

# Revision Spelling Journal

Rush Green Primary School

Name: \_\_\_\_\_



Year Five – Spring 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.



**j**ect- (from Latin- throw) **re ject** (throw away!), **rejection**, **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.”

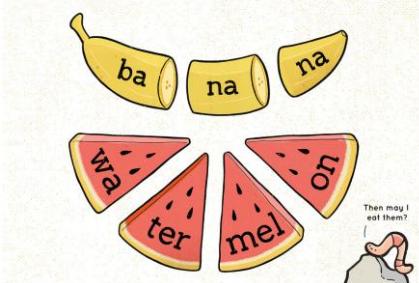


## Strategy – Syllables and Phonemes



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.

Count the syllables.



## 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)	fruit	probably
actual(ly)	grammar	promise
address	group	purpose
answer	guard	quarter
appear	guide	question
arrive	heard	recent
believe	heart	regular
bicycle	height	reign
breath	history	remember
breathe	imagine	sentence
build	increase	separate
busy/business	important	special
calendar	interest	straight
caught	island knowledge	strange
centre	learn	strength
century	length	suppose
certain	library	surprise
circle	material	therefore
complete	medicine	though/although
consider	mention	thought
continue	minute	through
decide	natural	various
describe	naughty	weight
different	notice	woman/women
difficult	occasion(ally)	
disappear	often	
early	opposite	
earth	ordinary	
eight/eighth	particular	
enough	peculiar	
exercise	perhaps	
experience	popular	
experiment	position	
extreme	possess(ion)	
famous	possible	
favourite	potatoes	
February	pressure	
forward(s)		

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

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.	<b>Week 1</b>
Teacher/Group	All Year 5 Children
Spelling Rule:	Prefixes "il" and "ir" "il" Usually use the prefix "il" comes before words starting with an "l" "ir" Usually use the prefix "ir" comes before words starting with "r"
1	irritate
2	illustrate
3	irresponsible
4	irregular
5	illuminate
6	illusion
7	illegal
8	illuminated
9	irreplaceably
10	irresistibly
11	irrelevant
12	illegible
13	illaudable
14	illogical
15	necessary
16	married
17	hurried
18	satisfied
19	qualified
20	carried

## Activity 1 – ABC order



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

## Activity 2 –

Can you write each of your spelling words across and down your page like the example below?

example  
example

# Spelling Test Week 1

I	II
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:	Prefixes – continued “in” and “im” “in” = The prefix in– can mean both ‘not’ and ‘in’/‘into’. “im” = The prefix “im” comes before a root word starting with m or p, in– becomes im–
1	immature
2	imperfect
3	impolite
4	impossible
5	inability
6	inactive
7	include
8	inconsiderate
9	indecent
10	independent
11	immature
12	immovable
13	incapable
14	indefinitely
15	improper
16	inadequate
17	amateur
18	ancient
19	apparent
20	appreciate

## 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:	Prefixes – continued “re”, “sub” and “inter” “re” = means “again or “back” “sub” = means “under” “inter” = means “between” or “among”
1	interact
2	intercept
3	international
4	recycling
5	refresh
6	retrieve
7	revision
8	subheading
9	submarine
10	submerge
11	intervene
12	reappear
13	reconsidering
14	redecorate
15	reiterate
16	subconscious
17	subcontinental
18	subscription
19	bargain
20	bruise

## 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 – Blowing bubbles.

Write all your words using bubble writing.



# 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:	Prefixes – continued “super”, “anti” and “auto” “Super” = means “above”    “anti” = means “against”    “auto” = means “self” or “own”
1	supermarket
2	autograph
3	antiseptic
4	superstar
5	autobiography
6	antisocial
7	anticlockwise
8	antibacterial
9	antibiotic
10	superhero
11	supervise
12	supersonic
13	autofocus
14	autopilot
15	automobile
16	category
17	cemetery
18	committee
19	communicate
20	government

## 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?

# 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:	Homophones In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b> . Noun – place/name or thing = ce      Verb – doing/action word = se Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c...
1	licence
2	license
3	practice
4	practise
5	advice
6	advise
7	cereal
8	serial
9	device
10	devise
11	prophecy
12	prophesy
13	queue
14	rhyme
15	competition
16	conscience
17	conscious
18	controversy
19	convenience
20	believe

## Activity 1 – Silly sentences

Write a silly story using all your spelling words. Remember, it must make sense even though it is silly!

# 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:	Homophones are often confused and are difficult to spell because they sound the same but are spelt differently and therefore have different meaning. The context of the sentence will determine how the word will need to be spelt. These words just need to be learnt!
1	aloud
2	allowed
3	affect (verb)
4	effect (noun)
5	altar
6	alter
7	through
8	threw
9	stationary
10	stationery
11	preys
12	prays
13	praise
14	cent
15	scent
16	sent
17	piece
18	peace
19	hire
20	higher

## Activity 1 – 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

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 7
Teacher/Group	All Year 5 Children
Spelling Rule:	Endings which sound like shun, spelt "ssion" The suffixes are -ion Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.
1	aggression
2	commission
3	depression
4	discussion
5	concussion
6	expression
7	decommission
8	decompression
9	omission
10	permission
11	procession
12	recession
13	submission
14	succession
15	transmission
16	confession
17	exaggerate
18	excellent
19	existence
20	explanation

## Activity 1 – That's backwards

Write your spelling words backwards.



## Activity 2 – Words without vowels

Write all of your words replacing vowels with a line.

Go back and see if you can fill in the vowels.

# Spelling Test

# Week 7

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.	<b>Week 8</b>
Teacher/Group	All Year 5 Children
Spelling Rule:	The possessive apostrophe. The cat's tail is fluffy. Possessive apostrophe with plural words. the girls' book The apostrophe is placed after the plural form of the word.
1	dog's
2	man's
3	mum's
4	dad's
5	sister's
6	uncle's
7	girls'
8	babies'
9	boys'
10	twins'
11	lawyers'
12	teachers'
13	officials'
14	classes'
15	establishments'
16	governments'
17	representatives'
18	foreign
19	forty
20	frequently

## Activity 1 – Train words

Write the entire list end-to-end as one long word. Write each new word in a different colour.  
e.g. **train** **back** **stop**

## Activity 2 – Bond, James Bond...

Create a code. Write your words in the code. Can someone else crack them?

e.g. a = ☐ b = ♦ c = ♠

# Spelling Test

# Week 8

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 9
Teacher/Group	All Year 5 Children
Spelling Rule:	The suffix -ous means 'full of'. When it is added to words ending in -e, the 'e' is removed and -ous is added
1	dangerous
2	enormous
3	glamorous
4	glorious
5	hazardous
6	humorous
7	momentous
8	obvious
9	porous
10	tremendous
11	boisterous
12	cantankerous
13	carnivorous
14	disastrous
15	gluttonous
16	momentous
17	porous
18	notorious
19	perilous
20	environment

## Activity 1 – Words within words

Write each spelling word and then write at least 2 words made from that word. Don't count the two words on either side of the hyphen. Find two different words.

## Activity 2 – Picture words

Draw a picture and hide your spelling words in the picture. Can you see 'PUDDLE' in the picture below?



# Spelling Test

# Week 9

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.	<b>Week 10</b>
Teacher/Ciroup	All Year 5 Children
Spelling Rule:	The suffix "ous" continued Adding of a final 'e' of the root word must be kept if the /dge/ sound of 'g' is kept
1	hideous
2	outrageous
3	gaseous
4	gorgeous
5	nauseous
6	righteous
7	spontaneous
8	courteous
9	erroneous
10	porous
11	notorious
12	perilous
13	phosphorus
14	poisonous
15	rigorous
16	venomous
17	hindrance
18	immediately
19	leisure
20	nuisance

## Activity 1 – Come rain or shine

Write each letter of the word in a different colour to create a rainbow.



## Activity 2 – On the other hand..

Use the hand you **don't** usually write with to practise your spellings!



# Spelling Test

# Week 10

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.	<b>Week 11</b>
Teacher/Croup	All Year 5 Children
Spelling Rule:	<i>Adding the suffixes 'ible' and 'able' to root words.</i> 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.
1	adaptable
2	admirable
3	believable
4	destructible
5	divisible
6	forgivable
7	incredible
8	knowledgeable
9	responsible
10	preferable
11	unforgettable
12	unreasonable
13	unbelievable
14	untouchable
15	invisible
16	there
17	their
18	they're
19	our
20	are

## Activity 1 – In the spotlight...

Write the consonants in one colour, vowels in the other.

(Vowels: a, e, i, o, u)



## 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 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.	<b>Week 12</b>
Teacher/Group	All Year 5 Children
Spelling Rule:	Words containing double letters Words taken from the year 3/4 and year 5/6 spelling list
1	accident
2	address
3	appear
4	arrive
5	different
6	difficult
7	grammar
8	occasion
9	opposite
10	possess
11	recommend
12	guarantee
13	immediate
14	necessary
15	occur
16	accommodate
17	according
18	attached
19	committee
20	community

## 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. swimming.

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?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

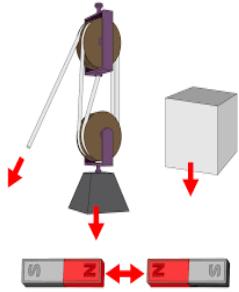
# Spelling Test

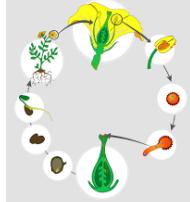
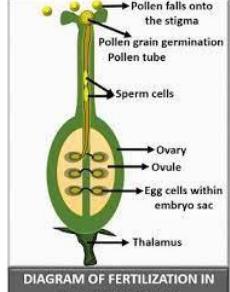
# Week 12

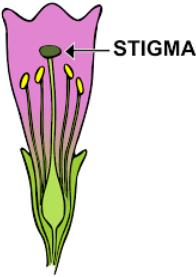
1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

## Topic Vocabulary for the Spring Term

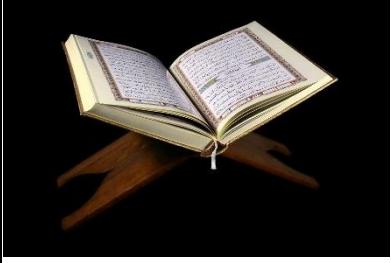
Here is a list of all the topic words you will come across in your lessons, along with a pictorial representation and their definition. You will come across these words over the course of the Spring term.

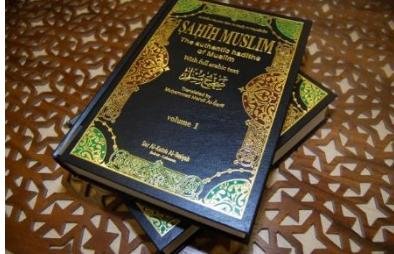
Spring 1 Science – Forces		
Force		Forces are just pushes and pulls in a particular direction.
Resistance		a force that opposes or slows down another force
Aero-dynamic		of or having a shape which reduces the drag from air moving past. "the plane has a more aerodynamic shape"
Accelerate		begin to move more quickly
Decelerate		to reduce the speed of : slow down

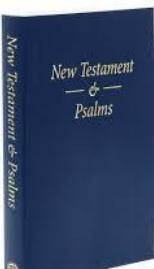
Momentum		Momentum is a measurement of mass in motion. Any object that is moving has momentum.
Spring 2 Science- Plants		
reproduction		Plant reproduction is the production of new offspring in plants
pollination		Pollen is carried by insects or blown by the wind from one flower to another. This process is called pollination.
fertilisation	 DIAGRAM OF FERTILIZATION IN FLOWERING PLANT	After pollination, pollen reaches the new flower and travels to the ovary where it fertilises egg cells (ovules) to make seeds. This is fertilisation
germination		When a seed has found the right conditions, it breaks open and it sends out a root and a green shoot. This is called germination.

stigma		A female part of the flower. It is the sticky bulb that you see in the centre of flowers and is the part where the pollen lands and starts the fertilization process.
stamen		The male reproductive part of a flower. Which produces pollen. Usually with a slender filament supporting the anther.

### Spring 1 Religious Education

Qur'an		The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel and written down in Arabic
Shahada	<p><b>Declaration of Faith</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>أشْهَدُ أَنَّ لِلَّهِ إِلَهٌ لَا إِلَهَ إِلَّا هُوَ I bear witness that there is no god besides Allah</p> <p>وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ and I bear witness that Muhammad is His servant and messenger.</p> </div> <p><small>[Sahih Muslim Book 9, Hadith 50; Sunan Nasai Vol. 1, Book 1, Hadith 148]</small></p>	The Muslim profession of faith ('there is no god but Allah, and Muhammad is the messenger of Allah'), one of the Five Pillars of Islam.
Prophet		A person regarded as an

		inspired teacher or proclaimer of the will of God.
Hafiz		A Muslim who knows the Koran by heart.
Hadith		A collection of traditions containing sayings of the prophet Muhammad which, with accounts of his daily practice (the Sunna), constitute the major source of guidance for Muslims
Muslim		A follower of the religion of Islam.
Spring 2 Religious Education		
Influence		The capacity to have an effect on the character,

		development, or behaviour of someone or something, or the effect itself.
Charity		An organization set up to provide help and raise money for those in need.
Teachings		Ideas or principles taught by an authority.
Forgiveness		The action or process of forgiving or being forgiven.
Testament		A statement of belief.

Parable		A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.

### History – Ancient Greece

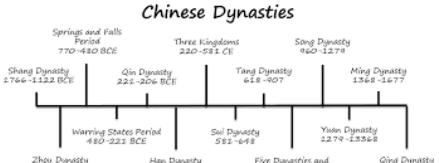
Ancient		Belonging to the very distant past and no longer in existence
Democracy		A system of government, where the whole population or all the eligible members of a state are allowed to vote, typically through elected representatives.
Legacy		The long-lasting impact of particular events, actions, etc. that took place in the past, or of a person's life.

Architecture		The art or practice of designing and constructing buildings.
Philosophy		In a broad sense, philosophy is an activity people undertake when they seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other.
Influence		The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

Geography – North America			
State		A nation or territory considered as an organized political community under one government	
Population		All the inhabitants of a particular place.	

Terrain		A stretch of land, especially with regard to its physical features.
Climate		The weather conditions in an area in general or over a long period.
Human features		Features of a landscape which have been made by humans e.g. buildings, sculptures, lampposts etc
Physical features		Features of a landscape which have occurred naturally e.g. rivers, lakes, mountains etc.

Art -		
calligraphy		A visual art in writing

ceramic / porcelain		Porcelain - vitrified pottery with a white, fine-grained body that is usually translucent.
dynasty		The word dynasty means, quite simply, a <b>succession of rulers from the same family</b> .
vase		A (usually round) vessel of greater depth than width used chiefly as an ornament or for holding flowers.
element		An element denotes a fundamental or ultimate part.

PE -

cooperation		The action or process of working together to the same end.
ringmaster		A <i>ringmaster</i> (or ringmistress) is a significant performer in many circuses.
creativity		The use of imagination or original ideas to create something; inventiveness.
intercept		In ball-playing competitive team <i>sports</i> , an <i>interception</i> is a move by a player involving a pass of the ball — whether by foot or hand, that is caught or interrupted by a player on the opposing team.
possession		In <i>sports</i> , <i>possession</i> is physical control of the ball or other implement of play by one team, which typically gives that team the opportunity to score.