

Crossacres Medium Term Spelling Plan

Year 5

Throughout:

*Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Appendix 1)*

*Blue = National Curriculum expectations*

|  |  |  |
| --- | --- | --- |
| Term | Week | Expectation |
| *Autumn 1**(Units 1-5)* | 1 | **Unit 1:** ar, are*Use further prefixes and suffixes and understand the guidance for adding them* |
| 2 | **Unit 2:** word roots*Use further prefixes and suffixes and understand the guidance for adding them**Use dictionaries to check the spelling and meaning of words* |
| 3 | **Unit 3:** ir, ire*Use dictionaries to check the spelling and meaning of words* |
| 4 | **Unit 4:** y endings (nouns) |
| 5 | **Unit 5:** adding s or es |
| 6-8 | *Revisit/extend expectations based on assessment information.* |
| *Autumn 2**(Units 6-10)* | 1 | **Unit 6:** words ending a i o u*Use dictionaries to check the spelling and meaning of words* |
| 2 | **Unit 7:** silent letters*Spell some words with ‘silent’ letters, eg. Knight, psalm, solemn**Use dictionaries to check the spelling and meaning of words**Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary**Words with ‘silent’ letters (ie. Letters whose presence cannot be predicted from the pronunciation of the word.* |
| 3 | **Unit 8:** unusual plurals*Use dictionaries to check the spelling and meaning of words* |
| 4 | **Unit 9:** able, ible, ably, ibly*Use further prefixes and suffixes and understand the guidance for adding them**Words ending in –able and –ible**Words ending in –ably and -ibly* |
| 5 | **Unit 10:** mnemonics*Homophones and other words that are often confused, eg. Aloud/allowed, serial/cereal, complement/compliment, affect/effect, draft/draught* |
| 6 | *Revisit/extend expectations based on assessment information.* |

|  |  |  |
| --- | --- | --- |
| Term | Week | Expectation |
| *Spring 1**(Units 11-15)* | 1 | **Unit 11:** ow endings |
| 2 | **Unit 12:** et endings |
| 3 | **Unit 13:** ull, ul |
| 4 | **Unit 14:** fer + suffixes*Use further prefixes and suffixes and understand the guidance for adding them**Use dictionaries to check the spelling and meaning of words**Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary**Adding suffixes beginning with vowel letters to words ending in -fer* |
| 5 | **Unit 15:** hyphens and apostrophes*Use further prefixes and suffixes and understand the guidance for adding them**Use dictionaries to check the spelling and meaning of words**Use of the hyphen* |
| 6 | *Revisit/extend expectations based on assessment information.* |

|  |  |  |
| --- | --- | --- |
| *Spring 2**(Units 16-20)* | 1 | **Unit 16:** ough*Use dictionaries to check the spelling and meaning of words**Words containing the letter string ough**Homophones and other words that are often confused, eg. Aloud/allowed, serial/cereal, complement/compliment, affect/effect, draft/draught* |
| 2 | **Unit 17:** ost, oll*Use dictionaries to check the spelling and meaning of words* |
| 3 | **Unit 18:** same letters, different sound |
| 4 | **Unit 19:** homophones*Continue to distinguish between homophones and other words which are often confused**Use dictionaries to check the spelling and meaning of words**Homophones and other words that are often confused, eg. Aloud/allowed, serial/cereal, complement/compliment, affect/effect, draft/draught* |
| 5 | **Unit 20:** ious, eous, cious, tious*Use further prefixes and suffixes and understand the guidance for adding them**Endings which sound like /∫es∫/ spelt –cious or –tious eg. gracious* |
| 6 | *Revisit/extend expectations based on assessment information.* |

|  |  |  |
| --- | --- | --- |
| Term | Week | Expectation |
| *Summer 1**(Units 21-25)* | 1 | **Unit 21:** cal, cial, tial*Use further prefixes and suffixes and understand the guidance for adding them**Endings which sound like /∫el/* |
| 2 | **Unit 22:** ie |
| 3 | **Unit 23:** ei*Use dictionaries to check the spelling and meaning of words**Words with the /i:/ sound spelt ei after c* |
| 4 | **Unit 24:** ey endings |
| 5 | **Unit 25:** ild, ind |
| 6 | *Revisit/extend expectations based on assessment information.* |
| *Summer 2**(Units 26-28)* | 1 | **Unit 26:** e or ~~e~~*Use further prefixes and suffixes and understand the guidance for adding them* |
| 2 | **Unit 27:** tricky words*Use dictionaries to check the spelling and meaning of words* |
| 3 | **Unit 28:** using a thesaurus*Use a thesaurus* |
| 4 | *Revisit/extend expectations based on assessment information.* |
| 5 | *Revisit/extend expectations based on assessment information.* |
| 6 | *Revisit/extend expectations based on assessment information.* |