



St Thomas More Catholic Primary School
Grammar, Punctuation and Spelling
Knowledge Organiser
Year 1

By the end of Year 1, children should be able to use finger spaces, capital letters and some basic punctuation (full stops, question marks and exclamation marks) to help make their writing clear.

Children should be able to use the prefix 'un' and some basic suffixes like 'ing', 'ed', 'er' and 'est', as well as adding 's' or 'es' to show a plural.

Vocabulary and Grammar		Example
Word	Suffix: a group of letters added to the end of a word to change its meaning. The suffix -s or -es can show when something is plural (more than one). The suffix -ed can change an action to the past. The suffix -er can show who is doing an action. The suffix -ing can show that an action is still happening.	wish, wishes (generally, words ending in ch, sh, s, x, or z use -es to make it plural) dog, dogs walk, walked help, helper sit, sitting
	Prefix: a group of letters added to the beginning of a word to change its meaning. The prefix un- means not.	unkind, undoing, untie the boat
	Making sentences Words can be combined to make sentences using 'and' & 'but'	I like cheese and ham.
	The word 'and' helps us to add to what we have already written.	
	The word 'but' helps us to write something against what we have already written.	I like cheese but not jam.
Text	Joining sentences together We can join sentences together to make short stories. We try to sequence sentences in order to make a beginning, middle and end.	

Key Terminology in Year 1
Letter Capital Letter Word Singular Plural Sentence Punctuation Full Stop Question Mark Exclamation Mark

Punctuation	Example
Finger Spaces These are the spaces between our words to make our words clear.	Thecatdrankthemilk. The cat drank the milk.
Capital Letters Capital letters should be the first letter in each new sentence. They are also used for names and the personal pronoun I.	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z <u>T</u> he cat drank the milk. <u>M</u> rs <u>E</u> bdon walked to the hall.
Full Stops These go at the end of a sentence to show the sentence has finished. The reader will pause before reading the next sentence.	The cat drank the milk.
Question Marks These show the reader that the sentence is a question. They go at the end of a question instead of a full stop.	Would you like a drink?
Exclamation Marks This shows when something is exciting or forceful. They go at the end of a sentence instead of a full stop.	What a lovely day!

Common Exception Words in Year 1

the	were	be	my	ask
a	was	he	here	friend
do	is	me	there	school
to	his	she	where	put
today	has	we	love	push
of	I	no	come	pull
said	you	go	some	full
says	your	so	one	house
are	they	by	once	our

In Year 1, children will be taught to:

- spell words containing each of the 40+ phonemes already taught
- spell common exception words
- know and spell the days of the week
- name the letters of the alphabet:
- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- use the prefix un–
- use the suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words
- use and apply simple spelling rules and guidance, as listed in English Appendix I ([click here to see](#))
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



St Thomas More Catholic Primary School

Grammar, Punctuation and Spelling

Knowledge Organiser

Year 2

By the end of Year 2, children should be able to tell the difference between statements, questions, commands and exclamations. Children should be able to use commas correctly in lists and apostrophes for contraction and possession. Children should be able to use a range of suffixes and understand how they affect words. To connect their ideas, children should develop a range of conjunctions [eg. and, but, or, when, if, that, because]. Children should be able to write longer pieces of writing with more detail (including expanded noun phrases) and write in the same tense.

	Vocabulary and Grammar	Example
Word	<p>Suffix: a group of letters added to the end of a word to change its meaning.</p> <p>The suffix -ness can turn adjectives into nouns.</p> <p>The suffix -er can show who is doing an action.</p> <p>The suffix -ful and -less can be added to other words to create adjectives.</p> <p>The suffix -er and -est added to adjectives makes comparatives or something more</p> <p>The suffix -ly can be added to turn adjectives into adverbs.</p> <p>Compound words: Nouns can be created by putting words together</p>	<p>sad, sadness, cold, coldness help, helper happy, happiness</p> <p><i>When an adjective ends in a 'y', this should be replaced by an 'i' when adding -ness or -er.</i></p> <p>help, helpful, joy, joyful home, homeless</p> <p>tall, taller happy, happiest</p> <p>slow, slowly</p> <p>post + man = postman class + room = classroom</p>
	<p>Conjunctions: The co-ordinating conjunctions 'and', 'or' and 'but' join equal parts of a sentence</p> <p>The subordinating conjunctions 'when', 'if', 'that' and 'because' introduce a subordinate clause (which doesn't make sense on its own).</p> <p>Expanded noun phrases: These use adjectives to describe nouns</p> <p>Sentence Types Sentences can be statements, questions, commands and exclamations.</p>	<p>Mum wanted to make an apple pie but there were no apples in the shop.</p> <p>We couldn't go to the park because it was raining.</p> <p>the blue butterfly, plain flour, the man in the moon</p>
Sentence	<p>Past and present tense: The past tense shows something has already happened.</p> <p>The present tense shows it happens now.</p> <p>By adding -ing, this shows it is still happening. This is called the past or present progressive tense.</p>	<p>went, played</p> <p>go, play</p> <p>she is drumming she was drumming</p>

Key Terminology in Year 2									
Noun	Noun Phrase	Statement	Question	Exclamation	Command	Compound			
Suffix	Adjective	Verb	Adverb	Apostrophe	Comma	Tense	Past	Present	

Punctuation	Example
<p>Statements These tell the reader a fact, idea or opinion and end with a full stop.</p>	The door opened slowly.
<p>Questions These are asked to gain more information. They usually begin with who, what, where, when why or how and end with a question mark.</p>	Which toy would you like?
<p>Commands These tell someone to do something. They usually start with an imperative verb.</p>	Open the cupboard.
<p>Exclamations These are forceful statements which express high levels of emotion. They begin with 'how' or 'what' and end with an exclamation mark.</p>	What big teeth you have Grandma! How sharp your teeth are!
<p>Commas These are used to separate items in a list.</p>	Tom bought milk, bread and sugar.
<p>Apostrophes These can show contraction to show missing letters when two words are put together. These show when something belongs to someone.</p>	have not = haven't Sarah's pencil Ben's idea

Common Exception Words in Year 2

after	cold	hour	path
again	could	improve	people
any	door	kind	plant
bath	even	last	poor
beautiful	every	many	pretty
because	everybody	mind	prove
behind	eye	money	should
both	fast	most	steak
break	father	move	sugar
busy	find	Mr	sure
child	floor	Mrs	told
children	gold	old	water
Christmas	grass	only	who
class	great	parents	whole
climb	half	pass	wild
clothes	hold	past	would

In Year 2, children will:

- segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- learn to spell more words with contracted forms
- distinguish between homophones and near-homophones
- learn to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidelines, as listed in English Appendix I ([click here to see](#))
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



St Thomas More Catholic Primary School
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Knowledge Organiser
Year 3

By the end of Year 3, children should be able to show direct speech in their writing. This includes using inverted commas correctly, alongside other basic punctuation.

Children should be able to develop the use of a range of prefixes, understand their meanings and have a growing understanding of different word families.

Children should be able to use 'a' or 'an' depending on the opening sound of the following word.

To show time, place and effect, children should be able to use some conjunctions, adverbs and prepositions. Children should be able to structure their writing using paragraphs, headings and subheadings

	Vocabulary and Grammar	Example
Word	<p>Prefixes: These can change the meanings of words.</p> <p>Super- means to have more power over things.</p> <p>Anti- means to go against something.</p> <p>Auto- means 'self'.</p> <p>World families: When words are grouped together by their meaning and grammar.</p> <p>A and An: Use 'an' when the next word begins with a vowel sound and use 'a' for all other instances.</p>	<p>superhuman, supernatural</p> <p>anticlockwise, antisocial, antidote</p> <p>automatic, autopilot</p> <p>solve, solution, solver, dissolve, insoluble</p> <p>a rock, an open box</p>
Sentence	<p>Subordinating Conjunctions: These are used to introduce a subordinate clause (a clause that does not make sense on its own).</p> <p>Adverbs: This is a word which modifies a verb, which means that it tells you how, when, where or why something is being done.</p> <p>Prepositions: These explain the position of something or when it is happening.</p>	<p>when, before, after, while, so, because.</p> <p>then, next, soon, therefore</p> <p>before, after, during, in, because of, between, under</p>
Text	<p>Paragraphs: This is a way to group similar ideas together in writing. A new paragraph is signalled by leaving a line or indenting on the next line. A new paragraph is started when the time, place or subject of the writing changes.</p> <p>Headings and Subheadings: These can be used to guide the reader and present non-fiction ideas.</p> <p>Present Perfect Tense: This tense shows something that started in the past but has continued in the present</p>	<p><u>Appearance</u></p> <p><u>Ingredients</u></p> <p>He has gone out to play.</p>

Key Terminology in Year 3						
Preposition	Conjunction	Word Family	Prefix	Clause	Subordinate Clause	Direct Speech
		Consonant	Vowel	Inverted Comma		

Punctuation	Example
<p>Inverted Commas</p> <p>Also known as speech marks, inverted commas show when someone is speaking.</p> <p>Inverted commas go around the speech. The rest of the punctuation go inside the inverted commas (capital letters, commas, question marks, exclamation marks).</p> <p>Each line of speech begins with a capital letter. When a new speaker speaks, a new line needs to be started.</p>	<p>"Let's go to the cinema," Annie said.</p> <p>Max replied, "Where shall we go?"</p> <p>"You can choose because it's your birthday," Annie said.</p>

Year 3 and 4 Spelling Words

The word-lists for years 3 and 4 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. These words will be taught alongside Spelling Workshop, which helps children to revise their phonic knowledge of graphemes and phonemes, as well as root words, prefixes, suffixes, homophones, spelling rules and exceptions.

accident(ally)	build	continue	exercise	group
actual(ly)	busy/business	decide	experience	guard
address	calendar	describe	experiment	guide
answer	caught	different	extreme	heard
appear	centre	difficult	famous	heart
arrive	century	disappear	favourite	height
believe	certain	early	February	history
bicycle	circle	earth	forward(s)	imagine
breath	complete	eight/eighth	fruit	increase
breathe	consider	enough	grammar	important
interest	natural	popular	question	strength
island	naughty	position	recent	suppose
knowledge	notice	possess(ion)	regular	surprise
learn	occasion(ally)	possible	reign	therefore
length	often	potatoes	remember	though/although
library	opposite	pressure	sentence	thought
material	ordinary	probably	separate	through
medicine	particular	promise	special	various
mention	peculiar	purpose	straight	weight
minute	perhaps	quarter	strange	woman/women

In Year 3 and 4, children will be taught to:

- use further prefixes and suffixes and understand how to add them ([please click here to see English Appendix 1](#))
- further homophones
- spell words that are often misspelt ([please click here to see English Appendix 1](#))
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



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Year 4

By the end of Year 4, children should be able to understand the difference between the plural and possessive –s at the end of nouns.

Children should also be able to punctuate to show singular and plural possession. Children should have a more confidence grasp of Standard English, including using the correct verb form in their writing.

To further their descriptions, children should be able to enhance noun phrases with modifying details.

Children's writing should be well-structured with paragraphs around themes and a variety of nouns and pronouns.

Vocabulary and Grammar		Example
Word	<p>Plural and possessive 's' -s or -es can be added to the end of nouns to show that they are plural (more than one).</p> <p>'s is added to the end of a word to show that something belongs to someone or something (they possess it).</p> <p>Standard English Using standard forms for verb inflections instead of local spoken forms. Use we were instead of we was, or I did instead of I done.</p>	<p>Ten giraffes, the annoying flies.</p> <p>It was Annabelle's pencil case. Bobby's hair was soaking wet. Mrs Ellis' classroom was behind the hall.</p> <p>We were at excited to watch the film. I did my homework last night.</p>
Sentence	<p>Expanded Noun Phrases Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Fronted Adverbials A fronted adverbial is an adverbial which has been moved before the verb. When writing fronted phrases, we often follow them with a comma. An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause.</p>	<p><i>The teacher expanded to: the strict maths teacher with curly hair</i></p> <p>Before we begin, make sure you've got a pencil.</p> <p>The day after tomorrow, I'm visiting my granddad.</p>
Text	<p>Paragraphs: Paragraphs are a way to group similar ideas in writing. They should be grouped around a theme.</p> <p>Nouns and Pronouns Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>In an argument about saving the environment, there may be separate paragraphs about air pollution, deforestation and overfishing.</p> <p>To avoid always saying 'dog', nouns like hound, canine or pooch could be used, as well as pronouns like he, she and it.</p>

Key Terminology in Year 4
Fronted Adverbial Determiner Pronoun Possessive Pronoun Standard English Inverted Comma Modifying Adjective Prepositional Phrase

Punctuation	Example
<p>Inverted Commas Inverted commas indicate direct speech. For example, a comma after the reporting clause (the 'said' part) and end punctuation within inverted commas.</p>	<p>The conductor shouted, "Sit down!"</p>
<p>Apostrophes for plural possession Plural possession means something that belongs to more than one person, animal, place, object or thing. To show plural possession, the apostrophe is placed after the final s.</p>	<p>The girl's name (one girl).</p> <p>The girls' names (more than one girl).</p>
<p>Commas Fronted adverbials are followed by a comma.</p>	<p>Later that day, I heard the bad news.</p>

Year 3 and 4 Spelling Words

The word-lists for years 3 and 4 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. These words will be taught alongside Spelling Workshop, which helps children to revise their phonic knowledge of graphemes and phonemes, as well as root words, prefixes, suffixes, homophones, spelling rules and exceptions.

accident(ally)	build	continue	exercise	group
actual(ly)	busy/business	decide	experience	guard
address	calendar	describe	experiment	guide
answer	caught	different	extreme	heard
appear	centre	difficult	famous	heart
arrive	century	disappear	favourite	height
believe	certain	early	February	history
bicycle	circle	earth	forward(s)	imagine
breath	complete	eight/eighth	fruit	increase
breathe	consider	enough	grammar	important
interest	natural	popular	question	strength
island	naughty	position	recent	suppose
knowledge	notice	possess(ion)	regular	surprise
learn	occasion(ally)	possible	reign	therefore
length	often	potatoes	remember	though/although
library	opposite	pressure	sentence	thought
material	ordinary	probably	separate	through
medicine	particular	promise	special	various
mention	peculiar	purpose	straight	weight
minute	perhaps	quarter	strange	woman/women

In Year 3 and 4, children will be taught to:

- use further prefixes and suffixes and understand how to add them ([please click here to see English Appendix 1](#))
- further homophones
- spell words that are often misspelt ([please click here to see English Appendix 1](#))
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



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Year 5

By the end of Year 5, children should be able to manipulate words using suffixes such as *-ise, -ate* and *-ify* and turn them from nouns or adjectives into verbs.

Children should also be able to use prefixes such as *dis-, mis-* and *re-* to change the meaning of words.

Children should be able to use relative pronouns to write relative clauses and use modal verbs and adverbs to indicate degrees of possibility.

Children should build cohesion within and between paragraphs by using adverbials.

Children's writing should become clearer and more detailed by using commas precisely and parenthesis.

Vocabulary and Grammar		Example
Word	<p>Suffixes to change nouns or adjectives into verbs There are a number of suffixes that can be used to turn nouns or adjectives into verbs.</p> <p>-ise -ify -ate</p> <p>Verb prefixes dis- is a negative prefix meaning not or none re- means again mis- means wrong</p>	<p>author → author<u>ise</u> advert → advert<u>ise</u> class → class<u>ify</u> simple → simpl<u>ify</u> assassin → assassinat<u>e</u> liquid → liquidat<u>e</u></p> <p><u>dis</u>agree, <u>dis</u>grace, <u>dis</u>trust <u>re</u>create, <u>re</u>form, <u>re</u>play <u>mis</u>trust, <u>mis</u>understanding</p>
Sentence	<p>Relative clauses Relative clauses are a type of subordinate clause beginning with <i>who, which, where, when, whose, that,</i> or an omitted relative pronoun.</p> <p>Degrees of possibility Adverbs can indicate how possible something is. Modal verbs show if something is certain, possible or impossible</p>	<p>That's the boy who lives near school. The prize that I won was a book or The prize I won was a book. [the pronoun <i>that</i> is omitted].</p> <p>Adverbs: perhaps, surely Modal verbs: can, could, may, might, must, should, will</p>
Text	<p>Building cohesion Devices can be used to build cohesion:</p> <ul style="list-style-type: none"> • Within a paragraph • Linking ideas across paragraphs using adverbials of time • Adverbials of place • Adverbials of number • Precise tense choices 	<p>then, after, that, this, firstly later, meanwhile nearby, miles away secondly, often, rarely He <i>had</i> seen her before.</p>

Key Terminology in Year 5					
Modal Verb	Relative Pronoun	Relative Clause	Parenthesis	Bracket	Dash
		Cohesion	Ambiguity	Modal Verb	Adverbials

Punctuation	Example
<p>Commas, brackets and dashes for parenthesis Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own. It is indicated using brackets, dashes or commas.</p>	<p>Winston Churchill (a British Prime Minister) was born in Blenheim Palace.</p> <p>I miss seeing Amelia – my best friend from primary school – every day.</p>
<p>Commas to clarify meaning or avoid ambiguity Commas are used to make the meaning of a sentence clear. In this example, the comma shows that Jess has three hobbies instead of two. They significantly change the meaning of the sentence.</p>	<p>Jess likes baking cats and doing ballet.</p> <p>Jess likes baking, cats and doing ballet.</p>

Year 5 and 6 Spelling Words

The word-lists for years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. These words will be taught alongside Spelling Workshop, which helps children to revise their phonic knowledge of graphemes and phonemes, as well as root words, prefixes, suffixes, homophones, spelling rules and exceptions.

accommodate	competition	existence	muscle	rhyme
accompany	conscience	explanation	necessary	rhythm
according	conscious	familiar	neighbour	sacrifice
achieve	controversy	foreign	nuisance	secretary
aggressive	convenience	forty	occupy	shoulder
amateur	correspond	frequently	occur	signature
ancient	criticise	government	opportunity	sincere(ly)
apparent	curiosity	guarantee	parliament	soldier
appreciate	definite	harass	persuade	stomach
attached	desperate	hindrance	physical	sufficient
available	determined	identity	prejudice	suggest
average	develop	immediate(ly)	privilege	symbol
awkward	dictionary	individual	profession	system
bargain	disastrous	interfere	programme	temperature
bruise	embarrass	interrupt	pronunciation	thorough
category	environment	language	queue	twelfth
cemetery	equip (-ped, -ment)	leisure	recognise	variety
committee	especially	lightning	recommend	vegetable
communicate	exaggerate	marvellous	relevant	vehicle
community	excellent	mischievous	restaurant	yacht

In Year 5 and 6, children will be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- 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 ([please click here to see English Appendix 1](#))
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus



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Year 6

By the end of Year 6, children should be able to use a formal or informal tone whenever it is appropriate and alter their grammar and vocabulary to suit this.
 Children should be able to make precise vocabulary choices and draw on a range of synonyms and antonyms. Children should be able to use the passive voice and subjunctive form.
 Children should be able to build cohesion and clarity across a whole text by using adverbials, presentational and organisational devices. Children should be able to use a wide range of punctuation accurately, including hyphens, dashes, semi-colons and colons.

Key Terminology in Year 6									
Subject	Object	Active	Passive	Synonym	Antonym	Ellipsis	Hyphen	Colon	
				Semi-colon	Bullet Points	Dash			

Vocabulary and Grammar		Example
Word	Formality and Informality The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.	find out → discover ask for → request go in → enter
	Synonyms Words that are similar in meaning.	large → substantial, huge, colossal, great, enormous, vast, mighty
	Antonyms Words that are opposite in meaning.	large → small, tiny, meagre, miniscule, compact, little
Sentence	Passive The passive voice affects the presentation of information.	Active: I broke the window in the greenhouse. Passive: The window in the greenhouse was broken by me.
	Structure of sentences for formal and informal writing Question tags show that a sentence is informal.	He's your friend, <u>isn't he?</u>
	Subjunctive Form The subjunctive is a verb form that shows something could or should happen. It can be used to express wishes, hopes commands, demands and suggestions.	The school requires that all pupils <u>be</u> honest. The school rules demand that pupils <u>not</u> enter the gym at lunchtime. If Zoë <u>were</u> the class president, things would be much better.
Text	Cohesive devices These can be used to link ideas across paragraphs by using adverbials.	On the other hand, in contrast, as a consequence.
	Layout devices These guide the reader and help to separate ideas through the use of headings, sub-headings, columns, bullet points or tables.	Equipment <ul style="list-style-type: none"> • Beaker • Thermometer • Safety goggles

Punctuation	Example
Semi-colon These can be used to mark the boundary between two independent clauses. The clauses must be on the same theme and not be joined together with a conjunction; the semi-colon takes the place of the conjunction.	I love to sing; my brother loves to dance. It's raining; I'm fed up.
Colon Colons are used to introduce a list. Within a list, semi-colons are used to separate items if the list already contains internal commas. Colons can also be used to separate two clauses independent clauses where one clause explains the other.	Last year we travelled to Dorchester, Dorset; Edinburgh, Scotland; and Whitby, North Yorkshire. A whale is not a type of fish: it is a warm-blooded mammal.
Dash These are used to extend sentences and expand upon a previously made point. They are also used to indicate additional information (parenthesis) in a sentence.	The cheetah is the fastest mammal on Earth – it can reach speeds of up to 70mph. Albert - <u>who was feeling hungry</u> - went for his break.
Hyphen These can be used to avoid ambiguity and make the meaning of the sentence clearer.	Man eating shark Man-eating shark Recover Re-cover

Year 5 and 6 Spelling Words

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according	conscious	familiar	neighbour	sacrifice
achieve	controversy	foreign	nuisance	secretary
aggressive	convenience	forty	occupy	shoulder
amateur	correspond	frequently	occur	signature
ancient	criticise	government	opportunity	sincere(ly)
apparent	curiosity	guarantee	parliament	soldier
appreciate	definite	harass	persuade	stomach
attached	desperate	hindrance	physical	sufficient
available	determined	identity	prejudice	suggest
average	develop	immediate(ly)	privilege	symbol
awkward	dictionary	individual	profession	system
bargain	disastrous	interfere	programme	temperature
bruise	embarrass	interrupt	pronunciation	thorough
category	environment	language	queue	twelfth
cemetery	equip (-ped, -ment)	leisure	recognise	variety
committee	especially	lightning	recommend	vegetable
communicate	exaggerate	marvellous	relevant	vehicle
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- 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 ([please click here to see English Appendix 1](#))
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- use a thesaurus