



# **Grosvenor Road Primary School**

## **Spelling in KS2**

### **A GUIDE FOR PARENTS**

### Suggested Word list for year 3 (words in bold can be learnt within the objectives above)

accidentally	century	February	length	popular	strange
actually	circle	forward(s)	library	<b>potatoes</b>	<b>thought</b>
address	decide	fruit	<b>minute</b>	promise	through
answer	describe	<b>heard</b>	naughty	purpose	<b>weight</b>
arrive	early	heart	<b>notice</b>	quarter	<b>woman/women</b>
believe	earth	height	occasion(ally)	question	
bicycle	<b>eight /eighth</b>	history	often	<b>reign</b>	
centre	enough	learn	perhaps	sentence	

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidelines for adding prefixes and suffixes are also known.

#### Examples:

*business*: once busy is learnt, with due attention to the unusual spelling of the // sound as 'u', business can then be spelt as **busy + ness**, with the y of busy changed to i according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is cycle (from the Greek for wheel) with **bi-** (meaning two) before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as c.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as o.

### Suggested Word list for year 4 (words in bold can be learnt within the objectives above)

appear	continue	grammar	material	possible	suppose
breath	different	group	medicine	pressure	surprise
breathe	difficult	guard	<b>mention</b>	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	

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#### Examples:

*business*: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as **busy + ness**, with the y of **busy** changed to i according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning *two*) before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

## Suggested Word list for year 5 (words in bold can be learnt within the objectives above)

apparent	<b>cemetery</b>	determined	explanation	interfere	occupy	rhythm
amateur	communicate	develop	familiar	language	occur	<b>secretary</b>
ancient	community	<b>dictionary</b>	<b>foreign</b>	leisure	persuade	shoulder
<b>available</b>	<b>conscience*</b>	environment	forty	lightning	<b>physical</b>	soldier
<b>average</b>	<b>convenience</b>	equip (-ped, -ment)	<b>government</b>	muscle	programme	stomach
bargain	curiosity	excellent	<b>hindrance</b>	neighbour	queue	<b>temperature</b>
bruise	<b>desperate</b>	<b>existence</b>	individual	<b>nuisance</b>	recognise	twelfth
					rhyme	<b>vegetable</b>

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidelines for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

### Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the *e* was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as *a*.

### Suggested word list for year 6 (words in bold can be learnt within the objectives above)

accommodate	<b>category</b>	disastrous	<b>immediate(ly)</b>	privilege	sincerely(ly)
accompany	committee	embarrass	interrupt	<b>profession</b>	sufficient
<b>according</b>	<b>competition</b>	<b>especially</b>	marvellous	pronunciation	suggest
achieve	<b>conscious*</b>	exaggerate	<b>mischievous</b>	recommend	symbol
aggressive	controversy	<b>frequently</b>	<b>necessary</b>	relevant	system
appreciate	correspond	quarantee	opportunity	restaurant	thorough
<b>attached</b>	<b>criticise (critic + ise)</b>	harass	parliament	sacrifice	variety
awkward	<b>definite</b>	identity	prejudice	<b>signature</b>	vehicle
					yacht

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#### Examples:

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- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.