You will notice that the format of spelling groups is a little different this term and this is to ensure that all children in the class are exposed to the year 5 spelling rules and statutory spelling words.

In our Year 5 spelling Lessons, we will be focusing on the Year 5 spelling rule for that week as a whole class.

* All children will learn challenge 1 words each week: these are based on commonly misspelt words in class.
* All children will learn the statutory spelling words each week – these will be the year 5/6 statutory words but we will be recapping the year 3/4 statutory words also.
* Your child will be asked to either learn the challenge 2 or challenge 3 words for that week.

*(Each week there will be at least 12 spelling words to learn/at most 15 words)*

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| **Week 1** | Monday 15th March (Tested on 19th March) | | | |
| Focus: | -ough letter string | | | |
| Rule | The –ough letter string can be used to spell a variety of different sounds such as /uff/ in  rough, tough and enough and /aw/ in fought. | | | |
| **Challenge 1** heel/heal/he’ll meat/meet | | **Challenge 2** rough tough thoughtless enough  coughing | **Challenge 3** although though thorough brought  fought | **Statutory words** disastrous embarrass environment |

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| **Week 2** | Monday 22nd March (Tested on 26th March) | | | |
| Focus: | Homophones and near homophones | | | |
| Rule | Homophones are words that sound the same or similar but have different spellings and  meanings | | | |
| **Challenge 1** whose/who’s missed/mist | | **Challenge 2** aloud/ allowed affect/effect desert/dessert cereal/serial | **Challenge 3** draft/ draught compliment/ complement farther/ father  morning/ mourning | **Statutory words**  equip equipped equipment |

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| **Week 3** | Monday 29th March (Tested on 1st April – this is a 4-day week so the test will be on Thursday this week before the Easter Holidays) | | | |
| Focus: | Homophones and near homophones | | | |
| Rule | Homophones are words that sound the same or similar but have different spellings and  meanings (such as break and break). | | | |
| **Challenge 1** plane/plain ball/bawl | | **Challenge 2** herd/heard wary/ weary steel/ steal  bridal/ bridle | **Challenge 3** ascent/ assent precedes/ proceed principle/ principal  stationary/stationery | **Statutory words** especially exaggerate excellent |

After the Easter Holidays:

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| **Week 1** | Monday 19th April (Tested on 23rd April) | | | |
| Focus: | Silent letters ‘h’ ‘w’ ‘t’ ‘u’ | | | |
| Rule | Some letters are silent in words. Some letters are no longer sounded which used to be sounded hundreds of years ago. | | | |
| **Challenge 1** berry/bury main/mane | | **Challenge 2** aching wreck listened chaos  biscuits | **Challenge 3** whistled characters monarch wreckage  guaranteed | **Statutory words** existence explanation familiar |

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| **Week 2** | **Monday** 26th April **(Tested on** 30th April) | | | |
| Focus: | Silent letters ‘k’ ‘g’ ‘b’ and others | | | |
| Rule | Some letters are silent in words. Some letters are no longer sounded which used to be  sounded hundreds of years ago. | | | |
| **Challenge 1** passed/past desert/dessert | | **Challenge 2** kneel climbed muscles scissors  autumn | **Challenge 3** knuckle resigning queue knowledgeable  foreign | **Statutory words**  foreign forty frequently |

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| **Week 3** | **Monday 3rd May (Tested on** 7th May**)** | | | |
| Focus: | -able words | | | |
| Rule | By adding the suffix –able or –ible, makes the word into an adjective. | | | |
| **Challenge 1** | | **Challenge 2** | **Challenge 3** | **Statutory words** |
| led/lead | | adorable | tolerable | government |
| aloud/allowed | | applicable | predictable | guarantee |
|  | | admirable | dependable | harass |
|  | | considerable | accountable |  |
|  | | achievable | renewable |  |

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| **Week 4** | **Monday 10th May (Tested on** 14th May**)** | | | |
| Focus: | -able and –ably words | | | |
| Rule | If a word ends in –ce or –ge, the ‘e’ after the ‘c’ or ‘g’ must be kept when adding –able or  –ably such as change – changeable.  There is usually no change to the root word when you hear the complete root word before –able. In general, if the root word ends in -y, change the -y to ‘i’ and then add - able. | | | |
| **Challenge 1** desert/dessert know/no | | **Challenge 2** unchangeable likeable enjoyably  uncomfortably understandably | **Challenge 3** unreliably noticeable noticeably  dependable remarkable | **Statutory words** hindrance identity immediate |

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| **Week 5** | **Monday 17th May (Tested on 21st May)** | | | |
| Focus: | -ible words | | | |
| Rule | Some words end in –ible and –ibly when a full root word cannot be heard. | | | |
| **Challenge 1** | | **Challenge 2** | **Challenge 3** | **Statutory words** |
| herd/heard | | inedible | eligible | immediately |
| steel/steal | | irresponsible | audible | individual |
|  | | incredible | plausible | interfere |
|  | | illegible | incompatible |  |
|  | | forcible | irresistible |  |

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| **Week 6** | **Monday 24th May (Tested on 28th May)** |
| Focus: | All spelling words form this spelling sheet |
| **Spelling test based on the words/spelling rules on this spelling sheet** | |

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| **Week 10** | **Monday 15th March** | | | |
| Focus: | -ible and -ibly | | | |
| Rule | Some words end in –ible. The ending –ibly is often used when a full root word cannot be  heard, although not in all cases. | | | |
| **Challenge 1** cell/sell dear/deer | | **Challenge 2** sensibly impossibly invisibly horribly  terribly | **Challenge 3** incredibly feasibly impermissibly incompatibly  plausibly | **Statutory words** interrupt language  leisure |

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| **Week 11** | **Monday 22nd March** | | | |
| Focus: | -able and –ible - exception words | | | |
| Rule | Words which do not follow the previous rules. | | | |
| **Challenge 1** | | **Challenge 2** | **Challenge 3** | **Statutory words** |
| hole/whole | | irritable | suggestible | lightning |
| night/knight | | flexible | collapsible | marvellous |
|  | | collectible | digestible | mischievous |
|  | | accessible | inevitable |  |
|  | | irresistible | inaudibly |  |