

Year 5 and 6 Word List organised from the 2014 National Curriculum Appendix 1

Some words will appear more than once, as they belong to more than one family or spelling pattern.
Words in bold are included in the statutory NC list. Others may be taught alongside these.

a-e	marvellous	-ent	-ar/ary
accommodate	occupy	ancient	dictionary
appreciate	opportunity	apparent	familiar
average	programme	environment	necessary
exaggerate	profession	excellent	secretary
immediate / ly	recommend	government	calendar
create	suggest	parliament	February
demonstrate	appear	relevant	library
estimate	disappeared	frequent / ly	momentary
excavate	followed	instrument	similar
illustrate	hurricane	lenient	similarly
imitate	immense	-ous	er/ery
investigate	parallel	conscious	cemetery
hurricane	succeed	curious / curiosity	shoulder
manage	success	disastrous	soldier
separate	tomorrow	marvellous	whether
terminate	swallow	mischievous	-or
ventilate	Double vowels	delicious	category
i-e	committee	infectious	equator
criticise	guarantee	ridiculous	inferior
definite	career	tremendous	exterior
sacrifice	engineer	suspicious	minor
decide	exceed	'hidden' letters	superior
infinite	succeed	environment	Y: short 'i' phoneme
umpire	woollen	foreign	physical
ie	zoology	rhyme	rhythm
achieve	e-e	rhythm	Symbol
mischievous	interfere	yacht	System
ei	sincere / ly	knight	mystery
foreign	persevere	knuckle	mysterious
leisure	scheme	knead	sympathy
deceive	severe	knowledge	syllable
height	sphere	wrap	syrup
receipt	-nce	re-	-ure / ury
seize	conscience	recognise	leisure
double consonants	convenience	recommend	signature
accommodate	existence	relevant	temperature
appreciate	hindrance	restaurant	endure
attached	nuisance	receive	manufacture
committee	-tion	receipt	moisture
correspond	competition	recent	century
embarrass	explanation	refuse	jury
exaggerate	pronunciation	request	
harass	nation	revise	
interrupt	station	rewind	

syllables	ough	occupied	ui
a/ccom/mo/date	thorough	occur	bruise
a/ppa/rent	through	occurred	cruise
ca/te/go/ry	bought	persuade	aw
ce/me/ter/y	brought	persuasion	awkward
co/mmi/ttee	cough	prejudice	bawl
con/tro/ver/sy	enough	prejudicial	crawl
co/rres/pond	rough	privilege	hawk
de/fi/nite	eigh	privileged	squawk
des/per/ate	neighbour	recognise	ua-e
de/vel/op	eight	recognition	language
em/ba/rass	eighth	rhyme	persuade
ex/a/gger/ate	weigh	rhythm	
go/vern/ment	weight	rhythmical	
i/den/ti/ty	root and affix	sacrifice	
in/di/vid/u/al	conscious	sacrificial	
in/ter/rupt	conscience	sincere	
mar/ve/lous	critic	sincerely	
ne/ce/ssa/ry	criticise	sincerity	
o/ppor/tu/ni/ty	curious	twelve	
pri/vi/lege	curiosity	twelfth	
pro/nun/ci/a/tion	develop	variety	
re/le/vant	development	various	
se/cre/ta/ry	equip	variant	
tem/per/a/ture	equipped	variation	
ve/ge/ta/ble	equipment	vegetable	
	special	vegetation	
	especially	vehicle	
	Excel	vehicular	
	excellent		
	govern	ci/sci/ti = 'sh'	
	government	ancient	
	immediate	appreciate	
	immediately	competition	
	individual	conscience	
	individually	conscious	
	interfere	especially	
	interference	sufficient	
	interrupt	ammunition	
	interruption	beneficial	
	light	crucial	
	lightning	determination	
	marvel	financial	
	marvellous	partial	
	mischief	social	
	mischievous	special	
	muscle		
	muscular		
	occupy		
	occupation		

Some words on the Year 5 and 6 Word List have unusual spellings which are not found in other words on the list, such as 'queue'. It is better to teach these alongside other words which have a similar phoneme or spelling pattern, even though these words are not included in the list. If there is simply no other word like it, then it goes into the 'Unique Spelling Chest', which you can create in your classroom.

There are many different strategies to help children learn to spell words. Sometimes the morphology of the word will help. That is, breaking the word up into its constituent parts and looking carefully at the meaning of each part, e.g. the root, prefix or suffix. How does the addition of the affix change the meaning of the word?

In other words, simply pronouncing each separate syllable in an obvious and unnatural way, can help – even if that is not how the whole word should be pronounced, e.g. Wed/nes/day.

Mnemonics can help too, such as funny rhymes or sayings which help the child to remember the letters. The longer the words become, the less realistic this approach can be.

Children's visual memory will be enhanced by the visual display of plenty of words around their environment too, especially those high frequency words which help children to become fluent, confident writers.

Above all, encourage children to be fascinated with words, rather than fearful of them. Play Word Detectives to help children become more analytical about how words are put together. Play plenty of word games, and make your spelling lessons as engaging and multi-sensory as possible.