

**Year 5**

Spelling progression document for year 5. This includes what should be taught, what should be revised while still leaving room for teachers to use assessment for learning to adapt to the needs of the children. Throughout the units children will also be taught a variety of revision strategies and assessed regularly.

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| **Term** | **Objective** | **Examples** | **Taught** |
| AutumnRevision:* Plurals using –s, -es and –ies
* Apostrophe for contraction and posession
 | Ough | ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough |  |
| Silent letters | doubt, island, lamb, solemn, thistle, knight |  |
| -able and –ible | changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable  |  |
| Homophones | **Isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed** |  |
|  Use of a hyphen | co-ordinate, re-enter, co-operate, co-own |  |
| SpringRevision:* Apostrophe for posession
 | **Rare GPCs** | **Bruise, immediately, vehicle, yacht** |  |
| -ably and –ibly | adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly |  |
| Homophones | **Led/lead, steel/steal, alter/altar** |  |
| Words with the /I;/ sound spelled “ei” and “ie” | deceive, conceive, receive, perceive, ceilingExceptions: protein, caffeine, seize (and either and neither |  |
| Summer:* **Problem suffixes such as -ous, -ing, -ed, -es, -ies**
 | Homophones | Cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose |  |