

## YEAR 5 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Key topic words</b>		<b>Learn</b> Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)		<b>Apply</b> Words ending in –able and –ible.(Spelling Bank p 36)	
	<b>Apply</b> Words containing the letter-string -ough. (Spelling Bank p 29,33,48)		<b>Teach</b> Words ending in –able and –ible.(Spelling Bank p 36) Adorable/adorably adoration Changeable, noticeable, dependable, comfortable understandable, enjoyable, reliable		<b>Apply</b> eg isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed. (Spelling Bank p 49)
<b>Teach</b> Words containing the letter-string - ough. (Spelling Bank p 29,33,48)		<b>Apply</b> Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (Support for Spelling Y5T1i p73)		<b>Teach</b> eg isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed. (Spelling Bank p 49)	
	<b>Teach</b> Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (Support for Spelling Y5T1i p73)		<b>Practise</b> Words ending in –able and -ible –ably.(Spelling Bank p 36)		<b>Learn</b> Words from personal and statutory list

	doubt, island, lamb, solemn, autumn, thistle, knight				
<b>Practise</b> Words containing the letter-string -ough. ( <i>Spelling Bank p 29,33,48</i> )		<b>Teach</b> Use of spelling logs for etymology		<b>Practise</b> Homophones led/lead, steel/steal, alter/altar	

## 2<sup>nd</sup> Half of Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Revise</b> Spelling work from last half-term		<b>Learn</b> Words from personal and statutory lists		<b>Teach</b> Proof-reading focusing on checking words form personal lists	
	<b>Teach</b> Revise plurals eg adding -s, -es and -ies ( <i>Spelling Bank p41</i> )		<b>Apply</b> Use of the hyphen Co-ordinate, re-enter, co-operate, co-own		<b>Practise</b> Use dictionary to support teaching of word roots, derivations and spelling patterns
<b>Revise</b> Spelling work from last half-term		<b>Teach</b> Use of the hyphen Co-ordinate, re-enter, co-operate, co-own		<b>Practise</b> Proof-reading focusing on checking words form personal lists	
	<b>Teach</b> Revise apostrophe for contraction.		<b>Learn</b> Words from personal and statutory lists		<b>Apply</b> Use dictionary to support teaching of word roots, derivations and spelling patterns
<b>Revise</b> Spelling work from last half-term		<b>Practise</b> Use of the hyphen Co-ordinate, re-enter, co-operate, co-own		<b>Teach</b> Use dictionary to support teaching of word roots, derivations and spelling patterns	

**YEAR 5 Spring Term**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Key topic words</b>		<b>Teach 2</b> Teach Rare GPCs Bruise, guarantee, immediately, vehicle, yacht		<b>Apply</b> Word endings –ably and ibly	
	<b>Apply</b> Words from personal spelling list		<b>Teach</b> Word endings –ably and ibly		<b>Apply</b> Homophones led/lead, steel/steal, alter/altar
<b>Revisit/review</b> Apostrophe for possession		<b>Practise and apply</b> Rarer GPCs: bruise, guarantee, immediately, yacht		<b>Teach</b> Homophones led/lead, steel/steal, alter/altar	
	<b>Teach</b> Rarer GPCs Bruise, guarantee, immediately, vehicle, yacht		<b>Practise</b> Word endings –ably and ibly		<b>Learn</b> Words statutory list
<b>Learn</b> Words from personal spelling lists		<b>Teach</b> Use of spelling logs for etymology		<b>Practise</b> Homophones led/lead, steel/steal, alter/altar  Assent/ascent	

**2<sup>nd</sup> Half of Term**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b>Revise</b></p> <p>Spelling work from last half-term</p>		<p><b>Learn</b></p> <p>Words from personal and statutory lists</p>		<p><b>Learn</b></p> <p>Words from personal and statutory lists</p>	
	<p><b>Teach</b></p> <p><b>Proof reading:</b> Checking from another source after writing eg spell check if on screen, spelling log, environmental print, spuddy.</p>		<p><b>Apply</b></p> <p>Collecting root words and creating words using them</p>		<p><b>Practise</b></p> <p>Rare GPCs</p> <p>Words with the spelling ei have c making the /i:/ sound</p>
<p><b>Revise</b></p> <p>Spelling work from last half-term</p>		<p><b>Teach</b></p> <p>Collecting root words and creating words using them</p>		<p><b>Apply</b></p> <p>Pair testing words from personal and statutory lists</p>	
	<p><b>Practise</b></p> <p><b>Proof reading:</b> Checking from another source after writing eg spell check if on screen, spelling log, environmental print, spuddy.</p>		<p><b>Revise/review</b></p> <p>Homophones necessary to secure</p>		<p><b>Apply</b></p> <p>Rare GPCs</p> <p>Words with the spelling ei have c making the /i:/ sound</p>

<b>Revise</b> Spelling work from last half-term		<b>Practise</b> Collecting root words and creating words using them		<b>Teach</b> Rare GPCs  Words with the spelling ei have c making the /i:/ sound	

**YEAR 5 Summer term**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Key topic words</b>		<b>Learn</b> Words from personal and statutory list		<b>Apply</b> Proof-reading for words on statutory list	
	<b>Teach</b> Using etymological/morphological strategies for spelling (see end of plan for suggestions of root words)		<b>Teach</b> Proof-reading for words on statutory list		<b>Apply</b> Homophones cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose. .( <i>Spelling Bank p 49</i> )
<b>Revisit/review</b> A range of strategies for learning words		<b>Apply</b> Words from personal and statutory list		<b>Teach</b> Homophones cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose. .( <i>Spelling Bank p 49</i> )	
	<b>Practise</b> Using etymological/		<b>Practise</b> Proof-reading for		<b>Learn</b> Words from personal and

	morphological strategies for spelling		words on statutory list		statutory list
<b>Revisit/review</b> A range of strategies for learning words		<b>Teach</b> Use of spelling logs for etymology		<b>Practise</b> Homophones cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose. .( <i>Spelling Bank p 49</i> )	

## 2<sup>nd</sup> Half of Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Revise</b> Spelling work from last half-term		<b>Learn</b> Words from personal and statutory lists		<b>Practise</b> Homophones necessary to secure	
	<b>Teach</b> Teach use of dictionary to check words referring to first three or four letters. ( <i>Support for Spelling p114</i> )		<b>Apply</b> Suffixes that children struggle with		<b>Revise</b> Spelling from across the year that is needed
<b>Revise</b> Spelling work from last half-term		<b>Revise</b> Suffixes that children struggle with		<b>Learn</b> Words from personal and statutory lists	
	<b>Practise</b> Teach use of dictionary to check words referring to first three or four letters. ( <i>Support for Spelling p114</i> )		<b>Revise/review</b> Homophones necessary to secure		<b>Apply</b> Spelling from across the year that is needed
<b>Revise</b> Spelling work from last half-term		<b>Practise</b> Suffixes that children struggle with		<b>Apply</b> Pair testing words from personal and statutory lists	

**Root words that could be used:**

Press, sign, know, sight, cover, joy, light, image, please, part, graph, vent, script, friend,

Bound roots (those that need other parts to make complete words) rupt, velop, creat