

Year 5 Spellings

Name _____

- As part of the spelling and grammar test, the children will be tested on their spelling ability in Year 6. The government has given statutory spellings for each year group (see last few pages of the booklet) as well as key spelling rules for each year group.
- I have attached the year 3-6 national curriculum spelling lists so the children can make sure they know them, including the meaning. (We will obviously be working on the Yr 5 list this year.) If they want to look ahead to the Year 6 words, that is fine as long as they already know the Yr3-5 words.
- It is important the children take a 'little and often' approach to learning their spellings. E.g. 10 minutes most days of the week is far better than 40 minutes once a week.
- Some weeks there will be three different lists for the children to work from depending on their ability. If they find one list too easy, they can move up to the next one. They also need to check they know the meaning as part of their vocabulary development.

Activities they could do to help learn them include:

- Look the word up and then find some synonyms (words with a similar meaning) for the word using a thesaurus (online or in a book).
- Create a story or sentences containing some of, or all of the words.
- Go outside and write them out in chalk / in sand in different ways (e.g. as big as possible, as small as possible, joined up etc.)
- Play bingo.
- Look, cover, check.
- Get someone else to test you.
- Make word searches containing the words.
- Order them from hardest to easiest or find the hardest and easiest word. Discuss why.
- Make cards with each word on. Can you use them to create a game?
- Spellings into sentences - here you use a dictionary to look them up and then put the word into a sentence.
- How many different sentences can they think of containing the word _____ ?
- See the spelling websites on the back page of this booklet for online ideas.

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Look, Say, Cover, Write, Check

Set 1

Group 1 'ough'	Group 2 'ough'	Group 3 'ough'
plough	tough	rough
cough	enough	trough
trough	cough	throughout
enough	borough	thorough
thought	thorough	bough
sought	although	thoroughly
fought	afterthought	thoughtful
bought	forethought	although
nought	brought	wrought
ought	wrought	drought



Set 2

Group 1 Words with silent letters	Group 2 Words with silent letters	Group 3 Words with silent letters
scissors should listen stalk write young guess knee thumb half	vague science guilty gnome scene honest whistle ghost wreckage design	ghastly schedule knowledge wrinkled answer doubt guarantee rhinoceros rhythm fascinated



Set 3

The rule

The **-able** ending is usually (but not always!) used if a complete root word can be heard before it, even if there is no related word ending in **-ation**.
E.g. Considerable.

The **-ible** ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*).

Group 1 'ible' or 'able'?	Group 2 'ible' or 'able'?	Group 3 'ible' or 'able'?
lovable	replaceable	noticeable
movable	reliable	manageable
available	probable	justifiable
cable	valuable	understandable
comfortable	acceptable	profitable
vegetable	sensible	responsible
changeable	visible	edible
horrible	impossible	permissible
possible	believable	unbelievable
terrible	immovable	invisible



Set 4-5 homophones (to learn over 2 weeks)

isle	aisle
aloud	allowed
affect	effect
herd	heard
past	passed
led	lead
steel	steal
altar	alter
cereal	serial
father	farther
guessed	guest
morning	mourning
who's	whose
assent	ascent



Set 6

Group 1 Change 'y' to 'i'	Group 2 Change 'y' to 'i'	Group 3 Change 'y' to 'i'
cherry - cherries berry - berries carry - carried cry - cried fly - flies tiny - tiniest marry - married story - stories lily - lilies lazy - lazily	heavy - heaviest heavier easy - easiest merry - merrily city - cities happy - happiness nasty - nastiness daisy - daisies supply - supplier weary - wearily	empty - emptier lonely - loneliness mystery - mysterious weary - weariness vary - variation clumsy - clumsily dictionary - dictionaries wealthy - wealthiest melody - melodious multiply - multiplied



Set 7

Nouns ending in a hissing/buzzing/shushing sound add '-es' because it makes it easier to say.

Group 1	Group 2	Group 3
wish/wishes box/boxes brush/brushes bush/bushes fix/fixes fox/foxes dish/dishes class/classes mix/mixes gas/gases	witch/witches arch/arches atlas/atlas bench/benches fetch/fetches itch/itches church/churches bunch/bunches marsh/marshes patch/patches catch/catches	radish/radishes sash/sashes sketch/sketches starch/starches stitch/stitches tax/taxes touch/touches trash/trashes twitch/twitches vehicle/vehicles wrench/wrenches compass/compasses



Set 8 - Use of a hyphen

Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

co-ordinate				
re-enter				
co-operate				
co-own				
re-enter				
re-elect				
cross- reference				
cross- section				
self-esteem				
non-toxic				



Set 9 ably or ibly

Group 1	Group 2	Group 3
possible possibly terrible terribly horrible horribly sensible sensibly reliable reliably	understandable understandably visible visibly reliable reliably responsible responsibly possible possibly terrible terribly	adorable adorably considerable considerably incredible incredibly noticeable noticeably reasonable reasonably respectable respectably responsible responsibly



Set 10

Group 1	Group 2	Group 3
Drop the 'e' when adding 'ing'	Drop the 'e' when adding 'ing'	Drop the 'e' when adding 'ing'
love - loving	excite - exciting	persuade - persuading
give - giving	surprise - surprising	achieve - achieving
take - taking	believe - believing	pronounce - pronouncing
move - moving	receive - receiving	receive - receiving
drive - driving	dine - dining	decide - deciding
make - making	lose - losing	reconcile - reconciling
smile - smiling	refuse - refusing	improve - improving
dance - dancing	parachute - parachuting	announce - announcing
have - having	rejoice - rejoicing	desire - desiring
taste - tasting	escape - escaping	perspire - perspiring

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Look, Say, Cover, Write, Check

Set 11

Group 1 Words ending with 'ly'	Group 2 Words ending with 'ly'	Group 3 Words ending with 'ly'
sadly madly safely surely family cuddly quickly lightly lovely wisely	finally readily happily certainly smoothly rapidly horribly greedily carefully beautifully	magnificently immediately monotonously beautifully wastefully separately accurately thoroughly dangerously fantastically

Set 12

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Look, Say, Cover, Write, Check

Group 1 'tion' sounds like 'shun'	Group 2 'tion' sounds like 'shun'	Group 3 'tion' sounds like 'shun'
friction fiction fraction function mention direction invention reduction solution operation	conversation dictionary invitation attention commotion pollution condition preparation population education	observation declaration destruction repetition correction extinction rotation organisation demonstration competition

Set 13

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Look, Say, Cover, Write, Check

Group 1 'le' sounds like 'ul' or 'el'	Group 2 'le' sounds like 'ul' or 'el'	Group 3 'le' sounds like 'ul' or 'el'
bubble crumble meddle handle cradle stable rubble saddle example trouble	chuckle trickle wiggle bicycle uncle icicle candle bundle double sample	struggle article people triangle obstacle tremble scribble miracle idle knuckle

Set 14

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Look, Say, Cover, Write, Check

Group 1 contractions	Group 2 contractions	Group 3 contractions
I have I've we are we're we have we've I would I'd do not don't cannot can't Is not isn't did not didn't he is he's she is she's	have not haven't were not weren't would not wouldn't could not couldn't he will he'll what is what's here is here's are not aren't did not didn't cannot can't	they are they're they have they've she will she'll there is there's should not shouldn't does not doesn't must not mustn't need not needn't will not won't who is who's

Set 15

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Look, Say, Cover, Write, Check

Group 1 double consonants	Group 2 double consonants	Group 3 double consonants
address attic mammal disappoint different accept official corridor squabble difficult	butterfly disappear beginning travelling appointment immediate immense occupy commence suddenly	embarrass jewellery accommodation recommend aggressive accuracy anniversary occurred committee possession

Set 16

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Look, Say, Cover, Write, Check

Group 1 'or' words	Group 2 'or' words	Group 3 'or' words
actor visitor sailor mirror author senior inventor operator tremor tailor	tutor mayor incubator instructor emperor governor bachelor objector calculator radiator	protractor generator incinerator conqueror percolator refrigerator superior councillor navigator accelerator

Set 17

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Look, Say, Cover, Write, Check

Group 1 'ph' sounds like 'f'	Group 2 'ph' sounds like 'f'	Group 3 'ph' sounds like 'f'
alphabet dolphin elephant graph microphone phrase sphere telephone triumph trophy	atmosphere autograph graphic nephew orphan paragraph phantom phobia photograph physics	amphibian apostrophe hyphen pharmacy pheasant phoenix physical prophet symphony typhoon

Set 18

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Look, Say, Cover, Write, Check

Group 1 'ic' and 'cian'	Group 2 'cian' means expert	Group 3 'cian' means expert
mathematics music politics optician magician electric physics clinic statistics cosmetic	mathematician musician politician beautician optician magician electrician physician technician clinician	dietician obstetrician paediatrician statistician tactician physician technician clinician mathematician politician

Set 19

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Look, Say, Cover, Write, Check

Group 1 'full' becomes 'ful' when added as a suffix	Group 2 'full' becomes 'ful' when added as a suffix	Group 3 'full' becomes 'ful' when added as a suffix
hopeful thankful playful harmful careful fearful shameful faithful handful beautiful	boastful powerful awful wakeful grateful skilful mouthful pitiful plentiful beautiful	wonderful spiteful disgraceful colourful scornful doubtful bountiful merciful fanciful beautiful

Set 20

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Look, Say, Cover, Write, Check

Group 1 prefixes	Group 2 prefixes	Group 3 prefixes
Do you know the meaning of each prefix? (aero, micro, bi, aqua, auto, audi, trans, mil, tri, cir)	Do you know the meaning of each prefix? (aero, micro, bi, aqua, auto, audi, trans, mil, tri, cir)	Do you know the meaning of each prefix? (aero, micro, bi, aqua, auto, audi, trans, mil, tri, cir)
<u>aeroplane</u> <u>microfilm</u> <u>bicycle</u> <u>aquatic</u> <u>autograph</u> <u>audience</u> <u>transport</u> <u>millionaire</u> <u>triple</u> <u>circle</u>	<u>aerodrome</u> <u>microphone</u> <u>binoculars</u> <u>aquarium</u> <u>automatic</u> <u>audible</u> <u>transfer</u> <u>millimetre</u> <u>triangle</u> <u>circular</u>	<u>aerodynamic</u> <u>microscope</u> <u>bisect</u> <u>Aquarius</u> <u>autobiography</u> <u>audition</u> <u>transplant</u> <u>millennium</u> <u>tricycle</u> <u>circumference</u>

Set 21 – Words with silent letters revisited



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/, and the **gh** used to represent the sound that 'ch' now represents in the Scottish word *loch*.

doubt				
island				
lamb				
solemn				
thistle				
knight				
limb				
tomb				
whistle				
listen				
plumber				
gnome				
gnat				
gnash				
column				



1. **Set 22 – Homophones revisited (Part 1)** Homophone = Two or more words having the same pronunciation but different meanings, origins, or spelling (e.g. [new](#) and [knew](#)).
- In the pairs of words opposite, nouns end **-ce** and verbs end **-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**.

advice				
advise				
device				
devise				
licence				
license				
practice				
practise				
prophecy				
prophecy				



2. **Set 23 – Homophones revisited (Part 2)** Homophone = Two or more words having the same pronunciation but different meanings, origins, or spelling (e.g. [new](#) and [knew](#)).

eligible				
illegible				
eliminate				
illuminate				
farther				
father				
precede				
proceed				
morning				
mourning				
aisle				
Isle				
aloud / allowed				



3. **Set 24 – Homophones revisited (Part 3)** Homophone = Two or more words having the same pronunciation but different meanings, origins, or spelling (e.g. [new](#) and [knew](#)).

profit				
prophet				
stationary				
stationery				
wary				
weary				
who's				
whose				
cereal				
serial				

National curriculum key word lists for years 3-6

Y3 T1	Y3 T2	Y3 T3	Y3 T4
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
Y3 T5	Y3 T6	Y4 T1	Y4 T2
through various weight woman/women occasion(ally) special notice	experiment extreme famous favourite February forward(s) fruit grammar	often opposite ordinary particular peculiar perhaps popular position	possess(ion) possible potatoes pressure probably promise purpose quarter minute
Y4 T3	Y4 T4	Y4 T5	Y4 T6
question recent regular reign remember sentence separate material medicine	increase important interest island knowledge learn length library mention	straight strange strength suppose surprise therefore though although thought	group guard guide heard heart height history imagine naughty natural

Year 5 Autumn 1 st half	Year 5 Autumn 2 nd half	Year 5 Spring 1 st half	Year 5 Spring 2 nd half	Year 5 Summer 1 st half	Year 5 Summer 2 nd half (some hard words from yr4)
occur accompany according according achieve aggressive forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery critic community	communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment	especially exaggerate hindrance excellent existence explanation familiar amateur frequently government	guarantee immediate knowledge experiment experience business possession disappear weight separate

Year 6 Autumn 1 st half	Year 6 Autumn 2 nd half	Year 6 Spring 1 st half	Year 6 Spring 2 nd half	Year 6 Summer 1 st half Revision (+yr 5)	<u>Activities you could do to help you learn them include:</u>
individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate	<u>include:</u> -Look the word up and then find some synonyms (words with a similar meaning) for the word using a thesaurus (online or in a book) -Create a story or sentences containing some of, or all of the words. -Go outside and write them out in chalk / in sand in different ways (e.g. as big as possible, as small as possible, joined up etc.) -Play bingo - Look, cover, check. - Get someone else to test you. -Make word searches containing the words -Order them from hardest to easiest or find the hardest and easiest word. Discuss why. -Make cards with each word on. Can you use them to create a game? -Spellings into sentences - here you use a dictionary to look them up and then put the word into a sentence -How many different sentences can they think of containing the word _____ ?

General SPAG websites

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>