

Half-termly spelling lists Year 5

AUTUMN 1: revision of 3 / 4 spelling rules (overlearning/long-term memory)					
<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
<i>-ou making 'u' sound</i>	<i>words with –sc- where c is silent</i>	<i>-cian -tion -sion</i>	<i>in- im-</i>	<i>-ch making 'k; sound and –ch making 'sh; sound</i>	<i>Revise</i>
cousin country countryside nourish nourishment trouble couple courage encourage rough	science scientist fascinating scent ascend descend descendent discipline isosceles muscle	musician optician politician attention nation satisfaction reflection comprehension apprehension impression	inaccurate incorrect indecisive incredible incompatible immoral immortal impossible immerse imprison	choir chorus character chaotic school chivalrous parachute machinery champagne chef	countryside encouragement scientific descendent muscular inaccuracy impossibility character parachuting machine

AUTUMN 2: year 5/6 spelling rules

<p>Week 1</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.</p>	<p>Week 2</p> <p>Endings which sound like /ʃəl/</p> <p>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</p>	<p>Week 3</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>Week 4</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>Week 5</p> <p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p> <p>The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p>	<p>Week 6</p> <p style="text-align: center;">Revise</p>
<p>vicious</p> <p>precious</p> <p>conscious</p> <p>delicious</p> <p>malicious</p> <p>suspicious</p> <p>ambitious</p> <p>cautious</p> <p>fictitious</p> <p>infectious</p>	<p>official</p> <p>special</p> <p>especially</p> <p>artificial</p> <p>partial</p> <p>partially</p> <p>confidential</p> <p>confidentially</p> <p>essential</p> <p>essentially</p>	<p>observant</p> <p>expectant</p> <p>reluctant</p> <p>reluctance</p> <p>hesitant</p> <p>tolerant</p> <p>tolerance</p> <p>substance</p> <p>relevant</p> <p>relevance</p>	<p>innocent</p> <p>innocence</p> <p>decent</p> <p>decency</p> <p>frequent</p> <p>frequency</p> <p>confident</p> <p>confidence</p> <p>independent</p> <p>independence</p>	<p>adorable</p> <p>adorably</p> <p>considerable</p> <p>considerably</p> <p>changeable</p> <p>noticeable</p> <p>legible</p> <p>legibly</p> <p>comfortable</p> <p>comfortably</p>	<p>conscious</p> <p>infectious</p> <p>especially</p> <p>essential</p> <p>reluctant</p> <p>substance</p> <p>innocent</p> <p>independent</p> <p>considerable</p> <p>comfortably</p>

SPRING 1: year 5/6 spelling rules

<p>Week 1 Words ending in -able and -ible Words ending in -ably and -ibly</p>	<p>Week 2 Adding suffixes beginning with vowel letters to words ending in - fer</p>	<p>Week 3 Use of the 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.</p>	<p>Week 4 Words with the /i:/ sound spelt ei after c 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).</p>	<p>Week 5 Words containing the letter-string ough ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>Week 6 Revise</p>
<p>horrible horribly legible legibly sensible sensibly terrible terribly visible visibly</p>	<p>referring referred referral preferring preferred transferring transferred reference referee preference</p>	<p>co-ordinate re-enter non-fiction ill-tempered non-stop re-do non-drip ill-timed re-employ co-own</p>	<p>receive receipt deceive deceit perceive perceivable conceive conceivable ceiling conceit</p>	<p>ought thought brought bought fought rough tough although dough through</p>	<p>sensible terribly preferred referee co-ordinate ill-tempered receive ceiling rough although</p>

SPRING 2: year 5/6 spelling rules

<p>Week 1 Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 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.</p>	<p>Week 2 Homophones and other words that are often confused In the pairs of words opposite, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p>	<p>Week 3 Homophones and other words that are often confused</p>	<p>Week 4 Homophones and other words that are often confused</p>	<p>Week 5 Homophones and other words that are often confused</p>	<p>Week 6 <i>Revise</i></p>
doubt island lamb solemn autumn subtle thistle knight moisten silhouette	advice advise device devise license licence practise practice prophesy prophecy	farther father guest guessed heard herd lead led morning mourning	past passed proceed procede steal steel principle principal stationery stationary	aisle isle vial vile wary weary desert dessert descent dissent	island thistle device practise guessed mourning proceed stationary aisle dessert

SUMMER 1: revision of year 3/ 4 spelling rules (overlearning/long-term memory)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>-gue -que endings</i>	<i>-sc- silent c -ei- making 'i' sound</i>	<i>Plural apostrophe including irregular plurals</i>	<i>Homophon es/ near homophon es</i>	<i>Homophone s/ near homophone s</i>	<i>Revise</i>
tongue league colleague catalogue dialogue antique unique technique cheque grotesque	ascend descend crescent fascinate fascinating weight weightless sleigh veil reign	children's people's geese's teeth's women's men's girls' boys' cats' horses'	accept except affect effect break brake groan grown medal meddle	scene seen they're there their whether weather rain two to too	dialogue unique fascinate weight people's horses' except medal scene their

SUMMER 2: year 5/6 statutory spelling words

<i>Week 1 Statutory words</i>	<i>Week 2 Statutory words</i>	<i>Week 3 Statutory words</i>	<i>Week 4 Statutory words</i>	<i>Week 5 Statutory words</i>	<i>Week 6 Revise</i>
according achieve ancient available bruise communicate competition curiosity develop dictionary	environment especially excellent explanation foreign forty government identify immediately individual	language leisure lightning muscle necessary neighbour occupy parliament physical persuade	profession queue recognise recommend relevant rhyme sacrifice shoulder soldier stomach	suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	ancient bruise excellent foreign government muscle physical recommend shoulder temperature