

Spelling Sessions Yearly Overview – Year 5



Block	Week	Spelling Shed list	Part 1- Revision		Part 2 – New spelling pattern	
1	1	1	Day 1	Y4 Revision –spelling rules we have learned in Stage 4 (3)- R1 e.g. brochure famous tension	<u>‘-tious’ and ‘-ious’ endings</u> Note: ‘tious’ makes the ‘shus’ sound and ‘ious’ makes the ‘eeus’ sound. ambitious infectious fictitious nutritious repetitious amphibious curious devious notorious obvious	
			Day 2	Y4 Plural possessive apostrophes- R2 e.g. girls’ boys’ babies’		
			Day 3	Y4 ‘phon’ word family and ‘sign’ word family- R3 e.g. phone telephone phonics		
			Day 4	Y4 Adding ‘-ly’ to create adverbs of manner- R4 e.g. reluctantly quickly generously		
	2	2	2	Day 1	Y4 Revision –spelling rules we have learned in Stage 4 (4)- R1 e.g. gently separate affect	<u>‘-cious’ endings</u> Note: ‘cious’ usually used when the root word ends in ‘ce’ e.g. grace → gracious. However, it’s not always possible to recognise this. delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious
				Day 2	Y4 Revision –spelling rules we have learned in Stage 4 (1)- R2 e.g. expression musician reluctantly	
				Day 3	Y4 Prefixes –‘super-’ ‘anti-’ and ‘auto-’- R3 e.g. supermarket superman superstar	
				Day 4	Y4 Challenge Words 4- R4 e.g. group height particular	
	3	3	3	Day 1	‘tious’/ ‘ious’ R1 e.g. ambitious infectious fictitious	<u>‘-cial’ endings</u> Note: Words ending ‘cial’ usually have a vowel just before the suffix is added. official

Spelling Sessions Yearly Overview – Year 5

		Day 2	<p>Y4 Revision –spelling rules we have learned in Stage 4 (2)- R2 e.g. incorrect illegible subject</p>	<p>special artificial crucial judicial beneficial facial glacial especially multiracial</p>
		Day 3	<p>Y4 The prefix bi—R3 e.g. bicycle biplane biped</p>	
		Day 4	<p>Y4 Homophones and near- homophones 2- R4 e.g. scene/ seen whose/ who's</p>	
4	4	Day 1	<p>'cious' R1 e.g. delicious atrocious conscious</p>	<p><u>'-tial' endings</u> Note: Words ending 'tial' usually have a consonant before the suffix is added.</p> <p>potential essential substantial influential residential confidential celestial preferential torrential circumstantial</p>
		Day 2	<p>Y4 Revision –spelling rules we have learned in Stage 4 (3)- R2 e.g. brochure famous tension</p>	
		Day 3	<p>Y4 Challenge Words 5- R3 e.g. accident actually busy</p>	
		Day 4	<p>Y4 The /s/ sound spelled c before 'i' and 'e'- R4 e.g. circle century centaur</p>	
5	5	Day 1	<p><u>'cial' endings R1</u> e.g. official special artificial</p>	<p><u>'-cial' and 'tial' exceptions</u> Note: These are all exceptions to the rules from the last two weeks!</p> <p>financial commercial provincial initial special palatial controversial initially controversially financially</p>
		Day 2	<p>Y4 Revision –spelling rules we have learned in Stage 4 (4)- R2 e.g. gently separate affect</p>	
		Day 3	<p>Y4 Plural possessive apostrophes- R3 e.g. girls' boys' babies'</p>	
		Day 4	<p>Y4 'sol' word family and 'real' word family- R4 e.g. solar</p>	

Spelling Sessions Yearly Overview – Year 5

				<p>solution soluble</p>	
	6	6	<p>Day 1</p> <p><u>'tial' endings R1</u> e.g. potential essential substantial</p>	<p><u>Challenge Words 1</u></p> <p>Note: From the Y5/6 word list</p> <p>appreciate cemetery conscious convenience environment immediately language sufficient thorough vegetable</p>	
		<p>Day 2</p> <p><u>'tious' / 'ious' R2</u> e.g. ambitious infectious fictitious</p>			
		<p>Day 3</p> <p><u>Y4 Revision –spelling rules we have learned in Stage 4 (1)- R3</u> e.g. expression musician reluctantly</p>			
		<p>Day 4</p> <p><u>Y4 'phon' word family and 'sign' word family- R4</u> e.g. phone telephone phonics</p>			
2	1	7	<p>Day 1</p> <p><u>'cial' and 'tial' exceptions R1</u> e.g. financial commercial provincial</p>	<p><u>'-ant' endings</u></p> <p>Note: Use –ant if there is a related word with /a/ or /ei/ sound in the right position; -ation endings are often a clue. E.g observant, (observat<u>ion</u>), expectant (expectat<u>ion</u>), hesitant, (hesitat<u>ion</u>), tolerant, (tolerat<u>ion</u>), substance (substant<u>ial</u>)</p> <p>abundant brilliant constant distant dominant elegant fragrant ignorant tolerant vacant</p>	
		<p>Day 2</p> <p><u>'cious' R2</u> e.g. delicious atrocious conscious</p>			
		<p>Day 3</p> <p><u>Y4 Revision –spelling rules we have learned in Stage 4 (2)- R3</u> e.g. incorrect illegible subject</p>			
		<p>Day 4</p> <p><u>Y4 Prefixes –'super-' 'anti-' and 'auto-'- R4</u> e.g. supermarket superman superstar</p>			
	2	8	<p>Day 1</p> <p><u>Challenge words 1- R1</u> e.g. appreciate cemetery conscious</p>	<p><u>'-ance' endings</u></p> <p>Note: Use –ance if there is a related word with /a/ or /ei/ sound in the right position; just like last week!</p> <p>abundance brilliance elegance extravagance tolerance hesitancy</p>	
		<p>Day 2</p> <p><u>'cial' endings R2</u> e.g. official special artificial</p>			

Spelling Sessions Yearly Overview – Year 5

		Day 3	<p><u>Y4 Revision –spelling rules we have learned in Stage 4 (3)- R3</u> e.g. brochure famous tension</p>	<p>vacancy dominancy abundancy</p>
		Day 4	<p><u>Y4 The prefix bi—R4</u> e.g. bicycle biplane biped</p>	
3	9	Day 1	<p><u>'ant' endings – R1</u> e.g. abundant brilliant constant</p>	<p><u>'-ent' and '-ence' after a soft c or a qu</u></p> <p>Note: Use 'ent' and 'ence' after a soft c, qu or soft g.</p> <p>innocence decent frequent emergent confidence competence transparent eloquence violent intelligence</p> <p>ALSO: decency/ frequency</p>
		Day 2	<p><u>'tial' endings R2</u> e.g. potential essential substantial</p>	
		Day 3	<p><u>Y4 Revision –spelling rules we have learned in Stage 4 (4)- R3</u> e.g. gently separate affect</p>	
		Day 4	<p><u>Y4 Challenge Words 5- R4</u> e.g. accident actually busy</p>	
4	10	Day 1	<p><u>'ance' endings- R1</u> e.g. abundance brilliance elegance</p>	<p><u>'-able' and '-ible' endings</u></p> <p>Note: 'able' is used when there is a related word ending 'ation'. 'able' is more common than 'ible'. 'able' is usually used when the complete root word can be heard before it.</p> <p>dependable comfortable understandable reasonable enjoyable reliable possible horrible terrible incredible</p>
		Day 2	<p><u>'cial' and 'tial' exceptions R2</u> e.g. financial commercial provincial</p>	
		Day 3	<p><u>'tious'/'ious' R3</u> e.g. ambitious infectious fictitious</p>	
		Day 4	<p><u>Y4 Plural possessive apostrophes- R4</u> e.g. girls' boys' babies'</p>	

Spelling Sessions Yearly Overview – Year 5

5	11	Day 1	<u>'ent' and 'ence' after a soft c or a qu- R1</u> e.g. innocence decent frequent	<u>'-ably' and '-ibly' endings</u> Note: The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably. reliably dependably comfortably possibly horribly terribly visibly incredibly sensibly legibly	
		Day 2	<u>Challenge words 1- R2</u> e.g. appreciate cemetery conscious		
		Day 3	<u>'cious' R3</u> e.g. delicious atrocious conscious		
		Day 4	<u>Y4 Revision –spelling rules we have learned in Stage 4 (1)- R4</u> e.g. expression musician reluctantly		
6	12	Day 1	<u>'able' and 'ible' endings- R1</u> e.g. dependable comfortable understandable	<u>Challenge Words 2</u> Note: From the Y5/6 list accommodate available controversy dictionary marvellous opportunity secretary sincerely suggest twelfth	
		Day 2	<u>'ant' endings – R2</u> e.g. abundant brilliant constant		
		Day 3	<u>'cial' endings R3</u> e.g. official special artificial		
		Day 4	<u>Y4 Revision –spelling rules we have learned in Stage 4 (2)- R3</u> e.g. incorrect illegible subject		
3	1	13	Day 1	<u>'ably' and 'ibly' endings- R1</u> e.g. reliably dependably comfortably	<u>Words ending in '-able'</u> Note: When adding 'able' to root words that end with 'ce' /s/ or 'ge' /j/, unlike in usual spelling rules, the 'e' remains to avoid the soft sound becoming a hard sound – e.g. changeable would be changeable. changeable noticeable manageable agreeable knowledgeable replaceable microwaveable salvageable rechargeable irreplaceable
			Day 2	<u>'ance' endings- R2</u> e.g. abundance brilliance elegance	
			Day 3	<u>'tial' endings R3</u> e.g. potential essential substantial	

Spelling Sessions Yearly Overview – Year 5

			Day 4	<p>Y4 Revision –spelling rules we have learned in Stage 4 (3)- R4 e.g. brochure famous tension</p>	
2	14	Day 1	<p>Challenge Words 2- R1 e.g. accommodate available controversy</p>	<p>Adverbs of time (Temporal adverbs)</p> <p>Note: These words are used to develop chronology in writing.</p> <p>afterwards immediately earlier eventually previously finally recently yesterday tomorrow whilst</p>	
		Day 2	<p>'ent' and 'ence' after a soft c or a qu- R2 e.g. innocence decent frequent</p>		
		Day 3	<p>'cial' and 'tial' exceptions R3 e.g. financial commercial provincial</p>		
		Day 4	<p>Y4 Revision –spelling rules we have learned in Stage 4 (4)- R4 e.g. gently separate affect</p>		
3	15	Day 1	<p>Words ending in 'able'- R1 e.g. changeable noticeable manageable</p>	<p>Adding suffixes to words ending '-fer'.</p> <p>Note: When adding a suffix to root words that end in 'fer', the final 'r' is dropped when the 'fer' is not stressed in the newly created word. If the 'fer' is still stressed then the final 'r' remains creating double 'rr'.</p> <p>referring preferred transferring reference referee preference transference difference inference conferring</p>	
		Day 2	<p>'able' and 'ible' endings- R2 e.g. dependable comfortable understandable</p>		
		Day 3	<p>Challenge words 1- R3 e.g. appreciate cemetery conscious</p>		
		Day 4	<p>'tious' / 'ious' R4 e.g. ambitious infectious fictitious</p>		
4	16	Day 1	<p>Adverbs of time (Temporal adverbs)- R1 e.g. afterwards immediately earlier</p>	<p>Words with silent letters at the start</p> <p>knight wreckage writer knowledge</p>	

Spelling Sessions Yearly Overview – Year 5

		Day 2	<u>'ably' and 'ibly' endings- R2</u> e.g. reliably dependably comfortably	knuckle wreath pterodactyl mnemonic wrestler knife
		Day 3	<u>'ant' endings – R3</u> e.g. abundant brilliant constant	
		Day 4	<u>'cious' R4</u> e.g. delicious atrocious conscious	
5	17	Day 1	<u>Adding suffixes to words ending 'fer'- R1</u> e.g. referring preferred transferring	<u>Words with silent letters</u> doubt island lamb solemn thistle autumn build receipt ascend disciple
		Day 2	<u>Challenge Words 2- R2</u> e.g. accommodate available controversy	
		Day 3	<u>'ance' endings- R3</u> e.g. abundance brilliance elegance	
		Day 4	<u>'cial' endings R4</u> e.g. official special artificial	
6	18	Day 1	<u>Words with silent letters at the start- R1</u> e.g. knight wreckage writer	<u>Challenge Words 3</u> Note: From the Y5/6 list. amateur ancient awkward criticise excellent foreign pronunciation symbol yacht equipment
		Day 2	<u>Words ending in 'able'- R2</u> e.g. changeable noticeable manageable	
		Day 3	<u>'ent' and 'ence' after a soft c or a qu- R3</u> e.g. innocence decent frequent	
		Day 4	<u>'tial' endings R4</u> e.g. potential essential substantial	

Spelling Sessions Yearly Overview – Year 5

4	1	19	Day 1	<u>Words with silent letters- R1</u> e.g. doubt island lamb	<u>Words with 'ie' after c</u> Note: Exceptions to the 'i before e except after c' rule! ancient science species efficient deficient glacier scientists sufficient emergencies inefficient
			Day 2	<u>Adverbs of time (Temporal adverbs)- R2</u> e.g. afterwards immediately earlier	
			Day 3	<u>'able' and 'ible' endings- R3</u> e.g. dependable comfortable understandable	
			Day 4	<u>'cial' and 'tial' exceptions R4</u> e.g. financial commercial provincial	
2	20	20	Day 1	<u>Challenge Words 3- R1</u> e.g. amateur ancient awkward	<u>Words with the 'ee' sound spelt 'ei' after c.</u> Note: Usually the rule is 'l before e except after c.' deceive conceive receive perceive receipt protein caffeine seize either neither
			Day 2	<u>Adding suffixes to words ending 'fer'- R2</u> e.g. referring preferred transferring	
			Day 3	<u>'ably' and 'ibly' endings- R3</u> e.g. reliably dependably comfortably	
			Day 4	<u>Challenge words 1- R4</u> e.g. appreciate cemetery conscious	
3	21	21	Day 1	<u>Words with 'ei' after c- R1</u> e.g. ancient science species	<u>Words containing 'ough' where the sound is /aw/</u> bought fought thought ought sought nought brought wrought afterthought thoughtfulness
			Day 2	<u>Words with silent letters at the start- R2</u> e.g. knight wreckage writer	
			Day 3	<u>Challenge Words 2- R3</u> e.g. accommodate available controversy	
			Day 4	<u>'ant' endings – R4</u> e.g. abundant	

Spelling Sessions Yearly Overview – Year 5

				brilliant constant	
4	22	Day 1	<u>Words with the 'ee' sound spelt 'ei' after c- R1</u> e.g. deceive conceive receive	<u>Words containing 'ough' where the sound is /o/ or 'ow'</u> though although dough doughnut rough enough tough plough bough toughen	
		Day 2	<u>Words with silent letters- R2</u> e.g. doubt island lamb		
		Day 3	<u>Words ending in 'able'- R3</u> e.g. changeable noticeable manageable		
		Day 4	<u>'ance' endings- R4</u> e.g. abundance brilliance elegance		
5	23	Day 1	<u>Words containing 'ough' where the sound is 'aw'- R1</u> e.g. bought fought thought	<u>Adverbs of possibility</u> Note: These words show the possibility that something has of occurring. definitely possibly probably frequently infrequently occasionally rarely certainly obviously often	
		Day 2	<u>Challenge Words 3- R2</u> e.g. amateur ancient awkward		
		Day 3	<u>Adverbs of time (Temporal adverbs)- R3</u> e.g. afterwards immediately earlier		
		Day 4	<u>'ent' and 'ence' after a soft c or a qu- R4</u> e.g. innocence decent frequent		
6	24	Day 1	<u>Words containing 'ough' where the sound is 'oh' or 'ow'- R1</u> e.g. though although dough	<u>Challenge Words 4</u> Note: From the Y5/6 list. accompany communicate conscience desperate disastrous interfere nuisance queue restaurant rhythm	
		Day 2	<u>Words with 'ei' after c- R2</u> e.g. ancient science species		
		Day 3	<u>Adding suffixes to words ending 'fer'- R3</u> e.g. referring		

Spelling Sessions Yearly Overview – Year 5

				preferred transferring	
			Day 4	<u>'able' and 'ible' endings- R4</u> e.g. dependable comfortable understandable	
5	1	25	Day 1	<u>Adverbs of possibility- R1</u> e.g. definitely possibly probably	<u>Homophones and near- homophones 1</u> Note: 'ce' is for nouns and 'se' is for verbs. advice advise device devise licence license practice practise prophecy prophecy
			Day 2	<u>Words with the 'ee' sound spelt 'ei' after c- R2</u> e.g. deceive conceive receive	
			Day 3	<u>Words with silent letters at the start- R3</u> e.g. knight wreckage writer	
			Day 4	<u>'ably' and 'ibly' endings- R4</u> e.g. reliably dependably comfortably	
2	26	Day 1	<u>Challenge words 4- R1</u> e.g. accompany communicate conscience	<u>Homophones and near- homophones 2</u> aisle isle aloud allowed altar alter ascent assent farther father	
		Day 2	<u>Words containing 'ough' where the sound is 'aw'- R2</u> e.g. bought fought thought		
		Day 3	<u>Words with silent letters- R3</u> e.g. doubt island lamb		
		Day 4	<u>Challenge Words 2- R4</u> e.g. accommodate available controversy		
3	27	Day 1	<u>Homophones and near- homophones 1- R1</u> e.g. advice/ advise device/devise	<u>Homophones and near- homophones 3</u> guessed guest heard herd morning mourning past passed bridal	
		Day 2	<u>Words containing 'ough' where the sound is 'oh' or 'ow'- R2</u> e.g. though		

Spelling Sessions Yearly Overview – Year 5

				although dough	bridle
		Day 3	<u>Challenge Words 3- R3</u> e.g. amateur ancient awkward		
		Day 4	<u>Words ending in 'able'- R4</u> e.g. changeable noticeable manageable		
4	28	Day 1	<u>Homophones and near-homophones 2- R1</u> e.g. aisle/ isle aloud/ allowed	<u>Homophones and near- homophones 4</u> cereal serial complement compliment principal principle stationary stationery wary weary	
		Day 2	<u>Adverbs of possibility- R2</u> e.g. definitely possibly probably		
		Day 3	<u>Words with 'ei' after c- R3</u> e.g. ancient science species		
		Day 4	<u>Adverbs of time (Temporal adverbs)- R4</u> e.g. afterwards immediately earlier		
5	29	Day 1	<u>Homophones and near-homophones 3- R1</u> e.g. guessed guest heard	<u>Homophones and near- homophones 5</u> affect effect precede proceed draft draught dessert desert whose who's	
		Day 2	<u>Challenge words 4- R2</u> e.g. accompany communicate conscience		
		Day 3	<u>Words with the 'ee' sound spelt 'ei' after c- R3</u> e.g. deceive conceive receive		
		Day 4	<u>Adding suffixes to words ending 'fer'- R4</u> e.g. referring preferred transferring		
6	30	Day 1	<u>Homophones and near-homophones 4- R1</u> e.g. cereal serial complement	<u>Challenge Words 5</u> Note: From the Y5/6 list. achieve apparent	

Spelling Sessions Yearly Overview – Year 5

			Day 2	<u>Homophones and near-homophones 1- R2</u> e.g. advice/ advise device/devise	bargain bruise community mischievous muscle necessary vehicle system
		Day 3	<u>Words containing 'ough' where the sound is 'aw'- R3</u> e.g. bought fought thought		
		Day 4	<u>Words with silent letters at the start- R4</u> e.g. knight wreckage writer		
6	1	31	Day 1	<u>Homophones and near-homophones 5- R1</u> e.g. affect effect precede	<u>Hyphenated words</u> Note: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
			Day 2	<u>Homophones and near-homophones 2- R2</u> e.g. aisle/ isle aloud/ allowed	
			Day 3	<u>Words containing 'ough' where the sound is 'oh' or 'ow'- R3</u> e.g. though although dough	
			Day 4	<u>Words with silent letters- R4</u> e.g. doubt island lamb	
	2	32	Day 1	<u>Challenge Words 5- R1</u> e.g. achieve apparent bargain	<u>Challenge Words 6</u> immediate sincere changeable afterwards referring knight doubt amateur ancient deceive
			Day 2	<u>Homophones and near-homophones 3- R2</u> e.g. guessed guest heard	
			Day 3	<u>Adverbs of possibility- R3</u> e.g. definitely possibly probably	
			Day 4	<u>Challenge Words 3- R4</u> e.g. amateur ancient awkward	
	3	33	Day 1	<u>Hyphenated words- R1</u> e.g. co-ordinate	<u>Year 5 revision 1</u> bought

Spelling Sessions Yearly Overview – Year 5

				co-operate co-own	though definitely accompany advise aisle guessed cereal affect achieve
		Day 2	<u>Homophones and near-homophones 4- R2</u> e.g. cereal serial complement		
		Day 3	<u>Challenge words 4- R3</u> e.g. accompany communicate conscience		
		Day 4	<u>Words with 'ei' after c- R4</u> e.g. ancient science species		
4	34	Day 1	<u>Challenge Words 6- R1</u> e.g. immediate sincere changeable	<u>Year 5 revision 2</u> fictitious conscious constant elegance frequent understandable comfortably controversy manageable earlier	
		Day 2	<u>Homophones and near-homophones 5- R2</u> e.g. affect/effect precede/proceed		
		Day 3	<u>Homophones and near-homophones 1- R3</u> e.g. advice/ advise device/devise		
		Day 4	<u>Words with the 'ee' sound spelt 'ei' after c- R4</u> e.g. deceive conceive receive		
5	35	Day 1	<u>Year 5 revision 1- R1</u> e.g. bought though definitely	<u>Year 5 revision 3</u> transferring writer ascend awkward species receive thought dough probably conscience	
		Day 2	<u>Challenge Words 5- R2</u> e.g. achieve apparent bargain		
		Day 3	<u>Homophones and near-homophones 2- R3</u> e.g. aisle/ isle aloud/ allowed		
		Day 4	<u>Words containing 'ough' where the sound is 'aw'- R4</u> e.g. bought fought thought		
6	36	Day 1	<u>Year 5 revision 2- R1</u> e.g. fictitious conscious constant	<u>Year 5 revision 4</u> device aloud heard	

Spelling Sessions Yearly Overview – Year 5

					complement precede community principle muscle desert stationary
		Day 2	<u>Hyphenated words- R2</u> e.g. co-ordinate co-operate co-own		
		Day 3	<u>Homophones and near-homophones 3- R3</u> e.g. guessed/ guest heard/ herd		
		Day 4	<u>Words containing 'ough' where the sound is 'oh' or 'ow'- R4</u> e.g. though although dough		

Spelling Sessions Yearly Overview – Year 5

	Homophones/near homophones
	Prefixes
	Punctuation links
	Sounds and spelling choices
	Suffixes
	Statutory/ Common Exception Words
	Mixed revision

R1, R2, R3, R4	How many times a rule/pattern has been revised Approximate timings: R1 – 2 weeks after spelling first taught R2 – 3 weeks after R1 R3 – 4 weeks after R2 R4 – 5 weeks after R3
-----------------------	---