

Teacher Resource · Free resource

Dictation sentences – Years 5/6 (all Appendix 1 rules)

Year group: 5/6

Source: DfE, *English Appendix 1: Spelling* (2013)

Purpose: Ready-to-use teacher dictation for all Y5/6 statutory rules.

Set 1: *-cious* and *-tious*

The **ferocious** storm made even the most **cautious** walker reluctant to venture outside.

She was **ambitious** and **conscious** of every opportunity that arose.

The **delicious** and **nutritious** meal was served in a **spacious** dining hall.

His **suspicious** behaviour during the **fictitious** game made everyone uneasy.

With **precious** little time left, she made a **conscientious** effort to finish.

The **vicious** animal was kept in a **spacious** enclosure away from visitors.

Her **gracious** reply to the **outrageous** claim impressed everyone present.

The **nutritious** food was **delicious** — **conscious** effort had gone into every dish.

A **ferocious** wind and a **treacherous** path made the walk **atrocious**.

He was **ambitious** but not **unscrupulous** — a **conscientious** worker in all things.

Set 2: *-cial* and *-tial*

It was **essential** that the **confidential** documents remained **official** records.

She had the **potential** to make a **substantial** difference to the **financial** situation.

The **artificial** lake was **special** — part of a thoughtful **residential** development.

The **initial** response was **partial** at best; the full picture was more **crucial**.

His **social** skills were **superficial** — he struggled with anything **genuinely** deep.

The **official** statement was **partial** and **confidential** — not for **general** release.

A **substantial** portion of the **residential** area was affected by the **initial** flood.

The **artificial** intelligence made a **crucial social** error — it was **beneficial** to no one.

The **special** award recognised her **essential** contribution to the **official** programme.

His **financial** judgement was **superficial** but his **social** intelligence was **exceptional**.

Set 3: *-ant/-ance/-ancy* and *-ent/-ence/-ency*

She was **confident** that the **evidence** was **sufficient** to prove her case.

His **innocent** expression made the **difference** between **ignorance** and deceit.

With **patience** and **observance** of the rules, they made **excellent** progress.

The **frequency** of the **violent** storms made it **evident** that the climate was changing.

His **hesitant** response showed a lack of **confidence** in his own **intelligence**.

The **tolerant** community showed **patience** and **resilience** throughout the **emergency**.

Significant evidence pointed to the **relevance** of **frequent maintenance**.

She was **observant** and **efficient** — a combination of rare **competence** and **confidence**.

The **expectant** crowd waited in near **silence** — **obedient** to the **urgency** of the moment.

Brilliant and **patient**, she used her **intelligence** to find an **elegant difference**.

Set 4: *-able/-ably* and *-ible/-ibly*

It was **possible** but not **comfortable** — barely **manageable** in the heat.

The **incredible** view was **visible** for miles and made every step **worthwhile**.

She was **responsible** for making the event **enjoyable** and **memorable** for everyone.

The decision seemed **reasonable** and **considerable** thought had gone into it.

Noticeable changes are not always **desirable** — sometimes **sensible** is **preferable**.

The **adorable** creature moved **terribly** fast — **impossible** to follow across the field.

The **flexible** approach was **admirable** — **sensibly** adapted to every **changeable** situation.

The **reliable** evidence was **indisputable** — the case was **provable** beyond doubt.

His **comfortable** manner made the **incredible** challenge seem **manageable** to everyone.

The **beautiful** but **uninhabitable** building remained **visible** from the main road for years.

Set 5: *-fer* words

The **conference** was attended by everyone who had been **referred** by a colleague.

She **preferred** the original but accepted that **preference** was a personal matter.

The **inference** from the data was clear even before the results were fully **transferred**.

He was **referred** to the specialist after the doctor had **inferred** a more complex cause.

Referring to her notes, she summarised the main points of the **conference** clearly.

The **transfer** of power was **preferred** by all — the **difference** of opinion had **differed** greatly.

Suffering from **interference**, the signal **referred** them back to the original **reference**.

She was **conferring** with her team when the **preferred** option suddenly became clear.

The **deference** shown to the speaker was **preferred** — she had been **referred** for the role.

His **preference** for **deferring** decisions made the **conference** less **efficient** than hoped.

Set 6: *ei* after *c*

She could not **conceive** of a reason to **deceive** her closest friend.

The **ceiling** of the cave was so low she had to **perceive** her way through by touch.

He did not **believe** the team would **achieve** such a remarkable **relief** in the final minutes.

To **receive** a prize is a great honour; to **seize** one dishonestly is another matter entirely.

She found the novel **weird** but compelling — she could not put it down for a moment's **relief**.

The **conceited** player had to **receive** the criticism without trying to **deceive** anyone.

The **ceiling** was painted to **deceive** the eye — you could not **perceive** its true height.

I **believe** you will **achieve** what you set out to do — do not let that **belief** waver.

Neither the **ceiling** nor the walls could **conceal** the **grief** they had tried to hide.

She was **relieved** to **receive** the news — it was hard to **conceive** of a better outcome.

Set 7: -ough

Though it was **rough**, she was **tough enough** to get **through** the competition.

She **thought** she had **bought** enough **dough** to last the week, **although** she planned carefully.

The farmer guided the **plough** through the field during the **drought**, thinking of **nought** but the harvest.

His **cough** was **tough** to treat, **though** the doctor had **sought** the right medicine.

Throughout the storm, the old **bough** bent and swayed but did not break.

She **thought** that **although** the path was **rough**, the view was well **worth** the effort.

He had **brought enough dough** for everyone — **though** one or two still went without.

The **drought** had been **thorough** in its damage — **nought** was left of the harvest.

The **plough** broke a **bough** from the apple tree in one **rough** movement.

Through the **tough** early weeks, she **thought** only of the goal — and **sought** nothing else.

Set 8: Silent letters

The **knight** had to **kneel** before the **solemn** ceremony could begin.

She wrote the answer in the **column** marked **foreign** languages.

There was no **doubt** that the **subtle** damage to the **lamb**'s leg was genuine.

He had to **wrap** the equipment carefully before moving it to the next location.

The **autumn hymn** drifted through the **calm** air as the sun set over the hills.

The **sign** above the door showed a **design** from the **reign** of the old king.

The **island** was **calm** — no **knot** of tension, no **doubt**, no **sound**.

She could not **climb** the **solemn column** — it was too **slippery** and too **subtle** to grip.

The old **wreck** had lain there since the **knight**'s time — a **solemn reminder**.

Write the **answer** in the **column** below and **sign** your **full** name at the **bottom**.

Set 9: Homophones and confusable words (Y5/6)

The **stationary** train stood **still** while she sorted through her **stationery**.

The **principal** reason for the delay was a matter of **principle**.

She **passed** the finish line in first place — her greatest achievement of the **past**.

The captain **led** the team to victory — the new **lead** pipe proved less **useful**.

Whether or not the **weather** would hold was the **principal** concern of the day.

"**Whose** idea was this?" she asked. "And **who's** going to take responsibility?"

She **complimented** the cook on how well the flavours **complemented** each other.

The **desert** stretched on for miles — the only **dessert** was a warm tin of fruit.

He **affected** the outcome greatly — the **effect** was felt for years afterwards.

In the **morning**, the whole community was still in **mourning** for what had been lost.

Set 10: Y5/6 statutory words (mixed)

It was **necessary** to **accommodate** everyone's concerns before making a final decision.

She made an **exaggerated** claim and had to **apologise** for the **embarrassment** it caused.

The **government's** **committee** published its **recommendation** with great **confidence**.

Mischievous children can still be **conscientious** — **privilege** does not determine **character**.

The **rhythm** of the **language** made the **explanation** of **pronunciation** much **clearer**.

Individual responsibility is **sufficient** to make a **considerable difference** over time.

The **parliament** voted on the **controversial legislation** with **apparent urgency**.

She was **determined** to **develop** the **necessary** skills — her **ambition** was **evident**.

The **secretary** took **immediate responsibility** for the **efficient management** of the event.

Frequent interruptions made it **difficult** to **communicate** with any real **precision**.

Source: DfE English Appendix 1: Spelling (2013). All sentences constructed using statutory words and patterns for Years 5–6.