting & Presentation	En5/3.3 Composition	En5/3.4 Vocabulary, grammar & punctuation
En5/3.1a use further prefixes and suffixes and understand the guidance for adding them En5/3.1b spell some words with 'silent' letters En5/3.1c continue to distinguish between homophones and other words which are often confused En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 En5/3.1e use dictionaries to check the spelling and meaning of words En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary En5/3.1g use a thesaurus	Pupils should be taught to write legibly, fluently and with increasing speed by: En5/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters En5/3.2b choosing the writing implement that is best suited for a task	En5/3.3a Plan their writing by: <ul style="list-style-type: none"> i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ii. noting and developing initial ideas, drawing on reading and research where necessary iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed En5/3.3b Draft and write by: <ul style="list-style-type: none"> i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action iii. précisising longer passages iv. using a wide range of devices to build cohesion within and across paragraphs v. using further organisational and presentational devices to structure text and to guide the reader En5/3.3c Evaluate and edit by: <ul style="list-style-type: none"> i. assessing the effectiveness of their own and others' writing ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning iii. ensuring the consistent and correct use of tense throughout a piece of writing iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register En5/3.3d proofread for spelling and punctuation errors En5/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	En5/3.4a develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ii. using passive verbs to affect the presentation of information in a sentence iii. using the perfect form of verbs to mark relationships of time and cause iv. using expanded noun phrases to convey complicated information concisely v. using modal verbs or adverbs to indicate degrees of possibility vi. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun vii. learning the grammar for years 5 and 6 in Appendix 2 En5/3.4b indicate grammatical and other features by: <ul style="list-style-type: none"> i. using commas to clarify meaning or avoid ambiguity in writing ii. using hyphens to avoid ambiguity iii. using brackets, dashes or commas to indicate parenthesis iv. using semicolons, colons or dashes to mark boundaries between independent clauses v. using a colon to introduce a list vi. punctuating bullet points consistently En5/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

GPS (Appendix 2) - Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Spelling (Appendix 1) Revise work done in previous years

Endings which sound like /fəs/ spelt -cious or -tious - Not many common words end like this. If the root word ends in -ce, the /f/ sound is usually spelt as c - e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious. Exception: anxious	Endings which sound like /fəl/ - cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency - Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	Words ending in -able and -ible Words ending in -ably and -ibly - The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; 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 it also sometimes occurs when a complete word can be heard (e.g. sensible).	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. The r is not doubled if the -fer is no longer stressed.	Use of the hyphen - Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one
Words with the /i:/ sound spelt ei after c - The 'i' before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either or pronounced with an initial /i:/ sound).	Words containing the letter-string ough - ough is one of the trickiest spellings in English - it can be used to spell a number of different sounds.	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) - Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	Homophones and other words that are often confused - In the pairs of words opposite, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound - which could not be spelt c. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series - a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete - to make something complete or more complete (e.g. her scarf complemented her outfit).	Homophones and other words that are often confused (continued) - descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air	Year 5 and 6 word list 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 (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical privilege prejudice profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht