

**Woodhouse Primary School**  
**Overview of Spelling Objectives**

**Year 5**

Green = Objectives from Appendix 1 (Spelling)

Blue = Objectives from Appendix 2 (Vocabulary, Grammar and Punctuation)

- Use further prefixes and suffixes and understand the guidance for adding them
- **Verb prefixes** [for example, *dis-*, *de-*, *mis-*, *over-* and *re-*]
- Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate*; *-ise*; *-ify*]
- Words ending in *-able* and *-ible/-ably* and *-ibly*- *adorable/adorably* (adoration), *applicable/applicably* (application), *considerable/considerably* (consideration), *tolerable/tolerably* (toleration) , *changeable*, *noticeable*, *forcible*, *legible*, *dependable*, *comfortable*, *understandable*, *reasonable*, *enjoyable*, *reliable*, *possible/possibly*, *horrible/horribly*, *terrible/terribly*, *visible/visibly*, *incredible/incredibly*, *sensible/sensibly*
- spell some words with 'silent' letters [for example, knight, psalm, solemn] **Words with 'silent' letters** (i.e. letters whose presence cannot be predicted from the pronunciation of the word) *doubt*, *island*, *lamb*, *solemn*, *thistle*, *knight*
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- **Words with the /i:/ sound spelt ei after c** (*deceive*, *conceive*, *receive*, *perceive*, *ceiling*)
- **Words containing the letter-string ough** - *ought*, *bought*, *thought*, *nought*, *brought*, *fought*, *rough*, *tough*, *enough*, *cough*, *though*, *although*, *dough*, *through*, *thorough*, *borough*, *plough*, *bough*
- continue to distinguish between homophones and other words which are often confused *heard/herd*, *led/lead*, *morning/mourning*, *past/passed*, *guessed/guest*, *steal/steel*, *who's/whose*
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

**Y5 Word List (Statutory) – 51**

achieve	curiosity	familiar	language	opportunity	sincere(ly)
appreciate	definite	foreign	leisure	persuade	soldier
attached	desperate	forty	lightning	programme	stomach
average	determined	harass	marvellous	queue	suggest
bargain	develop	identity	mischievous	recognise	symbol
bruise	dictionary	immediate(ly)	muscle	recommend	system
category	disastrous	interfere	neighbour	rhyme	thorough
competition	especially	interrupt	occupy	rhythm	variety
			occur	shoulder	vehicle

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**Term 1 (Autumn)**

**Revisit plurals**

- Adding –s, -es, and –ies.
- Adding apostrophes for contraction and possession

**Rare GPCs**

Words with silent letters

**Morphology/ Etymology**

Use spelling journals to record helpful etymological 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*

**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 on checking words from personal lists.

**Learning and Practising spellings**

Pupils:

- 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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

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**Term 2 (Spring)**

**Revisit**

Strategies at the point of writing: Have a go Apostrophe for possession

**Rare GPCs**

Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

Words with the /i:/ sound spelt 'ei' after 'c' (*receive, ceiling*)

**Morphology/ Etymology**

Teach extension of base words 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**

Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

**Learning and Practising spellings**

Pupils:

- 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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

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**Term 3 (Summer)**

**Revisit**

Strategies at the 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**

Teach use of dictionary to check words, refer- ring to the first three or four letters

**Proofreading**

Check writing for misspelt words that are on the Years 5 and 6 word list

**Morphology/ Etymology**

Teach morphemic and etymological strategies to be used when learning specific words

**Learning and Practising spellings**

Pupils:

- 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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  
Years 5 and 6 word list.