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| Year 5 | Spelling rule | Example words | Possible home spelling words |
| Autumn 1  **Throughout Autumn 1 revision slides for phonics patterns taught last year to be included at beginning of the lesson/ Early Morning Work. New phonic digraph and trigraph sounds or words are highlighted in blue.**  Revision of KS1 - Revision of long vowel phonic sounds (phase 1-6)   * ae, a\_e, ai, ay, ea, eigh, ei * e\_e, ee, ea, y, ie * i\_e, ie, y, igh * oa, oe, o\_e, ow, o * u\_e, ue, ew, u   Revision KS1- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y   * knowle**dge**, acknowle**dge**, partri**dge**, dislo**dge**, e**dge**, we**dge** * age, huge, change, charge, bulge, village, gem * giant, magic, giraffe, energy * jacket, jar, jog, join, adjust   Revision of KS1 - Revision of year 2/3 objective-   * Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (copied, copier, happier, happiest, cried, replied …but copying, crying, replying, disobeyed) * Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (hiking, hiked, hiker, misplaced, misplacing, nicer, nicest, shiny) * Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, humming, hummed, dropping, dropped, forgotten, sadder, saddest, fatter, fattest, runner, runny) | Revision KS1  To revise using the apostrophe for contraction | Haven’t, you’re, wouldn’t, won’t, shan’t, mightn’t, oughtn’t, he’ll, she’ll, they’ll, I’d, doesn’t, should’ve | Contractions and revision homophones (choose)  you’re  your  heel  heal  he’ll  there  their  they’re  Words with the ‘ay’ sound with a-e split digraph year 5/6 spelling list: Communicate Accommodate  Appreciate  Desperate  Exaggerate  ‘ee’ sound with letter ‘y’  Category  Cemetery  Controversy  Dictionary  Relevantly  Words with ‘ous’ sound similar to ‘ough’ spelling pattern  Conscious  Marvellous  Mischievous  disastrous  bought  brought  Suffixes (ed and ly)  Determined  Embarrassed  Especially  Equipped  Frequently  Guaranteed  Harassed  Immediately  Interrupted  Physically  Privileged  Occupy  Occupied  Sincerely  Suggested |
| Revision year 3 and 4  To know that some words with the /ay/ sound are spelt ei, eigh, or ey  Revise Summer term | Vein, weigh, eight, neighbour, they, obey, weight, sleigh, freight, journey |
| Revision year 3 and 4  To spell words with the /ʌ/(uh) sound spelt ou  Revise Summer term | cousin, touch, young, double, trouble, country, couple, encourage, flourish, nourish, rough, tough, enough, thorough |
| To identify when the ‘ough’ spelling makes an or/ow/uff/oa sound  Revise Summer term | Bought, thought, brought, rough, tough, enough, though, although, through, thorough |
| Revision year 3 and 4  To understand the meaning of the suffix ‘ous’  Revise Summer term | Famous, enormous, fabulous, disastrous, anonymous, atrocious, glamourous, marvellous, mischievous, conscious |
| Revision year 3 and 4  Revision of basic homophones and homophones from year 3 and 4 spelling list.  To know when to use the correct word for the correct context  (2 weeks) | Accept/ except  Affect/ effect  Brake/ break  Fair/ fare  Grate/ great  Here/ hear  Heel/ heal/ he’ll  Knot/ not  Meat/ meet Rain/ rein/ reign |
| Autumn 2  **Throughout Autumn 2 revision slides for prefix meanings taught last year to be included at beginning of the lesson/ Early Morning Work. New phonic digraph and trigraph sounds or words are highlighted in blue.**  Revision of KS1 - Revision of year 2/3 objective-  To learn that the prefixes –dis, -mis and –un have negative meanings   * Miscommunication, mispronounce, miscommunicate, mistake * Unbelievable, unrecognisable, unattached, unaccompanied * Disbelieve, disconcert, disorder, disagreement   Revision of year 3 and 4 - To understand the effect of certain prefixes on root words  (Revision from year 3 and 4)   * Re- means ‘again’ or ‘back’ (Redo, refresh, return, reappear, redecorate * Sub- means ‘under’ (subheading, submarine, submerge) * Inter- means ‘between’ or ‘among’ (interact, intergalactic, intercity, international) * Super- means ‘above’ (supermarket, superman, superstar) * Anti- means ‘against’ (antiseptic, anti-clockwise, antisocial)   Auto- means ‘self’ or ‘own’ (autobiography, autograph, automobile, automatic) | Revision year 3 and 4  Revise the suffix ‘ly’ but when applied to words ending in ‘y’, ‘le’ and ‘ic’.  Add prefixes ‘dis, mis and un’ where possible | **Root words ending in y:**  Happily, unhappily. prettily, easily, uneasily, sleepily, greedily, clumsily, angrily, | Prefixes  Accompany  Unaccompanied  Unattached  Definite  Redefine  ‘tion’ ending + year 5/6 list  Competition  Explanation  Pronunciation  System  Sacrifice  ‘sion’ ending and ‘ity’ ending  Profession  Community  Curiosity  Identity  Opportunity  Double letters + ‘ment’ ending (doesn’t fit weekly pattern)  Necessary  Programme  Sufficient  Excellent  Aggressive  According  Apparent  Committee  Government  Environment  ‘ance’ or ‘ence’ ending  Convenience  Conscience  Hindrance  Nuisance  Existence  ‘Year 5/6 list (doesn’t fit weekly pattern)  Correspond  Persuade  Recognise  Recommend  Muscle (sc make s sound) |
| **Root words ending in e:**  gently, simply, humbly, nobly, |
| **Root words ending in ic:**  basically, frantically, dramatically, ungrammatically, grammatically |
| Revision year 3 and 4  To know the suffix –ation is added to verbs to form nouns  Add prefixes to key words where possible | Information, adoration, sensation, preparation, vibration, admiration, temptation, education, creation, punctuation |
| Revision year 3 and 4  To use the suffix –sion for words with endings sounding like ‘zhun’  Add prefixes to key words where possible | Division, invasion, confusion, decision, collision, television, tension, corrosion, explosion, transfusion |
| Revision year 3 and 4  To know that word endings with sound like ‘en’ are spelt –tion, -sion, -ssion or –cian  (2 weeks)  Add prefixes to key words where possible  Revise Summer term | Invention, action, expression, discussion, permission, extension, comprehension, musician, electrician, magician |
| Revision year 3 and 4   * To form plurals using –s, -es and –ies * To identify when to use the possessive apostrophe with singular words   Revise Summer term | Buses, cups, babies, balloons, boxes, parties, patches, words, worries, tries, hisses, schools, lunches, cities, potatoes, tomatoes, meals, ropes |
| Mum’s, dad’s, woman’s, men’s, child’s, country’s, speaker’s, James’ etc… |
| Revision year 3 and 4  To identify when to use the possessive apostrophe with plural words  Revise Summer term | Girls’, boys’, babies’, children’s, men’s, family’s, others’, audience’s, sheep’s |
| Spring 1  **Throughout Spring 1 revision slides for prefix meanings taught last year to be included at beginning of the lesson/ Early Morning Work. New phonic digraph and trigraph sounds or words are highlighted in blue.**  Revision of KS1 -Teach spelling of irregular past tense words that don’t use ‘ed’ suffix  made, thought, heard, came, ran, swam, knew, caught, ate, found, fell, said  Revision KS1:To revise the suffixes –ment, –ness, –ful , –less -tion and –ly (revision form Y2)  Revision year 3 and 4  Revision of basic homophones and homophones from year 3 and 4 spelling list.  To know when to use the correct word for the correct context   * Accept/ except * Affect/ effect * Brake/ break * Fair/ fare * Grate/ great * Here/ hear * Heel/ heal/ he’ll * Knot/ not * Meat/ meet Rain/ rein/ reign | Revision year 3 and 4  To know that the digraph ‘ch’ can make the /k/ sound and the /sh/ sound (with words of French origin | technique, mechanic, Scheme, chorus, chemist, echo, character, chemical, chaos, chameleon, chlorine | Words with ‘ul’ sound and ‘y’ as ‘i’ sound  Individual  Symbol (short vowel sound)  Vehicle  Rhyme (long vowel sound)  Rhythm (short vowel sound)  Words ‘ture’ / ‘sure’ sound (don’t fit weekly pattern)  Temperature  Miniature  Leisure  Signature  Amateur  Year 5/6 words (don’t fit weekly pattern)  Achieve (I before e)  Ancient (rule breake I before e)  Stomach (ch as /k/ sound)  Criticise  Soldier  Secretary  Shoulder  Restaurant  Queue  Prejudice  Parliament  Familiar  Neighbour (eigh sound)  Lightning (igh sound)  Language (ge phonics pattern) |
| machine, parachute, Chef, chalet, machine, moustache, brochure, chivalry, parachute, charade, chute, chaperone |
| Revision year 3 and 4  short vowel sound /i/ spelt with y (not at the end of a word) | Myth, gym, hymn, oxygen, crystal, lyric, physics, system, syrup, typical |
| Adding suffixes beginning with vowel letters to words ending in –fer | Referring, referred, preferring, preferred, transferring, transferred, reference, referee, preference |
| Revision year 3 and 4  Words spelt using ‘ge’ ‘gue’ and ‘que’ | Fatigue, intrigue, league, plague, colleague, vogue, synagogue |
| plaque, barbeque, cheque, unique, technique |
| To identify words with ‘al’ that make an ‘ul’ sound  Revise Summer term | Official, special, artificial, partial, confidential, essential, mental, dental, sentimental, electrical |
| To spell words ending in ‘sure’.  To spell words ending in ‘ture’. | Treasure, pleasure, measure, leisure, enclosure, reassure, unsure, pressure, ensure |
| Capture, creature, feature, culture, fracture, fixture, moisture, mixture, posture, puncture, sculpture, structure, texture, torture, vulture, picture |
| Spring 2  **Throughout Spring 2 revision slides for for phonetical sounds in the endings of words taught in Autumn 1. To be included at beginning of the lesson/ Early Morning Work. New phonic digraph and trigraph sounds or words are highlighted in blue.**   * Revision year 3 and 4 - To know that some words with the /ay/ sound are spelt ei, eigh, or ey * Revision year 3 and 4 -To spell words with the /ʌ/(uh) sound spelt ou * Revision year 3 and 4 -To identify when the ‘ough’ spelling makes an or/ow/uff/oa sound * Revision year 3 and 4 -To know that the digraph ‘ch’ can make the /k/ sound and the /sh/ sound (with words of French origin * Revision year 3 and 4 - To understand the meaning of the suffix ‘ous’ * Revision year 3 and 4- To know that word endings with sound like ‘en’ are spelt –tion, -sion, -ssion or –cian (this may continue into Summer 1) | To know how to spell words with silent letters | Doubt, island, lamb, solemn, thistle, knight, subtle, foreign, debt, bomb | Year 5/6 words (don’t fit weekly pattern)  Bargain  Bruise  Disastrous (ous)  Equipment  Holiday  Interfere  Revise words from year 5/6 spelling list. |
| Revision year 3 and 4  Learn to patterns for words spelt using ‘sc’  Revise Summer term | Science, conscious, conscience, descend, fascinate, scented |
| Learn words with the /i:/ (ee) sound spelt ei after c ‘I before e except after c’  Revise Summer term | Deceive, conceive, receive, perceive, ceiling, receipt, thief, piece, believe, achieve |
| Words ending in –ible and –able  Focus on rule breakers  Revise Summer term | Adorable, changeable, noticeable, forcible, dependable, comfortable, understandable, reasonable, enjoyable, reliable |
| To learn when it is appropriate to apply Words ending in –ibly and –ably  Revise Summer term | Possible / possibly,  horrible/ horribly,  terrible/ terribly,  adorable/ adorably,  visible/ visibly,  tolerable/ tolerably,  incredible/ incredibly,  sensible/ sensibly,  considerable/ considerably,  applicable/ applicably |
| To understand the use of the hyphen | Co-operate, co-exist, co-own, co-ordinate, re-exist, re-invent, re-tell, re-enter, re-emerge, re-ignite, micro-organism |
| Summer 1  **Throughout Summer 1 revision slides for for phonetical sounds in the endings of words taught in Autumn 1. To be included at beginning of the lesson/ Early Morning Work. New phonic digraph and trigraph sounds or words are highlighted in blue.**   * Adding suffixes beginning with vowel letters to words ending in –fer * Revision year 3 and 4 -To spell words ending in ‘sure’ and to spell words ending in ‘ture’ * Revision year 3 and 4 - Learn to patterns for words spelt using ‘sc’ * Revision year 3 and 4 - Learn to patterns for words spelt using ‘sc’ * Learn words with the /i:/ (ee) sound spelt ei after c ‘I before e except after c’ | To identify spelling patterns with words ending in –ant, ent,  To identify spelling patterns with words ending in -  ant, ance, ancy,  To identify spelling patterns with words ending in - ent, ence, ency | Observant, observance, observation, expectant, expectation, hesitant, hesitancy, hesitation, tolerant, tolerance, toleration, substance, substantial | Revise words from year 5/6 spelling list. |
| innocent, innocence, decent, decency, frequent, frequency, confidence, confidential, assistant, assistance, obedient, obedience, independent, independence |
| To identify homophones or near homophones  (2 weeks) | Advice/ advise  Device/ devise  License/ licence  Practice/ practise  Prophecy/ prophesy  Father/ farther  Guessed/ guest  Heard/ herd  Led/ lead  Morning/ mourning  Isle/ aisle  Aloud/ allowed  Steel/ steal  Altar/ alter  Assent/ ascent  Bridal/ bridle |
| **To explore the etymology of words** | Adder: old English meaning ‘snake’  Bungalow: Indian for ‘one-story house’  Genie: Latin genius meaning ‘guardian spirit’  Limbo: Latin limbus, meaning the place where souls go that cannot enter heaven  Salary: Latin sal, meaning salt. Roman soldiers were paid with salt  Vandal: Latin, meaning a member of a Germanic people that sacked Rome in 455AD  Hamburger: German steak meaning meat from Hamburg  Magazine: French magasin meaning ‘storehouse’  Ketchup: Chinese meaning ‘fish sauce’  Monster: Latin monere, meaning ‘to warn’ |
| Summer 2  **Throughout Summer 1 revision slides for for new patterns taught. To be included at beginning of the lesson/ Early Morning Work. New phonic digraph and trigraph sounds or words are highlighted in blue.**   * To know how to spell words with silent letters * To identify spelling patterns with words ending in –ant, ent, * To identify spelling patterns with words ending in - * ant, ance, ancy, * To identify spelling patterns with words ending in - ent, ence, ency * To identify homophones or near homophones * To understand the use of the hyphen | Revise taught spelling patterns from year 5/6 list. | Revise spelling pattern words. | Revise words from year 5/6 spelling list. |