

# Where does Spelling with Grammarsaurus meet the National Curriculum objectives?






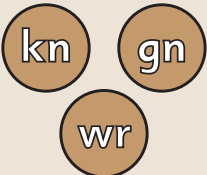

## Y5-6



## Spelling with Grammarsaurus

National Curriculum Objective	Morphology sequence unit	Submorphemic grapheme pattern units	Commonly misspelt unit	Writing unit
<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>This is the suffix -ous.</p> <p>space + i + ous → spacious</p> <p>in + fect + i + ous → infectious</p> <p>con + tent + i + ous → contentious</p>				
<p>Endings which sound like /ʃəl/</p> <p>This depends on the base when adding the suffix -al.</p> <p>of + fic + i + al</p> <p>part + i + al</p>	<p><b>Place Value of Spelling Objective</b></p> <p><b>First taught in Y4</b></p> <p><b>Y5 Autumn 2 builds</b></p>			
<p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>ance + y = '-ancy'</p> <p>ence + y = 'ency'</p>				
<p>Words ending in -able and -ible</p>	<p><b>Place Value of Spelling Objective</b></p> <p><b>First taught in Y4</b></p> <p>able as abil ible as ibil</p> <p><b>Y4 Spring 2</b></p>			



Words ending in –ably and –ibly	 <p><b>Place Value of Spelling Objective</b> First taught in Y4</p>			
Adding suffixes beginning with vowel letters to words ending in fer	 <p><b>Y6 Spring 2</b></p>			
Use of the hyphen	 <p><b>Y6 Autumn 1</b></p>			
Words with the /i:/ sound spelt ei after c	 <p><b>Y6 Spring 2</b></p>			
Words containing the letter-string ough				
Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)				
Homophones and other words that are often confused			