



YEAR 5

A Parent's Guide to Practising Spellings at Home

Why spelling practice matters

In Key Stage 2, the focus is on developing accuracy as well as a range of strategies for spelling.

Although teachers will highlight spelling errors to children, it is important children recognise for themselves when they have made an error and know a range of strategies for correcting inaccuracies. By this stage, children will have a range of spelling strategies that they will have been taught to draw on. Children will use the strategy which best suits their learning style and works best for them.

Helping at Home

Parents can support children by practising any spelling patterns or spelling investigations which are sent home as part of home learning and also by helping children to read and spell the Y5/6 word lists (included in this document).











Children will practise these spellings throughout the week in spelling lessons and will be tested on a Friday using some of the words from each week or others with similar spelling patterns.

We will track your child's progress in spelling through the statutory word lists and half-termly reviews.

Remember to make practising the words enjoyable and not a chore.

The suggestions below may help.

Ideas for how to practise spellings

Make It Daily, Short & Fun  10–15 minutes a day is ideal  Little and often works better than long sessions once a week	Start with These Methods  Look, Cover, Write, Check <div><div>1. Look at the word</div><div>2. Cover it</div><div>3. Write it</div></div> Check it  Repeat 3–5 times for each word	 Pyramid Words Build the word letter by letter: s sp spe spel spell								
 Spelling Target Practice <div><div>Pick 5 tricky words a week</div><div>Write each in a sentence</div></div> Say them out loud and spell them aloud	 Rainbow Write Choose your 3 favourite crayons to rainbow write your spelling words. Write each word first in pencil then trace over each word three times. Each time you trace, you must use a different colour crayon.	Active Games to Make It Stick <div><div> Word Jumble: Mix up the letters of the word – can your child unscramble it?</div><div> Hangman: Classic spelling fun</div></div>  Silly Songs: Sing the spellings to a tune they know								
Link Words to Meaning Understanding what words mean helps spelling stick. Try: <div><div>Drawing a picture for each word</div><div>Matching definitions</div></div> Using each word in a silly or interesting sentence	Practise in Context Let them: <div><div>Write short stories or sentences using their spelling words</div><div>Spot spelling words in books or homework</div></div> Create their own mini spelling test	Break Tricky Words into Parts For example: <div><div>environment = en–vi–ron–ment</div><div>necessary = one collar, two sleeves (funny memory tip!)</div></div>								
ABC Order Write your spelling words in alphabetical order. Be sure to look at the first letter of each word. If the first letter is the same, look at the second letter.	Spelling Paragraph Write a paragraph using ALL of your spelling words. Be sure to underline your spelling words in your paragraph.	Rhyming Words Choose eight of your spelling words. First write each spelling neatly. Think of a rhyming word for each spelling word. Write the new rhyming word next to your spelling word. *Example: cries, tries								
Spelling Sort Think of a way to sort your spelling words. Write your word sort neatly. You may want to sort your words by: syllables, beginning sounds, part of speech (nouns, verbs, adjectives, other), vowel sounds The possibilities are endless! Have fun!	Fancy Letters Write each of your spelling words neatly using fancy letters. Your letters can have curly-q’s or dots, for example. Have fun and be creative!	Parts of Speech Sort your spelling words according to their part of speech: Noun, adjective, verb, other Make a chart like the one below: <table><tr><td>Noun</td><td>Adjective</td><td>Verb</td><td>Other</td></tr><tr><td>Apple</td><td>Red</td><td>Eat</td><td>slowly</td></tr></table>	Noun	Adjective	Verb	Other	Apple	Red	Eat	slowly
Noun	Adjective	Verb	Other							
Apple	Red	Eat	slowly							
Word Shapes Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.										

Statutory Spelling Words for Year 5 and 6 from National Curriculum

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (–ped, –ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Autumn Term 1

Week 1	Week 2	Week 3
<i>Statutory Word List</i>	<i>-ough letter strings</i>	<i>silent 'letters'</i>
<p>Can your child spell all of the words on the list above?</p> <p>Pick 10 and practise them.</p>	<p>thought brought fought rough tough enough cough although though thorough bough dough fought bought plough drought sought tough toughen rough although ought thoughtful</p>	<p>knight knock knife knob kneel write wrapper gnome gnaw half calm could should answer thumb doubt island column scene muscle lamb debt climb</p>
Week 4	Week 5	Week 6
<i>Words ending in -able</i>	<i>Words ending in -ible</i>	<i>Homophones</i>
<p>breakable comfortable enjoyable reliable believable affordable washable adorable valuable acceptable applicable vegetable payable likeable actionable dependable understandable noticeable</p>	<p>visible invisible sensible horrible terrible possible impossible incredible edible legible corruptible</p>	<p>Isle / aisle aloud / allowed affect / effect herd / heard past / passed advice / advise device / devise licence / license practice / practise horse / hoarse course / coarse</p> <p>Review and revise Year 3 and 4 homophones</p> <p>Use list of KS2 homophones as below.</p>

All homophones for KS2

brake/break

grate/great

eight/ate

weight/wait

son/sun

here/hear

knot/not

meat/meet

missed/mist

heard/herd

through/threw

peace/piece

main/mane

fair/fare

scene/seen

male/mail

bawl/ball

whether/weather

affect/effect

medal/meddle

isle/aisle

aloud/allowed

affect/effect

past/passed.

altar/alter

ascent/assent

bridle/bridal

led/lead

steal/steel

cereal/serial

father/farther

guessed/guest

morning/mourning

who's/whose

advice/advise

device/devise

licence/license

practice/practise

compliment/complement

desert/dessert

principal/principle

profit/prophet

stationery/stationary

draft/draught

dissent/descent

precede/proceed

Autumn Term 2

Week 1	Week 2	Week 3
<i>Statutory Word List</i>	<i>Plurals -s -es -ies</i>	<i>double constants</i>
Can your child spell all of the words on the list above? Pick 10 and practise them.	See list below for week 2	occur occurred beginning committee suggest accommodate accompany address aggressive attached appreciate according aggressive recommend immediate communicate opportunity possess possession necessary embarrass suggest exaggerate
Week 4	Week 5	Week 6
<i>Hyphen words</i>	<i>'I' sound spelt 'y'</i>	<i>Statutory Word List</i>
well-known part-time mother-in-law check-in self-esteem ex-boyfriend re-enter co-operate well-being two-thirds	hymns myth Egypt crystal typical mystery pyramid physical symbol system	Can your child spell all of the words on the list above? Pick 10 and practise them.

Week 2 - *Plurals -s -es -ies*

<i>-s</i>	<i>-es</i>	<i>-ies</i>
anchors aerobatics pyjamas stripes chiefs fibres structures aeronauts creatures individuals besides cliffs engines castles letters carriages hedges	knives calves bushes foxes dishes tomatoes wolves potatoes buses cherries themselves	enemies babies bodies countries families advertise advise surprise despise criticise exercise organise recognise supervise apologise revise memorise realise

Spring Term 1

Week 1	Week 2	Week 3
<i>Statutory Word List</i>	<i>unstressed vowels and consonants</i>	<i>Statutory Word List</i>
Can your child spell all of the words on the list above? Pick 10 and practise them.	bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous	Can your child spell all of the words on the list above? Pick 10 and practise them.
Week 4	Week 5	Week 6
<i>Words ending in -ably</i>	<i>Words ending in -ibly</i>	<i>Homophones</i>
comfortably enjoyably reliably believably affordably adorably valuably acceptably applicably understandably noticeably	Visibly invisibly sensibly horribly terribly possibly impossibly incredibly legibly corruptibly	Use list of KS2 homophones as below.

Spring Term 2

Week 1	Week 2	Week 3
<i>Statutory Word List</i>	<i>Statutory Word List</i>	<i>verb prefixes</i>
Can your child spell all of the words on the list above? Pick 10 and practise them.	Can your child spell all of the words on the list above? Pick 10 and practise them.	retake revisit revise regard replace reverse require defrost decrease rebuild preview misbehave disappear identity individual defuse return rewrite reuse overtake mistake reappear misfired interfere interrupt
Week 4	Week 5	Week 6
<i>verb prefixes</i>	<i>ie</i>	<i>'ie' as in 'cei'</i> <i>long ei</i>
retake revisit revise regard replace reverse require defrost decrease rebuild preview misbehave disappear identity individual defuse return rewrite reuse overtake mistake reappear misfired interfere interrupt	lie die pie tie thief belief grief brief piece review fiery chief pierce field priest fierce mischief quiet friend medieval obedient shield yield science relief pier patient view ancient glacier	ceiling receive receipt deceit perceive conceit vein rein reign veil weigh freight eight neighbour sovereign other ei weird protein their wither neither height heir

Summer Term 1

Week 1	Week 2	Week 3
<i>Statutory Word List</i>	<i>-cious endings</i>	<i>-tious endings</i>
Can your child spell all of the words on the list above? Pick 10 and practise them.	spacious vicious precious delicious malicious ferocious suspicious conscious	cautious ambitious fictitious infectious nutritious pretentious repetitious superstitious
Week 4	Week 5	Week 6
<i>-cial endings</i>	<i>-tial endings</i>	<i>homophones and near homophones</i>
crucial facial official special social beneficial artificial superficial judicial financial commercial	partial essential potential substantial confidential residential influential	Use list of KS2 homophones as below.

Summer Term 2

Week 1	Week 2	Week 3
<i>-ant, -ance, -ancy</i>	<i>-ent, -ence/ency, -ant, ance/ancy endings</i>	<i>suffixes (vowel letters)</i>
	innocent innocence decent decency confident confidence assistant assistance independence existence Can you find any other words with these endings?	referred referral referring transferred reference referee preference interfere interrupt queue
Week 4	Week 5	Week 6
<i>Statutory Word List</i>	<i>Statutory Word List</i>	<i>Statutory Word List</i>
Can your child spell all of the words on the list above? Pick 10 and practise them.	Can your child spell all of the words on the list above? Pick 10 and practise them.	Can your child spell all of the words on the list above? Pick 10 and practise them.

Week 1 - *-ant, -ance, -ancy*

<i>-ant</i>	<i>-ance</i>	<i>-ancy</i>
hesitant tolerant observant expectant assistant applicant important pleasant constant servant brilliant arrogant hesitant	hesitance tolerance observance expectance assistance importance pleasance constance brilliance arrogance hesitance	hesitancy expectancy brilliancy hesitancy