

Year 5

Term 1

Revisit

Strategies at the point of writing: Have a go
Plurals (adding '-s', '-es' and '-ies')
Apostrophe for contraction and possession

Rare GPCs

Words with 'silent' letters

Morphology/ Etymology

Use spelling journals to record helpful
etymological notes on curious or
difficult words

Word endings

Words with the letter string '-ough'
Words ending in '-able' and '-ible'

Homophones

*isle/aisle, aloud/allowed, affect/effect,
herd/ heard, past/passed*

Hyphen

Use of the hyphen (*co-ordinate, co-operate*)

Dictionary

Use of a dictionary to support teaching of word
roots, derivations and spelling patterns
Use of a dictionary to create word webs

Proofreading

Focus on checking words from
personal lists.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling
strategies and apply to high-frequency
and cross-curricular words from the
Years 5 and 6 word list.

Term 2

Revisit

Strategies at the point of writing: Have a
go Apostrophe for possession

Rare GPCs

Teach words with rare GPCs from the Year
5 and 6 word list (*bruise, guarantee,
queue, immediately, vehicle, yacht*)

Words with the /i:/ sound spelt 'ei' after 'c'
(*receive, ceiling*)

Morphology/ Etymology

Teach extension of base words using
word matrices.

Word endings

Words ending in '-ably' and '-ibly'
Revise words ending in '-able' and '-ible'

Homophones

altar/alter, led/lead, steal/steel

Dictionary

Use a dictionary to create collections of words
with common roots

Proofreading

Checking from another source after
writing (spell check if on screen, spelling
journals, environmental print, spelling
partners)

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling
strategies and apply to high-frequency
and cross-curricular words from the
Years 5 and 6 word list.

Term 3

Revisit

Strategies at the point of writing: Have a
go A range of strategies for learning words

Homophones

(*cereal/serial, father/farther, guessed/guest,
morning/mourning, who's/whose*)

Suffixes

Problem suffixes

Dictionary

Teach use of dictionary to check words, refer-
ring to the first three or four letters

Proofreading

Check writing for misspelt words that are on
the Years 5 and 6 word list

Morphology/ Etymology

Teach morphemic and etymological
strategies to be used when learning
specific words

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling
strategies and apply to high-frequency
and cross-curricular words from the
Years 5 and 6 word list.