

Spellings – Autumn 1 – Year 5

Spellings will be taught and practised in school; children will therefore not have compulsory spelling lists to learn each week at home. This is an overview of patterns and some example words for parents if you wish to explore spellings further with children at home. I have also attached the statutory word list for Year 5 and 6. These words will also be covered in spelling sessions in school throughout the year, but children would benefit from additional practise of these exception words at home too.

W.C 5.9.22	W.C 12.9.22	W.C 19.9.22	W.C 26.9.22	W.C 3.10.22	W.C 10.9.22
Words with endings that sound like /shuhs/ spelt -cious <i>Vicious</i> <i>Gracious</i> <i>Malicious</i>	Words with the endings that sound like /shuhs/ spelt with -tious and -ious <i>Ambitious</i> <i>Nutritious</i> <i>Anxious</i>	Words with the short vowel sound /i/ spelt with y <i>Symbol</i> <i>Mystery</i> <i>Physical</i>	Words with the long vowel sound /i/ spelt with y <i>Apply</i> <i>Supply</i> <i>occupy</i>	Homophones and near homophones <i>Past</i> <i>Passed</i> <i>Aisle</i> <i>Isle</i>	Homophones and near homophones <i>Farther</i> <i>Father</i> <i>Guessed</i> <i>Guest</i>

Practise little and often.

Here are some ideas:

- **Spelling Steps:** Write your words as if they were steps, adding one letter each time. (It's much easier doing this on squared paper).
- **Scrambled Words:** Write your words then write them again with all the letters mixed up.
- **X-Word:** Find two of your spelling words with the same letter in and write them so they criss cross.
- **Ambidextrous:** Swap your pen into the hand that you don't normally write with. Now try writing out your spellings with that hand.