

Year 5 Hares - Spelling Homework

Our spelling strategy follows this routine:

Monday – Children will be given a spelling pattern or rule to learn in class, with the scores from their weekly test.

Tuesday – Children will research words and define the words that follow the rule or pattern of the week as well as any exceptions.

Thursday – Children will put their words into sentences. (This may involve some form of dictation).

Friday – Children will write at least one paragraph or a range of sentences with the words that follow the pattern or rule.

In addition children will also have the opportunity to practice their spellings using quick write, diamond write, hangman etc.

It is expected that children will create their own list of spellings that follow the pattern or rule. This enables children to really challenge themselves and stops a ceiling being put on their spelling test. They then need to plan a paragraph or selection of sentences using the words they have researched and learnt at home to write in school on a Friday. Using this approach will encourage children to transfer their words to their writing in class.

In conjunction with this, children will bring home the year 5/6 statutory word list. There are half termly tests of the spelling of these words and so it is expected that children practice these regularly as the national expectation for the end of year 6 in writing is that these words are used within their daily writing.

The spelling rules that are looked at in Year 5 in addition to the statutory words are:

Rule or pattern
Words with the ending - cious EXCEPTION - anxious
Words with the ending - tious EXCEPTION - anxious
Words with the ending –cial Common after a vowel letter
Words with the ending – tial After a consonant letter EXCEPTION – initial, financial, commercial, provincial
Words with the ending - ant –ance - ancy Adjectives ending in –ant can be changed to make nouns ending in –ance The –ant or –ance ending is often used if a word has a hard c , a hard g or when the related word has a long or short a sound near its end.
Words with the ending – ent - ence - ency <ul style="list-style-type: none">-ent words are adjectives. They can be turned into nouns by adding –ence or –ency

- Use –ent and –ence/-ency after a **soft c**, **soft g** and **qu** sound or when a related word has a clear **e** sound near the end.
- Unfortunately this is not a hard and fast rule. There are many words which use –ent or –ence that do not follow this rule. You just have to learn them!

Words with the ending – ible - able

They're both common spelling patterns for adjectives and usually sound the same.

They mean 'able to' or 'fit for' - *acceptable, understandable, responsible...*

Words with the ending – ibly - ably

Turning the adjectives into adverbs

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

When the –fer sound is stressed we double the r before adding the suffix

When the –fer sound is unstressed we DO NOT double the r before adding the suffix

- ❖ Say the word out loud and you will hear the difference between a stressed and unstressed sound. The stressed sound is a longer lasting sound, the unstressed sound is short.

Hyphens

Hyphens can be used to join a prefix to a root word, especially if the prefix ends with a vowel letter and the root word begins with one.

Compound with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant and even to prevent misreading.

ee:ei

The 'i' before e except after 'c' rule applies to words where the sound spelt by ei is /i:/

ough

A letter string that has many phoneme sounds- or/u f/o/o-e/oo/u/ow

Silent letters

Some letters in words do not make a sound, they are silent. Silent letters are letters that you can't hear when you say the word, but that are there when you write the word.

Homophones

Words that sound the same but have different meanings and spellings.