

A

School Improvement  
Liverpool

# Spelling Toolkit

## Year 5





# Statutory Requirements with suggested timelines

## Autumn

Consolidation of spellings from Year 3 and 4 with weekly investigation of a pattern the class/group are not solid in. Alongside this, there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

- Endings which sound like /ʃəs/ spelt -cious or -tious

## Spring

- Endings which sound like /ʃəl/
- Words ending in -ant, -ance/-ancy, -ent, -ence/-ency

## Summer

- Words ending in -able and -ible
- Adding suffixes beginning with vowel letters to words ending in -fer



# Introduction

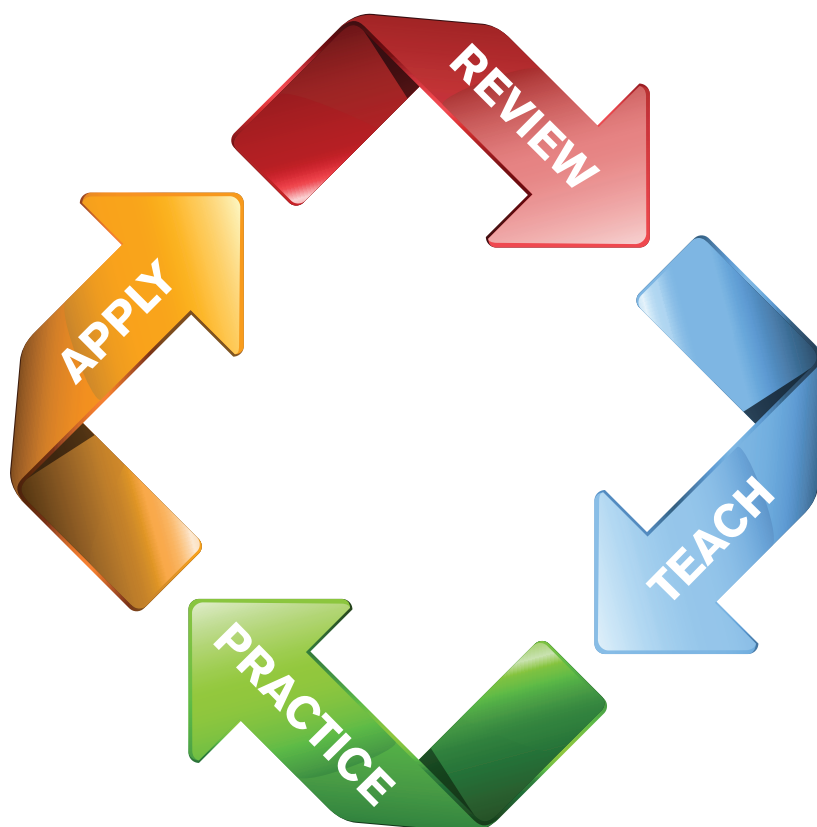
This has been produced by the English Team to support teachers in ensuring coverage of the statutory requirements for the National Curriculum.

There is a suggested teaching sequence for each spelling convention with page numbers of where to find the supporting children's resources for each sequence. Ways to capture assessment are listed by year group in the Appendix.

## Contents

Suggested Games/Activities	3
Term 1 Spelling Convention Sequences	6
Term 2 Spelling Convention Sequences	8
Term 3 Spelling Convention Sequences	12
Pupil Resources to support Spelling Convention Sequences	15
Appendix	35
Year 5 words by term and convention	38
Year 4 words by term and convention	41
Year 6 words by term and convention	46

## The Spelling Cycle



# Spelling Strategies

## Roots

To learn my word I can find the word root. I can see whether the root has been changed when new letters are added. e.g. for a prefix, suffix or a tense change. e.g. smiling – root smile + ing; woman = wo + men; signal = sign + al

## Mnemonics

Create rhymes, songs or little stories to help remember tricky words or word patterns e.g. "You need to have a pie before you can have a piece of it." "Could – o u lucky duck; people – people eat orange peel like elephants."

## Analogy

Use words that I already know to help me e.g. could, would, should

## Handwriting

Remember and practise the direction and movement of my pencil when I am writing it.

## Syllables and Phonemes

Listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable." e.g. Sep-tem-ber.

## Spelling journals

### Look, cover, write and check

### Have a go pads

If the children are unsure, they can 'try it out' on the pad. Sometimes we just need to see if it 'looks right'

## Guided sessions

Children identify incorrect spellings and analyse them from their own work. Identify the 'tricky bit'. "There are 6 letters in this word and you got 5 of the right – we just need to remember to add \_\_\_\_"

## Using phonic knowledge

### A word of the day

Choose a word for the children to learn and display it somewhere. The children have to try and use it in their work at some point. At the end of the day remove the word from display and test the children on how to spell it. This is good for extending vocabulary as well.

## Chant

## Derivations

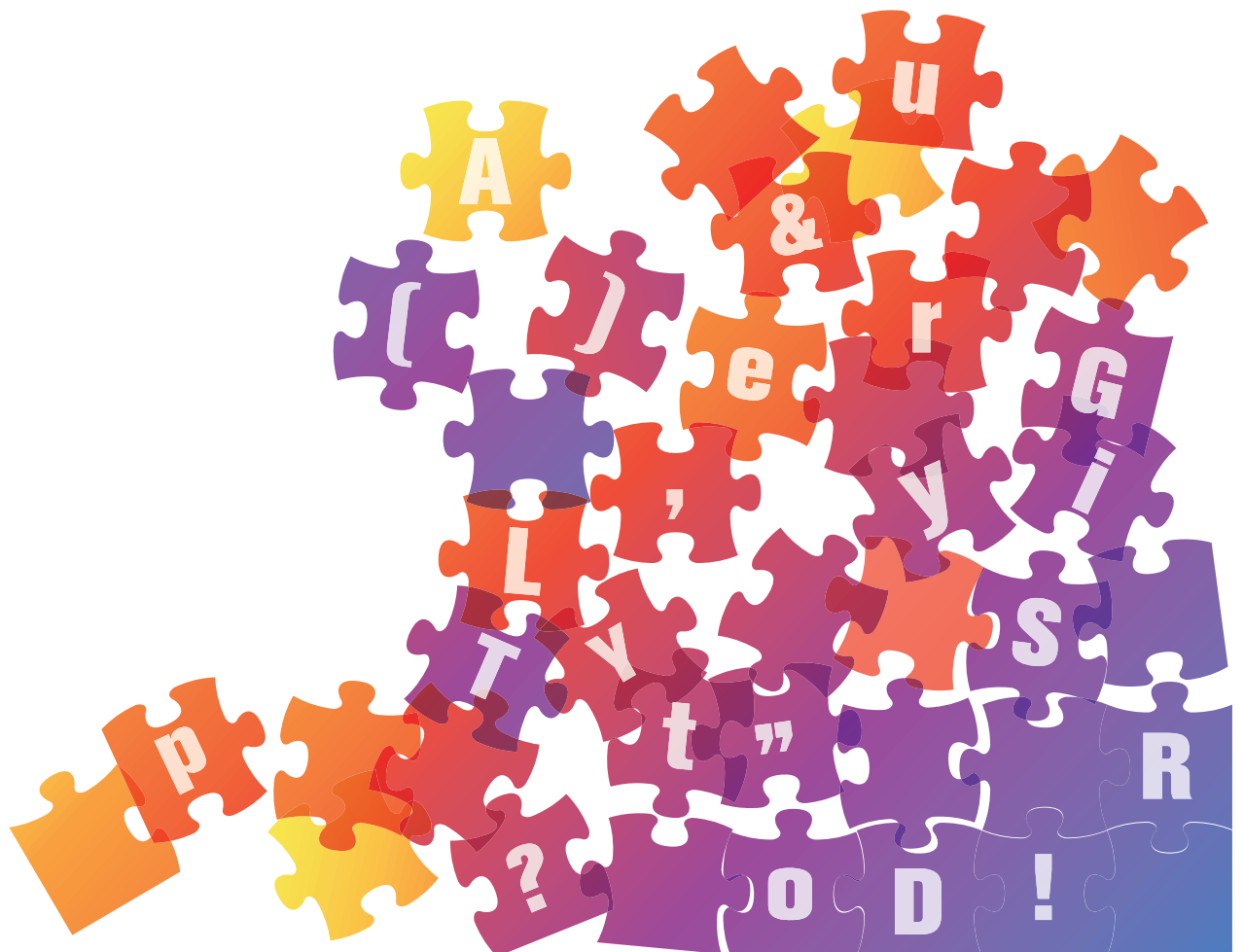
E.g. audio, auditory, audible – hearing

## Words within words





# Term 1



## Endings which sound like /ʃəs/ spelt -cious or -tious

+ Resources p 16



e.g. vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious

**Revisit** – give the definition, children to guess words.

**Teach** – not many common words end like this.

If the root word ends in -ce, the /ʃ/ the sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.

There are some exceptions e.g. anxious.



**Practise** – play Speed Write – children write out each word correctly as many times as they can in 30 seconds (timings can be altered).



**Apply** – children choose 4 of the words to write in a sentence. Make up a mnemonic to help remember how to spell one of the words.

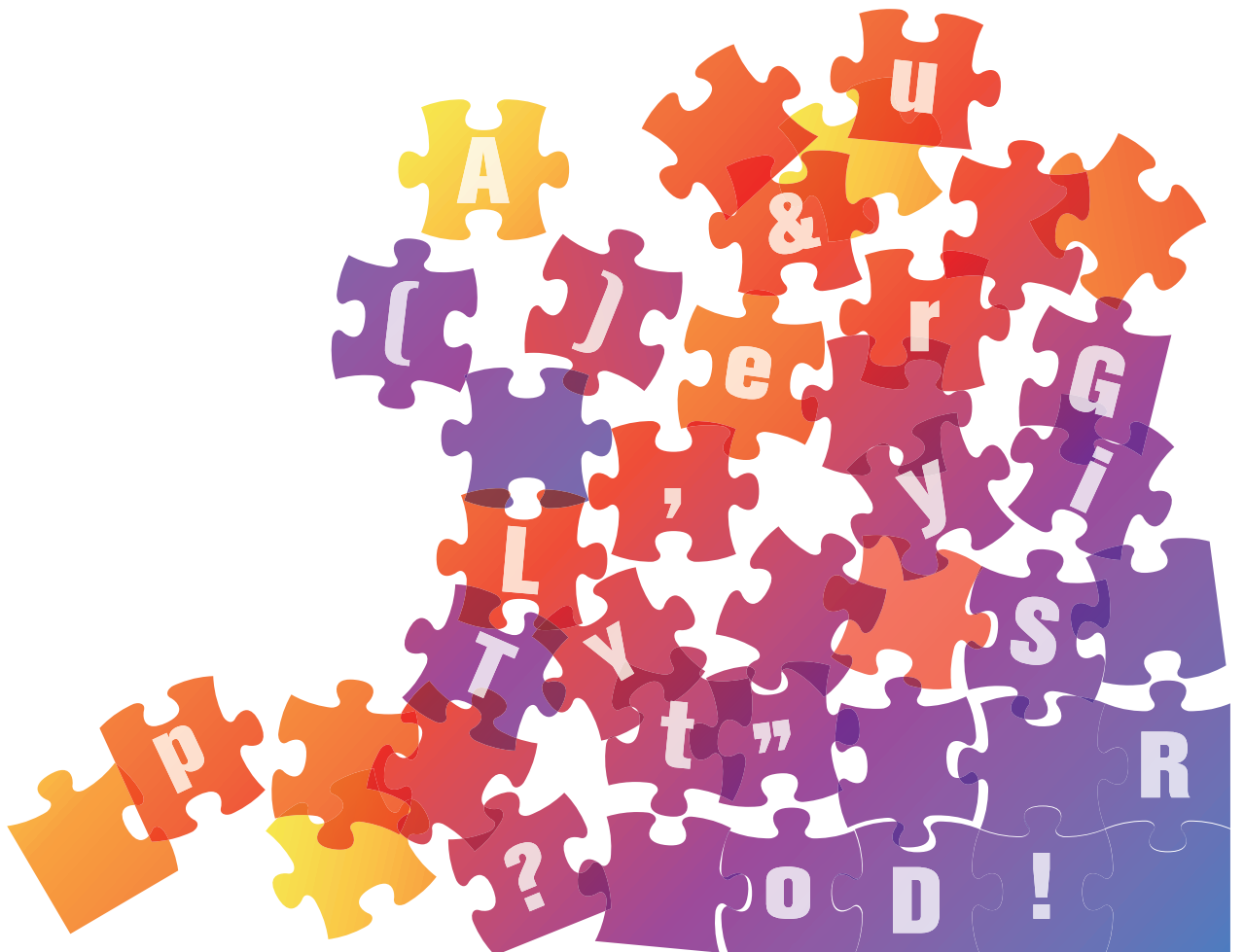


**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





# Term 2



## Endings which sound like /ʃəl/

+ Resources p 22

**official, special, artificial, partial, confidential, essential**



**Exceptions - initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).**

**Revisit** – play Find My Family to say word and find group.

**Teach** – cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.

**Practise** – write the definition for the words.



**Apply** – children play Word Hunt as a table, keep tally with page number or post-it to prove where they found the words.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# Words ending in -ant, -ance/ -ancy, -ent, -ence/-ency

+ Resources p 24

observant, observance, (observation),  
expectant (expectation), hesitant, hesitancy  
(hesitation), tolerant, tolerance (toleration),  
substance (substantial)

innocent, innocence, decent, decency,  
frequent, frequency, confident, confidence  
(confidential)

assistant, assistance, obedient, obedience,  
independent, independence

**Revisit** – Snowball all the words they can remember with  
/ʃəl/ sound.

**Teach** – use -ant and -ance/-ancy if there is a related  
word with a /æ/ or /eɪ/ sound in the right position; -ation  
endings are often a clue.

Use -ent and -ence/-ency after soft c (/s/ sound), soft g  
(/dʒ/ sound) and qu, or if there is a related word with a  
clear /ɛ/ sound in the right position.



**Practise** – sort words into four groups.

**Apply** – children tell a partner how to spell the words and make up verbal sentences together.

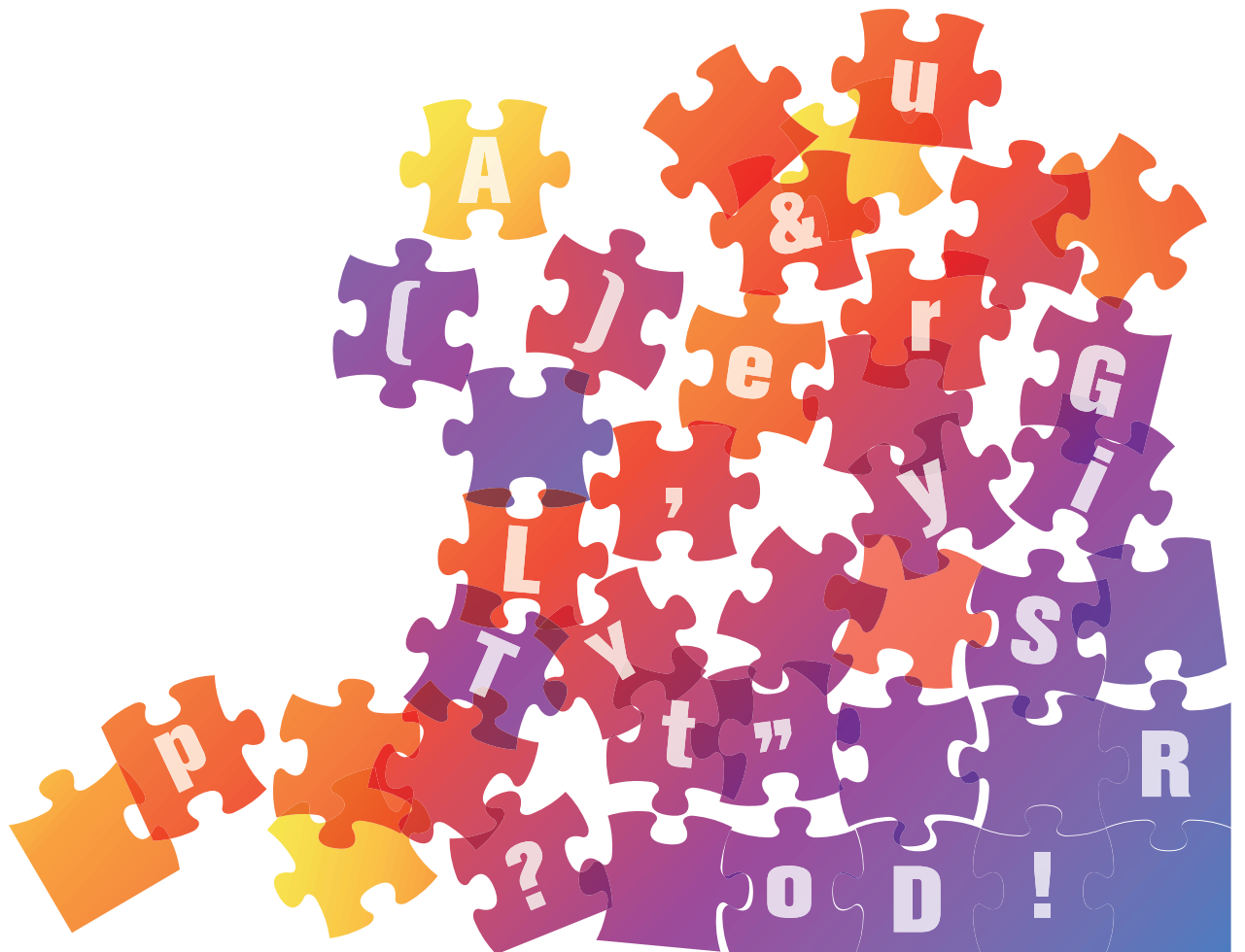
Use the words correctly in context in sentences.



**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





# Term 3





# Words ending in –able and –ible

+ Resources p 28

 adorable/adorably (adoration),  
applicable/applicably (application),  
considerable/considerably (consideration),  
tolerable/tolerably (toleration), changeable,  
noticeable, forcible, legible, dependable,  
comfortable, understandable, reasonable,  
enjoyable, reliable, possible/possibly,  
 horrible/horribly, terrible/terribly,  
visible/visibly, incredible/incredibly,  
sensible/sensibly

**Revisit** – Quickwrite ant, ent, ance and ence words.

 **Teach** – the –able/–ably endings are far more common than the –ible/–ibly endings.

 As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.

If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.

The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.

The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).

**Practise** – write the words correctly in context.

**Apply** – write a mystery story using as many of the words as possible.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# Adding suffixes beginning with vowel letters to words ending in –fer

+ Resources p 32



referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference

**Revisit** – sort words into groups.

**Teach** – the r is doubled if the –fer is still stressed when the ending is added.

The r is not doubled if the –fer is no longer stressed.



**Practise** – look, cover, write, check.

**Apply** – write the words correctly in context.





Pupil Resources  
For the Spelling Toolkit

Year 5  
Term 1



# Endings spelt -cious or -tious

e.g. vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious.



1. Speed write – write each word correctly as many times as you can in 30 seconds.

---

---

---

---



---

---

---



---

---



---

---



2. Choose at least 4 of the words to show you can use them in context sentences.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



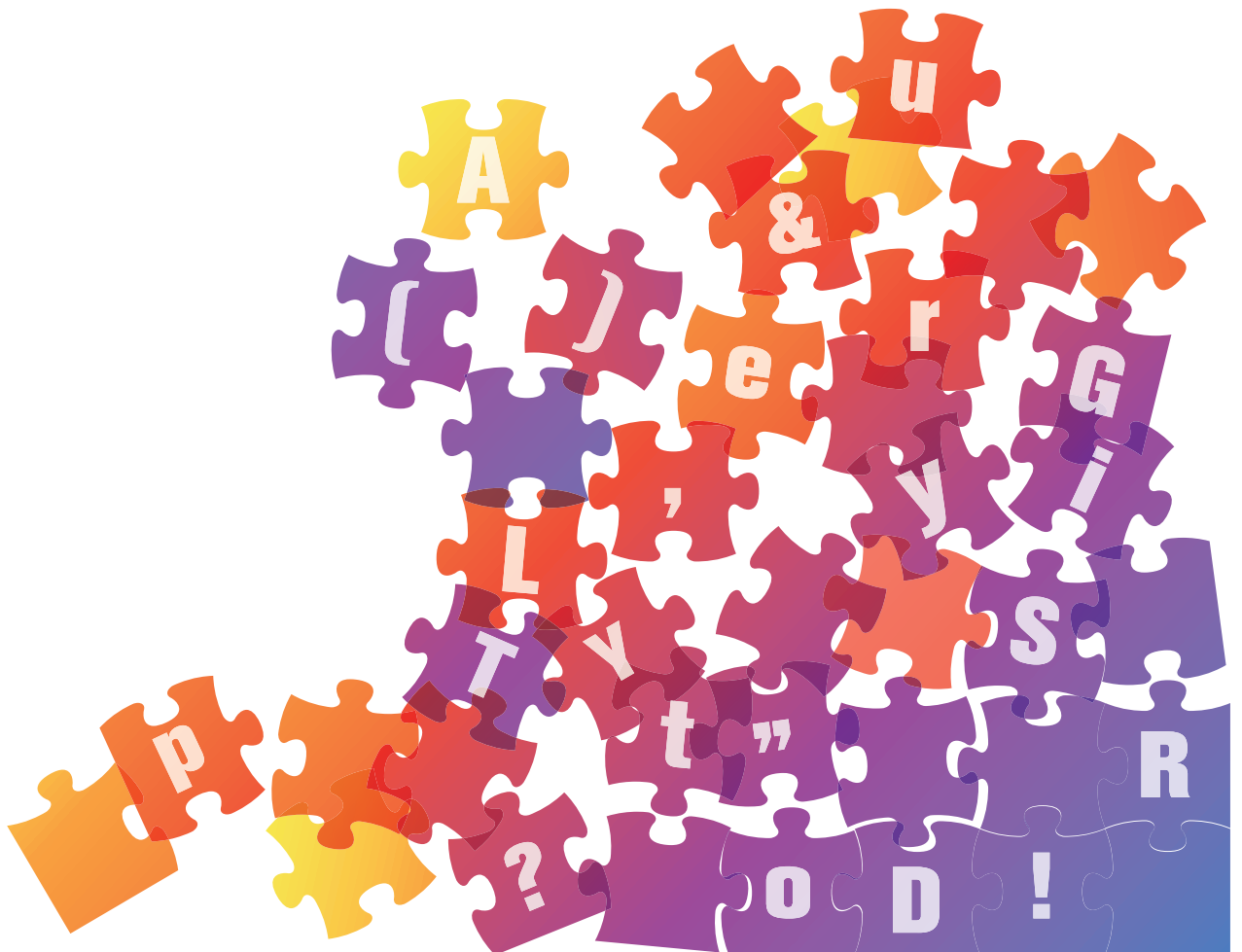
3. Make up a silly story using the words.







# Term 2



# Endings ial

e.g. official, special, artificial, partial,  
confidential, essential

1. Write a definition for each word.



official

special

artificial



partial

confidential

essential





2. Play Word Hunt as a table, keep tally with page number or post-it to prove where you found the words.

word	tally + pages
official	
special	
artificial	
partial	
confidential	
essential	

Discuss your findings.



# Words ending in -ant, -ance/-ancy, -ent, -ence/-ency

e.g. observant, observance, (observation),  
expectant (expectation), hesitant, hesitancy  
(hesitation), tolerant, tolerance (toleration),  
substance (substantial)

innocent, innocence, decent, decency,  
frequent, frequency, confident, confidence  
(confidential)

assistant, assistance, obedient, obedience,  
independent, independence



1. Sort the words into 4 groups.

ant

ent

ence

ance



2. Tell a partner how to spell the words and make up verbal sentences together.

3. Use the words correctly in context in sentences.

1. \_\_\_\_\_



2. \_\_\_\_\_

3. \_\_\_\_\_



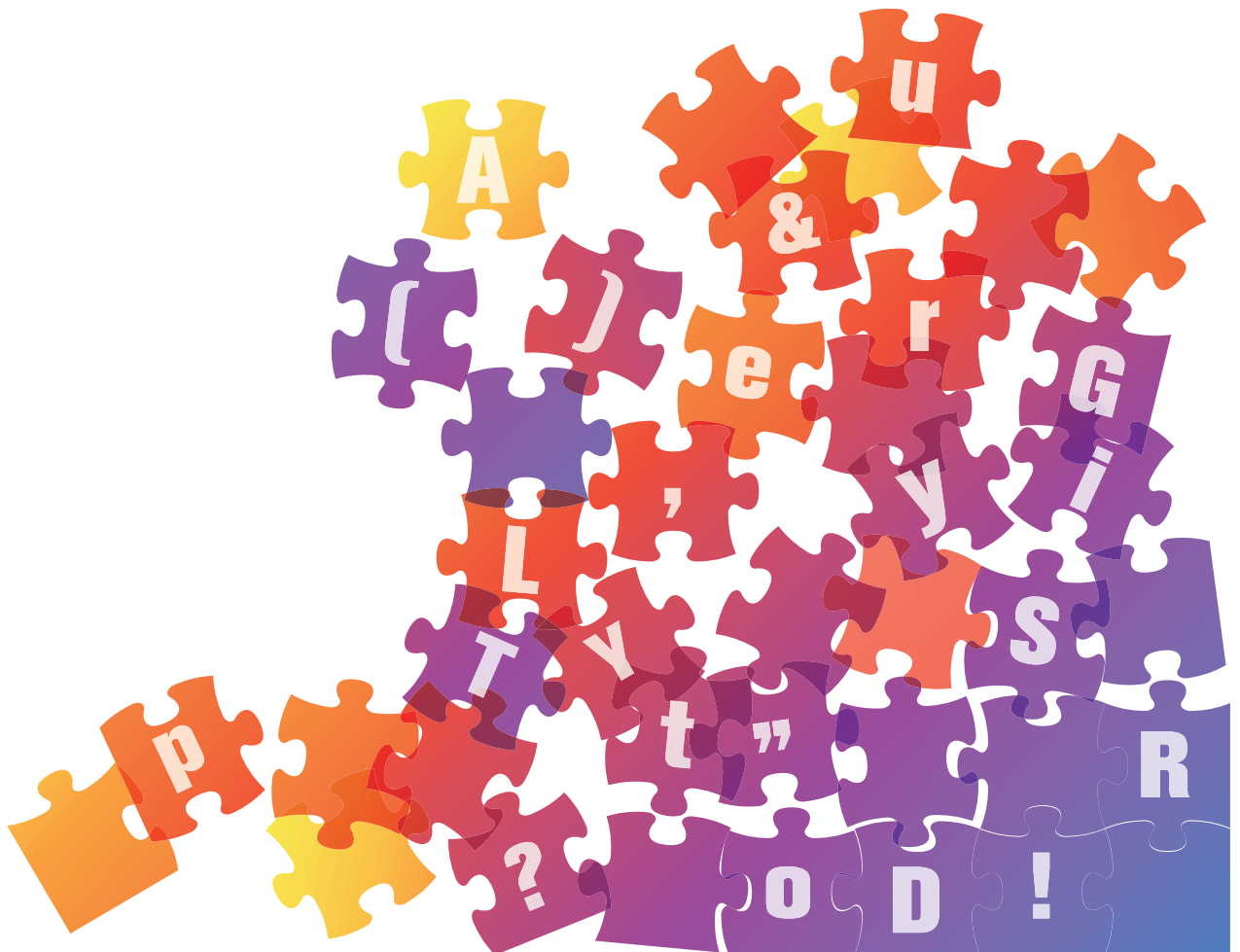
4. \_\_\_\_\_




5. \_\_\_\_\_



# Term 3



# Words ending in -able and -ible

e.g. adorable/adorably (adoration),  
applicable/applicably (application),  
 considerable/considerably (consideration),  
tolerable/tolerably (toleration), changeable,  
noticeable, forcible, legible, dependable,  
comfortable, understandable, reasonable,  
enjoyable, reliable, possible/possibly,  
horrible/horribly, terrible/terribly,  
visible/visibly, incredible/incredibly,  
sensible/sensibly

 1. Use the words correctly in context in sentences.

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



2. Use a selection of the words to make up a mystery story.







Handwriting practice lines consisting of 18 horizontal lines.



# Adding suffixes beginning with vowel letters to words ending in -fer

e.g. referring, referred, referral, preferring,

preferred, transferring, transferred,

reference, referee, preference, transference

1. Look, say, cover, write, check words.

referring	
referred	
referral	
preferring	
preferred	
transferring	
transferred	
reference	
referee	
preference	
transference	

2. Use the words correctly in context in sentences.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

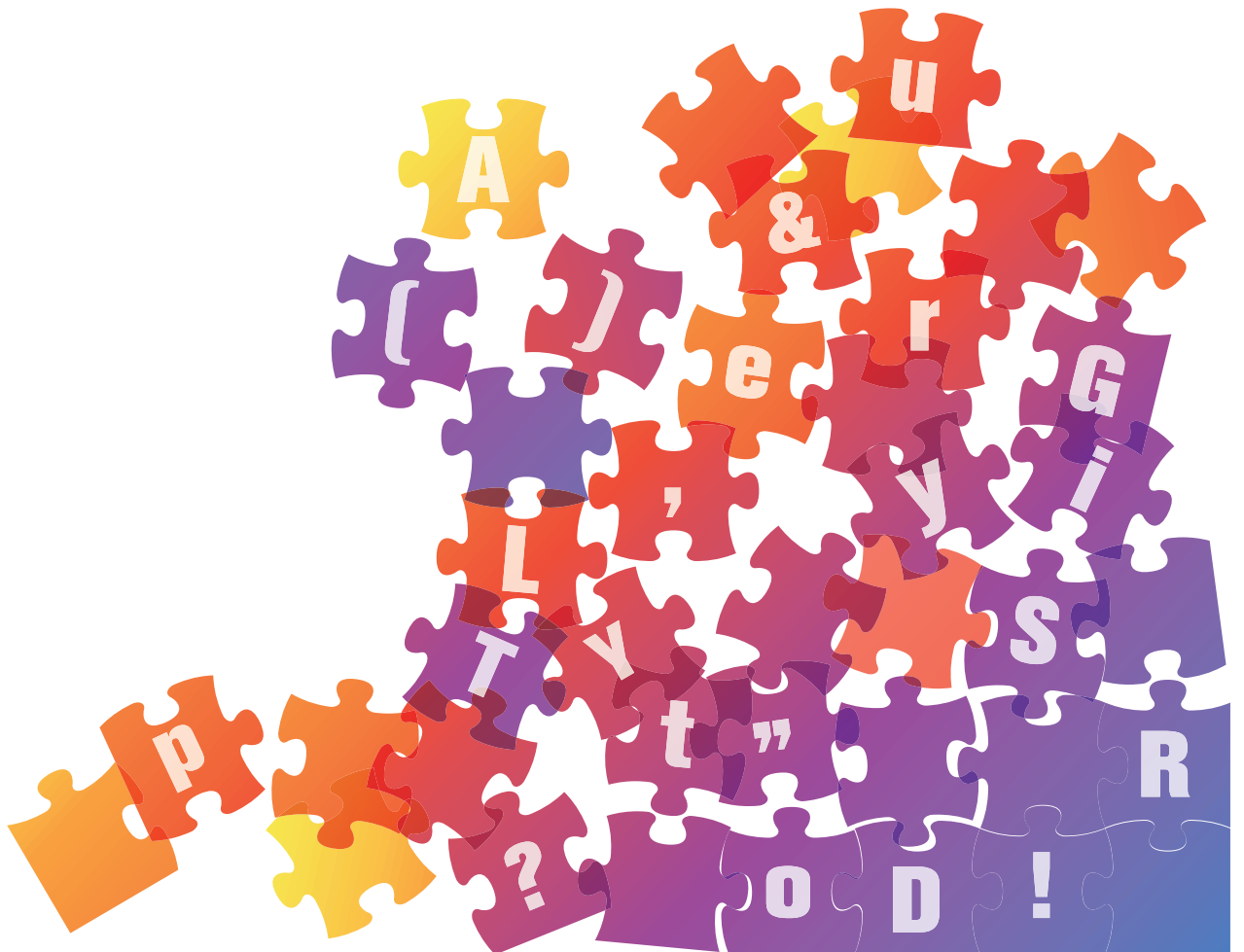
11. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Appendix



## Year 5 Statutory Word List

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

The blue highlighted words could be used as part of children's vocabulary and then explicitly focused on to ensure coverage by end of Year 5 in line with NC requirements.



## Year 5 Term 1

word	read	spell	apply
vicious			
precious			
conscious			
delicious			
malicious			
suspicious			
ambitious			
cautious			
fictitious			
infectious			
nutritious			

## Term 2

word	read	spell	apply
official			
special			
artificial			
partial			
confidential			
essential			
initial			
financial			
commercial			
provincial			
observant			
observance			
observation			
expectant			
expectation			
hesitant			
hesitancy			



word	read	spell	
hesitation			
tolerant			
tolerance			
toleration			

word	read	spell	
substance			
substantial			
innocent			
innocence			
decent			
decency			
frequent			
frequency			
confident			
confidence			
confidential			
assistant			
assistance			
obedient			
obedience			
independent			
independence			

## Term 3

word	read	spell	apply
adorable			
adorably			
adoration			
applicable			
applicably			



word	read	spell	apply
application			
considerable			
considerably			
consideration			
tolerable			
tolerably			
toleration			
changeable			
noticeable			
forcible			
legible			
dependable			
comfortable			
understandable			
reasonable			
enjoyable			
reliable			
possible			
possibly			
horrible			
horribly			
terrible			
terribly			
visible			
visibly			
incredible			
incredibly			

word	read	spell	apply
sensible			
sensibly			
referring			
referred			
referral			
preferring			
preferred			
transferring			
transferred			
reference			
referee			
preference			
transference			

## Year 4 Term 1

word	read	spell	apply
invention			
injection			
inspection			
rejection			
action			
hesitation			
completion			
elation			





word	read	spell	apply
expression			
discussion			
confession			
permission			
admission			
submission			

word	read	spell	apply
expansion			
extension			
tension			
comprehension			



word	read	spell	apply
musician			
electrician			
magician			
politician			
mathematician			



word	read	spell	apply
scheme			
chorus			
chemist			
echo			
character			



## Term 2

word	read	spell	apply
chef			
machine			
chalet			
brochure			

word	read	spell	apply
league			
fatigue			
tongue			
antique			
unique			

word	read	spell	apply
science			
scene			
discipline			
fascinate			
crescent			



## Term 3



word	read	spell	apply
sleigh			
whew			
prey			
obey			
they			
eight			
weight			
vein			
neighbour			
neigh			

word	read	spell	apply
girls'			
boys'			
babies'			
children's			
men's			
mice's			

word	read	spell	apply
accept/except			
affect/effect			
ball/bawl			
berry/bury			
brake/break			
fair/fare			
grate/great			
groan/grown			
here/hear			
heel/heal/he'll			
knot/not			
mail/male			
main/mane			
meat/meet			
medal/meddle			
missed/mist			
peace/piece			
plain/plane			
rain/reign/rein			
scene/seen			
weather/whether			
whose/who's			



# Use of the hyphen

word	read	spell	apply
co- ordinate			
re- enter			
co- operate			
re/pre- own			

## Words with the /i:/ sound spelt ei after c

word	read	spell	apply
deceive			
conceive			
receive			
perceive			
ceiling			





# Words containing the letter-string ough

word	read	spell	apply
ought			
bought			
thought			
nought			
brought			
fought			
rough			
tough			
enough			
cough			
though			
although			
dough			
through			
thorough			
borough			
plough			
bough			

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

word	read	spell	apply
doubt			
island			
lamb			
solemn			
thistle			
knight			

# Homophones and other words that are often confused

word	read	spell	apply
advice			
advise			
device			
devise			
licence			
license			
practice			
practise			
prophecy			
prophesy			
farther			
further			
father			
guessed			
guess			
guest			
heard			
herd			
led			
lead			
morning			
mourning			
past			
passed			
pass			
precede			
proceed			
principal			

word	read	spell	apply
principle			
profit			
prophet			
stationary			
stationery			
steal			
steel			
wary			
weary			
who's			
who			
whose			







For more information please contact:

School Improvement Liverpool

E-mail: [SIL@liverpool.gov.uk](mailto:SIL@liverpool.gov.uk)

Telephone: 0151 233 3901