

# Year 5

## Term 1

### Revisit

Strategies at the point of writing: Have a go  
Plurals (adding '-s', '-es' and '-ies')  
Apostrophe for contraction and possession

### Rare GPCs

Words with 'silent' letters

### Morphology/ Etymology

Use spelling journals to record helpful  
etymological notes on curious or  
difficult words

### Word endings

Words with the letter string '-ough'  
Words ending in '-able' and '-ible'

### Homophones

*isle/aisle, aloud/allowed, affect/effect,  
herd/heard, past/passed*

### Hyphen

Use of the hyphen (*co-ordinate, co-operate*)

### Dictionary

Use of a dictionary to support teaching of word  
roots, derivations and spelling patterns  
Use of a dictionary to create word webs

### Proofreading

Focus on checking words from  
personal lists.

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling  
strategies and apply to high-frequency  
and cross-curricular words from the  
Years 5 and 6 word list.

## Term 2

### Revisit

Strategies at the point of writing: Have a  
go Apostrophe for possession

### Rare GPCs

Teach words with rare GPCs from the Year  
5 and 6 word list (*bruise, guarantee,  
queue, immediately, vehicle, yacht*)  
Words with the /i:/ sound spelt 'ei' after 'c'  
(*receive, ceiling*)

### Morphology/ Etymology

Teach extension of base words using  
word matrices.

### Word endings

Words ending in '-ably' and '-ibly'  
Revise words ending in '-able' and '-ible'

### Homophones

*altar/alter, led/lead, steal/steel*

### Dictionary

Use a dictionary to create collections of words  
with common roots

### Proofreading

Checking from another source after writing  
(spell check if on screen, spelling journals,  
environmental print, spelling partners)

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling  
strategies and apply to high-frequency  
and cross-curricular words from the  
Years 5 and 6 word list.

## Term 3

### Revisit

Strategies at the point of writing: Have a  
go A range of strategies for learning words

### Homophones

(*cereal/serial, father/farther, guessed/guest,  
morning/mourning, who's/whose*)

### Suffixes

Problem suffixes

### Dictionary

Teach use of dictionary to check words, refer-  
ring to the first three or four letters

### Proofreading

Check writing for misspelt words that are on  
the Years 5 and 6 word list

### Morphology/ Etymology

Teach morphemic and etymological  
strategies to be used when learning  
specific words

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling  
strategies and apply to high-frequency  
and cross-curricular words from the  
Years 5 and 6 word list.