

National Curriculum Year 6

Ma6/2.1: Number & Place Value	Ma6/2.3: Fractions (Decimals and Percentages)	Ma6/2.4: Ratio & Proportion	Ma6/3.1: Measurement	Ma6/3.2: Properties of Shape
<p>Ma6/2.1a read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Ma6/2.1b round any whole number to a required degree of accuracy</p> <p>Ma6/2.1c use negative numbers in context, and calculate intervals across 0</p> <p>Ma6/2.1d solve number and practical problems that involve all of the above.</p>	<p>Ma6/2.3a use common factors to simplify fractions; use common multiples to express fractions in the same denominator</p> <p>Ma6/2.3b compare & order fractions, including fractions >1</p> <p>Ma6/2.3c add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Ma6/2.3d multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Ma6/2.3e divide proper fractions by whole numbers</p> <p>Ma6/2.3f associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</p> <p>Ma6/2.3g identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places</p> <p>Ma6/2.3h multiply one-digit numbers with up to 2 decimal places by whole numbers</p> <p>Ma6/2.3i use written division methods in cases where the answer has up to 2 decimal places</p> <p>Ma6/2.3j solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Ma6/2.3k recall and use equivalences between simple fractions, decimals & percentages, including in different contexts.</p>	<p>Ma6/2.4a solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication & division facts</p> <p>Ma6/2.4b solve problems involving the calculation of percentages and the use of percentages for comparison</p> <p>Ma6/2.4c solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Ma6/2.4d solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>Ma6/3.1a solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate</p> <p>Ma6/3.1b use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places</p> <p>Ma6/3.1c convert between miles and kilometres</p> <p>Ma6/3.1d recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Ma6/3.1e recognise when it is possible to use formulae for area and volume of shapes</p> <p>Ma6/3.1f calculate the area of parallelograms and triangles</p> <p>Ma6/3.1g calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units</p>	<p>Ma6/3.2a draw 2-D shapes using given dimensions and angles</p> <p>Ma6/3.2b recognise, describe and build simple 3-D shapes, including making nets</p> <p>Ma6/3.2c compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Ma6/3.2d illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Ma6/3.2e recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>
<p>Ma6/2.2: Addition, Subtraction, Multiplication & Division</p> <p>Ma6/2.2a multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Ma6/2.2b divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Ma6/2.2c divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>Ma6/2.2d perform mental calculations, including with mixed operations and large numbers.</p> <p>Ma6/2.2e identify common factors, common multiples and prime numbers</p> <p>Ma6/2.2f use their knowledge of the order of operations to carry out calculations involving the 4 operations</p> <p>Ma6/2.2g solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Ma6/2.2h solve problems involving addition, subtraction, multiplication and division</p> <p>Ma6/2.2i use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>Ma6/2.5: Algebra</p> <p>Ma6/2.5a use simple formulae</p> <p>Ma6/2.5b generate and describe linear number sequences</p> <p>Ma6/2.5c express missing number problems algebraically</p> <p>Ma6/2.5d find pairs of numbers that satisfy an equation with two unknowns</p> <p>Ma6/2.5e enumerate possibilities of combinations of 2 variables</p>	<p>Ma6/3.3: Position & Direction</p> <p>Ma6/3.3a describe positions on the full coordinate grid (all 4 quadrants)</p> <p>Ma6/3.3b draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Ma6/4.1: Statistics</p> <p>Ma6/4.1a interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Ma6/4.1b calculate and interpret the mean as an average.</p>	

Sc6/1: Working Scientifically	Sc6/2.1: Living Things and their Habitats	Sc6/2.3: Evolution	Sc6/4.1: Light	Sc6/4.2: Electricity
<p>Sc6/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Sc6/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>Sc6/1.4 using test results to make predictions to set up further comparative and fair tests</p> <p>Sc6/1.5 using simple models to describe scientific ideas</p> <p>Sc6/1.6 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>Sc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Sc6/4.1a recognise that light appears to travel in straight lines</p> <p>Sc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Sc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Sc6/4.2b compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.</p>
	<p>Sc6/2.2: Animals Including Humans</p> <p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</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 Lindisfarne</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>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><i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i></p> <p>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>

En6/1 Spoken Language

<p>En6/1a listen and respond appropriately to adults and their peers</p> <p>En6/1b ask relevant questions to extend their understanding and knowledge</p> <p>En6/1c use relevant strategies to build their vocabulary</p> <p>En6/1d articulate and justify answers, arguments and opinions</p> <p>En6/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En6/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>En6/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En6/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En6/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En6/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En6/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En6/1l select and use appropriate registers for effective communication</p>
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En6/2.1 Word Reading	En6/2.2 Comprehension
<p>En6/2.1a 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.</p>	<p>En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:</p> <ol 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

Writing

En6/3.1 Spelling	En6/3.2 Handwriting & Presentation	En6/3.3 Composition	En6/3.4 Vocabulary, grammar & punctuation
<p>En6/3.1a use further prefixes and suffixes and understand the guidance for adding them</p> <p>En6/3.1b spell some words with 'silent' letters</p> <p>En6/3.1c continue to distinguish between homophones and other words which are often confused</p> <p>En6/3.1d 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</p> <p>En6/3.1e use dictionaries to check the spelling and meaning of words</p> <p>En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>En6/3.1g use a thesaurus</p>	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <p>En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>En6/3.2b choosing the writing implement that is best suited for a task</p>	<p>En6/3.3a Plan their writing by:</p> <ol 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 <p>En6/3.3b Draft and write by:</p> <ol 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 <p>En6/3.3c Evaluate and edit by:</p> <ol 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 <p>En6/3.3d proofread for spelling and punctuation errors</p> <p>En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>En6/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ol 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 <p>En6/3.4b indicate grammatical and other features by:</p> <ol 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 <p>En6/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
GPS (Appendix 2) - Year 6: Detail of content to be introduced (statutory requirement)			
	Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].	
	Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	
	Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	
	Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	
	Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	

Spelling (Appendix 1) Revise work done in previous years

<p>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</p>	<p>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).</p>	<p>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 /eɪ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>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).</p>	<p>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.</p>	<p>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</p>
<p>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 and neither if pronounced with an initial /i:/ sound).</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>	<p>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</p>	<p>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 prejudice privilege 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</p>