

# Year 5

Term 1	Term 2	Term 3
<p><b>Revisit</b> Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p><b>Rare GPCs</b> Words with 'silent' letters</p> <p><b>Morphology/ Etymology</b> Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p><b>Word endings</b> Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p><b>Homophones</b> <i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i></p> <p><b>Hyphen</b> Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p><b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p><b>Proofreading</b> Focus on checking words from personal lists.</p> <p><b>Learning and Practising spellings</b> Pupils:  <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul>           Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Apostrophe for possession</p> <p><b>Rare GPCs</b> Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p><b>Morphology/ Etymology</b> Teach extension of base words using word matrices.</p> <p><b>Word endings</b> Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p><b>Homophones</b> <i>altar/alter, led/lead, steal/steel</i></p> <p><b>Dictionary</b> Use a dictionary to create collections of words with common roots</p> <p><b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p><b>Learning and Practising spellings</b> Pupils:  <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul>           Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p><b>Homophones</b> <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i></p> <p><b>Suffixes</b> Problem suffixes</p> <p><b>Dictionary</b> Teach use of dictionary to check words, referring to the first three or four letters</p> <p><b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p><b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words</p> <p><b>Learning and Practising spellings</b> Pupils:  <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul>           Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>