

# Spelling Journal

Rush Green Primary School

Name:



Year Five – Autumn Term



Dear Parents/Carers,

Please work with your child to help them become good spellers.

Use their spelling journal to practise spellings that are set for them each week. Help them learn the spelling rule and apply it and talk about exceptions to each rule. Help your child with the tricky part of words and also discuss how word patterns, endings, etc., can help them remember how to spell certain words. Put each word into a sentence so they can see the word in context. This often makes it easier for a child to remember.

At Rush Green Primary School we have high expectations of learners at all times. Included in this journal is a list of 'Zero Tolerance' words that children are expected to spell correctly at all times in their work. Please practise these words with your child regularly too. Spelling rules and patterns have been taught on a weekly basis and are based on what children may be learning in class during phonic lessons, spelling lessons or words they may need to know for a particular topic. There may be additional spellings sent home should the need arise during the term.

The ability to spell confidently enables an individual to become a more effective and fluent writer. Learning to spell should not be just learning lists of words (although this is a necessary first phase in establishing later automatic use) but a means of applying strategies appropriately, and building on known facts. This spelling journal will help support your child in these aims.

Thank you for your continued support.

## Strategy – Roots

“To learn my word I can find the word root. I can see whether the root has been changed when the new letters are added, e.g. for a prefix, suffix, or a tense change”, for example



## Strategy – Mnemonics

“To learn my word I can make up a sentence to help me remember it, or use sayings to help with tricky letters.

.” E.g. could – *o u lucky duck;*

people – *people eat orange peel like elephants.*

*because – big elephants can't always use small exits*

*"It's necessary to have 1 collar and 2 sleeves."*



## Strategy – Analogy



“To learn my word I can use words that I already know to help me.”

e.g. could, would, should.

**ght-** light, bright, tight, might, flight, fight, uptight, lighter, sightseeing...

**pl-** play, plan, plastic, plenty, plain, plonk...

**spr-** spring, sprung, spritz, sprat, spray, sprinkle...

Good spellers know letter patterns and use them to help recall spellings or guess the spelling. Knowing common letter patterns is a fantastic strategy to help you improve your spelling and to spell well.

## Strategy – Word Families

Learn word families that are linked by meaning and pattern. This is a very interesting strategy and can help spelling by helping you love words and taking in interest in them.



**ject-** (from Latin– throw) **re**ject (throw away!), **re**jection, projection, (to throw light on something), projectile, dejection, objection, adjective (to throw light on nouns!), injection

**rupt** (from Latin for broken) **rupture**, **interrupt**, **disruption**, eruption, bankrupt, corrupt, abrupt...

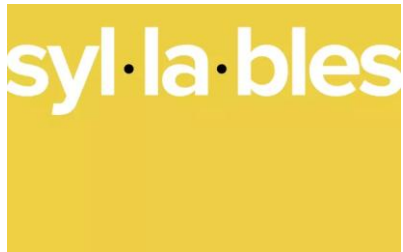
## Strategy – Handwriting



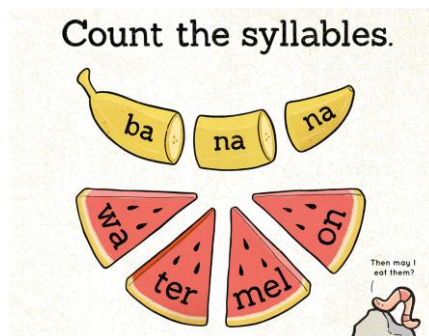
"To learn my word I can remember and practise the direction and movement of my pencil when I am writing it."



## Strategy – Syllables and Phonemes



Use syllable breakdown "To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable." E.g. Sep-tem-ber.



## Year 3 and 4 Word List

Practise these words with your children as often as you can. They must be able to spell them all!

accident(ally)  
actual(ly)  
address  
answer  
appear  
arrive  
believe  
bicycle  
breath  
breathe  
build  
busy/business  
calendar  
caught  
centre  
century  
certain  
circle  
complete  
consider  
continue  
decide  
describe  
different  
difficult  
disappear  
early  
earth  
eight/eighth  
enough  
exercise  
experience  
experiment  
extreme  
famous  
favourite  
February  
forward(s)

fruit  
grammar  
group  
guard  
guide  
heard  
heart  
height  
history  
imagine  
increase  
important  
interest  
island knowledge  
learn  
length  
library  
material  
medicine  
mention  
minute  
natural  
naughty  
notice  
occasion(ally)  
often  
opposite  
ordinary  
particular  
peculiar  
perhaps  
popular  
position  
possess(ion)  
possible  
potatoes  
pressure

probably  
promise  
purpose  
quarter  
question  
recent  
regular  
reign  
remember  
sentence  
separate  
special  
straight  
strange  
strength  
suppose  
surprise  
therefore  
though/although  
thought  
through  
various  
weight  
woman/women

## Year 5 and 6 Word List

Practise these words with your children as often as you can. They must be able to spell them all!

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition  
conscience\*  
conscious\*  
controversy  
convenience  
correspond  
criticise (critic + ise)  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
determined  
develop  
dictionary  
disastrous

embarrass  
environment  
equip (–ped, –ment)  
especially  
exaggerate  
excellent  
existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate (ly)  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous  
muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament

persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme  
rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere (ly)  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |
| Spellings that follow the rule.                                                                                                        | Week 1                                                                                                                                                   |

| Teacher/Group  | All Year 5 Children                                                                                                                                                                                                                     |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | To revise the spelling of words <i>Using the suffix -tious or -cious.</i><br>If the root word ends in ce e.g. space, remove the e and replace with ious. If the root word ends in tion e.g. nutrition, remove the n and replace with us |
| 1              | spacious                                                                                                                                                                                                                                |
| 2              | malicious                                                                                                                                                                                                                               |
| 3              | gracious                                                                                                                                                                                                                                |
| 4              | ambitious                                                                                                                                                                                                                               |
| 5              | infectious                                                                                                                                                                                                                              |
| 6              | nutritious                                                                                                                                                                                                                              |
| 7              | delicious                                                                                                                                                                                                                               |
| 8              | superstitious                                                                                                                                                                                                                           |
| 9              | repetitious                                                                                                                                                                                                                             |
| 10             | conscious                                                                                                                                                                                                                               |
| 11             | atrocious                                                                                                                                                                                                                               |
| 12             | scrumptious                                                                                                                                                                                                                             |
| 13             | fractious                                                                                                                                                                                                                               |
| 14             | cautious                                                                                                                                                                                                                                |
| 15             | precious                                                                                                                                                                                                                                |
| 16             | ferocious                                                                                                                                                                                                                               |
| 17             | vicious                                                                                                                                                                                                                                 |
| 18             | increase                                                                                                                                                                                                                                |
| 19             | straight                                                                                                                                                                                                                                |
| 20             | circle                                                                                                                                                                                                                                  |

## Activity 1 – ABC order



Write all of your spelling words in alphabetical (ABC) order.

## Activity 2 – Word parts

Write your words. Then use a coloured pencil to divide the words into syllables. e.g.

jump ing, cat er pill ar

# Spelling Test Week 1

1

11

2

12

3

13

4

14

5

15

6

16

7

17

8

18

9

19

10

20

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |

Spellings that follow the rule.

Week 2

| Teacher/Group  | All Year 5 Children                                                                                          |
|----------------|--------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | How to use 'tial' and 'cial' at the end of words<br>Use -cial after a vowel.<br>Use -tial after a consonant. |
| 1              | official                                                                                                     |
| 2              | special                                                                                                      |
| 3              | crucial                                                                                                      |
| 4              | confidential                                                                                                 |
| 5              | essential                                                                                                    |
| 6              | impartial                                                                                                    |
| 7              | artificial                                                                                                   |
| 8              | glacial                                                                                                      |
| 9              | controversial                                                                                                |
| 10             | potential                                                                                                    |
| 11             | influential                                                                                                  |
| 12             | judicial                                                                                                     |
| 13             | sacrificial                                                                                                  |
| 14             | superficial                                                                                                  |
| 15             | social                                                                                                       |
| 16             | early                                                                                                        |
| 17             | perhaps                                                                                                      |
| 18             | potatoes                                                                                                     |
| 19             | surprise                                                                                                     |
| 20             | weight                                                                                                       |

### Activity 1 – Other handed

Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.

### Activity 2 – Vowel spotlight

Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)

| Spelling Test | Week 2 |
|---------------|--------|
| 1             | 11     |
| 2             | 12     |
| 3             | 13     |
| 4             | 14     |
| 5             | 15     |
| 6             | 16     |
| 7             | 17     |
| 8             | 18     |
| 9             | 19     |
| 10            | 20     |

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |

Spellings that follow the rule.

Week 3

| Teacher/Group  | All Year 5 Children                                                                                                                                                                                                                                            |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | <p>To use <i>-ance</i> or <i>-ancy</i> as a suffix.</p> <p>Use <i>-ance</i> when the root word is an adjective that ends in <i>-ant</i> (Example, important -&gt; importance)</p> <p>Use <i>-ancy</i> if the root word is a verb that ends in <i>-ate</i>.</p> |
| 1              | tolerance                                                                                                                                                                                                                                                      |
| 2              | distance                                                                                                                                                                                                                                                       |
| 3              | elegance                                                                                                                                                                                                                                                       |
| 4              | hesitancy                                                                                                                                                                                                                                                      |
| 5              | vacancy                                                                                                                                                                                                                                                        |
| 6              | vibrancy                                                                                                                                                                                                                                                       |
| 7              | vigilance                                                                                                                                                                                                                                                      |
| 8              | observance                                                                                                                                                                                                                                                     |
| 9              | significance                                                                                                                                                                                                                                                   |
| 10             | relevancy                                                                                                                                                                                                                                                      |
| 11             | expectancy                                                                                                                                                                                                                                                     |
| 12             | extravagancy                                                                                                                                                                                                                                                   |
| 13             | hesitancy                                                                                                                                                                                                                                                      |
| 14             | truancy                                                                                                                                                                                                                                                        |
| 15             | infancy                                                                                                                                                                                                                                                        |
| 16             | early                                                                                                                                                                                                                                                          |
| 17             | enough                                                                                                                                                                                                                                                         |
| 18             | consider                                                                                                                                                                                                                                                       |
| 19             | busy                                                                                                                                                                                                                                                           |
| 20             | disappear                                                                                                                                                                                                                                                      |

## Activity 1 – Pyramid words

s

s p

s p e

s p e l

s p e l l

s p e l l i

s p e l l i n

s p e l l i n g

(or make them boat shaped, star, smiley face, etc.)

## Activity 2 – Ransom words

If you do not have newspaper at home, ask your teacher for some.

“Write” your words by cutting letters out of a newspaper or magazine and gluing the letters below to spell your words.



| Spelling Test | Week 3 |
|---------------|--------|
| 1             | 11     |
| 2             | 12     |
| 3             | 13     |
| 4             | 14     |
| 5             | 15     |
| 6             | 16     |
| 7             | 17     |
| 8             | 18     |
| 9             | 19     |
| 10            | 20     |

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |

Spellings that follow the rule.

Week 4

| Teacher/Group  | All Year 5 Children                                                                                                                                                                          |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | <i>To use -ent or -ence as a suffix.<br/>The -ent or -ence ending is often used if a word has a soft c, a soft g or a qu sound, or when a related word has a clear e sound near the end.</i> |
| 1              | silent                                                                                                                                                                                       |
| 2              | silence                                                                                                                                                                                      |
| 3              | excellent                                                                                                                                                                                    |
| 4              | excellence                                                                                                                                                                                   |
| 5              | patient                                                                                                                                                                                      |
| 6              | resilient                                                                                                                                                                                    |
| 7              | resilience                                                                                                                                                                                   |
| 8              | independent                                                                                                                                                                                  |
| 9              | independence                                                                                                                                                                                 |
| 10             | convenient                                                                                                                                                                                   |
| 11             | convenience                                                                                                                                                                                  |
| 12             | component                                                                                                                                                                                    |
| 13             | document                                                                                                                                                                                     |
| 14             | parliament                                                                                                                                                                                   |
| 15             | orient                                                                                                                                                                                       |
| 16             | naughty                                                                                                                                                                                      |
| 17             | often                                                                                                                                                                                        |
| 18             | various                                                                                                                                                                                      |
| 19             | separate                                                                                                                                                                                     |
| 20             | probably                                                                                                                                                                                     |

## Activity 1 – Rainbow words

Write your spelling words with coloured pencils.  
Make each letter a different colour.

## Activity 2 – Scrambled words

Write your words. Then write them again with the letters mixed up.  
Can you unscramble them again the next day?

[illegible]

| Spelling Test | Week 4 |
|---------------|--------|
| 1             | 11     |
| 2             | 12     |
| 3             | 13     |
| 4             | 14     |
| 5             | 15     |
| 6             | 16     |
| 7             | 17     |
| 8             | 18     |
| 9             | 19     |
| 10            | 20     |

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |

## Spellings that follow the rule.

Week 5

| Teacher/Group  | All Year 5 Children                                                                                                                                                                                                                                                  |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | <p><i>Adding the suffixes 'ible' and 'able' to root words.</i></p> <p>If the root word ends in y, we drop the y and add -ible. If the root word ends in any other letter, we add -able. If the root word ends in -e, then we drop this before adding the suffix.</p> |
| 1              | invisible                                                                                                                                                                                                                                                            |
| 2              | inedible                                                                                                                                                                                                                                                             |
| 3              | flexible                                                                                                                                                                                                                                                             |
| 4              | valuable                                                                                                                                                                                                                                                             |
| 5              | suitable                                                                                                                                                                                                                                                             |
| 6              | dependable                                                                                                                                                                                                                                                           |
| 7              | audible                                                                                                                                                                                                                                                              |
| 8              | incredible                                                                                                                                                                                                                                                           |
| 9              | destructible                                                                                                                                                                                                                                                         |
| 10             | admirable                                                                                                                                                                                                                                                            |
| 11             | unforgettable                                                                                                                                                                                                                                                        |
| 12             | unreasonable                                                                                                                                                                                                                                                         |
| 13             | collapsible                                                                                                                                                                                                                                                          |
| 14             | responsible                                                                                                                                                                                                                                                          |
| 15             | plausible.                                                                                                                                                                                                                                                           |
| 16             | popular                                                                                                                                                                                                                                                              |
| 17             | famous                                                                                                                                                                                                                                                               |
| 18             | favourite                                                                                                                                                                                                                                                            |
| 19             | therefore                                                                                                                                                                                                                                                            |
| 20             | history                                                                                                                                                                                                                                                              |



| Spelling Test | Week 5 |
|---------------|--------|
| 1             | 11     |
| 2             | 12     |
| 3             | 13     |
| 4             | 14     |
| 5             | 15     |
| 6             | 16     |
| 7             | 17     |
| 8             | 18     |
| 9             | 19     |
| 10            | 20     |

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |

## Spellings that follow the rule.

Week 6

| Teacher/Group  | All Year 5 Children                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | <p><i>Adding suffixes to words ending 'fer'</i></p> <p>If the 'fer' syllable is stressed, double the last letter before adding suffix. E.g. In the word prefer, the syllable fer is stressed so when adding suffixes -ing or -ed, the r letter is double. Preferring, preferred</p> <p>If the 'fer' syllable is not stressed, you just add the suffix. E.g. In the word preference, the 'fer' syllable is not stressed so you just add the suffix -ence without doubling the r.</p> |
| 1              | referee                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2              | referred                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3              | reference                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4              | preferred                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 5              | preference                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 6              | inference                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7              | inferred                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 8              | sufferance                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 9              | transferred                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 10             | transference                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 11             | suffered                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 12             | stuffer                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 13             | roofer                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 14             | pilfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 15             | surfers                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 16             | earth                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 17             | forward                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 18             | opposite                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 19             | bicycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 20             | quarter                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Activity I – Picture and a sentence

Draw a picture defining 6 of your spelling words.  
Write a sentence about your picture using the word.

picture

sentence

| Spelling Test | Week 6 |
|---------------|--------|
| 1             | 11     |
| 2             | 12     |
| 3             | 13     |
| 4             | 14     |
| 5             | 15     |
| 6             | 16     |
| 7             | 17     |
| 8             | 18     |
| 9             | 19     |
| 10            | 20     |

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |

Spellings that follow the rule.

Week 7

| Teacher/Group  | All Year 5 Children                                                                                                                                                                                                    |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | <p><i>To revise the spelling of days of Words with the 'i' sound spelt ei after c.</i></p> <p>We know the rule is 'i' before 'e' except after 'c'.<br/>The words in red are taken from the Year 3/4 spelling list.</p> |
| 1              | ceiling                                                                                                                                                                                                                |
| 2              | eighty                                                                                                                                                                                                                 |
| 3              | receipt                                                                                                                                                                                                                |
| 4              | deceit                                                                                                                                                                                                                 |
| 5              | deceive                                                                                                                                                                                                                |
| 6              | perceive                                                                                                                                                                                                               |
| 7              | receive                                                                                                                                                                                                                |
| 8              | science                                                                                                                                                                                                                |
| 9              | weight                                                                                                                                                                                                                 |
| 10             | ancient                                                                                                                                                                                                                |
| 11             | conceited                                                                                                                                                                                                              |
| 12             | deceitful                                                                                                                                                                                                              |
| 13             | deceived                                                                                                                                                                                                               |
| 14             | eighteen                                                                                                                                                                                                               |
| 15             | scientific                                                                                                                                                                                                             |
| 16             | perceived                                                                                                                                                                                                              |
| 17             | weighted                                                                                                                                                                                                               |
| 18             | earth                                                                                                                                                                                                                  |
| 19             | enough                                                                                                                                                                                                                 |
| 20             | exercise                                                                                                                                                                                                               |

## Activity 1 – Word classes

Sort your spelling words into word classes - nouns, verbs, adjectives etc.

Be careful - some words can be used in more than one category e.g. Scientific

| noun | verb | adjective | adverb | pronoun | preposition | conjunction | determiner |
|------|------|-----------|--------|---------|-------------|-------------|------------|
|      |      |           |        |         |             |             |            |

## Activity 2 – Jokes

Write jokes containing at least 10 of your spelling words. Can you use 2 spelling words in 1 joke?

[illegible]

|  |  |
|--|--|
|  |  |
|--|--|

# Spelling Test Week 7

1

11

2

12

3

13

4

14

5

15

6

16

7

17

8

18

9

19

10

20

|                                                                                                                                           |                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. <br>Study the word and practise spelling it out loud. | 2. <br>Use a piece of paper to cover your word.                            |
| 3. <br>Write the word you covered.                       | 4. <br>Check to see if you spell your word correctly.                      |
| 5. <br>Learn the rule                                    | 6. <br>Apply the rule (remember that there may be exceptions to this rule) |
| Spellings that follow the rule.                                                                                                           | Week 8                                                                                                                                                      |
| Teacher/Group                                                                                                                             | All Year 5 Children                                                                                                                                         |
| Spelling Rule:                                                                                                                            | Words containing the letter string ough. Ough is one of the trickiest spellings because it has 5 different sounds:                                          |
| 1                                                                                                                                         | although                                                                                                                                                    |
| 2                                                                                                                                         | borough                                                                                                                                                     |
| 3                                                                                                                                         | brought                                                                                                                                                     |
| 4                                                                                                                                         | coughed                                                                                                                                                     |
| 5                                                                                                                                         | doughnut                                                                                                                                                    |
| 6                                                                                                                                         | drought                                                                                                                                                     |
| 7                                                                                                                                         | ploughing                                                                                                                                                   |
| 8                                                                                                                                         | thoroughly                                                                                                                                                  |
| 9                                                                                                                                         | thoughtfully                                                                                                                                                |
| 10                                                                                                                                        | through                                                                                                                                                     |
| 11                                                                                                                                        | fought                                                                                                                                                      |
| 12                                                                                                                                        | toughened                                                                                                                                                   |
| 13                                                                                                                                        | bough                                                                                                                                                       |
| 14                                                                                                                                        | hiccough                                                                                                                                                    |
| 15                                                                                                                                        | roughly                                                                                                                                                     |
| 16                                                                                                                                        | thought                                                                                                                                                     |
| 17                                                                                                                                        | amount                                                                                                                                                      |
| 18                                                                                                                                        | famous                                                                                                                                                      |
| 19                                                                                                                                        | favourite                                                                                                                                                   |
| 20                                                                                                                                        | February                                                                                                                                                    |

### Activity 1 – Other handed

Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.

### Activity 2 – Vowel spotlight

Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)

| Spelling Test | Week 8 |
|---------------|--------|
| 1             | 11     |
| 2             | 12     |
| 3             | 13     |
| 4             | 14     |
| 5             | 15     |
| 6             | 16     |
| 7             | 17     |
| 8             | 18     |
| 9             | 19     |
| 10            | 20     |

|                                                                                                                                        |                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule)                 |
| Spellings that follow the rule.                                                                                                        | Week 9                                                                                                                                                                   |
| Teacher/Group                                                                                                                          | All Year 5 Children                                                                                                                                                      |
| Spelling Rule:                                                                                                                         | Words with 'silent' letters.<br>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'. |
| 1                                                                                                                                      | knowledge                                                                                                                                                                |
| 2                                                                                                                                      | answer                                                                                                                                                                   |
| 3                                                                                                                                      | doubt                                                                                                                                                                    |
| 4                                                                                                                                      | subtle                                                                                                                                                                   |
| 5                                                                                                                                      | glisten                                                                                                                                                                  |
| 6                                                                                                                                      | assign                                                                                                                                                                   |
| 7                                                                                                                                      | debt                                                                                                                                                                     |
| 8                                                                                                                                      | foreign                                                                                                                                                                  |
| 9                                                                                                                                      | signpost                                                                                                                                                                 |
| 10                                                                                                                                     | knitting                                                                                                                                                                 |
| 11                                                                                                                                     | plumber                                                                                                                                                                  |
| 12                                                                                                                                     | thumb                                                                                                                                                                    |
| 13                                                                                                                                     | guessing                                                                                                                                                                 |
| 14                                                                                                                                     | knead                                                                                                                                                                    |
| 15                                                                                                                                     | knight                                                                                                                                                                   |
| 16                                                                                                                                     | autumn                                                                                                                                                                   |
| 17                                                                                                                                     | library                                                                                                                                                                  |
| 18                                                                                                                                     | forward                                                                                                                                                                  |
| 19                                                                                                                                     | fruit                                                                                                                                                                    |
| 20                                                                                                                                     | group                                                                                                                                                                    |

### Activity 1

Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.

*For example:*

*When shall I see a knight in the play? – In the autumn scene.*

### Activity 2 – Rhyming words

Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme.

*e.g. fruit and loop*

| Spelling Test | Week 9 |
|---------------|--------|
| 1             | 11     |
| 2             | 12     |
| 3             | 13     |
| 4             | 14     |
| 5             | 15     |
| 6             | 16     |
| 7             | 17     |
| 8             | 18     |
| 9             | 19     |
| 10            | 20     |

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |
| Spellings that follow the rule.                                                                                                        | Week 10                                                                                                                                                  |

| Teacher/Group  | All Year 5 Children                                                                                                                                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | The suffixes -tion / -sion<br>1. -tion usually used when the root word ends in a t or te.<br>2. -sion is used when the root word ends in d, de or s, se. |
| 1              | introduction                                                                                                                                             |
| 2              | organisation                                                                                                                                             |
| 3              | provision                                                                                                                                                |
| 4              | resolution                                                                                                                                               |
| 5              | collision                                                                                                                                                |
| 6              | completion                                                                                                                                               |
| 7              | decision                                                                                                                                                 |
| 8              | direction                                                                                                                                                |
| 9              | division                                                                                                                                                 |
| 10             | subtraction                                                                                                                                              |
| 11             | pollution                                                                                                                                                |
| 12             | television                                                                                                                                               |
| 13             | accommodation                                                                                                                                            |
| 14             | conclusion                                                                                                                                               |
| 15             | description                                                                                                                                              |
| 16             | occasion                                                                                                                                                 |
| 17             | persuasion                                                                                                                                               |
| 18             | guide                                                                                                                                                    |
| 19             | heard                                                                                                                                                    |
| 20             | height                                                                                                                                                   |

## Activity 1 – Rainbow words

Write your spelling words with coloured pencils.  
Make each letter a different colour.

## Activity 2 – Scrambled words

Write your words. Then write them again with the letters mixed up.  
Can you unscramble them again the next day?

[illegible]

| Spelling Test | Week 10 |
|---------------|---------|
| 1             | 11      |
| 2             | 12      |
| 3             | 13      |
| 4             | 14      |
| 5             | 15      |
| 6             | 16      |
| 7             | 17      |
| 8             | 18      |
| 9             | 19      |
| 10            | 20      |

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |

## Spellings that follow the rule.

Week 11

| Teacher/Group  | All Year 5 Children                                                                                                                                                           |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | <p>Plurals</p> <p>The suffixes cian / ssion.</p> <p>1. 'cian' is used when the root word ends in c or cs.</p> <p>2. 'ssion' is used when the root word ends in ss or mit.</p> |
| 1              | confession                                                                                                                                                                    |
| 2              | discussion                                                                                                                                                                    |
| 3              | obsession                                                                                                                                                                     |
| 4              | professionally                                                                                                                                                                |
| 5              | admission                                                                                                                                                                     |
| 6              | clinician                                                                                                                                                                     |
| 7              | commission                                                                                                                                                                    |
| 8              | compassion                                                                                                                                                                    |
| 9              | impression                                                                                                                                                                    |
| 10             | magician                                                                                                                                                                      |
| 11             | mathematician                                                                                                                                                                 |
| 12             | statistician                                                                                                                                                                  |
| 13             | optician                                                                                                                                                                      |
| 14             | possession                                                                                                                                                                    |
| 15             | technician                                                                                                                                                                    |
| 16             | musician                                                                                                                                                                      |
| 17             | varieties                                                                                                                                                                     |
| 18             | properties                                                                                                                                                                    |
| 19             | ponies                                                                                                                                                                        |
| 20             | lollies                                                                                                                                                                       |

Activity I – Picture and a sentence

Draw a picture defining 5 of your spelling words.  
Write a sentence about your picture using the word.

picture

Sentence

| Spelling Test | Week 11 |
|---------------|---------|
| 1             | 11      |
| 2             | 12      |
| 3             | 13      |
| 4             | 14      |
| 5             | 15      |
| 6             | 16      |
| 7             | 17      |
| 8             | 18      |
| 9             | 19      |
| 10            | 20      |

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                            |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                      |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule) |

Spellings that follow the rule.

Week 12

| Teacher/Group  | All Year 5 Children                                                                                                                                                        |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | Words ending in 'ably' and 'ibly'<br>1. To turn <b>-ible</b> and <b>-able</b> adjectives into adverbs, we replace the <b>-le</b> ending of the adjective with <b>-ly</b> . |
| 1              | believably                                                                                                                                                                 |
| 2              | fashionably                                                                                                                                                                |
| 3              | legibly                                                                                                                                                                    |
| 4              | comfortably                                                                                                                                                                |
| 5              | reasonably                                                                                                                                                                 |
| 6              | presumably                                                                                                                                                                 |
| 7              | incredibly                                                                                                                                                                 |
| 8              | visibly                                                                                                                                                                    |
| 9              | responsibly                                                                                                                                                                |
| 10             | possibly                                                                                                                                                                   |
| 11             | sensibly                                                                                                                                                                   |
| 12             | suitably                                                                                                                                                                   |
| 13             | unbelievably                                                                                                                                                               |
| 14             | unfashionably                                                                                                                                                              |
| 15             | uncomfortably                                                                                                                                                              |
| 16             | disagreeably                                                                                                                                                               |
| 17             | irresistibly                                                                                                                                                               |
| 18             | knowledge                                                                                                                                                                  |
| 19             | learn                                                                                                                                                                      |
| 20             | Length                                                                                                                                                                     |

## Activity 1 – Riddles

Write a riddle for 10 of your spelling words. Don't forget to answer them.

| Riddle                                          | Answer           |
|-------------------------------------------------|------------------|
| <i>I am grumpy. I hate doing what I'm told.</i> | <i>teenager!</i> |
|                                                 |                  |
|                                                 |                  |
|                                                 |                  |
|                                                 |                  |
|                                                 |                  |
|                                                 |                  |
|                                                 |                  |
|                                                 |                  |

## Activity 2 – Writing race

Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.



| Spelling Test | Week 12 |
|---------------|---------|
| 1             | 11      |
| 2             | 12      |
| 3             | 13      |
| 4             | 14      |
| 5             | 15      |
| 6             | 16      |
| 7             | 17      |
| 8             | 18      |
| 9             | 19      |
| 10            | 20      |

|                                                                                                                                        |                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word.                                        |
| 3.  Write the word you covered.                       | 4.  Check to see if you spell your word correctly.                                  |
| 5.  Learn the rule                                    | 6.  Apply the rule (remember that there may be exceptions to this rule)             |
| Spellings that follow the rule.                                                                                                        | Week 13                                                                                                                                                              |
| Teacher/Group                                                                                                                          | All Year 5 Children                                                                                                                                                  |
| Spelling Rule:                                                                                                                         | <p>This week we are going to recap the spelling rules you have learnt so far this term.</p> <p>Go back and practise any words that you do not know how to spell.</p> |
| <h1>Spelling Rules</h1>                                                                                                                |                                                                                                                                                                      |
| The Rule:                                                                                                                              | Examples:                                                                                                                                                            |
| The Rule:                                                                                                                              | Examples:                                                                                                                                                            |
| The Rule:                                                                                                                              | Examples:                                                                                                                                                            |

# Vibrant Vocabulary

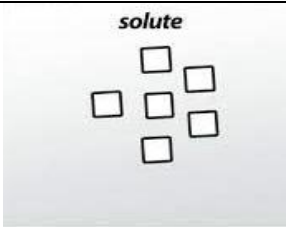
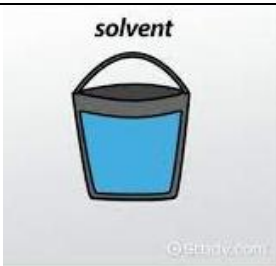
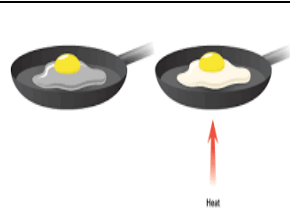
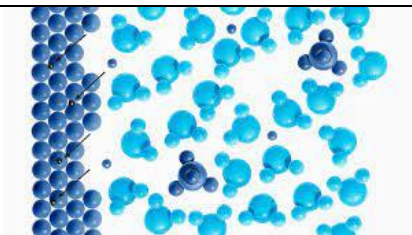
Good writers use the best words for the job! Never use a boring word just because you know how to spell it – **HAVE A GO** at using the best word. If you're not sure how to spell it – **DON'T PANIC!** Put a wiggly line underneath and look it up when you've finished writing.  
Copy it below to use again another time.

| AMAZING ADJECTIVES | POWERFUL VERBS | ASTOUNDING ADVERBS |
|--------------------|----------------|--------------------|
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |
|                    |                |                    |

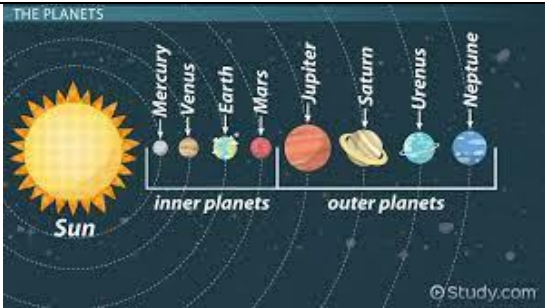
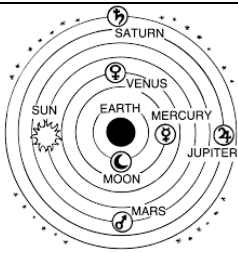
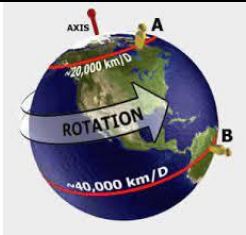
| Spelling Test | Week 13 |
|---------------|---------|
| 1             | 11      |
| 2             | 12      |
| 3             | 13      |
| 4             | 14      |
| 5             | 15      |
| 6             | 16      |
| 7             | 17      |
| 8             | 18      |
| 9             | 19      |
| 10            | 20      |

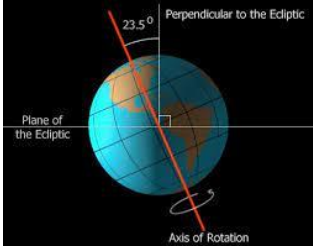
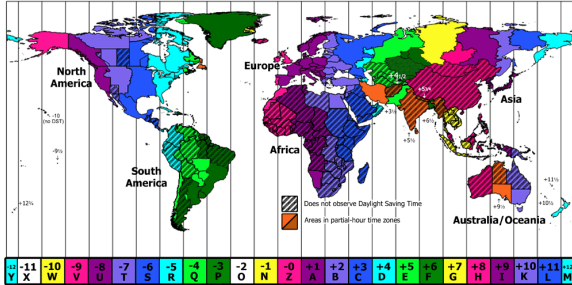
## Topic Vocabulary for the Autumn Term

Here is a list of all the topic words you will come across in your lessons, along with a pictorial representation and their definition. You will come across these words over the course of the autumn term.

| <u>Autumn 1 Science</u> |                                                                                     |                                                                                                      |
|-------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Solute                  |    | The minor component in a solution, dissolved in the solvent                                          |
| Solvent                 |   | The liquid in which a solute is dissolved to form a solution.                                        |
| Saturation point        |  | The stage at which no more of a substance can be absorbed into a vapour or dissolved into a solution |
| Irreversible change     |  | When something cannot be changed back to its original form                                           |
| Oxidation               |  | A chemical reaction that takes place when a substance comes into contact with oxygen                 |

|             |                                                                                  |                                                |
|-------------|----------------------------------------------------------------------------------|------------------------------------------------|
| Evaporation |  | The process of turning from liquid into vapour |
|-------------|----------------------------------------------------------------------------------|------------------------------------------------|

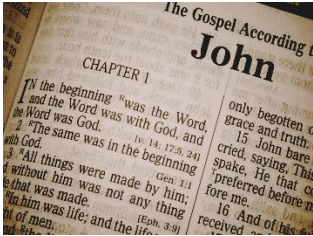
| Autumn 2 Science - Space |                                                                                     |                                                                                                                                                        |
|--------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Planet                   |   | Any of the large bodies that revolve around the sun in the solar system.                                                                               |
| Solar system             |  | The collection of eight planets and their moons in orbit round the sun, together with smaller bodies in the form of asteroids, meteoroids, and comets. |
| Geocentric               |  | Having the Earth as its centre                                                                                                                         |
| Rotation                 |  | Movement in a circle around a fixed point                                                                                                              |

|           |                                                                                    |                                                                         |
|-----------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Tilt      |    | A sloping position or movement.                                         |
| Time zone |  | <i>A geographic region within which the same standard time is used.</i> |

## Autumn 1 Religious Education

|            |                                                                                     |                                                                                                                                     |
|------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Temptation |   | The act of considering or causing to consider doing something wrong or unwise                                                       |
| Creation   |  | Belief that nature, and aspects such as the universe, Earth, life, and humans, originated with supernatural acts of divine creation |
| Acceptance |  | The action of consenting to receive or undertake something offered                                                                  |

|                              |                                                                                     |                                                                                                                           |
|------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Human Nature                 |    | Refers to the characteristics of mankind.<br>This means ways of thinking, feeling and acting which humans have naturally. |
| Inner forces                 |    | Forces that are within us. They can vivify us, support us, make us active and give us a boost to fulfil our dreams        |
| Beliefs                      |  | An acceptance that something exists or is true, especially one without proof                                              |
| Autumn 2 Religious Education |                                                                                     |                                                                                                                           |
| Epiphany                     |  | Epiphany celebrates the visit of the wise men to the baby Jesus                                                           |

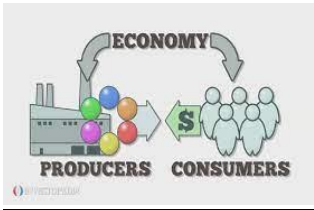
|           |                                                                                     |                                                                                                                                                 |
|-----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
|           |                                                                                     |                                                                                                                                                 |
| Advent    |    | The period of preparation for the celebration of the birth of Jesus Christ at Christmas and also of preparation for the Second Coming of Christ |
| Christmas |    | Celebrated to remember the birth of Jesus Christ, who Christians believe is the Son of God                                                      |
| Gospels   |  | Any of four biblical narratives covering the life and death of Jesus Christ                                                                     |
| Vestments |  | Liturgical garments and articles associated primarily with the Christian religion                                                               |

|          |                                                                                   |                                                                                                                                                               |
|----------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wise Men |  | <p>The noble pilgrims “from the East” who followed a miraculous guiding star to Bethlehem, where they paid homage to the infant Jesus as king of the Jews</p> |
|----------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

### History - Vikings

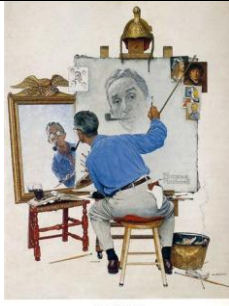
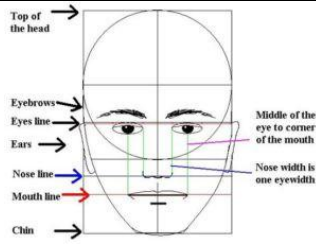
|              |                                                                                     |                                                                                                                                                                                                       |
|--------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vikings      |   | <p>Vikings is the modern name given to people originally from <a href="#">Scandinavia</a> who from the late 8th to the late 11th centuries raided, traded and settled throughout parts of Europe.</p> |
| Raid         |  | <p>A rapid surprise attack on an enemy by troops, aircraft, or other armed forces.</p>                                                                                                                |
| Anglo-Saxons |  | <p>The Anglo-Saxons were a <a href="#">cultural group</a> who inhabited England in the <a href="#">Early Middle Ages</a>.</p>                                                                         |

|             |                                                                                   |                                                                                                                                                                  |
|-------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scandinavia |   | <a href="#">Scandinavia</a> is a group of countries in Northern Europe, made up of <a href="#">Denmark</a> , <a href="#">Norway</a> and <a href="#">Sweden</a> . |
| Migration   |  | Migration is the movement of people from one place to another with intentions of settling, permanently or temporarily, at a new location.                        |
| Monarch     |  | A sovereign head of state, especially a king, queen, or emperor.                                                                                                 |

| <u>Geography</u> |                                                                                     |                                                                                   |
|------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Economy          |  | The way in which goods and services are made, sold, and used in a country or area |
| Trade            |  | The action of buying and selling goods and services.                              |

|               |                                                                                    |                                                                     |
|---------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Local         |   | Relating or restricted to a particular area, which is usually small |
| National      |   | Relating to a whole nation                                          |
| International |   | Existing or occurring between nations.                              |
| Goods         |  | Merchandise or possessions, usually sold during trading             |

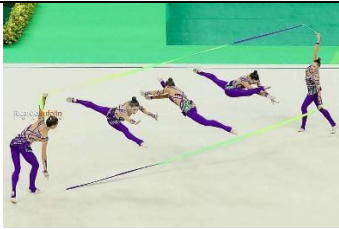
### Art - Drawing

|             |                                                                                     |                                                                                                                          |
|-------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Portrait    |  | A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders. |
| Proportions |  | Proportion refers to the relationships between height, width and depth.                                                  |

|                              |                                                                                     |                                                                                                                                                                                                                                        |
|------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Still life                   |     | A painting or drawing of an arrangement of objects                                                                                                                                                                                     |
| Culture                      |    | The ideas, customs, and social behaviour of a particular people or society                                                                                                                                                             |
| Heritage                     |    | <u>Features belonging</u> to the <u>culture</u> of a <u>particular society</u> , such as <u>traditions</u> , <u>languages</u> , or <u>buildings</u> , that were <u>created</u> in the past and still have <u>historical importance</u> |
| Composition                  |  | <i>The act of combining parts or elements to form a whole. It could be written (e.g. a poem), a piece of music or a piece of art.</i>                                                                                                  |
| <u>DT – Frame Structures</u> |                                                                                     |                                                                                                                                                                                                                                        |
| Frame                        |  | A rigid structure that surrounds something such as a picture, door, windowpane or forms the shape of a building.                                                                                                                       |

|               |                                                                                     |                                                                                                                                                       |
|---------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Structure     |     | A building or other object constructed from several parts.                                                                                            |
| Camouflage    |    | A condition in which the appearance of someone or something when placed against a background makes the person or thing difficult or impossible to see |
| Triangulation |   | Formation of or division into triangles.                                                                                                              |
| Prototype     |  | A first version of an invention from which other forms are developed.                                                                                 |
| Bird hide     |  | A <i>bird hide</i> is a shelter, often camouflaged, that is used to observe wildlife, especially birds.                                               |

| <u>Autumn 1 - PE</u> |                                                                                     |                                              |
|----------------------|-------------------------------------------------------------------------------------|----------------------------------------------|
| Balance              |  | A movement held still for around 3-5 seconds |

|                 |                                                                                     |                                                                                  |
|-----------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                 |                                                                                     |                                                                                  |
| Canon           |    | A 'wave' of movements by various people that starts off one after another        |
| Unison          |    | A sequence/movement by various people that starts off at the same time           |
| Counter balance |   | A balance held perfectly still whereby partners support the weight of each other |
| Tension         |  | Contraction of the muscles in a hold / balance                                   |
| Extension       |  | The elegant poise of long levers held in a balance / hold                        |