



# Year 5 Spelling programme: Term 1

**Pupils should be taught:**

## Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
  - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
  - applying knowledge of spelling rules and exceptions;
  - building words from other known words, and from awareness of the meaning or derivations of words;
  - using dictionaries and IT spell-checks;
  - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

## Spelling conventions and rules

- 4 to examine the properties of words ending in vowels other than the letter 'e';
- 5 to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add -s to most words; add -es to most words ending in -s, -sh, -ch; change -f to -ves; when -y is preceded by a consonant, change to -ies; when -y is preceded by a vowel, add -s;
- 6 to collect, and investigate the meanings and spellings of words using the following prefixes: *auto, bi, trans, tele, circum*;

## Vocabulary extension

- 7 to explain the differences between synonyms, e.g. *angry, irritated, frustrated, upset*; collect, classify and order sets of words to identify shades of meaning;
- 8 to identify word roots, derivations and spelling patterns, e.g. *sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission*, in order to extend vocabulary and provide support for spelling;
- 9 to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. *the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up*. Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing;
- 10 to use adverbs to qualify verbs in writing dialogue, e.g. *timidly, gruffly, excitedly*, using a thesaurus to extend vocabulary.

Week	Objective	Example Words
1.	To examine the properties of words ending in vowels other than the letter e	anacondas patios siestas yoyos areas cuckoos igloos pianos skis armadillos jumbos sofas zoos bananas kangaroos piazzas sombreros banjos discos kiwis pizzas magnolias radios tattoos cameras fiestas tarantulas casinos galas rotas tombolas geckos umbrellas gurus pastas saunas visas
2.		buffaloes dominoes heroes torpedoes vetoes volcanoes cargoes echoes haloes mangoes flamingos antennae bacteria criteria fungi phenomena macaroni ravioli spaghetti tagliatelle strata
3.	To investigate, collect and classify spelling patterns in pluralisation,	<b>Typical words</b> dog dogs house houses meal meals day days balloon balloons school schools sister sisters boy boys word words girl girls



	construct rules for regular spellings, e.g. add <b>s</b> to most words; add <b>es</b> to most words ending in <b>s, sh, ch</b> ;	<b>Hissing and buzzing words</b> hiss hisses bus buses church churches dish dishes lunch lunches fox foxes box boxes watch watches fish fishes patch patches
<b>4.</b>	when <b>y</b> is preceded by a consonant, change to <b>ies</b> ; when <b>y</b> is preceded by a vowel, add <b>s</b>	<b>Consonant + y words</b> puppy puppies party parties baby babies city cities cry cries try tries lorry lorries worry worries lolly lollies jelly jellies
<b>5.</b>	To investigate, collect and classify spelling patterns in pluralisation, e.g. change <b>f</b> to <b>ves</b>	<b>f and fe endings</b> calf calves self selves thief thieves half halves wolf wolves knife knives loaf loaves life lives scarf scarves wife wives
<b>6.</b>	Irregular plurals	<b>Irregular plurals</b> formula formulae child children tooth teeth die dice louse lice mouse mice woman women man men antenna antennae goose geese
<b>7.</b>	To collect and investigate the meanings and spellings of words using the following prefixes: <b>auto, bi, trans, tele, circum</b>	<b>Auto</b> autograph autopsy automaton autobiography automobile automatic <b>circum</b> circumference circumnavigate circumstance circumvent circulate circus circle
<b>8.</b>		<b>bi</b> biceps bisect bicycle bifocals bilingual biplane <b>tele</b> telephone telegraph telescope television telepathy telephoto <b>trans</b> transplant transatlantic translate transparent transport transfer transmit
<b>9.</b>	To identify word roots, derivations, and spelling patterns, e.g. <i>sign, signature, signal; bomb, bombastic, bombard;</i>	act actor action activity react reaction child children childhood childlike childish childless electric electrical electricity electrician electronic electrocute take mistake mistaken overtaken overtaking partaking
<b>10.</b>	<i>remit, permit, permission</i> , in order to extend vocabulary and provide support for spelling	assist assistant assistance balance imbalance unbalanced bore boring boredom call recall calling claim reclaim reclaimable cover discover discovery examine examination examiner give given forgiveness govern governor government hand handler handicraft hero heroic heroism joy joyful enjoyment
<b>11.</b>		light lightning delighted machine machinery machinist medic medical medication obey disobey disobedient operate cooperate cooperation pack packet package pain painkiller painstaking pass passage passenger prison imprisoned imprisonment press impress depression prove approval disapprove public publication publicity relate relative relation shake shakily shaken
<b>12.</b>	<b>Use of the hyphen</b>	co-ordinate, re-enter, co-operate, co-own

\*\* Objectives written in Bold are statutory requirements from the spellings appendix of the new English Curriculum. All others come from the NLS\*\*

## Year 5 Spelling programme: Term 2

Pupils should be taught:

**Spelling strategies**



- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
  - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
  - applying knowledge of spelling rules and exceptions;
  - building words from other known words, and from awareness of the meaning or derivations of words;
  - using dictionaries and IT spell-checks;
  - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

### Spelling conventions and rules

- 4 to explore spelling patterns of consonants and formulate rules:
  - -ll in *full* becomes l when used as a suffix;
  - words ending with a single consonant preceded by a short vowel double the consonant before adding -ing, etc. e.g. *hummed, sitting, wetter*;
  - c is usually soft when followed by i e.g. *circus, accident*;
- 5 to investigate words which have common letter strings but different pronunciations, e.g. *rough, cough, bough; boot, foot*;
- 6 to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. *eight, ate; grate, great; rain, rein, reign*;
- 7 the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. *their, theirs; your, yours; my, mine*;
- 8 to recognise and spell the suffix: -cian, etc.;

### Vocabulary extension

- 9 to search for, collect, define and spell technical words derived from work in other subjects;
- 10 to investigate further antonyms. Why do some words have opposites, e.g. *near, over*, while others have more than one opposite, e.g. *big, right*, and others have none, e.g. *green, wall*? Investigate common spelling patterns and other ways of creating opposites through additional words and phrases. Link to children's knowledge of adjectives and adverbs;
- 11 to explore onomatopoeia. Collect, invent and use words whose meaning is represented in their sounds, e.g. *splash, plop, bang, clash, smack, trickle, swoop*;
- 12 to investigate metaphorical expressions and figures of speech from everyday life.

Week	Objective	Example Words
1.	To explore spelling patterns of consonants and formulate rules:	<b>Typical words</b> hope hopeful fear fearful wake wakeful thank thankful harm harmful scorn scornful play playful shame shameful doubt doubtful boast boastful faith faithful colour colourful care careful hand handful mouth mouthful
2.	• ll in <i>full</i> becomes l when used as a suffix	<b>y words</b> beauty beautiful plenty plentiful fancy fanciful pity pitiful mercy merciful bounty bountiful
3.	To explore spelling patterns of consonants	<b>Contrasting sets</b> hop hopping hopped hope hoping hoped dine diner dinner write writer written hid hide hidden ride rider ridden care caring careful carry carrying carried



4.	and formulate rules: • words ending with a single consonant preceded by a short vowel double the consonant before adding <b>ing</b>	<b>Doubled letters</b> beg begged beggar big bigger biggest dig digging digger drag dragging dragged drop dropping dropped mop mopping mopped hum humming hummed hug hugging hugged run runner running stop stopper stopped sun sunny sunnier fit fitter fittest win winning winner wet wetter wettest
5.		<b>Undoubled letters</b> beep beeping beeped blast blasting blasted burn burner burning count counter counted disgust disgusted disgusting dream dreamer dreaming feel feeling feeler help helped helper train trainer trained trick tricky tricked
6.	To explore spelling patterns of consonants and formulate rules: • <b>c</b> is usually soft when followed by i, e.g. <i>circus, accident</i>	<b>Ci</b> cinema cinnamon circle circuit circular circulation circumference circumstance circus incisor cistern citizen city accident civil decide decision decisive decimal incident disciple discipline recite recital
7.		<b>Ce</b> ceiling celebrate celebrity celery cell cellar cellophane certain cement cemetery census cent centenary centigrade centipede recent centre century cereal ceremony incense certificate deceased deceit December decent descend discern except receive
8.		<b>Cy</b> cyanide bicycle cyclist cyclone cylinder fancy cynic cynical cypress cyst mercy lacy
9.	To distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. <i>eight, ate; grate, great; rain, rein, reign</i>	rein rain reign you yew ewe rode road rowed too two to by buy bye their they're there sew so sow cent scent sent cell sell made maid cereal serial dear deer main mane key quay beach beech meet meat scene seen blue blew pane pain vain vein grate great peace piece waist waste hair hare plane plain fate fete here hear sum some flour flower herd heard read red bean been him hymn right write week weak hour our break brake leak leek knight night steel steal aloud allowed knot not stair stare board bored know no tail tale sun son
10.	To recognise and spell the suffix: <b>cian</b> , etc.	<b>cian</b> physician optician magician politician electrician <b>sion</b> extension mansion collision confusion exclusion transfusion infusion <b>ssion</b> profession mission possession explosion corrosion session percussion discussion oppression passion
11.		<b>ation</b> nation station foundation education translation demonstration <b>tion</b> fiction diction fraction reduction direction attention proportion <b>other</b> Venetian Ocean Asian Russian
12.		<b>etion</b> completion deletion <b>ition</b> repetition competition opposition position petition intuition <b>otion</b> motion lotion devotion promotion emotion <b>ution</b> distribution pollution revolution institution constitution contribution

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## Year 5 Spelling programme: Term 3



**Pupils should be taught:**

### Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
  - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
  - applying knowledge of spelling rules and exceptions;
  - building words from other known words, and from awareness of the meaning or derivations of words;
  - using dictionaries and IT spell-checks;
  - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc.);

### Spelling conventions and rules

- 4 to spell unstressed vowels in polysyllabic words, e.g. *company, portable, poisonous interest description, carpet, sector, freedom, extra, etc.*;
- 5 to investigate and learn spelling rules:
  - words ending in modifying e drop e when adding ing, e.g. *taking*;
  - words ending in modifying e keep e when adding a suffix beginning with a consonant, e.g. *hopeful, lovely*;
  - words ending in y preceded by a consonant change y to ie when adding a suffix, e.g. *flies, tried* – except for the suffixes *ly* or *ing*, e.g. *shyly, flying*; *i* before *e* except after *c* when the sound is *ee*, e.g. *receive*. Note and learn exceptions;
- 6 to transform words, e.g. changing tenses: *-ed, -ing*; negation: *un-, im-, il-*; making comparatives: *-er, -est, -ish*; changing verbs to nouns, e.g. *-ion, -ism, -ology*; nouns to verbs: *-ise, -ify, -en*;
- 7 to recognise the spelling and meaning of the prefixes: *in-, im-, ir-, il-, pro-, sus-*;

### Vocabulary extension

- 8 to identify everyday words such as *spaghetti, bungalow, boutique* which have been borrowed from other languages, and to understand how this might give clues to spelling;
- 9 to understand how words vary across dialects, e.g. *plimsolls, daps, sand-shoes, pumps*;
- 10 to understand how words can be formed from longer words, e.g. through the omission of letters – *o'clock, Hallowe'en*; through omission of prefixes – *(omni)bus, (tele)phone, (aero)plane*; through the use of acronyms – *radar, CD*;
- 11 to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses;
- 12 to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding;

Week	Objective	Example Words
1.	To spell unstressed vowels in polysyllabic words, e.g. <i>company</i> ,	abandoned abominable original predict familiar carpet animal description boundary business stationary stationery category catholic poisonous centre company compromise conference offering deafening desperate definite definitely dictionary



2.	<i>portable, poisonous, interest, description, carpet, sector, freedom, extra, etc.</i>	difference different doctor prosperous easily explanatory extra factory family secretary primary flattery smuggler formal freedom frightening general generally generous Wednesday heaven hospital separate widening interest disinterest interested jewellery voluntary library literacy literate illiterate literature lottery marvellous miserable memorable reference messenger prepare
3.	To investigate and learn spelling rules: • words ending in modifying <b>e</b> drop <b>e</b> when adding <b>ing</b> , e.g. <i>taking</i> • words ending in modifying <b>e</b> keep <b>e</b> when adding a suffix beginning with a consonant, e.g. <i>hopeful, lovely</i>	<b>Useful exemplars</b> live living lived lively lifeless hope hoping hoped hopeful hopeless care caring cared careful careless shame shaming shamed shameful shameless tune tuning tuned tuneful tuneless
4.	To investigate and learn spelling rules: • words ending in <b>y</b> preceded by a consonant change <b>y</b> to <b>ie</b> when adding a suffix, e.g. <i>flies, tried</i> – except for the suffixes <b>ly</b> or <b>ing</b> , e.g. <i>shyly, flying</i>	happy happiness happier happiest happily pretty prettiness prettier prettiest prettily lazy laziness lazier laziest lazily hungry hungriness hungrier hungriest hungrily windy windiness windier windiest windily ready readiness readier readiest readily heavy heaviness heavier heaviest heavily empty emptiness emptier emptiest emptily
5.	To investigate and learn spelling rules:	<b>ie</b> lie die pie tie chief shield handkerchief shriek pierce yield field niece thief priest relief grief mischief patient belief fierce pier brief quiet view piece friend ancient review medieval glacier fiery obedient science
6.	<b>Words with the /i:/ sound spelt ei after c</b>	<b>cei</b> ceiling receive receipt deceit perceive conceit deceive, conceive,  <b>ei</b> (long a) vein rein reign veil weigh freight eight neighbour sovereign foreign <b>ei</b> (other) weird protein their either neither height heir
7.	To transform words, e.g. changing tenses: <b>ed, ing</b> ; negation: <b>un, im, il</b> ; making comparatives: <b>er, est, ish</b> ; changing verbs to nouns, e.g. <b>ion, ism, ology</b> ; nouns to verbs: <b>ise, ify, en</b>	<b>Base words</b> love arm help hate care small change critic art class age magnet child medicine legal press fool possible educate responsible happy long kind mobile possible decide television reduce compose simple  <b>Negation</b> un de dis anti il <b>Verb to noun</b> ist ir im in tion ism ness ity <b>Noun to verb</b> ise ify ate en
8.	To recognise the spelling and meaning of the prefixes: <b>in, im, ir, il,</b>	<b>in</b> inactive indecent incapable inconvenient inattentive incredible inverted inaccurate <b>im</b> immobile immature impractical impossible improbable improper impatient impolite <b>ir</b> irregular irrational irresponsible irresistible
9.	<b>pro, sus</b>	<b>il</b> illegal illiterate illegible <b>pro</b> proactive project provide produce propose proceed propeller <b>sus</b> suspect suspense suspicion suspend sustain



10.	<b>Words containing the letter-string ough</b>	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough
11.	<b>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b>	doubt, island, lamb, solemn, thistle, knight
12.	<b>Endings which sound like /fəl/</b>	official, special, artificial, partial, confidential, essential

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