



Year 5 National Curriculum requirements

Pupils should be taught to

- develop a range of personal strategies for learning new and irregular words*
- develop a range of personal strategies for spelling at the point of composition*
- develop a range of strategies for checking and proof reading spellings after writing* • use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (for example, knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- proofread for spelling errors.

* non-statutory



Autumn 1

- Words with the letter string 'ough'
- Words with 'silent' letters
- Words ending in '-able' and '-ible'
- Homophones
- Strategies for learning words from statutory and personal lists, particularly those with 'silent' letters

Week	Spelling pattern	Rules and strategies	Example words
1	Teach words with the letter string 'ough'	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought bought thought nought brought fought rough tough enough cough though although dough through breakthrough thorough borough plough bough
2	Teach words with silent letters	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, solemn, knickers, whistle, island, thistle, numb, debt, lamb, knight, autumn, isle knead knife knock knot know knack knapsack knave knead knee kneel knell knew knife knit knob knoll knot knowledge knuckle guess guard guide guilt guitar baguette biscuit build built circuit disguise
3	Learn strategies for learning words from statutory lists including those with silent letters	Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels	SEE Y5/6 STATUTORY WORD LISTS
4	Teach adding the suffix 'able'	The –able/–ably endings are far more common than the –ible/–ibly endings. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule	adorable advisable agreeable avoidable capable breakable changeable comfortable disposable employable enjoyable fashionable identifiable inexcusable manageable miserable noticeable portable probable reliable remarkable replaceable respectable sociable valuable vegetable
5	Teach adding the suffix 'ible'	The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	accessible audible credible destructible edible flexible horrible impossible indestructible invincible legible possible responsible reversible sensible susceptible terrible visible
6	Teach homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)	heard: past tense of the verb hear herd: a group of animals past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road)	aisle: a gangway between seats (in a church, train, plane) isle: an island aloud: out loud allowed: permitted



Autumn 2

- Revise rules for plurals (adding '-s', '-es', and '-ies') and apostrophes for contraction and possession
- Use of the hyphen
- To spell statutory words and continue to teach strategies which aid learning. Proofreading, focusing on checking words from personal lists
- Using a dictionary to create word webs and support learning word roots, derivations and spelling patterns

Week	Spelling pattern	Rules and strategies	Example words
1	Revise rules for plurals (adding '-s', '-es', and '-ies')	Most nouns add '-s' in the plural. <ul style="list-style-type: none"> • Nouns ending in a hiss/buzz/shush/box sound add '-es' because it makes it easier to say. • Nouns ending in '-y' change the 'y' to 'i' and add '-es' • Several nouns ending in 'o' add '-es' (<i>potato</i>), but newer words just add '-s' (<i>radio</i>). 	Making the following singular nouns plural: bus, balloon, party, worry, school, potato, cup, box, patch, try, lunch, meal, baby, fish, word, hiss, city, rope, fox, church, piano, loaf, radio, volcano, match, knife, leaf, baby, stereo, kangaroo, Exceptions: sheep, deer, fish, series, species, man, child, foot, tooth, mouse, person, die
2	Revise apostrophe for contraction and possession		SEE Y3/4 WORD SPELLING EXAMPLE WORDS
3	Strategies for learning words: words from statutory and personal lists Proofreading, focusing on checking words from personal lists	Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels	SEE Y5/6 STATUTORY WORD LISTS
4	Use of hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Compounds with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant, and sometimes even to prevent initial misreading or mispronunciation. 1. To avoid doubling a vowel: anti-art, anti-administration co-opt (but cooperation) de-emphasize 1. To avoid tripling a consonant: shell-like To prevent initial reading or mispronunciation: re-cover vs. recover (I will re-cover the sofa when I recover from the flu.)	co-ordinate re-enter co-operate co-own co-own, co-exist co-pilot re-cover self-evident all-inclusive pre-owned
5	Work this week focuses on using dictionaries to support learning words, derivations and spelling patterns	Children need to be taught how to use a dictionary correctly.	defensive, refine, microscope, telescopic, quadruple, asteroid
6			sign – signature, signatory, consign, consignment, design, designer, designate, signal, signalling, resign, assign



Spring 1

- Revision of apostrophe for possession
- Rare GPCs
- Words ending in '-ably' and '-ibly'
- Homophones
- Strategies for learning words: words from statutory lists and personal spelling lists

Week	Spelling pattern	Rules and strategies	Example words
1	Revision of apostrophes for possession	When singular proper nouns end in 's', you can either: <ul style="list-style-type: none"> • add apostrophe and then 's' (Thomas's) • or add just an apostrophe (Thomas'). The National Curriculum uses the first convention.	<i>a woman's hat, the boss's wife, Mrs. Chang's house</i>
2	Rare GPCs	Orally segment the word. Write it down and identify which grapheme is tricky. Discuss ways of remembering this part. What strategy will they use to learn?	bruise, guarantee, immediately, vehicle, yacht
3	Words ending in '-ably' and '-ibly'	The -able/-ably endings are far more common than the -ible/-ibly endings. Show how when you add '-ibly' or '-ably', the same convention apply as above, but you drop the 'e' from the end of the word before adding '-ibly/-ably'	horribly, terribly, possibly, edibly, reversibly, adorably, enjoyably, incredibly, sensibly, reliably, respectably, agreeably, visibly, impossibly, probably, reasonably, considerably, preferably, uncomfortably, understandably, miserably, reliably, irritably, predictably, unmistakably
4	Homophones	Homophones Ensure children understand the meaning of each homophone	Led/lead, steel/steal, alter/altar + revision of previous homophones
5	Using spelling patterns for etymology	Children need to know the meaning of the prefix – build up words using knowledge or spelling rules and endings	Photograph, calligraphy, paragraph, geography, telegraph, autograph, photographic, geographically
6	Strategies for learning words: words from statutory and personal spelling lists	Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels	SEE Y5/6 STATUTORY WORD LISTS



Spring 2

- Strategies for learning words: words from statutory lists and personal spelling lists - Proofreading
- Building words from root words – adding suffixes
- Homophones
- Revision of –able, -able, -ibly, -ably
- Words spelt with the /i/ sound spelt 'ei'

Week	Spelling pattern	Rules and strategies	Example words
1	Statutory spellings learnt so far Strategies at the point of writing Proofreading	<ul style="list-style-type: none"> • Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels 	SEE Y5/6 STATUTORY WORD LISTS
2			
3	Building words from root words	Allow children to find words with these root words	'velop' – envelope, develop, development, 'cept' – except, accept, concept, sceptic, expected, deceptive' 'struct' – instruct, destruct, destruction, obstruct, construct 'quad' – squad, quads, squadron, quadrants, quadrilateral 'digit' – digits, digital, digitize, digitally, digitalization
4	Homophones	isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, led/lead, steel/steal, altar/alter, assent/ascent	
5	Revise –able, -ible, -ibly, -ably	SEE STRATEGIES ABOVE	SEE EXAMPLE WORD LISTS ABOVE
6	Words spelt with the /i/ sound spelt 'ei'	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. EXCEPTIONS: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	lie, die, pie, tie, thief, belief, grief, piece, review, fiery, chief, pierce, field, priest, fierce, mischief, quiet, friend, medieval, obedient, shield, yield, science, relief, pier, patient, view, glacier, ceiling, receive, receipt, deceit, perceive, conceit, neice, vein, rein, reign, veil, weigh, freight, eight, neighbour, sovereign, weird, protein, their, either, neither, height, heir



Summer 1

- Strategies for learning words: words from statutory and personal spelling lists.
- Strategies at the point of writing: using etymological/morphological strategies for spelling
- Revision of silent letters
- Revision of problem suffixes
- Homophones

Week	Spelling pattern	Rules and strategies	Example words
1	Revision of previously taught spelling rules	<i>Pyramid words</i> <i>Identifying tricky parts</i> <i>Trace, copy, replicate,</i> <i>Look, say, cover, write, check</i> <i>Drawing around the word to show the shape</i> <i>Segmentation strategy</i>	SEE EXAMPLE WORD LISTS ABOVE
2	Strategies at the point of writing: using etymological/morphological strategies for spelling	Draw attention to possible root word and prefix/suffix Draw attention to etymological roots, particularly for 'phy' prefix	uncovering, enjoyable, imagination, befriender
3	Revise Silent letters	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, solemn, knickers, whistle, island, thistle, numb, debt, lamb, knight, autumn, isle knead knife knock knot know knack knapsack knave knead knee kneel knell knew knife knit knob knoll knot knowledge knuckle guess guard guide guilt guitar baguette biscuit build built circuit disguise
4	Strategies for learning words: words from statutory and personal spelling lists	• Pyramid words • Trace, copy and replicate • Look, say, cover, write, check • Drawing around the word to make the shape clearer • Drawing an image around the word • Words without vowels	SEE Y5/6 STATUTORY WORD LISTS
5	Revision of homophones	Continue to use strategies above	cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose
6	Strategies for learning words: problem suffixes Eg. -ous, -ing, -ed, -es, ies	Recap rules for adding suffixes to root words – see Y3/4 rules and strategies	SEE Y3/4 EXAMPLE WORD LISTS



Summer 2

- Revisit prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'
- Strategies for learning words: words from statutory and personal lists.
- Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
- Revision of homophones
- Assessment of work covered this term

Week	Spelling pattern	Rules and strategies	Example words
1	Revise words with suffix 'ly'	If the root word ends with -ic, -ally is added rather than just -ly' except in the word publicly If the root word ends with -le it is changed to -ly If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable	SEE Y3 EXAMPLE WORD LISTS for words ending in 'y', 'le' and 'ic'
2	Proofreading Revisit Prefixes Dictionaries to check words	sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.	subdivide subheading submarine submerge subspecies interaction interfere interim intermediate international intervene intercity interact interrupt supervision supersonic superman supermarket superstar superfan superglue superfast antifreeze antibody anticlockwise anti-virus antibiotic antiseptic anticlockwise antisocial autograph autograph autobiography automatic autopilot automobile
3	Revision of spelling patterns from Y3/4/5 and practice words from personal lists	Revisit spelling rules and strategies that children struggle with. Use spelling journals to assess next steps.	See Y 3/4/5 example word lists
4	Revision of Homophones	If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.	isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, led/lead, steel/steal, altar/alter, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose, assent/ascent
5	Strategies for learning words: words from statutory and personal lists + spelling aspects	Use pupils' spelling journals to ensure that tricky areas of spelling are recorded and tips to support them noted.	Revision from all statutory year 5/6 taught so far plus personal spellings and topic words
6	Assess and Review		