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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 KS1To 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’reyour heel heal he’lltheretheir they’reWords with the ‘ay’ sound with a-e split digraph year 5/6 spelling list:CommunicateAccommodateAppreciateDesperateExaggerate‘ee’ sound with letter ‘y’ CategoryCemeteryControversyDictionaryRelevantlyWords with ‘ous’ sound similar to ‘ough’ spelling patternConsciousMarvellousMischievous disastrous bought brought Suffixes (ed and ly)DeterminedEmbarrassedEspeciallyEquippedFrequentlyGuaranteedHarassedImmediatelyInterruptedPhysicallyPrivilegedOccupyOccupiedSincerelySuggested |
| Revision year 3 and 4To know that some words with the /ay/ sound are spelt ei, eigh, or eyRevise Summer term | Vein, weigh, eight, neighbour, they, obey, weight, sleigh, freight, journey |
| Revision year 3 and 4To spell words with the /ʌ/(uh) sound spelt ouRevise 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 soundRevise Summer term | Bought, thought, brought, rough, tough, enough, though, although, through, thorough |
| Revision year 3 and 4To understand the meaning of the suffix ‘ous’Revise Summer term | Famous, enormous, fabulous, disastrous, anonymous, atrocious, glamourous, marvellous, mischievous, conscious |
| Revision year 3 and 4Revision 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/ effectBrake/ breakFair/ fareGrate/ greatHere/ hearHeel/ heal/ he’llKnot/ notMeat/ meetRain/ 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 4Revise 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 UnattachedDefiniteRedefine‘tion’ ending + year 5/6 list CompetitionExplanationPronunciationSystemSacrifice‘sion’ ending and ‘ity’ ending ProfessionCommunityCuriosityIdentityOpportunityDouble letters + ‘ment’ ending (doesn’t fit weekly pattern)NecessaryProgrammeSufficientExcellentAggressiveAccordingApparentCommitteeGovernmentEnvironment‘ance’ or ‘ence’ endingConvenienceConscienceHindranceNuisanceExistence‘Year 5/6 list (doesn’t fit weekly pattern)CorrespondPersuadeRecogniseRecommendMuscle (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 4To 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 4To 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 4To know that word endings with sound like ‘en’ are spelt –tion, -sion, -ssion or –cian (2 weeks)Add prefixes to key words where possibleRevise 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 4To 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’ suffixmade, thought, heard, came, ran, swam, knew, caught, ate, found, fell, saidRevision KS1:To revise the suffixes –ment, –ness, –ful , –less -tion and –ly (revision form Y2)Revision year 3 and 4Revision 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/ meetRain/ rein/ reign
 | Revision year 3 and 4To 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’ soundIndividualSymbol (short vowel sound)VehicleRhyme (long vowel sound)Rhythm (short vowel sound)Words ‘ture’ / ‘sure’ sound (don’t fit weekly pattern)TemperatureMiniatureLeisureSignatureAmateurYear 5/6 words (don’t fit weekly pattern)Achieve (I before e)Ancient (rule breake I before e)Stomach (ch as /k/ sound)CriticiseSoldierSecretaryShoulderRestaurantQueuePrejudiceParliamentFamiliarNeighbour (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 4short 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 4Words 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’ soundRevise 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)BargainBruiseDisastrous (ous)EquipmentHolidayInterfereRevise words from year 5/6 spelling list. |
| Revision year 3 and 4Learn 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 –ableFocus on rule breakersRevise 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 –ablyRevise 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/ adviseDevice/ deviseLicense/ licencePractice/ practiseProphecy/ prophesyFather/ fartherGuessed/ guestHeard/ herdLed/ leadMorning/ mourningIsle/ aisleAloud/ allowedSteel/ stealAltar/ alterAssent/ 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 heavenSalary: Latin sal, meaning salt. Roman soldiers were paid with saltVandal: Latin, meaning a member of a Germanic people that sacked Rome in 455ADHamburger: German steak meaning meat from HamburgMagazine: 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. |