

Year 5 Spelling Summary

Please note that the order in which the spelling patterns are taught may vary slightly.

Week	Spelling pattern with examples
1	<i>Plurals</i> <u>To examine the properties of words ending in vowels other than the letter e</u> Bananas Umbrellas Pizzas Volcanoes
2 and 3	<i>Plurals</i> <u>To investigate, collect and classify spelling patterns in pluralisation</u> - add s to most words - add es to most words ending in ss, sh, ch and x - when y is preceded by a consonant, change to ies - when y is preceded by a vowel, add s dish dishes worry worries sister sisters lunch lunches army armies monkey monkeys
4	<i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u>
5	<i>Plurals</i> <u>To investigate what happens to words ending in f when suffixes are added</u> calf calves elf elves knife knives thief thieves
6	<i>Plurals</i> <u>Irregular plurals</u> mouse/mice louse/lice die/dice tooth/teeth
7	<i>Prefixes</i> <u>To recognise and spelling the prefixes auto and bi</u> Automobile Bilingual Biceps Autopsy Bisect Automaton Bicycle Automatic

8	<p><i>Prefixes</i> <u>To recognise and spelling the prefixes trans and tele</u> Telephone Transmit Telegraph Transfer</p>
9	<p><i>Prefixes</i> <u>To recognise and spelling the prefix circum</u> Circumstance Circumnavigate</p>
10	<p><i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u></p>
11	<p><i>Words from roots</i> <u>Collect and clarify words with common roots</u> Sign/signature/signal Bomb/bombastic/bombard Remit/permit/permission</p>
12	<p><i>Suffixes</i> <u>To practise extending words by adding -ful</u> play/playful shame/shameful doubt /doubtful boast/ boastful</p>
13 & 14	<p><i>Regular Verb Endings</i> <u>To protect short vowel sounds by doubling the last consonant before adding -ing</u> beg begging big bigger dig digging drop dropping</p>
15	<p><i>Words with the letter c</i> <u>To know the c is usually soft when followed by i</u> circus accident</p>
16	<p><i>Common letter strings</i> <u>To investigate words that have common letter strings but different pronunciations</u> lied / tried niece / piece honour / neighbor / rumour foot / good / hood / hook enough / plough / though / bought night / eight / height pear / bear / beard</p>
17 & 18	<p><i>Homophones</i> <u>To spell words with common pronunciations but different spellings</u> hair / hare plane / plain</p>

	<p>fate / fete here / hear sum / some flour / flower herd / heard</p>
19	<p><i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u></p>
20	<p><i>Letter string cian and sion</i> <u>To spell words with the ending -cian and -sion</u> politician exclusion discussion electrician</p>
21	<p><i>Letter string tion</i> <u>To spell words with the ending -tion</u> station deletion competition lotion pollution</p>
22	<p><i>Letter strings ary and ery</i> <u>To spell words with the ending -ary and -ery</u> secretary primary jewellery</p>
23	<p><i>Regular Verb Endings</i> <u>To spell regular verb endings (by dropping the e and adding ing)</u> taking living hoping liking</p>
24	<p><i>Suffixes</i> <u>To modify words, which end with e, by adding a suffix</u> hopeful lovely</p>
25	<p><i>Words ending with y investigation</i> <u>To investigate and learn the rule for words ending in y preceded by a consonant - change y to ie when adding a suffix</u> flies tried</p>
26 and 27	<p><i>i before e investigation</i> <u>To investigate and learn the rule - i before e except after c when the sound is 'ee'</u> receive</p>
28	<p><i>Prefixes</i> <u>To recognise and spelling words with the prefixes in and im</u></p>

	<p>inactive immature indecent immobile inconvenient impossible</p>
29	<p><i>Prefixes</i> <u>To recognise and spelling words with the prefixes ir and il</u> irregular illegal irrational illiterate</p>
29	<p><i>Prefixes</i> <u>To recognise and spelling words with the prefixes pro and sus</u> suspect project suspense provide suspicion produce suspend</p>
30	<p><i>High Frequency words</i> <u>Teacher to select words which are often spelt incorrectly in pupils' written work</u></p>