Spelling

## No Nonsense Spelling Programme

## Year 5

Term 1	Term 2	Term 3
Revisit	Revisit	Revisit
Strategies at the point of writing: Have a go	Strategies at the point of writing: Have a go	Strategies at the point of writing: Have a go
Plurals (adding '-s', '-es' and '-ies')	Apostrophe for possession	A range of strategies for learning words
Apostrophe for contraction and possession		
	Rare GPCs	Homophones
Rare GPCs	Teach words with rare GPCs from the Year	(cereal/serial, father/farther, guessed/guest,
Words with 'silent' letters	5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)	morning/mourning, who's/whose)
Morphology/ Etymology	Words with the /i:/ sound spelt 'ei' after 'c'	Suffixes
Use spelling journals to record helpful	(receive, ceiling)	Problem suffixes
etymological notes on curious or		
difficult words	Morphology/ Etymology	Dictionary
	Teach extension of base words using	Teach use of dictionary to check words, refer-
Word endings	word matrices.	ring to the first three or four letters
Words with the letter string '-ough'		
Words ending in '-able' and '-ible'	Word endings	Proofreading
	Words ending in '-ably' and '-ibly'	Check writing for misspelt words that are on the
Homophones	Revise words ending in '-able' and '-ible'	Years 5 and 6 word list
isle/aisle, aloud/allowed, affect/effect, herd/	Revise worde onding in able and lote	
heard, past/passed	Homophones	Morphology/ Etymology
noura, puol puolo du	altar/alter, led/lead, steal/steel	Teach morphemic and etymological
Hyphen		strategies to be used when learning
Use of the hyphen (co-ordinate, co-operate)	Dictionary	specific words
Ose of the hyphen (co-ordinate, co-operate)	Use a dictionary to create collections of words	
Dictionary	with common roots	Learning and Practising spellings
Use of a dictionary to support teaching of word	with common roots	Pupils:
roots, derivations and spelling patterns	Proofreading	<ul> <li>Learn selected words taught in new</li> </ul>
Use of a dictionary to create word webs	Checking from another source after writing	knowledge this term.
ose of a dictionary to create word webs	(spell check if on screen, spelling journals,	Learn words from the Years 5 and 6
Proofreading	environmental print, spelling partners)	word list. (Suggest an average of 7
Focus on checking words from	environmental print, spennig partners)	words each term.)
personal lists.	Learning and Practising spellings	Learn words from personal lists.
	Pupils:	Learn words north personal lists.
Learning and Practising spellings	<ul> <li>Learn selected words taught in new</li> </ul>	Extend the knowledge of spelling
Pupils:	knowledge this term.	strategies and apply to high-frequency and
<ul> <li>Learn selected words taught in new</li> </ul>	<b>U</b>	cross-curricular words from the
<ul> <li>Learn selected words taught in new knowledge this term.</li> </ul>		Years 5 and 6 word list.
9	word list. (Suggest an average of 7	rears 5 and 6 word list.
Learn words from the Years 5 and 6	words each term.)	
word list. (Suggest an average of 7	<ul> <li>Learn words from personal lists.</li> </ul>	
words each term.)	Extend the loweville day of exciling	
<ul> <li>Learn words from personal lists.</li> </ul>	Extend the knowledge of spelling	
Extend the longuile days of an ellipse	strategies and apply to high-frequency and	
Extend the knowledge of spelling	cross-curricular words from the	
strategies and apply to high-frequency and	Years 5 and 6 word list.	
cross-curricular words from the		
Years 5 and 6 word list.		