



Spelling Track Back Year 5/6

This document can be used to: track back learning to identify where any misconceptions or gaps in learning may be present, differentiate for pupils who need to accelerate to age-related expectations and support teachers in securing their subject knowledge. Tips and Non-statutory Guidance have been added where appropriate. There are many words, however, that may fit a pattern but are exceptions to the guidance; these words will need to be learnt. Some statements track back to both the alternative representations of a sound (graphemes) and the alternative pronunciations (phoneme) as misconceptions could be found in either of these areas.



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7. Words ending in –able and –ably

8. Words ending in –ible and –ibly

9. Adding suffixes beginning with vowel letters to words ending in –fer

10. Use of the hyphen

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12. Words containing the letter-string ough

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14. International Phonetic Alphabet

Spelling Track Back - Year 5/6

Year group statutory requirements and content to be introduced

Tip

This statement is tracked back both as a unit /jəs/ and as individual sounds /j/ /ə/ /s/.

Year 5/6

Endings which sound like /jəs/ spelt -cious or -tious (vicious, ambitious)

Year 3/4

The suffix -ous (poisonous)

Words with the /j/ sound spelt ch (chef)

Words with the /s/ sound spelt sc (science)

Year 2

The /s/ sound spelt c before e, i and y (race, city, fancy)

Year 1

/ə/ sound spelt -er unstressed schwa sound (farmer, better, under)

The sound /s/ spelt -ss (miss)

Letters and Sounds Phases (2-4)

Ph 2

/s/ sound spelt s-/-ss (sat/miss)

Ph 3

/j/ sound spelt sh (shop)


KEY

 Phases 2-4


 Year 1

 Year 2

 Year 3/4

 Year 5/6

 Tip

 Non-statutory Guidance

Spelling Track Back - Year 5/6

Year group statutory requirements and content to be introduced

Tip

This statement is tracked back as individual sounds /ʃ/ /ə/ /l/.

Year 5/6

Endings which sound like /ʃəl/ (official, essential)

Year 3/4

Words with the /ʃ/ sound spelt ch (chef)

Year 2

The /l/ or /əl/ sound spelt -le at the end of words (table)

The /l/ or /əl/ sound spelt -el at the end of words (camel)

The /l/ or /əl/ sound spelt -al at the end of words (metal)

Year 1

/ə/ sound spelt -er unstressed schwa sound (farmer, better, under)

The sound /l/ spelt -ll (well)

Letters and Sounds Phases (2-4)


Ph 3
/ʃ/ sound spelt sh (shop)

Ph 2
/l/ sound spelt l-/-ll (leg/doll)

KEY

 Phases 2-4


 Year 1

 Year 2

 Year 3/4

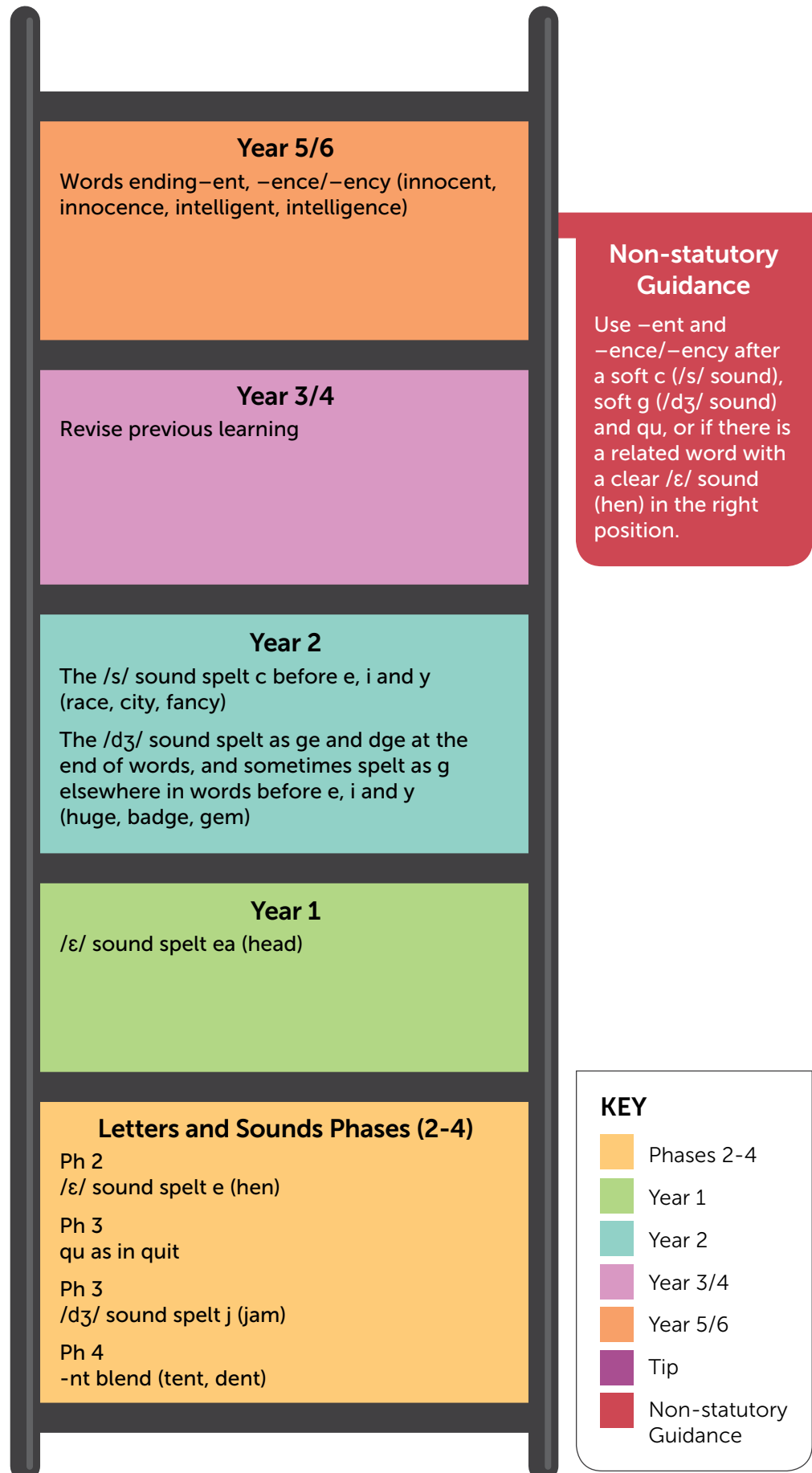
 Year 5/6

 Tip

 Non-statutory Guidance

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Year group statutory requirements and content to be introduced



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Tip

If you can add '-ation' to the end of the word, it will end in -ant, -ance/-ancy e.g. observe to observation.

Read, explore and learn words ending in '-ation' first.

Year 5/6

Words ending in -ant, -ance/-ancy (observant, observance, hesitancy)

Year 3/4

The suffix -ation (observation)
/eɪ/ sound spelt ei/eigh/ey (vein/weigh/they)

Year 2

Words ending in -tion (station)

Year 1

/eɪ/ sound spelt ai/ay/a-e (rain/day/made)

Letters and Sounds Phases (2-4)

Ph 2
/æ/ sound spelt a (sat)
Ph 3
/eɪ/ sound spelt ai (rain)
Ph 4
-nt blend (tent, dent)

Non-statutory Guidance

Use -ant and -ance/-ancy if there is a related word with a /æ/ (sat) or /eɪ/ (rain) sound in the right position; -ation endings are often a clue.

KEY

- Phases 2-4
- Year 1
- Year 2
- Year 3/4
- Year 5/6
- Tip
- Non-statutory Guidance

Spelling Track Back - Year 5/6

Year group statutory requirements and content to be introduced

Tip

This statement is tracked back as a unit -able/-ably and as the individual sound /l/.

Year 5/6

Words ending in -able and -ably (adorable, adorably)

Year 3/4

The suffix -ation (adoration)

Year 2

The /l/ or /əl/ sound spelt -le at the end of words (table)

The /l/ or /əl/ sound spelt -el at the end of words (camel)

The /l/ or /əl/ sound spelt -al at the end of words (metal)

Year 1

The sound /l/ spelt -ll (well)

Letters and Sounds Phases (2-4)

Ph 2
/l/ sound spelt l-/-ll (leg/doll)

Non-statutory Guidance

As with -ant and -ance/-ancy, the able ending is used if there is a related word ending in -ation.

The -able ending is usually but not always used if a complete root word can be heard before it.

KEY

Phases 2-4

Year 1

Year 2

Year 3/4

Year 5/6

Tip

Non-statutory Guidance

Spelling Track Back - Year 5/6

Year group statutory requirements and content to be introduced

Tip

This statement is tracked back as a unit -ible/-ibly and as the individual sound /l/.

Year 5/6

Words ending in -ible and -ibly (possible, possibly)

Non-statutory Guidance

The -ible ending is common if a complete root word can't be heard before it. Also, it sometimes occurs when a complete word can be heard (sensible).

Year 3/4

Revise previous learning

Year 2

The /l/ or /əl/ sound spelt -le at the end of words (table)

The /l/ or /əl/ sound spelt -el at the end of words (camel)

The /l/ or /əl/ sound spelt -al at the end of words (metal)

Year 1

The sound /l/ spelt -ll (well)

Letters and Sounds Phases (2-4)

Ph 2
/l/ sound spelt l-/-ll (leg/doll)

KEY

Phases 2-4

Year 1

Year 2

Year 3/4

Year 5/6

Tip

Non-statutory Guidance

Spelling Track Back - Year 5/6

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Year 5/6

Adding suffixes beginning with vowel letters to words ending in -fer (referring, referred, referral, reference, referee, preferring, preferred, preference)

Year 3/4

Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, preferred, gardening, gardener, limiting, limited, limitation)

Year 2

Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copied, copier, copying, happiest, happier)

Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (hiking, hiked, hiker, nicer, nicest)

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, sadder, saddest)

Year 1

Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter)

Adding -er and -est to adjectives where no change is needed to the root word (quicker, quickest)

/f/ sound spelt ph (dolphin, phonics)

/ə/ sound spelt -er unstressed schwa sound (farmer, better, under)

Letters and Sounds Phases (2-4)

Ph 3 /ŋ/ sound spelt -ng (ring)

Ph 3 /ɪ/ɱ/ sounds clustered and spelt -ing (quacking)

Ph 3 /ɜ:/ sound spelt -ur (burn)

Ph 2 /f/ sound spelt f-/-ff (fan/puff)

Non-statutory Guidance

The r is doubled if the -fer is still stressed when the ending is added.

The r is not doubled if -fer is no longer stressed.

KEY

Phases 2-4

Year 1

Year 2

Year 3/4

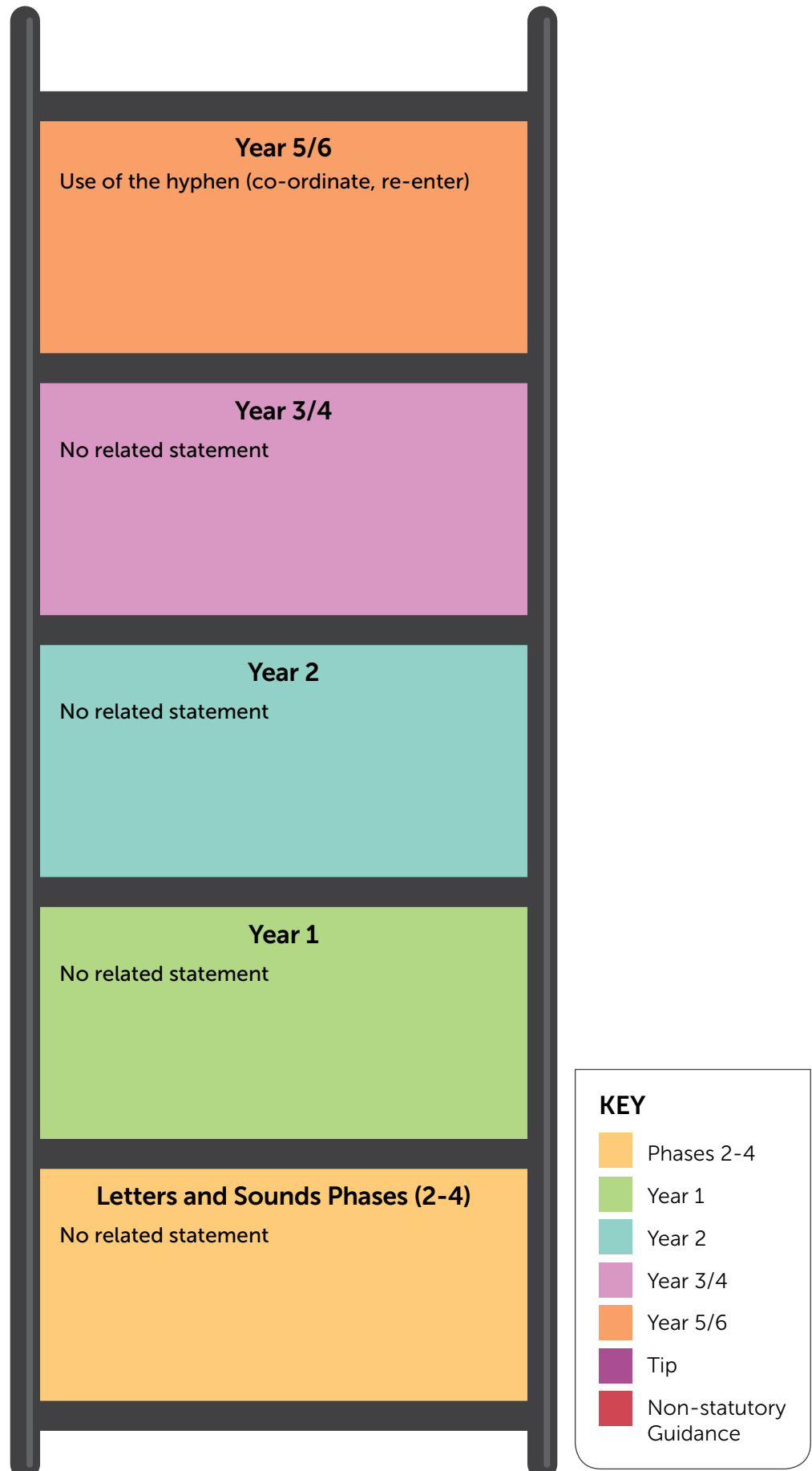
Year 5/6

Tip

Non-statutory Guidance

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Year group statutory requirements and content to be introduced



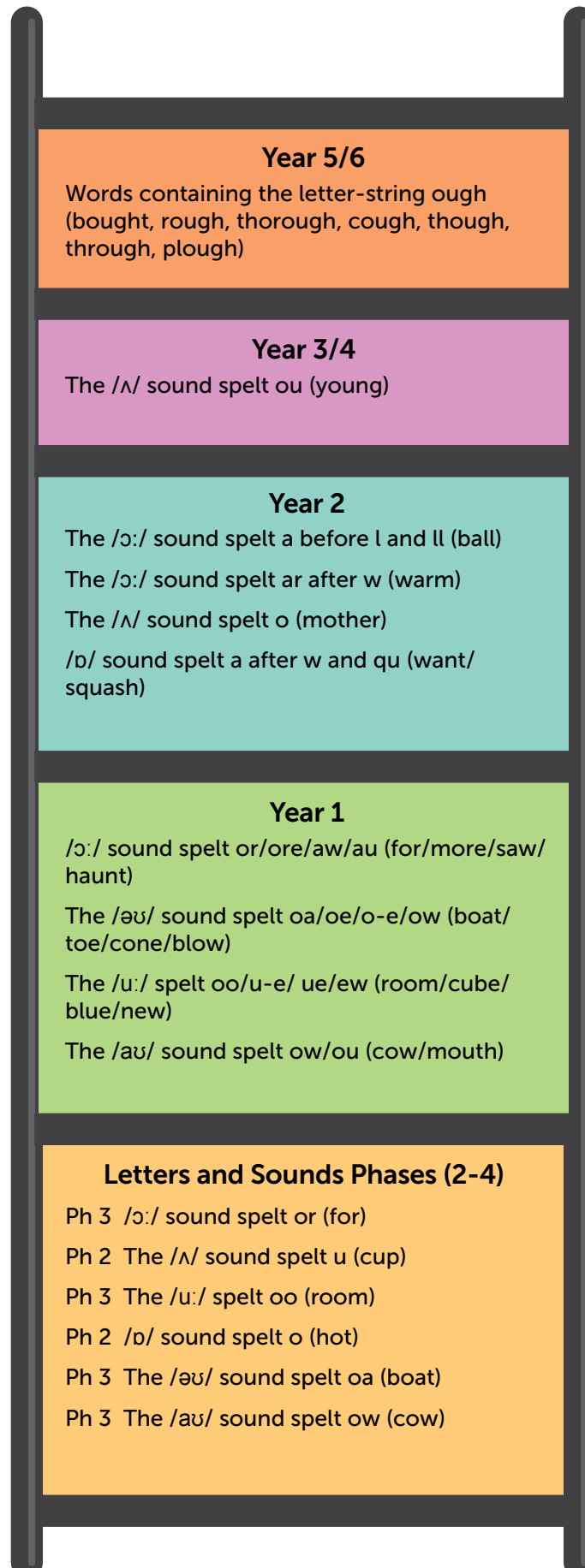
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Spelling Track Back - Year 5/6

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KEY

- Phases 2-4
- Year 1
- Year 2
- Year 3/4
- Year 5/6
- Tip
- Non-statutory Guidance

Spelling Track Back - Year 5/6

Year group statutory requirements and content to be introduced

Tip

The term 'silent' is introduced in Y5/6.

Prior to this, terms such as digraph and trigraph are used.

Year 5/6

Words with 'silent' letters (doubt, island, lamb, solemn, thistle, knight)

Year 3/4

Revise previous learning

Year 2

The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, gnat)

Year 1

No related statement

Letters and Sounds Phases (2-4)

No related statement

KEY

- Phases 2-4
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International Phonetic Alphabet (Non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). It is intended simply as guidance for teachers in understanding the IPA symbols used above.

Consonants

/b/	bad
/d/	dog
/ð/	this
/dʒ/	gem, jug
/f/	if, puff, photo
/g/	gum
/h/	how
/j/	yes
/k/	cat, check, key, school
/l/	leg, hill
/m/	man
/n/	man
/ŋ/	sing
/θ/	both
/p/	pet
/r/	red
/s/	sit, miss, cell
/ʃ/	she, chef
/t/	tea
/tʃ/	check
/v/	vet
/w/	wet, when
/z/	zip, hens, buzz
/ʒ/	pleasure

Vowels

/ɑ:/	father, arm
/ɒ/	hot
/æ/	cat
/aɪ/	mind, fine, pie, high
/aʊ/	out, cow
/ɛ/	hen, head
/eɪ/	say, came, bait
/ɛə/	air
/əʊ/	cold, boat, cone, blow
/ɪ/	hit
/ɪə/	beer
/i:/	she, bead, see, scheme, chief
/ɔ:/	launch, raw, born
/ɔɪ/	coin, boy
/ʊ/	book
/ʊə/	tour
/u:/	room, you, blue, brute
/ʌ/	cup
/ɜ:/	fern, turn, girl
/ə/	farmer