



Guide for Parents
Year 5 Spelling
Spring 2

Previously learned rules from Spring 1

- Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)
- Words ending in '-ably' and '-ibly'
- Homophones (led/lead, steel/steal, alter/altar)
- Year 5/6 non-negotiables

Spring term 2 spelling rules:

- Building words from root words
- 'ei' and 'ie' words
- Year 5/6 non-negotiables

Key vocabulary

| | |
|----------------------|--|
| Prefix | A prefix is added at the beginning of the word to alter the meaning of the word- e.g disappear. |
| Suffix | A suffix is an 'ending', used at the end of one word to turn it into another word- e.g teacher. |
| Root word | A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes- acting- the root word is act. |
| Compound word | A compound word contains at least two root words- e.g whiteboard and bookshop. |
| Vowel | The letters a,e,i,o,u. |
| Consonants | Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u are vowels. |
| Homophone | Two different words are homophones if they sound exactly the same when pronounced. |
| Homonym | Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced. |
| Word class | Every word belongs to a word class which summarises the ways in which it can be used in grammar- e.g noun, adverb, adjective. |
| Etymology | A word's etymology is its history, its origins in earlier forms of English or other languages, and how its form and meaning have changed. |
| Morphology | A word's morphology is its internal make-up in terms of root words and suffixes or prefixes. |
| GPC | Grapheme Phoneme Correspondence. |

Year 5 and Year 6 Non-Negotiable Spelling List

It is the expectation that pupils in Year 5 and 6 understand the meaning of and are able to spell the following words fluently.

| | | | | | |
|-------------|--------------------------|---------------------|-------------|---------------|-------------|
| accommodate | communicate | equip (-ped, -ment) | interfere | privilege | sufficient |
| accompany | community | especially | interrupt | profession | suggest |
| according | competition | exaggerate | language | programme | symbol |
| achieve | conscience* | excellent | leisure | pronunciation | system |
| aggressive | conscious* | existence | lightning | queue | temperature |
| amateur | controversy | explanation | marvellous | recognise | thorough |
| ancient | convenience | familiar | mischievous | recommend | twelfth |
| apparent | correspond | foreign | muscle | relevant | variety |
| appreciate | criticise (critic + ise) | forty | necessary | restaurant | vegetable |
| attached | curiosity | frequently | neighbour | rhyme | vehicle |
| available | definite | government | nuisance | rhythm | yacht |
| average | desperate | guarantee | occupy | sacrifice | |
| awkward | determined | harass | occur | secretary | |
| bargain | develop | hindrance | opportunity | shoulder | |
| bruise | dictionary | identity | parliament | signature | |
| category | disastrous | immediate(ly) | persuade | sincere(ly) | |
| cemetery | embarrass | individual | physical | soldier | |
| committee | environment | | prejudice | stomach | |

How can you support your child's spelling practice?

Each week, your child should practise their spellings in their homework books. They will be given a spelling home learning sheet with their spelling rule for that week and their spellings will be recorded in their planners. In order to practise this half term's spellings, you could try the following strategies that are most appropriate for this half term's spellings.

Building words from root words

Word Matrices

| | | | | |
|----|----|-----|-----|-----|
| un | de | fin | ish | ing |
| | | | al | ed |
| | | | ite | es |
| | | | | ly |
| | | | | ist |
| | | | | ise |
| | | | | ive |

Matrices provide a discussion on how words are linked by root words by adding prefixes and suffix that affect the meaning.

'ei' and 'ie' words

Pyramid words

This method of learning words encourages pupils to think of each letter separately.

P
py
pyr
pyra
pyram
pyrami
pyramid