

## Word list – years 5 and 6

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

### Notes and guidance (non-statutory)

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 guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

The words in bold are not included in the cross-curricular word lists