



Caring for Everyone, Learning Together, Achievement for All

Spelling Programme for Year 5 & 6

Year A/C Autumn Term

- **Revisit:** strategies at point of writing. Have a go. Words ending ‘-abe/ably’, ‘-ible/ibly.’
- **Rare GPCs:** Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.
- **Prefixes and suffixes:** Adding suffixes beginning with vowel letters to words ending in ‘-fer’.
- **Word endings:** endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious)
- **Homophones:** advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy
- **Proofreading:** Proofreading in smaller chunks – sentences and paragraphs.
- **Learning and Practising spellings:** From new knowledge taught this term, from Year 5 and 6 word list and from personal lists. Extend knowledge of strategies and apply to high-frequency and cross-curricular words from Year 5 and 6 word list.

Year A/C Spring Term

- **Revisit:** Words containing the letter string ‘-ough’
- **Prefixes and suffixes:** Generating words from prefixes and suffixes
- **Word endings:** words ending ‘-tial’ and ‘-cial’ (official, special, artificial, partial, confidential, essential)
- **Homophones:** compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary. All homophones from KS2.
- **Proofreading:** Proofreading someone else’s writing. Note down strategies that help in books.
- **Learning and Practising spellings:** From new knowledge taught this term, from Year 5 and 6 word list and from personal lists. Extend knowledge of strategies and apply to high-frequency and cross-curricular words from Year 5 and 6 word list.

Year A/C Summer Term

- **Revisit:** spelling strategies at point of writing.
- **Rare GPCs:** Revise words with rare GPCs from Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)
- **Prefixes and suffixes:** Words ending in ‘-ant’, ‘-ance’/’-ancy’, ‘-ent’, ‘-ence’, ‘-ency’
- **Homophones and near homophones:** draft/fraught, dissent/descent, precede/proceed, wary/weary
- **Proofreading:** Embedding proofreading strategies when reviewing own writing independently.
- **Learning and practising spellings:** From new knowledge taught this term, from Year 5 and 6 word list and from personal lists, root words and meanings. Extend knowledge of strategies and apply to high-frequency and cross-curricular words from Year 5 and 6 word list.

Year B/D Autumn Term

- **Revisit:** strategies at point of writing. Have a go. Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession
- **Rare GPCs:** Words with silent letters
- **Morphology and Etymology:** Record 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 checking words from personal lists.
- **Learning and practising spellings:** From new knowledge taught this term, from Year 5 and 6 word list and from personal lists. Extend knowledge of strategies and apply to high-frequency and cross-curricular words from Year 5 and 6 word list.

Year B/D Spring Term

- **Revisit:** strategies at point of writing. Have a go. Apostrophe for possession
- **Rare GPCs:** Words with rare GPCs from Year 5 and 6 list (bruise, guarantee, queue, immediately, vehicle, yacht). Words spelt 'ei' after 'c' (receive, ceiling)
- **Morphology and Etymology:** Extension of base word 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:** Check from another source after writing (spell check if on screen, books, environmental print, spelling partners etc.)
- **Learning and practising spellings:** From new knowledge taught this term, from Year 5 and 6 word list and from personal lists. Extend knowledge of strategies and apply to high-frequency and cross-curricular words from Year 5 and 6 word list.

Year B/D Summer Term

- **Revisit:** strategies at 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:** Use of dictionary to check words, referring to the first three or four letters
- **Proofreading:** Check writing for misspelt words that are on the Year 5 and 6 word list
- **Morphology and Etymology:** Morphemic and etymological strategies to be used when learning specific words.
- **Learning and practising spellings:** From new knowledge taught this term, from Year 5 and 6 word list and from personal lists. Extend knowledge of strategies and apply to high-frequency and cross-curricular words from Year 5 and 6 word list.