

Ready Steady Spelling: Year 5 Termly Progression Overview

Year 5	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	<p>Embed Year 3: Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning</p> <p>Embed Year 3: Adding the Suffix -ly and all rules</p> <p>Introduce: Words with /ee/ sound spelt ei after c</p> <p>Reinforce Year 4: The /u/ sound spelt ou</p> <p>Introduce: Use of the hyphen e.g. co-ordinate</p> <p>Introduce: Words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word h)</p>	accommodate, accompany, according, persuade, opportunity, marvellous, rhythm, rhyme, queue, dictionary
Autumn 2	<p>Embed: Adding the suffix -ation to verbs to form nouns</p> <p>Embed: Adding the suffixes -tion, -sion, -ssion, -cian</p> <p>Introduce: Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir-</p> <p>Reinforce Year 4: Adding the prefix sub-, inter-, super-, anti-, auto-</p> <p>Introduce: Homophones and other words that are often confused (Y5/ Y6)</p>	immediate(ly), develop, especially, equip (-ped, -ment), relevant, shoulder, average recognise, criticise, occupy, occur, profession, interfere, interrupt
Spring 1	<p>Embed: Adding the suffix -ous and all rules</p> <p>Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</p> <p>Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</p> <p>Introduce: Words containing the letter string -ough</p>	bruise, dictionary, temperature, suggest, recommend, attached, desperate, determined, definite, excellent, necessary, thorough
Spring 2	<p>Introduce: Adding prefixes with a hyphen: non-, pre-</p> <p>Introduce: Adding prefixes aqua-</p> <p>Reinforce: Words with /ee/ sound spelt ei after c</p> <p>Introduce new: Words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word w)</p> <p>Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)</p>	sincere(ly), soldier, twelfth, variety, vegetable, vehicle, symbol, system, awkward, bargain, competition, curiosity,
Summer 1	<p>Reinforce Year 4: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que</p> <p>Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</p> <p>Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</p> <p>Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious</p> <p>Introduce: Adding prefixes multi-</p> <p>Reinforce: Words containing the letter string -ough</p> <p>Reinforce: Use of the hyphen e.g. co-ordinate</p>	apparent, appreciate, available, achieve, embarrass, environment, exaggerate, explanation, familiar, foreign, forty, frequently
Summer 2	<p>Embed Year 3: Words with endings with -sure and -ture that contain the sounds /zh/+ /ure/ and /tch/ + /ure</p> <p>Introduce new: Additional words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word e, s, u, l, t)</p> <p>Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)</p>	parliament, muscle, stomach, sufficient, programme, physical, prejudice, privilege, language, restaurant, signature, individual, lightning