

Year 5 Spelling Curriculum - Long Term Overview

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