



Dear Y5 parents/carers,

Below is a copy of the spellings which will be tested this half term. All spellings will follow a spelling pattern, which the children must learn to help them spell accurately. Occasionally, children will meet CHALLENGE WORDS, which are taken from the Y5 and Y6 statutory spellings. A copy of these words will also be available from the school website should you need to replace them. Many thanks for your continued support.

Week 1 Test Date: 13 September		Week 2 Test Date: 20 September		Week 3 Test Date: 27 September	
Spelling Rule:		Spelling Rule:		Spelling Rule:	
1. ambitious 2. amphibious 3. infectious 4. curious 5. fictitious	6. devious 7. nutritious 8. notorious 9. repetitious 10. obvious	1. atrocious 2. conscious 3. delicious 4. ferocious 5. gracious	6. luscious 7. malicious 8. precious 9. spacious 10. suspicious	1. artificial 2. beneficial 3. crucial 4. especially 5. facial	6. glacial 7. judicial 8. multiracial 9. official 10. special
Spelling Rule: Words ending in ‘-ious’; Words with a /shus/ ending have the suffix ‘-tious’ Words where the letter ‘i’ makes an /ee/ sound end in /-ious/		Spelling Rule: Words ending in ‘-cious’: Wors with a long /shuhs/ end in ‘-cious’		Spelling Rule: Words ending in ‘-cial’ Pattern for words adding ‘-cial’: ‘-cial’ follows a vowel as in: sp <u>e</u> cial, cr <u>u</u> cial, fac <u>i</u> al. There’s always words that don’t follow the rule: fin <u>a</u> ncial, provin <u>i</u> cial	

Week 4 Test Date: 4 October		Week 5 Test Date: 11 October		Week 6 Test Date: 18 October	
Spelling Rule:		Spelling Rule:		Challenge Words	
1. circumstantial 2. confidential 3. essential 4. impartial 5. influential	6. potential 7. preferential 8. residential 9. substantial 10. torrential	1. commercial 2. controversial 3. controversially 4. financial 5. financially	6. initial 7. initially 8. palatial 9. provincial 10. spatial	1. appreciate 2. cemetery 3. conscious 4. convenience 5. environment	6. immediately 7. language 8. sufficient 9. thorough 10. vegetable
Spelling Rule: Words ending in ‘-tial’ Pattern for adding ‘-tial’: ‘-tial’ follows a consonant as in: Ess <u>e</u> ntial, poten <u>t</u> ial, residen <u>t</u> ial. There’s always words that don’t follow the pattern: pal <u>a</u> tial, init <u>i</u> al.		Spelling Rule: Words ending in ‘-cial’ and ‘-tial’		Challenge Words: All these words are taken from the Year 5 and 6 Statutory Spelling List.	

Week 7 Test Date: 25 October					
Spelling Rule:		How do we learn spellings best? Repeated practice , short-term retrieval and small-step goal achievement is at the heart of the way we learn to spell and key to spelling improvement. To ensure this happens, children MUST practice their spellings at home using the technology-driven games provided on Spelling Shed . Mr Phillips says: Little and often – establish a routine (10-minutes a night, every night, is better than squeezing it into 3 hours on one night)			
This week, children will be tested on a mix of words from previous week’s spellings.					

All spelling tests will take place on a Friday, unless other school events mean it needs to be changed.

Spelling lessons in school have the following key areas below embedded in its core:

“Orthography: is how patterns of letters are used to make certain spoken sounds in a language.”

Students will continue to build on the firm foundations built whilst studying phonics in their early years of education. They will continue to break down spellings into the smallest units of sound and cluster them into syllables in order to read and write words efficiently. Through adult-led discussion and investigation children will become more secure in their knowledge of English orthography based on the frequency and position of the sounds within words.

“Morphology: describes how words are structured into subcomponents to give meaning.”

Children will study words; word parts; their meanings and how this affects spelling. There are lessons throughout the scheme that consolidate children's knowledge of common morphemes such as root

“Etymology: describes the origins of words, which can lead to certain patterns of spelling.”

Most lessons in the scheme include an etymology element that teaches the children about the origin of the words that they are learning about. Children will be able to see how the English language has, over time, borrowed and integrated words and spellings from a range of source languages. For example, the Latinate verbs which follow Latin prepositions in English words such as: -act (do), -pute (think) or -opt (choose).ormations, prefixes and suffixes.

If you have any questions, then please get in touch.

Thank you

MrP

Helping your child.

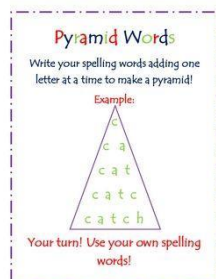
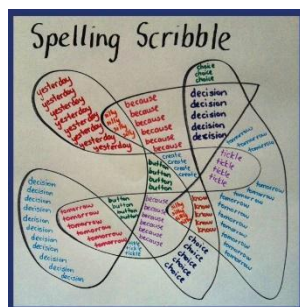
One method of helping your child learn their spelling is

‘Look, cover, write, check’

Children look at a word and sound it out, cover it, practice writing it and then check it.

If you wish to challenge your child even further you could ask them to say a sentence using the word or even write a sentence and then try to improve it.

Other ways to help learn spellings:



Spelling Roll-A-Word	
Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.	
1	Write your word in a sentence.
2	Draw a picture of your word.
3	Write a synonym of your word.
4	Write an antonym of your word.
5	Write the definition for your word.
6	Write your word three times.



Memory Strategies:

Syllables: Listen to how many syllables there are and break the word into smaller chunks to remember. *September* = *Sep* – *tem* – *ber* (clap them out if it helps)

Root words: Find the root word of the longer word. *Smiling* = *smile* + *ing*

Analogy: Use words that you already know to help spelling. *Would, Should, Could*

Mnemonic: Make up a sentence to help remember the word:

Caught = **Can An Ugly Goat Have Teeth**

SPELLING HOMEWORK: All weekly spelling words are on SPELLING SHED for children to practice as part of their homework.