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Welcome to The Spelling Shed Year 5 scheme of work.

What is included?

- 36 weekly spelling lists (see contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
 - One 20 30 minute lesson plan.
 - Resources to aid the delivery of the lesson.
 - One spelling practice sheet.
 - One homework sheet.

Spelling lists – Stage 5



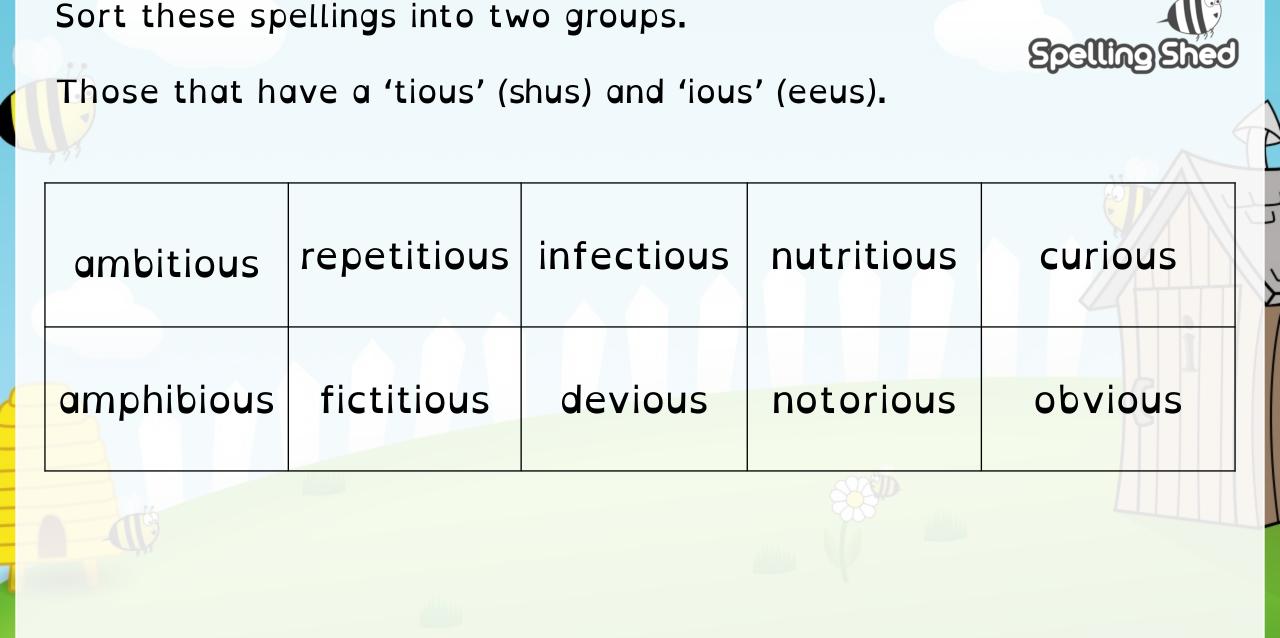
- 1. Spelling Rules: Words ending in '-ious.'
- 2. Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled 'cious.'
- 3. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
- 4. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
- 5. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
- 6. Challenge words
- 7. Spelling Rules: Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.
- 8. Spelling Rules: Words ending in '-ance' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.
- 9. Spelling Rules: Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
- 10. Spelling Rules: Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
- 11. Spelling Rules: Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
- 12. Challenge Words
- 13. Spelling Rules: Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
- 14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
- 15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled.
- 16. Spelling Rules: Words with 'silent' letters at the start.
- 17. Spelling Rules: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

- 19. Spelling Rules: Words spelled with 'ie' after c.
- 20. Spelling Rules: Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
- 21. Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.
- 22. Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
- 23. Spelling Rules: Adverbs of possibility. These words show the possibility that something has of occurring.
- 24. Challenge Words
- 25. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- 26. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- 27. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- 28. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- 29. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- 30. Challenge Words
- 31. Spelling Rules: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
- 32. Revision: Year 5 words
- 33. Revision: Year 5 words
- 34. Revision: Year 5 words
- 35. Revision: Year 5 words
- 36. Revision: Year 5 words

18. Challenge Words

Spelling Shed Stage: 5 List: Words ending in '-ious'

Stage: 5Spelling Rules: WordList: 1	ds ending in '-ious.'	Spelling Shed
Spellings ambitious	Introduction	Today children will look at words that end in ious. Within this spelling list there are two main sounds at the end of the words – 'tious' (shus) and 'ious' (eeus).
infectious fictitious nutritious repetitious	Main Teaching Activity	Use the power point slide containing all of the words for this week. Ask children to divide the words in to two groups depending on the sound at the end of them. Share their results and discuss and patterns they can spot (e.g. words ending tious (shus) tend to have root words ending in 'tion'.
amphibiouscuriousdeviousnotoriousobvious	Independent Activity	In small groups, one child picks a spelling list word and tells the others what it is. They must write the word on their whiteboard and the first child acts as teacher to check the spellings. The next child then becomes the teacher and they choose a word. Continue until all words have been spelled by the group.



Stage: 5Spelling RuleList: 1Name:	es: Words ending in '-ious.'		Epelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
ambitious			
infectious			
fictitious			
nutritious			
repetitious			7
amphibious			6
curious			
devious			
notorious			
obvious			

			(),,
Stage: 5	Spelling Rules: Wo	ords ending in '-ious.'	
List: 1	Name:		Contract Contract
). (with a table of a ways of the second sec	
Spellings	5	Write the correct spelling into each sente	ence.
ambitiou	S	The creature was suited t	o both land and water.
infectiou	S	The teacher's laugh was	around school.
fictitious	i	He was and so he auditioned	I for The X Factor twice.
nutritiou	S	The cat found himself trapped	d in the garden sh <mark>ed.</mark>
repetitio	us		
amphibio	ous	In the school canteen they delivered	meals each ady.
curious	a participa	It was that she did not like hi	m.
devious		The criminal mastermind had a	plan.
notorious	S	The job was very the same	task over and over again.
obvious		She gave a version of even	nts. It wasn't the truth.

Stage: 5 Spelling Rules: Y	Words ending in '-ious.'
List: 1 Answers:	Certe Colliege
	Write the correct spelling into each sentence.
Spellings	
ambitious	The _amphibious_ creature was suited to both land and water.
infectious	The teacher's _infectious_ laugh was _notorious_ around school.
fictitious	He was _ambitious_ and so he auditioned for The X Factor twice.
nutritious	The _curious_ cat found himself trapped in the garden shed.
repetitious	In the school canteen they delivered _nutritious_ meals each day.
amphibious	
curious	It was <u>obvious</u> that she did not like him.
devious	The criminal mastermind had a <u>devious</u> plan.
notorious	The job was very <u>repetitious</u> the same task over and over again.
obvious	She gave a _fictitious_ version of events. It wasn't the truth.

Stage: 5 List: 2

Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'

	pelling Rules: Woi pelt '-cious'.	rds ending in '–cious	s.' If the root word ends in –ce the sound is usually
Spellings delicious		Introduction	Root words that end in 'ce' usually use 'cious' when adding the 'ious' suffix, however it is often not possible to identify a root word.
atrocious conscious ferocious gracious luscious		Main Teaching Activity	Get children to write each word on their mini white board and then, in pairs or as a table, pick two to look up in a dictionary. Feedback meanings to the class and see if a sentence can be made for some of the words.
malicious precious spacious suspicious		Independent Activity	Give each pair the 10 definition cards and the 10 blank cards, get them to write the words on to the blank cards and then turn them all over and mix them up. Play a matching game, each player takes two cards, if they match then they keep them, if they don't then they put them back – the winner has the most matching word/definition pairs.

Cut up cards, write this week's spellings on to a card and then turn all of the cards over and play a word/definition matching game with a partner.

Something which tastes very nice.	Extremely wicked.	Aware of and responding to one's surroundings.	Savagely fierce, cruel or violent.	Courteous, kind and pleasant towards someone.
Appealingly strong to the senses.	Characterised by malice; intending someone to do harm.	Of great value, not to be wasted or treated carelessly.	Having a lot of space.	Showing cautious distrust of someone or something.
	(11) (11) (11)			

Stage: 5	Spelling Rules: Wo spelt '-cious.'	rds ending in '–cious.' If the root	word ends in –ce the sound is usuall	
List: 2	Name:			Spelling Shec
Spelling		1 st Attempt	2 nd Attempt	3 rd Attempt
delicious	S			
atrociou	IS			
consciou	JS			
ferociou	IS			
gracious	5			7
luscious	,			G
<mark>mal</mark> iciou	IS			
precious	5			
spacious	S			
suspicio	us			

	Stage: 5	Spelling Rules: Wo spelt '-cious.'	ords e	nding	ı in '–	cious	s.' If t	he ro:	ot w	ord e	nds ir	ח−ce	the s	ound	is us	sually						
	_ist: 2	Name:																6	Pell	ine)SN	$\mathbf{\tilde{s}}$
	وه																	_				
9	Spellings																					T
	delicious							q	r	e			0	u								
	atrocious					S	p	a		i		u	S				1	1				
									С			S		i	0							
	conscious	5								a		r	0	С	i	0	u	S	1			477
1	ferocious	5								m		L		С		0		S				
9	gracious												a		i		u	S				
L	uscious					f		r		С		0		S								
r	<mark>nal</mark> icious				u	S	q															
	orecious				е	L		C		0		S				cor	+ + h	0 m	iccin		ttore	
-	spacious			L		S		i		u		LIV.							issing elling			
-	suspiciou	IS															a	new	wor	d.		

																				$\mathcal{D}_{\mathbf{r}}$
Stage: 5	Spelling Rules: Wo spelt '-cious.'	ords	endi	ng in	'-ciol	us.' If	the i	root v	vord e	ends	in −c€	e the s	sound	d is us	sually					
List: 2																	6	Spelli	തള്	
46	Answers:																			
		-																		
Spellings	5							1	I											
delicious						-	p	r	e	C		0	u	S						
					S	q	a	С	i	ο	u	s								
atrocious	5							С	0	n	s	С	i	0	u	S				
consciou	S								a	t	r	0	С	i	0	u	S			
ferocious	S								m	a	L	i	С	i	0	u	S			
gracious										g	r	a	С	i	0	u	S			
luscious					f	е	r	0	C	i	0	u	S	I			<u></u>	_		
malicious	s		S	u	S	p	i	C	i	0	u	S		2 En						
precious			d	e	L	i	C	i	0	u	S		Å			+ + b	- P		Latta	
			L	u	S	С	i	0	u	S		Mu						nissing ellings		
spacious						<u> </u>											-	v word.		
suspiciou	JS															U			1	

Stage: 5 List: 3

Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-itial' after a consonant but there are many exceptions.

Stage: 5Sp coList: 3	pelling Rules: Endii Insonant. But ther	ng '-cial' and '-tial.' re are many exception	After a vowel '-cial' is most common and '-itial' after a ons.
Spellings		Introduction	Words ending in cial often have a a vowel right before the suffix is added. But there are exceptions to the rule.
official special artificial		Main Teaching Activity	Have children write down this week's spellings and circle or highlight if there is a vowel right before the suffix 'cial' or not. Are there any exceptions in this week's words?
crucial judicial beneficial			Share findings and discuss any misconceptions.
facial glacial especially		Independent Activity	Get children to write sentences containing the spelling words, can they add more than one of the spelling words to the same sentence? Discuss sentences with a partner to see if they can be improved.
multiracial			Share back to the class.

	ding '-cial' and '-tial.' After a vowe here are many exceptions.	l '-cial' is most common and '-itial'	after a
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
official			Ö
special			
artificial			
crucial			
judicial			7
beneficial			
facial			
glacial			
especially			
multiracial			

Stage: 5	Spelling Rules: End consonant. But th	-				a vow	el '-ci	al' is r	most	comm	non ar	nd '-it	ial' af	ter a				
List: 3	Name:		-	•											E		Uin	98
0.				u	m	u	L	t	i	r	a	С	i	a	1	k	1	b
Spelling	S		-	M			-							.	-		•	
official			a	У	Í	0	C	C	0	f	f	Í	C	Í	a		Z	e
special		-	i	t	a	a	q	r	d	S	a	a	d	f	g	h	j	n
artificial		_	C	r	d	f	g	h	u	i	j	k	С	L	Z	X	C	e
crucial		-	a	e	q	j	u	d	i	С	i	a	L	i	X	V	b	f
judicial			L	W	W	S	b	e	r	j	i	p	0	i	a	m	n	j
benefici	al		g	q	p	a	d	f	f	g	h	a	a	u	С	L	q	С
facial	a straight and a straight a strai		a	u	i	0	S	p	e	C	i	a	L	У	V	q	W	i
glacial		-	e	e	S	q	e	C	i	a	R		У	t	b	r	e	a
especial	.ly		r	t	У	a	r	t	i	f	i	C	i	a	L	n	m	L
multirac	ial			Can		u fir	nd v	our	spe	ellin	gs h	idde	en ir	ר th	is w	ord	sec	irch?

 \frown

Stage: 5 List: 3	consonant. But there are many exceptions.							E	pe		98	N							
Coolling]	L	u	m	u	L	t	i	r	a	С	i	a	L	k	L	b	
Spellings official			a	У	i	0	С	С	0	f	f	i	С	i	a	L	z	е	
special			i	t	a	a	p	r	d	S	a	a	d	f	g	h	j	n	
artificial			C	r	d	f	g	h	u	ì	j	k	С	L	Z	X	C	е	
crucial			a	е	q	j	u	d	i	С	i	a	L	i	Х	v	b	f	
judicial			L	W	W	S	b	e	r	j	i	p	0	i	a	m	n	i	
beneficia	ıL		g	q	р	a	d	f	f	g	h	a	a	u	С	L	q	С	
facial	per la		a	u	i	0	S	q	e	С	i	a	L	У	V	q	W	i	
glacial			e	е	S	q	e	С	i	a	L	L	У	t	b	r	e	a	
especiall	У		r	t	У	a	r	t	i	f	i	С	i	a	L	n	m	L	
multiraci	al	Can you find your spellings hidden in this word search?																	

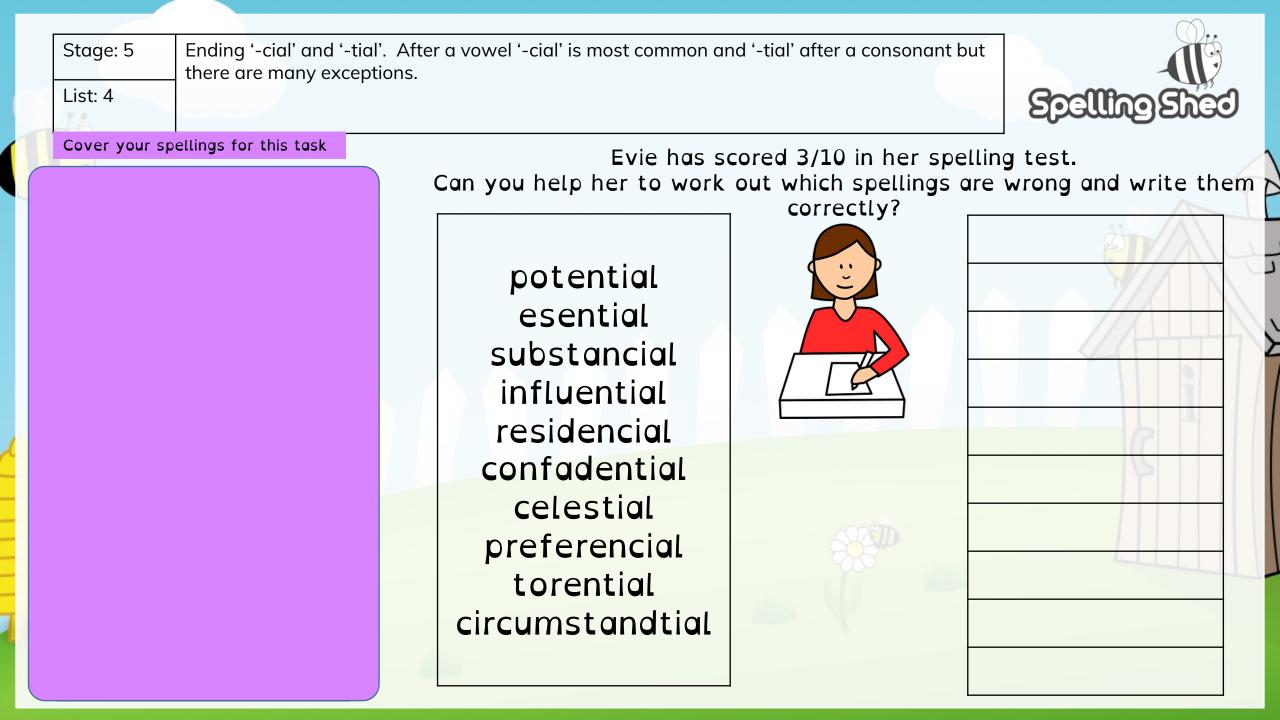
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Stage: 5 List: 4

Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.

Stage: 5Ending '-cial' and '-t there are many exceList: 4		-cial' is most common and '-tial' after a consonant but			
Spellings potential	Introduction	Words ending in 'tial' often have a consonant right before the suffix is added. But there are exceptions to the rule.			
essential substantial influential residential confidential	Main Teaching Activity	 Have children write down this week's spellings and circle or highlight if there is a consonant right before the suffix 'tial' or not. Are there any exceptions in this week's words? Which consonant seems more popular? Share findings and discuss any misconceptions. 			
celestialIndependent Activitypreferential		Ask children to look at Evie's homework, she has made 7 mistakes in her spellings. Ask children to rewrite the spellings, highlighting her mistakes. Click the mouse to hide the spelling list on the slide!			
circumstantial		Share new spellings with the class and discuss.			

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Stage: 5Ending '-cial' and there are many exList: 4Answers:Cover your spellings for this task	l '-tial'. After a vowel '-cial' is most common and '-tial' after a con xceptions. Evie has scored 3/10 in l	Certe Cuillege
Spellings potential	Can you help her to work out which spe correctly	ellings are wrong and write them
essential substantial	potential esential	essential substantial
influential residential	substancial influential residencial	influential Residential
confidential celestial	confadential celestial	confidential celestial
preferential	_ preferencial torential	preferential
torrential circumstantial	circumstandtial	circumstantial

Stage: 5 List: 4	Ending '-cial' and '- there are many exce Name:		common and '-tial' after a consonar	nt but
Spellings	;	1 st Attempt	2 nd Attempt	3 rd Attempt
potential				
essential				
substant	ial			
influentic	al			
residenti	al			7
confident	tial			6
celestial	parts.		A Star	
preferent	tial			
torrentia	L			
circumsto	antial			

List: 4		ling '-cial' and '-tial ere are many excep		cial' is most comm	on and '-itial' after (O Shed
Spellings			Circle th	ne 10 correct	spellings bel	ow.	
potential		esential	torrentcial	influencial	essential	confidenttial	pottential
essential							
substantia	ıL	celestial	torrencial	circumstantial	circumstansial	confidencial	residential
influential							1 H
residential		substanttial	potential	essenttial	celesteal	potencial	influential
confidentio	al						5
celestial		influentcial	preferential	celestiall	sircumstantial	confidential	residencial
preferenti	al						
torrential		substantial	preferencial	substancial	preferenttial	residenttial	torrential
circumstar	ntial	Со	ver your sp	elling list to	make the tas	k trickier!	

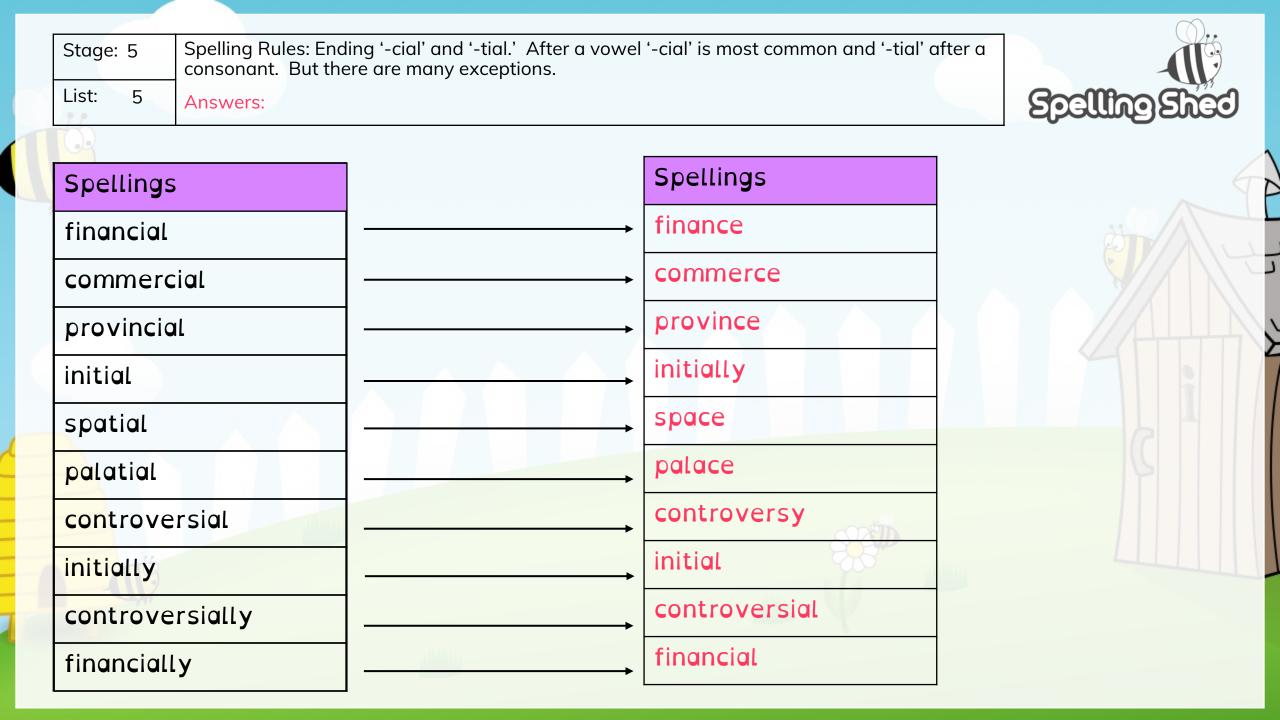
Stage: 5 List: 4		ding '-cial' and '-tial. ere are many excep		cial' is most commo	on and '-itial' after (Dested
Spellings	S		Circle th	e 10 correct	spellings bel	.ow.	
potential	iL	esential	torrentcial	influencial	essential	confidenttial	pottential
essential	L						
substant	tial	celestial	torrencial	circumstantia.	circumstansial	confidencial	residential
influentio	al						
residenti	ial	substanttial	potential	essenttial	celesteal	potencial	influential
confident	itial						5
cele stial		influentcial	preferential	celestiall	sircumstantial	confidential	residencial
preferen	ntial						
torrentia	וג	substantial	preferencial	substancial	preferenttial	residenttial	torrential
circumst	antial	Co	ver your sp	elling list to	make the tas	sk trickier!	

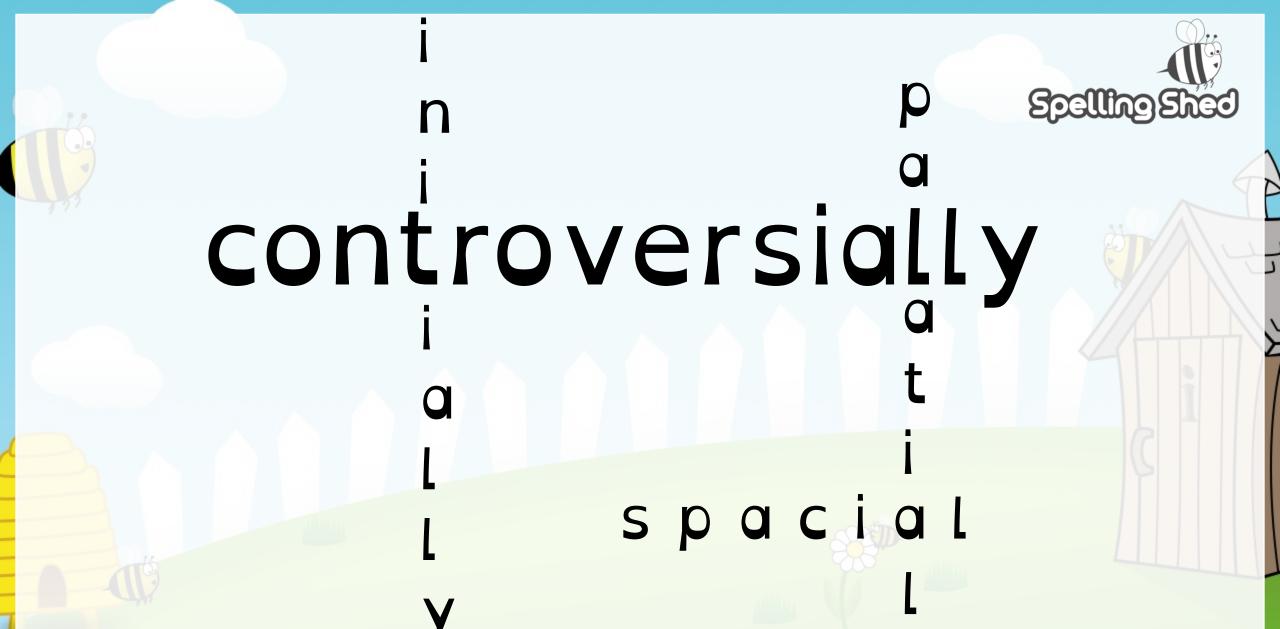
Stage: 5 List: 5

Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant but there are many exceptions.

Stage: 5Spelling Rules: Endin consonant. But thereList: 5		After a vowel '-cial' is most common and '-tial' after a ons.			
Spellings financial commercial	Introduction	The last two spelling lists looked at 'cial' ending after a vowel and 'tial' endings after a consonant. There are exceptions to this rule and they just need to be remembered. This week is a list of exceptions to the rule. Can children think of any exceptions where the rule is reversed for example?			
provincial initial spatial	Main Teaching Activity	 See if the children can think of another word from the same family, e.g. with a similar meaning/root word. For example financial and finance or commercial and commerce. In pairs get them to write down the spellings and a linking word. This helps to develop the word in the child's head more effectively. 			
palatialcontroversialinitiallycontroversiallyfinancially	Independent Activity	Get the children to write down the word 'controversially' on their white boards and then see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support starting this if required.			

Stage: 5Spelling Rules: Enconsonant. But theList: 5	ding '-cial' and '-tial.' After a vowel '- ere are many exceptions.	-cial' is most common and '-tial' after	a Spelling Shed
Spellings		Spellings	
financial]	finance	
commercial	-		
provincial	→		
initial	1		
spatial	· · · · · ·		
palatial			
<mark>con</mark> troversial			
initially			
controversially	►		
financially	1		





Answers:

commercial 0 Spellingsh controversially provincial initial financla spatial Q

financlally

List: 5	But there are many e		common and '-itial' after a consona	int. Spelling Shed
	Name:			
Spellings		1 st Attempt	2 nd Attempt	3 rd Attempt
financial				
commercio	al			
provincial				
initial				
spatial				7
palatial				6
<mark>con</mark> trovers	sial			
initially				
controvers	sially			
financially	,			

Stage: 5 Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. List: 5 Name:						
Spellings Cover your spellings up. Can you add in the missing letters from each word?						
financial commercial	s at l	in al y				
provincial	trov ally					
initial spatial	trovally	_oe_cial				
palatial	co_roial	ial				
controversial initially	fin	nay				
controversially financially	pr_in_al	patl				

List: 5 Answers:		Contracts			
Spellings financial	Cover your spellings up. Can you add in the missing letters from each word?				
commercial provincial	spatial	In <u>iti</u> al <u>l</u> y			
initial	<u>con</u> trov <u>ersi</u> ally	<u>comm</u> e <u>r</u> cial			
spatial palatial	co <u>nt</u> ro <u>vers</u> ial	<u>init</u> ial			
controversial initially	fin <u>ancial</u>	<u>fi</u> na <u>nci</u> a <u>lly</u>			
controversially financially	pr <u>ov</u> in <u>ci</u> al	p <u>al</u> at <u>ia</u> l			

Stage: 5 List: 6

Challenge words

Stage: 5Challenge wordsList: 6	Certe College
C Spellings	Challenge Week
appreciate	Choose an activity from the challenge pack.
cemetery	
conscious	
convenience	
environment	
immediately	
language	
sufficient	
thorough	
vegetable	

Stage: 5Challenge wordsList: 6Name:			Spelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
appreciate			
cemetery			
conscious			
convenience			
environment			7
immediately			6
language		C.S.C.	
sufficient			
thorough			
vegetable			

Stage: List: 6		Challenge words Name:	bed Boolliegs				
\bigcirc							
	llings		Choose one of your spellings to complete the sentence. Only one of the pair is correct.				
appr	recia	te					
cem	eter	y	It was easy to his slick BMX skills.				
cons	sciou	S	There was a investigation into what had happened.				
conv	venie	nce	The ghosts haunted the every evening at midnight.				
envi	environment		They had food to last a number of days.				
imm	immediately		"Begin your work!" instructed the teacher.				
	ealai	.ery	Chinese is the spoken by the most people in the world.				
lang	juage	particular and partic	The chef chopped the and added it to the dish.				
suffi	icient	t	An escalator was available for the shopper's				
thor	rough		We have decided to ban plastic bottles to protect the				
vege	etabl	е	I wasn't even of what was happening beside me.				

Stage: 5 List: 6	Challenge words Answers:	Contract Contracts			
Spelling	js	Choose one of your spellings to complete the sentence.			
apprecia	ate	Only one of the pair is correct.			
cemete	ry	It was easy to _appreciate_ his slick BMX skills.			
consciou	us	There was a <u>thorough</u> investigation into what had happened.			
convenio	ence	The ghosts haunted the <u>cemetery</u> every evening at midnight.			
environment		They had _sufficient_ food to last a number of days.			
immediately		"Begin your work _immediately_!" instructed the teacher.			
	-	Chinese is the <u>language</u> spoken by the most people in the world.			
languag	e	The chef chopped the <u>vegetable</u> and added it to the dish.			
sufficier	nt	An escalator was available for the shopper's <u>convenience</u> .			
thoroug	Jh	We have decided to ban plastic bottles to protect the <u>environment</u> .			
vegetab	ole	I wasn't even <u>conscious</u> of what was happening beside me.			

Stage: 5 List: 7

Spelling Rules: Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.

Stage: 5Words ending in '-aList: 7	nt'. '-ant' Is used if	there is an 'a' or 'ay' sound in the right place.
Spellings abundant	Introduction	Use –ant if there is a related word with /a/ or /ei/ sound in the right position; -ation endings are often a clue. E.g observant, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, (hesit <u>a</u> tion), tolerant, (toler <u>a</u> tion), substance (subst <u>a</u> ntial)
brilliant constant distant dominant elegant	Main Teaching Activity	Use the power point slide and select children to come up and draw the line between the beginning and the ending of the word. The words have been split and scrambled. A few of the words have similar endings so tell them to double check their choice! Discuss the spelling list words and any misconceptions or errors.
fragrant ignorant tolerant vacant	Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.

Stage: 5	Spelling Rules: Wo place.	rds ending in '-ant'. '-ant' Is used if the	ere is an 'a' or 'ay' sound in the r	ight
List: 7	Name:	Certe Cuillege		
0.				
Spelling	IS			k
abundar	nt	abun	ant	Your spellings have
brilliant		brill	iant	been split and scrambled.
omiliant		cons	inant	Dray a straight line
constan	t	dist	grant	Draw a straight line to match the two
distant				parts of each
dominar	nt	dom	erant	spelling or write them on your
		ele	dant	whiteboard.
elegant		fra	cant	
<mark>frag</mark> rant		ignorg	tant	
ignorant	1	ignora		
tolerant	-	tol	nt	
	-	va	gant	
vacant				

Stage: 5 List: 7	Spelling Rules: W place. Answers:	right		
0.0				
Spelling		abun	ant	Your spellings have
abundan		brill	iant	been split and scrambled.
brilliant	+	cons	inant	Draw a straight line
constan distant	L	dist	grant	to match the two parts of each
dominan	, +	dom	erant	spelling or write them on your
elegant		ele	dant	whiteboard.
fragrant		fra	cant	
ignorant		ignora	tant	
tolerant		tol	nt	
vacant		va	gant	

Stage: 5 List: 7	Spelling Rules: Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.					
Spellings		1 st Attempt	2 nd Attempt	3 rd Attempt		
abundant			•			
brilliant						
constant						
distant						
dominant				7		
<mark>ele</mark> gant				6		
fragrant						
ignorant						
tolerant						
vacant						

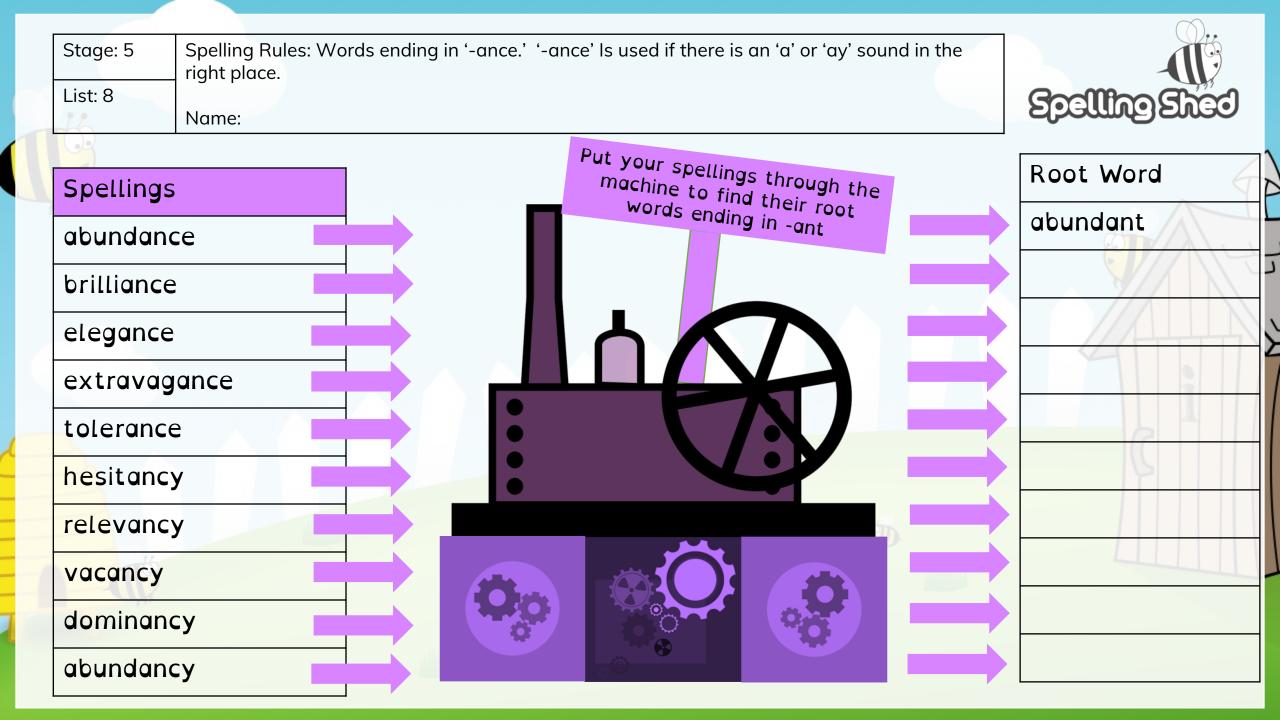
Stage: 5 List: 7	Spelling Rules: Wo place.	ords ending in '-ant.''-	ant' Is used if there is an 'a' or 'ay' sound in the right	Goolling Good
16	Name:			Spelling Shed
	•	L	Jse a dictionary to find out what your spellings m	
Spellings		Your word	Create your own definition for 5 of your words Your definition	
abundant				
brilliant				
constant				
distant				
dominant	-			
elegant				
<mark>frag</mark> rant				
ignorant				
tolerant				
vacant				

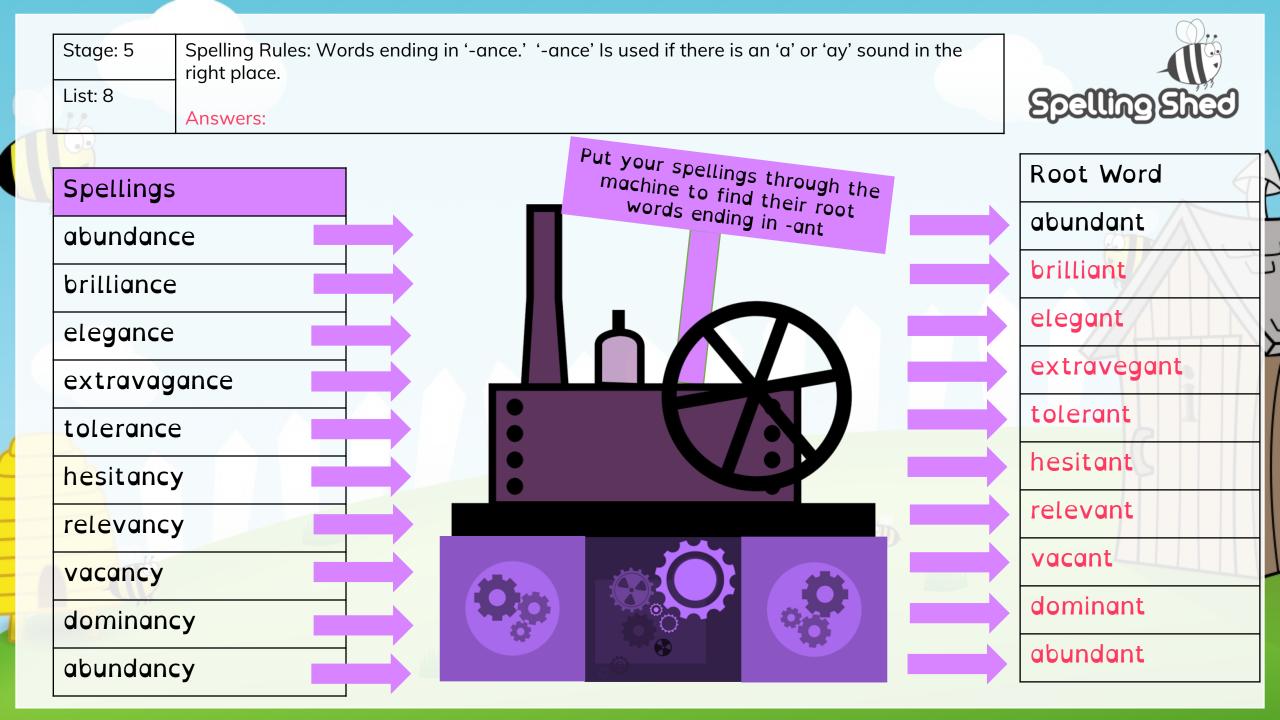
Stage: 5 List: 8

Words ending in '-ance'. '-ance' Is used if there is an 'a' or 'ay' sound in the right place.

Stage: 5Words endingList: 8	in '-ance'. '-ance' ls use	d if there is an 'a' or 'ay' sound in the right place.
Spellings abundance	Introduction	Use –ance if there is a related word with /a/ or /ei/ sound in the right position; -ation endings are often a clue. E.g observance, (observ <u>a</u> tion), dominance (domination), hesitance, (hesit <u>a</u> tion), tolerant, (toler <u>a</u> tion), substance (subst <u>a</u> ntial)
brilliance elegance extravagance tolerance	Main Teaching Activity	Each child needs a whiteboard, you say a spelling list word and see how quickly the children can write down its root word and hold up their board. E.g. abundance/abundant brilliance/brilliant. After each work discuss any errors or misconceptions.
hesitancy relevancy vacancy dominancy abundancy	Independent Activity	Get children to try and create two new words from the letters within a spelling list word. For example: abundance – dance – ace dominancy – man - day

Stage: 5Words ending in 'List: 8Name:	Words ending in '-ance'. '-ance' Is used if there is an 'a' or 'ay' sound in the right place. Name:						
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt				
abundance			Ö				
brilliance							
elegance							
extravagance							
tolerance			7				
hesitancy			6				
relevancy							
vacancy							
dominancy							
abundancy							

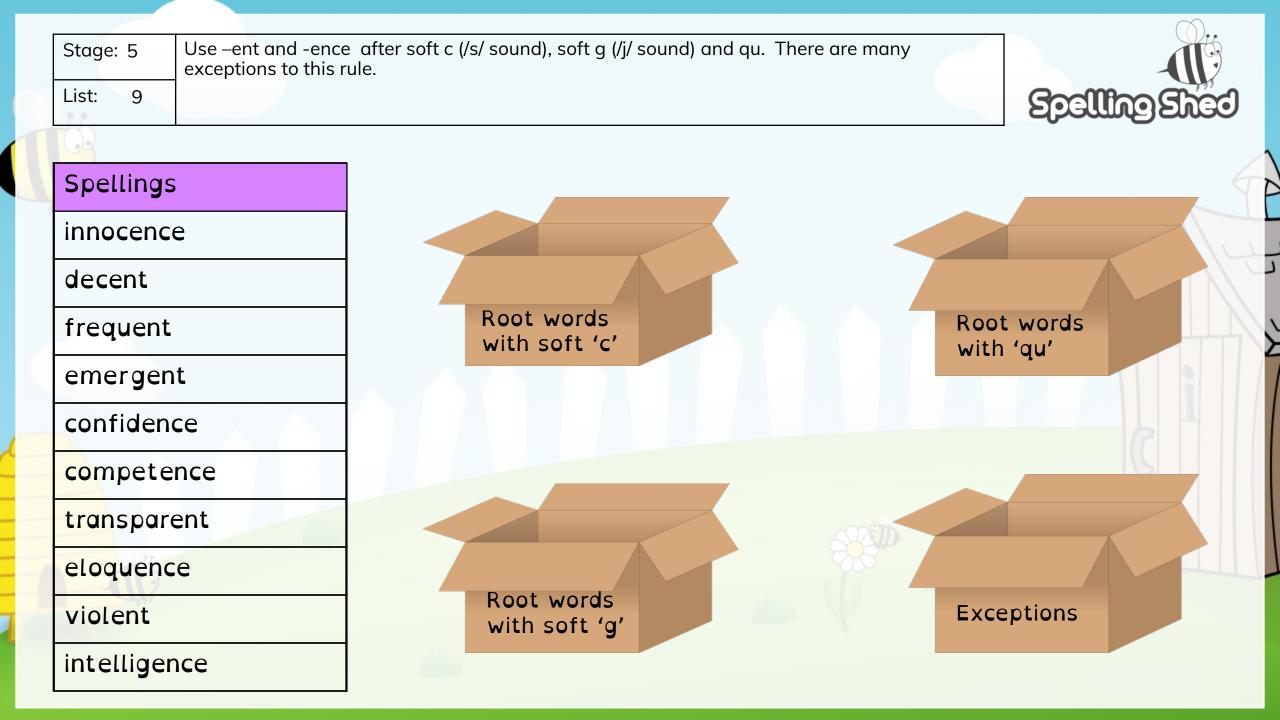


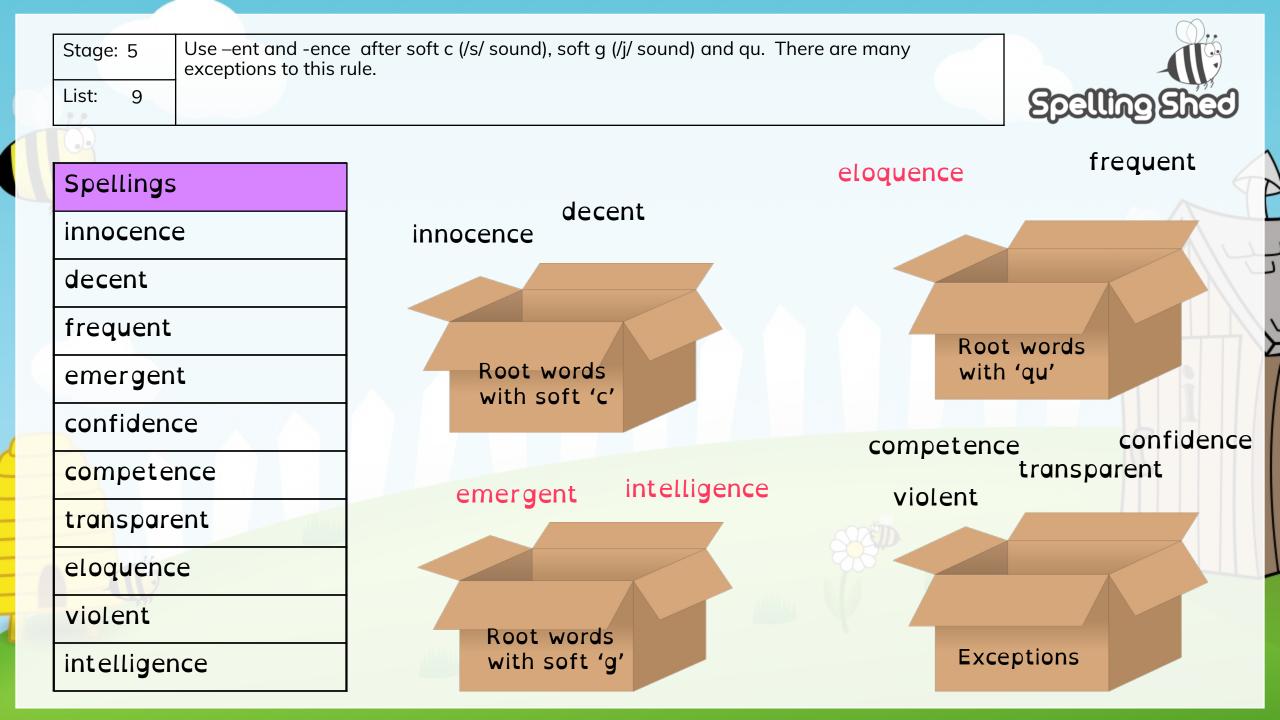


Stage: 5 List: 9

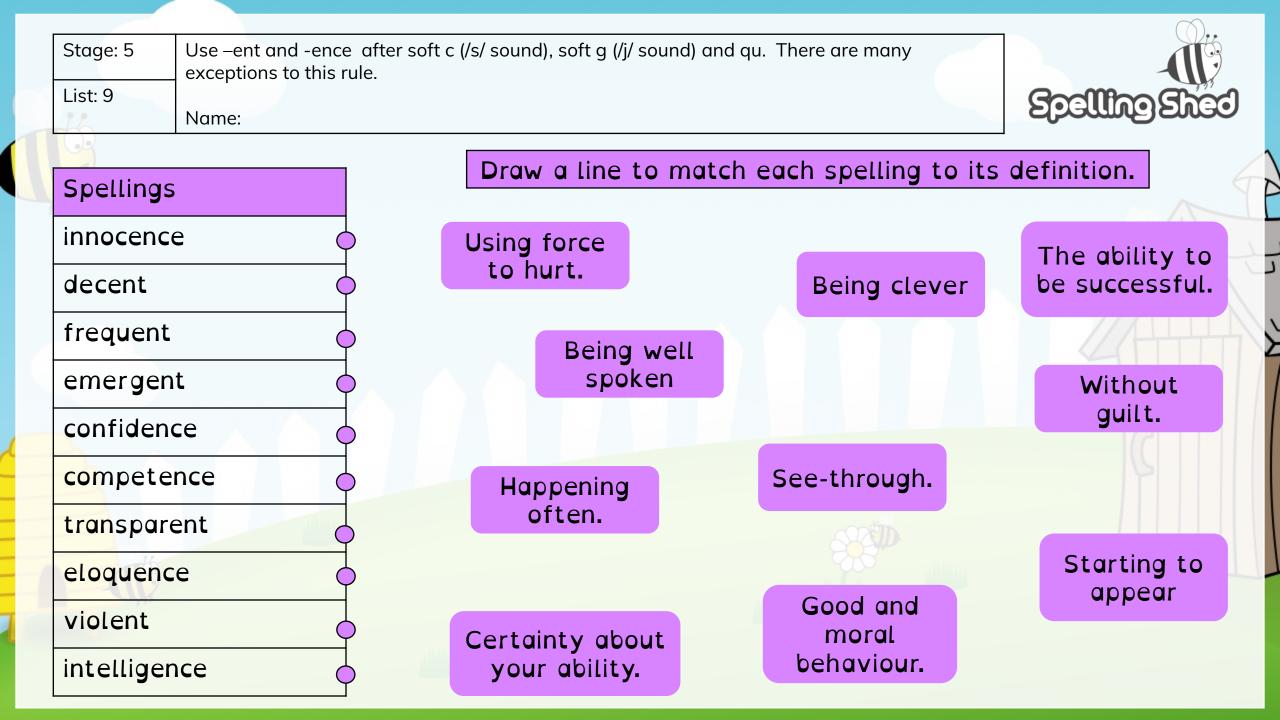
Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.

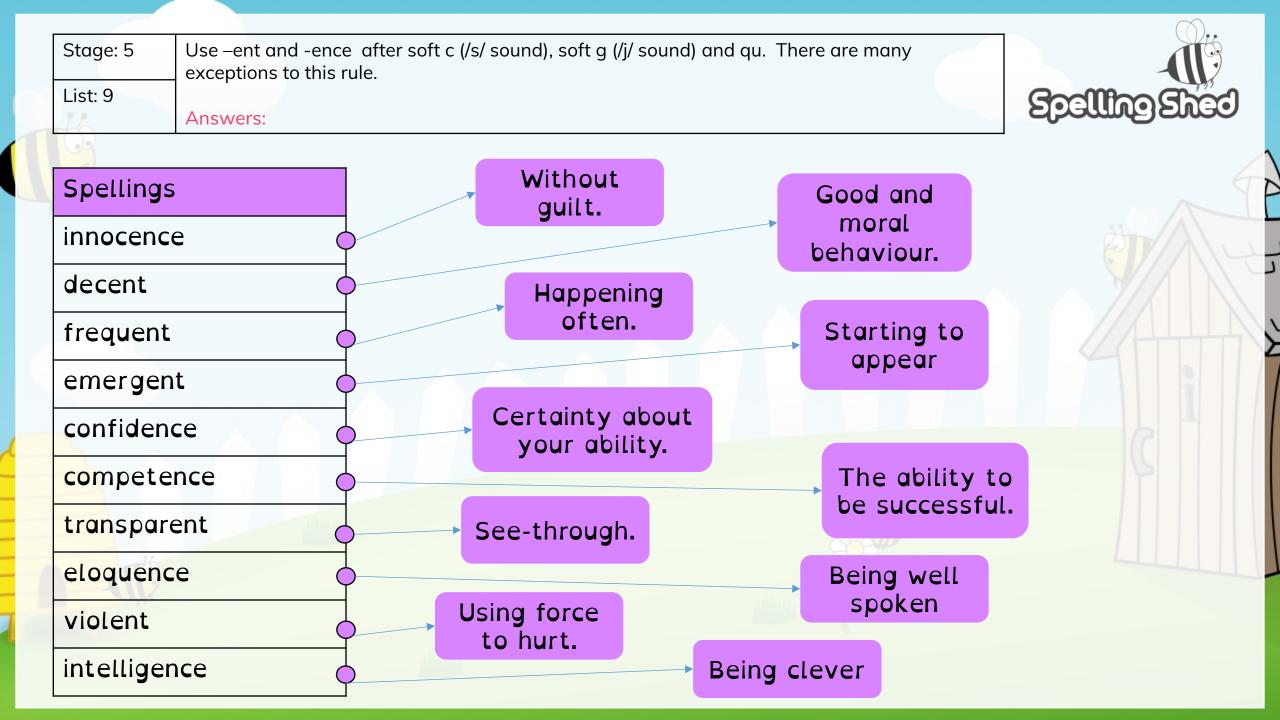
Stage: 5 List: 9	Use –ent and -ence exceptions to this ru		nd), soft g (/j/ sound) and qu. There are many
Spelling innocend		Introduction	Use the suffix 'ent' and 'ence' and a soft 'c' /s/ sound, soft 'g' /j/ sound and 'qu'. There are exceptions to this rule however.
decent frequent emerger confider	nt nce	Main Teaching Activity	Get children to write down all of their spellings on a whiteboard and then put the rules up using the power point slide. Get them to divide the words up in to those with a root word with a soft 'c' end, those with a soft 'g', those with a 'qu' and those that are exceptions. Discuss the groupings and any misconceptions. 'c' - innocent, decent, violence 'qu' – frequent exceptions – confident, competent, transparent
transpar eloquent violent intellige	ce	Independent Activity	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We made trips to France. The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.





List: 9	se –ent and -ence ceptions to this ru ame:	after soft c (/s/ sound), soft g (/j/ Ile.	sound) and qu. There are many	Spelling Shed
Spellings		1 st Attempt	2 nd Attempt	3 rd Attempt
innocence				Ö
decent				
frequent				
emergent				
confidence				2
competenc	e			6
transparen	t		AT T	
eloquence				
violent				
intelligence	2			





Stage: 5 List: 10

Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation'.

Stage: 5Words ending in -aList: 10	ble and -ibleable	is used where there is a related word ending -ation.						
Spellings dependable	Introduction	Today the children will look at words ending in 'able' and 'ible' and try and work out some spellings rules to help identify them. Explain that '-able' is more common than '-ible' as a suffix.						
comfortable understandable reasonable enjoyable reliable	Main Teaching Activity	Give children the list of '-able' and '-ible' words. Demonstrate how to highlight the suffix in a few of the words so that children can identify the root word more easily. In pairs, ask the children to group the words in the list according to ending/root words etc and look for any patterns or rules that occur. Things to look for: 'able' is often used on words where the root word can still be heard e.g vary/variable. 'ible' is more common when the root word cannot be heard e.g. incredible, but there are exceptions like 'accessible'.						
possible horrible terrible incredible	Independent Activity	Use the power point slide to and a dice generator or a class set of dice to complete this activity. Children work in pairs or on their own to role the die for each word and record their answer, where required.						

 \frown

Look at the endings of these words, can you spot a pattern?



Think about the root words. Are there exception words that don't fit the pattern?

forgivable	gullible	disposable	incredible
incredible	likable	susceptible	fashionable
suggestible	terrible	excitable	knowledgeable

Stage: 5 Words ending in -c	able and -ibleable is used where there is a related word ending -ation.
	Roll a die or ask someone to pick a number from 1-6 for each spelling.
Spellings	
dependable	 Write your word in a full sentence.
comfortable	
understandable	Write your word in capital letters.
reasonable	• Write your word three times.
enjoyable	
reliable	Write your word in different colours.
possible	• Valaito, vibert vour vord monto
horrible	Write what your word means.
terrible	(Spell the word out loud.
incredible	

Stage: 5Words endingList: 10Name:	in -able and -ibleable is used where	e there is a related word ending -atio	on. Spelling Sheet
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
dependable			
comfortable			
understandable			
reasonable			
enjoyable			7
reliable			
possible			
horrible			
terrible			
incredible			

	Stage: 5	ge: 5 Words ending in -able and -ibleable is used where there is a related word ending -ation.																
	List: 10	Name:																Spelling Shed
Π										_								_
	Spellings				n		e		S	t		n		b		e		F
	dependat	ole						С	0		f		r		b		e	
	comforto	ıble													r	r		e
	understa	ndable									j		У	b		e		
	reasonab	le										S	S		L			
	enjoyabl	e								d		p	e		a		L	e
	<mark>reli</mark> able									r			i	b				Insert the missing
	possible	per la							t		r	r	i	C C	e			letters into your spellings to find a
1	horrible						n		r		d		b	e				new '-able' word.
	terrible				L								r	a	S			all
	incredible	5														I		

)
Stage: 5	ge: 5 Words ending in -able and -ibleable is used where there is a related word ending -ation.											•		9				
List: 10	Answers:																SpallingSh	CO
C.					1	Ī	ĺ						1]		
Spellings				n d	e	r	S	t	a	n	d	a	b	L	e			T
dependat	ole					C	0	m	f	0	r	t	Q	b	L	e		
comforta	ble											h	0	r	r	i	ble	N.C
understa	ndable						e	n	j	0	У	a	b	L	e			
reasonab	le							p	0	S	S	i	b	L	e			
enjoyable	9							d	е	p	e	n	d	a	b	L	e	
reliable								r	e	L	i	a	b	L	e		Insert the miss	
possible							t	e	r	r	i	b		e			letters into yo spellings to fin	
horrible				i	n	C	r	e	d	i	b	L	e				new '-able' wo	
terrible						1			<u></u>	1	r	е	a	S	0	n	a b L e	
incredible	2																	

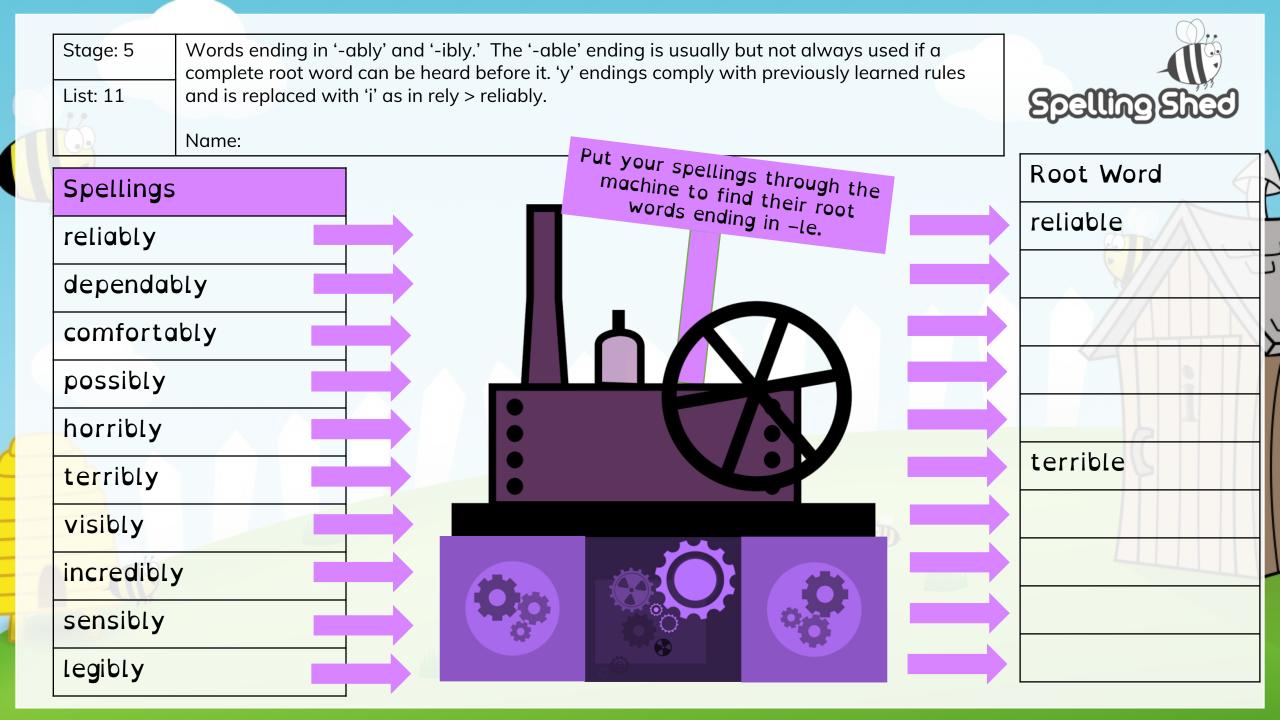
Stage: 5 List: 11

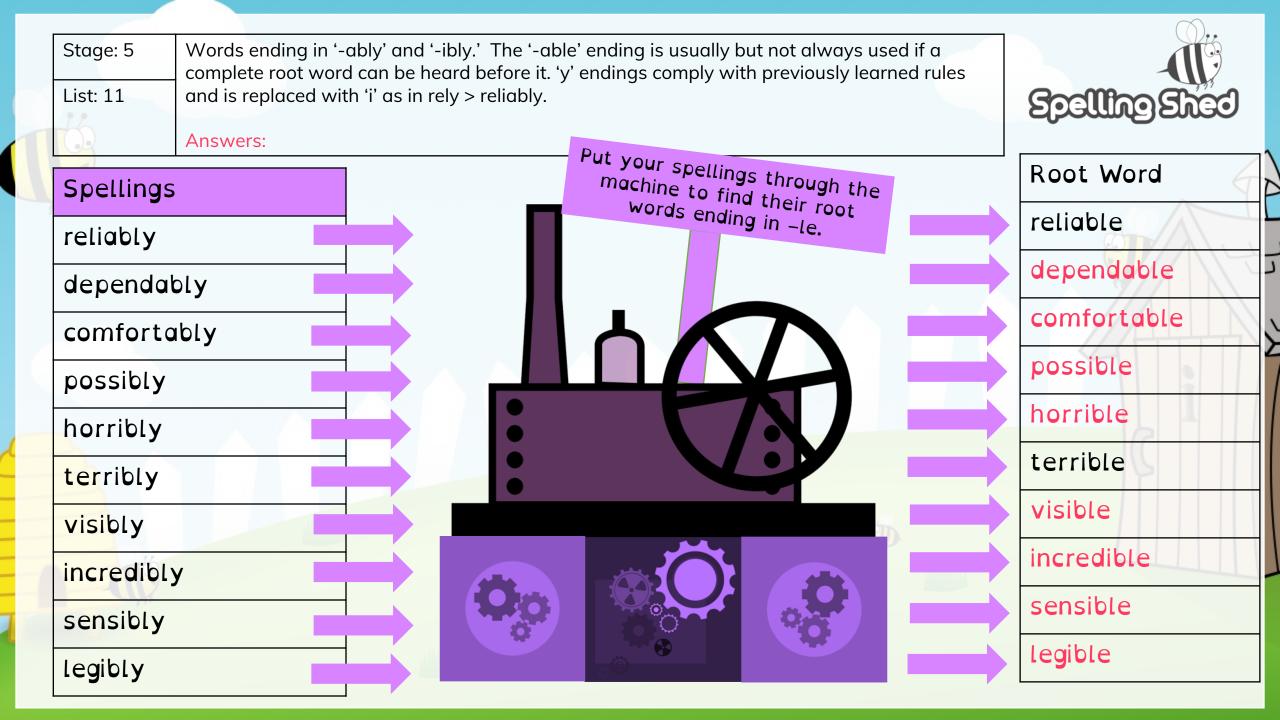
Words ending in -ably and -ibly.

Stage: 5 List: 11		can be heard before	'-able' ending is usually but not always used if a e it. 'y' endings comply with previously learned rules oly.						
Spellings reliably dependably		Introduction	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably. When they add '-ibly'/'-ably', they are turning the word into an adverb.						
comforto possibly horribly terribly	ably	Main Teaching Activity	Read the words out to the class one at a time and get them to write the word on their board and hold it up, they need to decide if the word has the 'ably' or 'ibly' ending.Discuss any misconceptions or errors (sensibly is an exception word)						
visibly incredibly sensibly legibly		Independent Activity	Children to write 8 sentences containing spelling words, can anyone add more than one of the words to the same sentence? Get a partner to check the spellings in the sentences. Share sentences in pairs or as a class.						

Stage: 5	-	n '-ably' and '-ibly.' The '-able' ending is usually but not always used if a /ord can be heard before it. 'y' endings comply with previously learned rules	
List: 11	-	with 'i' as in rely > reliably.	Contractions and the second
	Name:		
Spelling	S	Can you select 8 of your spellings to write into s	sentences?
reliably			
dependo	ably		
comfort	ably		
possibly	/		
horribly			2
terribly			
visibly			
incredibl	ly		
sensibly	1		
legibly			

Stage: 5 List: 11	complete root word		g is usually but not always used if a s comply with previously learned rul	
Spellings	5	1 st Attempt	2 nd Attempt	3 rd Attempt
reliably				Ö
dependa	bly			
comforto	ably			
possibly				
horribly				7
terribly				6
visibty			C C C C C C C C C C C C C C C C C C C	
incredibl	у			
sensibly				
legibly				





Spelling Shed Stage: 5 List: 12 Challenge Words

Stage: 5 Challenge Words	
List: 12 Name:	Certe Coillege
	Challenge Week
Spellings	
accommodate	Choose an activity from the challenge pack.
available	
controversy	
dictionary	
marvellous	
opportunity	
secretary	
sincerely	
suggest	
twelfth	

Stage: 5Challenge WordsList: 12Name:			Spelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
accommodate			
available			
controversy			
dictionary			
marvellous			7
opportunity			6
<mark>sec</mark> retary			
sincerely			
suggest			
twelfth			

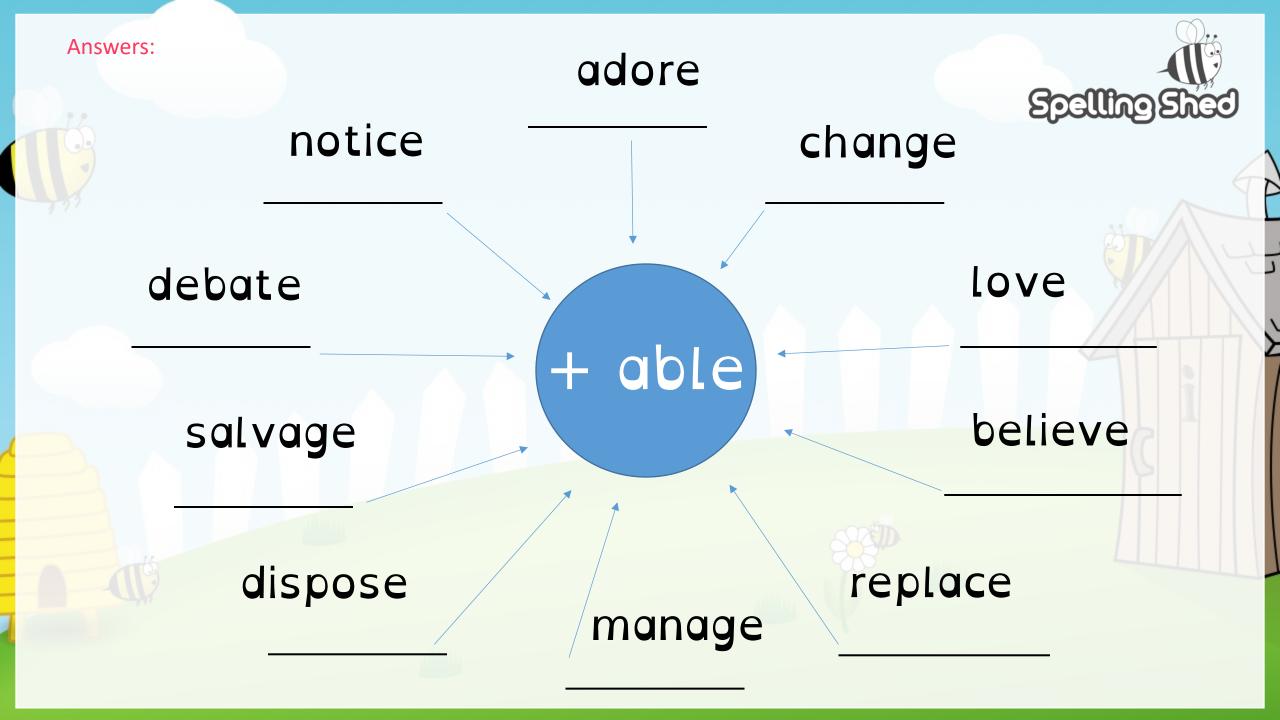
Stage: 5	Challenge Words																					
List: 12	Name:															8			1	Sh		
0											•			•						1		
Spelling	S		a	r	b	a	У	r	a	d		C	t	l	0	n	a	r	У			
accomm	odate		S	C	d	0	p	p	0	r	t	u	n	i	t	У	n	g	L			
available	e		i	q	C	0	n	t	r	0	V	e	r	S	У	L	z	m	p			
controversy			n	r	t	0	Z	У	0	X	t	С	k	p	X	j	f	b	X			
dictionary		_		-	С	S	W	e	m	a	r	V	e	L	L	0	u	S	g	h	q	
	_		e	t	e	W	g	m	r	d	W	S	z	g	f	У	S	t	e	1		
marvella			r	p	L	n	L	e	0	L	m	W	S	u	g	g	e	S	t			
opportui	nity		e	g	f	f	m	s	e	d	d	0	k	g	i	i	i	h	С			
<mark>sec</mark> retar	у			q	t	p	h	u	S	i	a	V	a	i		a	b	1	e			
sincerely	У				h		n	S	u	t	C	t	u	I V	m	h	n	f	d			
suggest			y r	0 4		• •								-								
twelfth			r	f Can	f		u	d	S	e	C		e	t	a	r	У	Z	e			

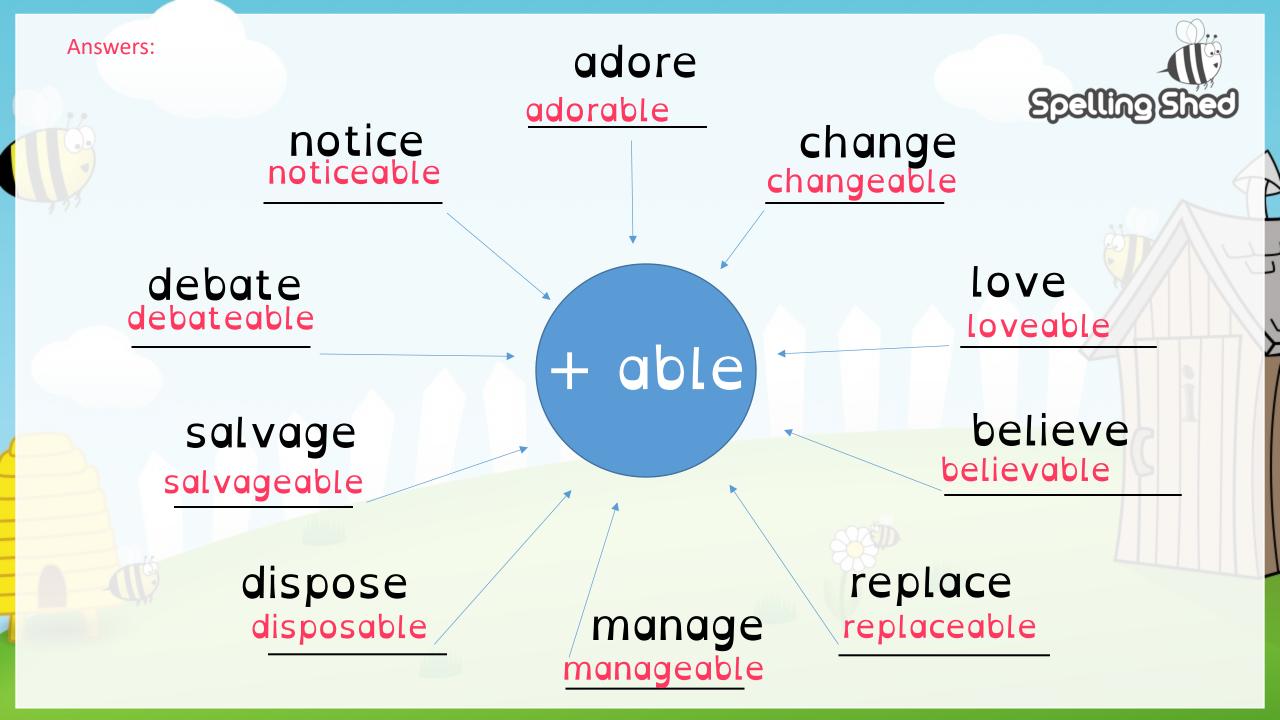
Stage: 5	Challenge Words																		
List: 12	Answers:															8			0
0				.	1_	i	Í	i	Ī		İ	İ		_	İ	-		i	
Spelling	S		a	r	b	a	У	r	a	d	i	C	t	i	0	n	a	r	У
accomm	odate		S	С	d	Ο	q	q	Ο	r	t	u	n	i	t	У	n	g	1
available	e		i	q	С	0	n	t	r	0	V	e	r	S	У	L	z	m	р
		n	r	t	0	z	У	Ο	Х	t	С	k	р	X	j	f	b	X	
controversy			С	s	W	e	m	a	r	V	e	L	L	0	u	S	g	h	q
dictiona	-		e	t	e	W	g	m	r	d	W	S	z	g	f	У	S	t	e
marvella	ous		r	р	L	n		е	0	L	m	W	S	u	g	g	e	S	t
opportui	nity		e	-	f	f	m	S	e	d	d	0	k	g	i	9 i	i	h	C
<mark>sec</mark> retar	у			g	_	-	_			;				9	J				
sincerely	y			q	t	p	h	u	S		Q	V	a		L	a	b		e
suggest			У	0	h	V	n	S	u	t	C	t	u	V	m	h	n	f	d
33000			r	f	f	j	u	d	S	е	С	r	e	t	a	r	y	Z	e

Stage: 5 List: 13

Words ending in '-able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.

Stage: 5 List: 13	Words ending in '-c after the c or g is ke gap.	able'. If this is being ept other wise they v	added to a root word ending in –ce or –ge then the e would be said with their hard sounds as in cap and					
Spellings changeable		Introduction	When adding 'able' to root words that end with 'ce' /s/ or 'ge' /j/, unlike in usual spelling rules, the 'e' remains to avoid the soft sound becoming a hard sound – e.g. changeable would be changeable. Can the children think of any examples?					
noticeab managea agreeab knowled	able le Igeable	Main Teaching Activity	Get the children to add the suffix 'able' to the end of the words on the power point, they need to listen to see if the end sound of the root word is hard or soft to know whether to remove the final 'e' or not. Share their findings and discuss if there are any exceptions (there aren't in this selection of words).					
replaced microwa salvaged recharge irreplace	veable able eable	Independent Activity	A Spelling Bee is a classic spelling game which will help your students spell and review words from their spelling lists. Divide your class into two teams and have each team stand along an opposite wall of the classroom. Give one word (from the list) at a time to each student, alternating teams. If the student spells the word correctly, they go to the end of the line until their turn comes up again. If they spells the word incorrectly, they sit down. The last team standing wins.					





Stage: 5 List: 13			ot word ending in –ce or –ge then th with their hard sounds as in cap an	
Spelling	S	1 st Attempt	2 nd Attempt	3 rd Attempt
changea	ble			
noticeat	le			
manage	pble			
agreeab	le			
knowled	lgeable			
replaced	ıble			G
<mark>mic</mark> rowa	veable			
salvaged	ble			
recharge	eable			
irreplace	eable			

Stage: 5		'-able'. If this is being added to a root word end	
List: 13	after the c or g is gap.	kept other wise they would be said with their he	ard sounds as in cap and
6	Name:		Electrice
Spelling	S	Write the correct spelling into e	ach sentence.
changed	able	The batteries me	eant that the toy could be recharged.
noticeal	ole	The weather was very	upon the side of the mountain.
manageable		After the accident, the car was	not
agreeab		The music teacher was very instruments in the orchestra.	about the different
knowled	dgeable	Going without water for more th	an a couple of days is not
replace	ble	meals are not	to everybody's taste.
microwo	aveable	The broken window was	and soon the caretaker had a
salvage	able	new one.	
recharg	eable	It was that there school.	were a number of children absent from
irreplac	eable	The lost photographs were	

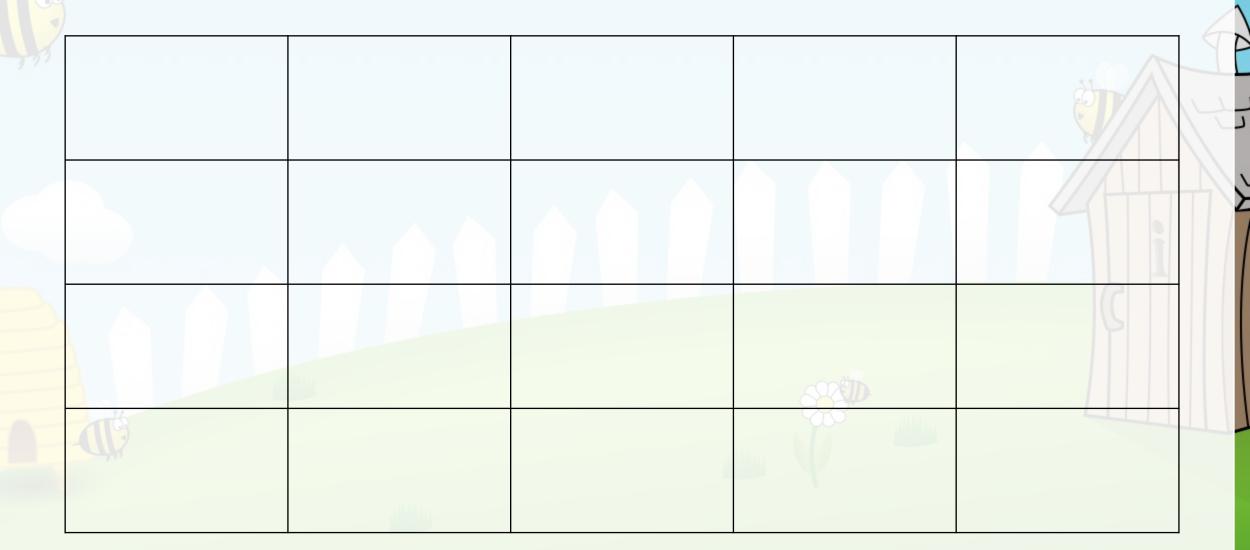
Stage: 5	-	n '-able'. If this is being added to a root word ending in –ce or –ge then the e s kept other wise they would be said with their hard sounds as in cap and					
List: 13	gap.	SellingShe					
	Answers:						
Spellings	5	Write the correct spelling into each sentence.					
changea	ble	The <u>_rechargeable</u> batteries meant that the toy could be recharged.					
noticeab	le	The weather was very <u>changeable</u> upon the side of the mountain.					
manageable		After the accident, the car was not _salvageable					
		The music teacher was very _knowledgeable_ about the different					
agreeabl	le	instruments in the orchestra.					
knowled	geable	Going without water for more than a couple of days is not _manageable					
replacea	ble	_microwaveable_ meals are not _agreeable_ to everybody's taste.					
microwa	veable	The broken window was <u>replaceable</u> and soon the caretaker had a new					
salvaged	able	one.					
recharge	eable	It was <u>noticeable</u> that there were a number of children absent from school.					
irreplace	eable	The lost photographs were _irreplaceable					

Stage: 5 List: 14

Adverbs of time (temporal adverbs) these are words to develop chronology in writing.

Stage: 5 List: 14	Spelling Rules: Adv writing.	erbs of time (tempor	al adverbs) these are words to develop chronology in				
Spellings afterwar		Introduction	Adverbs of time are added to writing to develop time frame and chronology. Ask children if they can think of any of these sorts of words?				
immediat earlier eventual previous finally	Ly	Main Teaching Activity	Give the children the blank cards and ask them to copy down the spelling words, one to each card (can be done in pairs). Ask them to decide a way to group the words based on any links they can find. E.g. they could do a group of words that mean 'in the past' (e.g. previously) a group that are 'during' (whilst) and a group for 'the future' (e.g. tomorrow). Can they add any more to their groups of words? For example currently, next, soon, still, later, now, last year				
	yesterday tomorrow		Get children to write a short paragraph using the words from their spelling list and any they discovered in the last activity. Try to use one of the adverbs at the start of a sentence. Share some of the paragraphs with the class.				

Copy the spelling list words on to the cards, can you add any more adverbs of time?



Soulling

Stage: 5 List: 14	Spelling Rules: Adv writing. Name:	verbs of time (temporal adverbs) th	nese are words to develop chronolog	y in Spelling Shed
Spelling	S	1 st Attempt	2 nd Attempt	3 rd Attempt
afterwa	irds			Ö r
immedia	ately			
earlier				
eventua	lly			
previous	sly			7
<mark>fin</mark> all y				6
<mark>rece</mark> ntly			AT THE REAL PROPERTY OF THE RO	
yesterd	ay			
tomorro)W			
whilst				

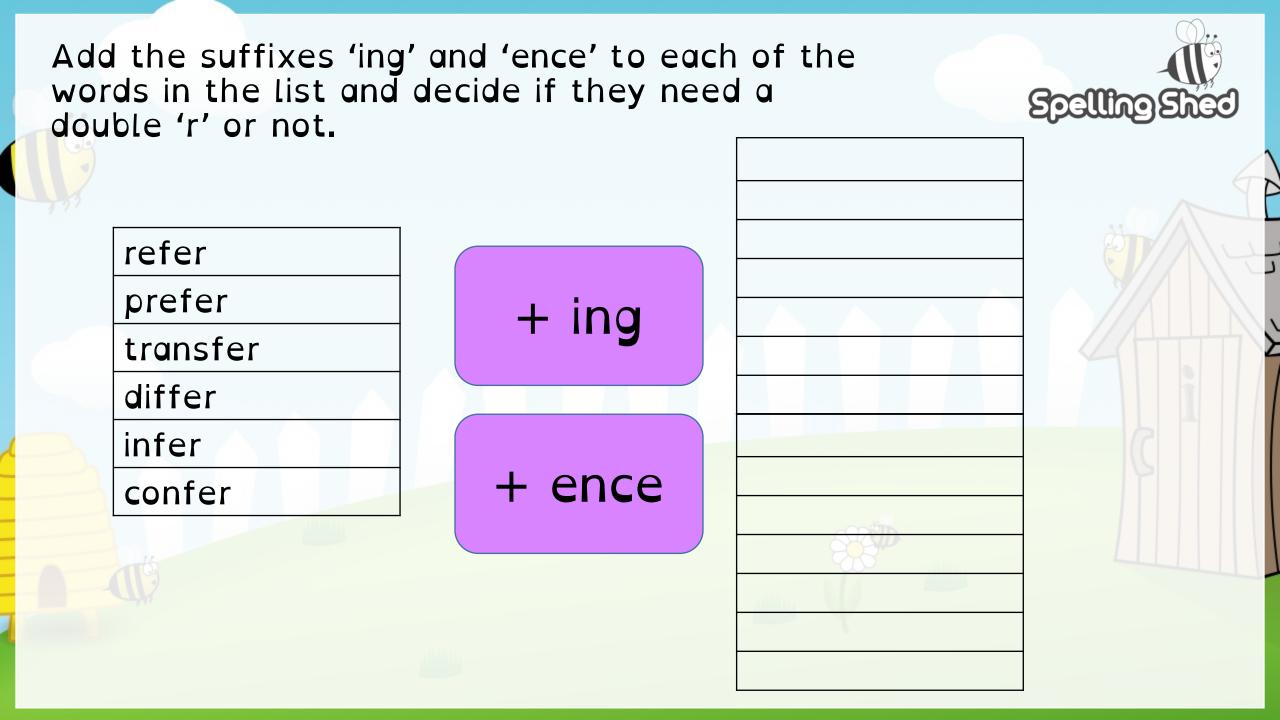
Stage: 5Spelling writing.List: 14Name:	14 writing.						
Spellings	Use each of your spellings to create a sentence. Underline the spelling.						
afterwards							
immediately							
earlier							
eventually							
previously							
finally							
recently							
yesterday							
tomorrow							
whilst							

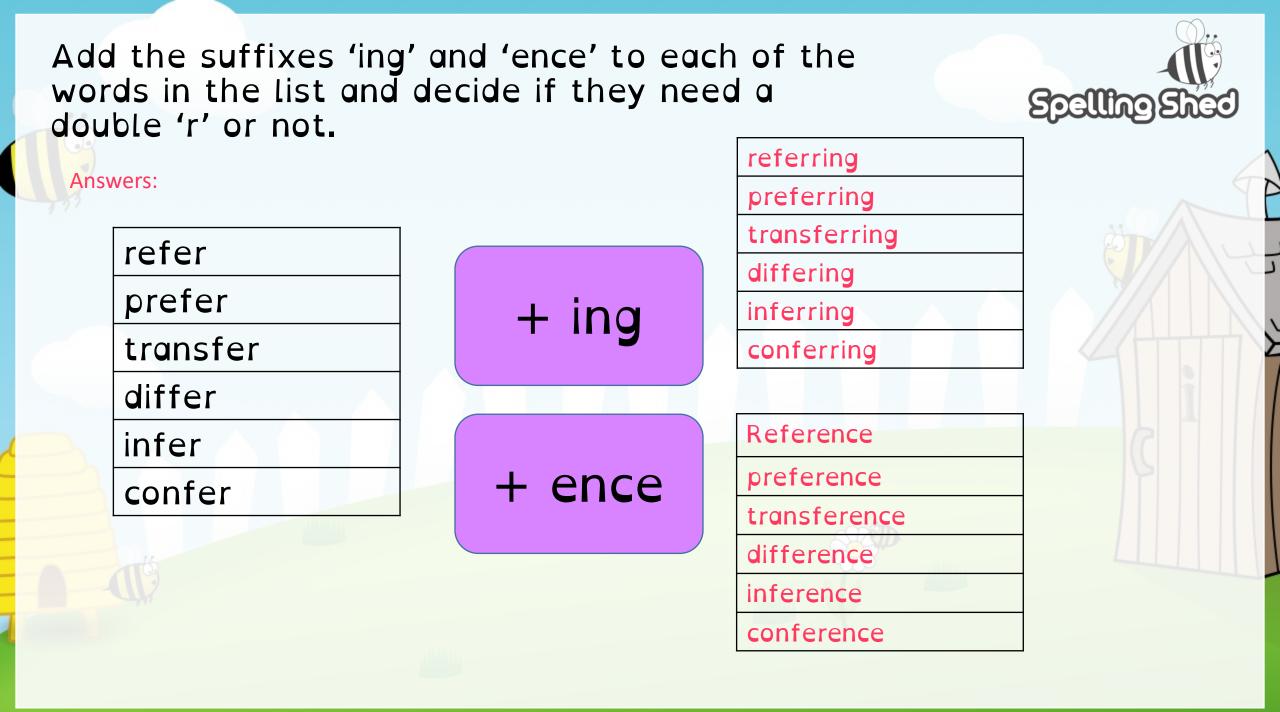
Stage: 5 List: 15

Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.

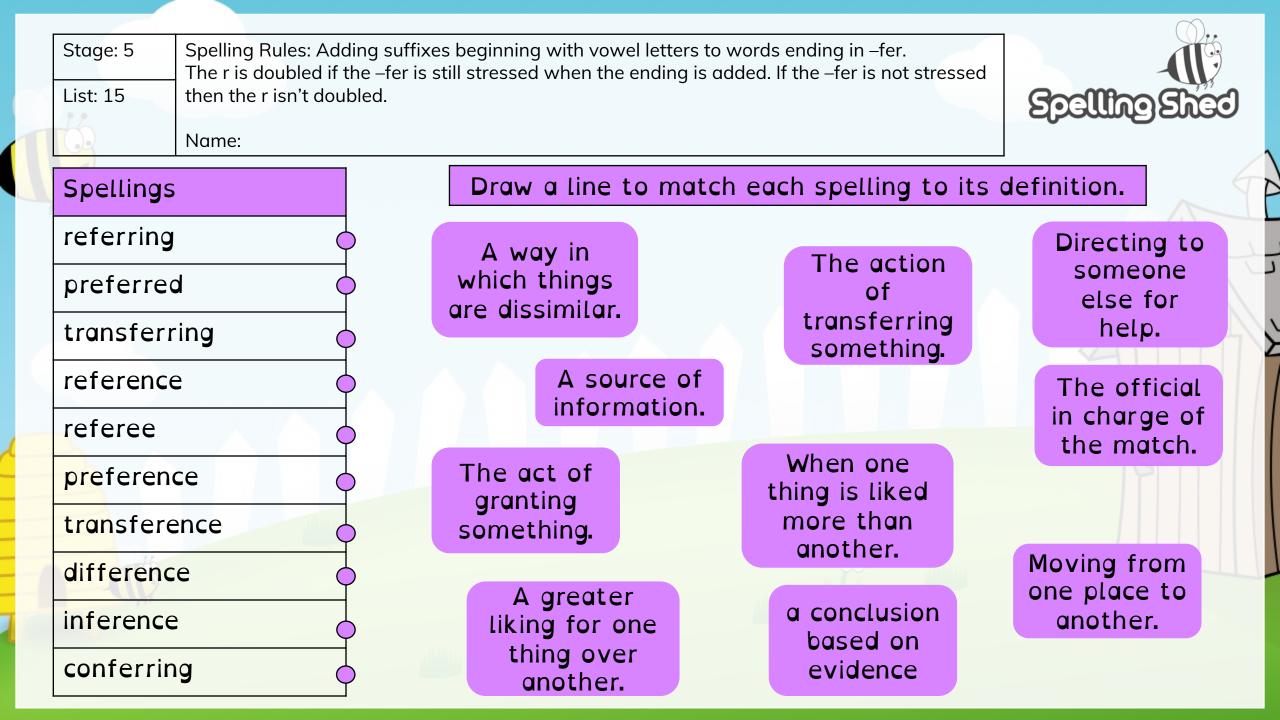
Stage: 5 List: 15	The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed						
Spellings referring preferred		Introduction	When adding a suffix to root words that end in 'fer', the final 'r' is dropped when the 'fer' is not stressed in the newly created word. If the 'fer' is still stressed then the final 'r' remains creating double 'rr'.				
transfer referenc referee preferen	ring e	Main Teaching Activity	The spelling list contains a mix of words based on how they are pronounced. Show children the power point slide and ask them to create the new word by adding 'ing' and 'ence' to each root word and following the rule about whether or not the sound 'fer' is stressed or not.				
transfere difference inference conferrin	ence ce e	Independent Activity	In small groups, draw two stick figures on two white boards. Each figure should have the same number of parts. The goal is to make the other group's stick man invisible before the other group does it to you. Give each group a word to spell. If they spell it correctly, erase one piece of the other group's stick figure. If they do not spell the word correctly, leave their stick figure unchanged. Then repeat. The first team with an invisible man loses!				

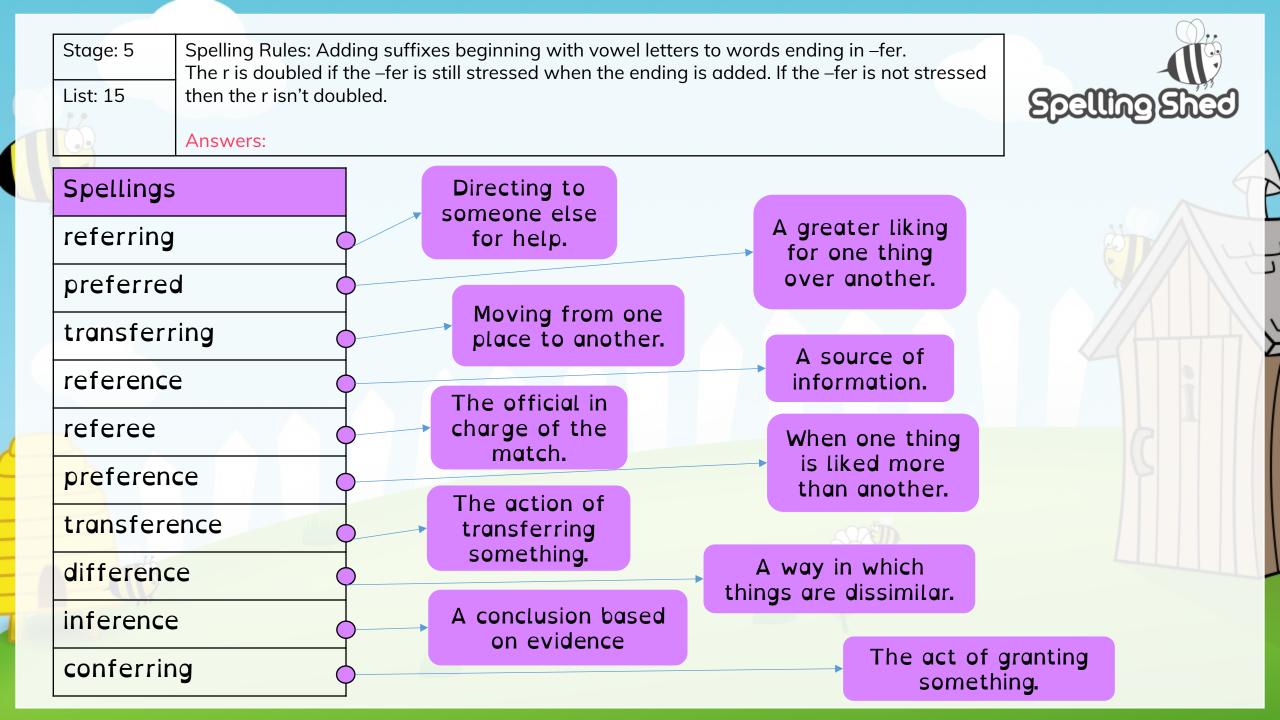
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	beginning with vowel letters to word d when the ending is added. If the —		
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
referring			
preferred			
transferring			
reference			
referee			7
preference			
transference			
difference			
inference			
conferring			

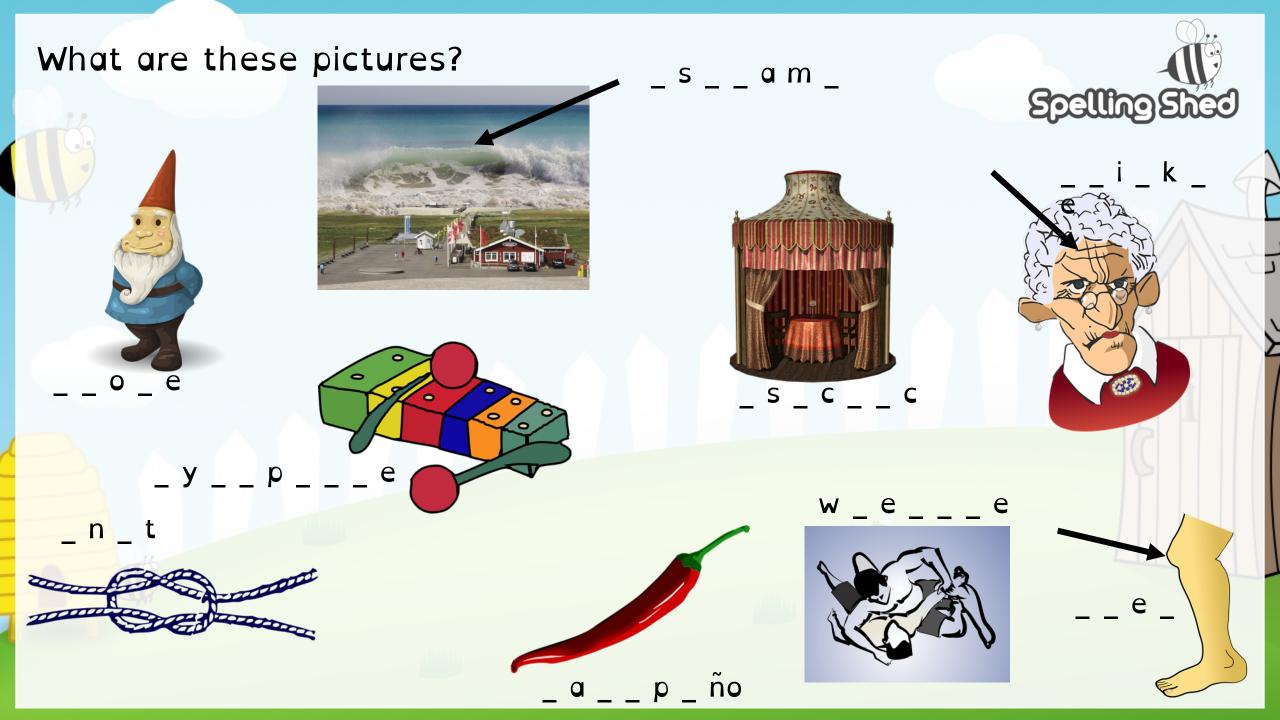


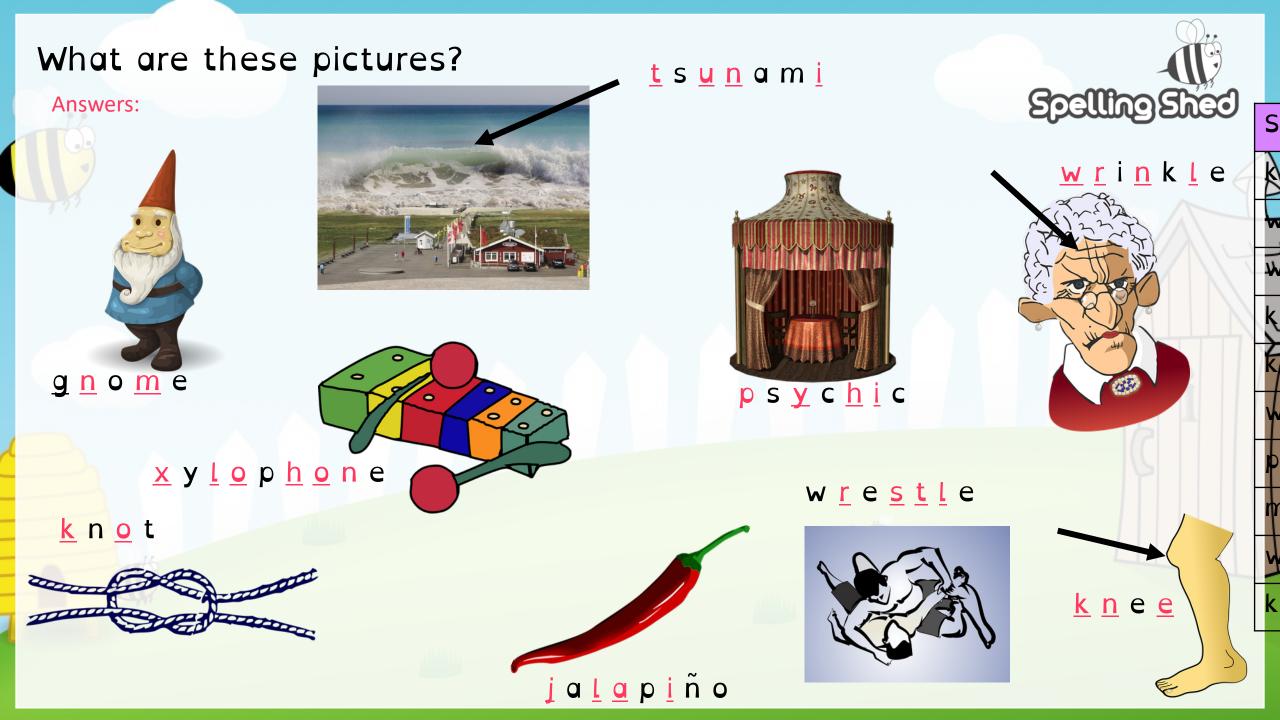


Stage: 5 List: 16

Words with 'silent' letters at the start.

Stage: 5Spelling Rules: WorList: 16	ds with 'silent' lette	rs at the start.			
Spellings knight	Introduction	There are lots of words in the English language that have silent letters. These can occur throughout a word but today we will look at words with a silent first letter.			
wreckage writer knowledge knuckle wreath	Main Teaching Activity	Get the children to copy down the spelling list on to their whiteboards and circle the silent sounds in each of the words.Can they add any more words that they can think of with a silent first letter.Share back with the class and discuss any ideas.			
pterodactylIndependent Activitymnemonicwrestlerknife		Show the children the power point slide with pictures of other word that begin with a silent letter. See if they can write down the correct spelling for each picture. If you click once on the slide then a gap fill word will show for each picture if support is required.			





Stage: 5Spelling Rules: WoList: 16Name:	ords with 'silent' letters at the start.		
List. 10 Nume.			Spelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
knight			
wreckage			
writer			
knowledge			
knuckle			7
wreath			6
pterodactyl			
mnemonic			
wrestler			
knife			

Stage: 5 List: 16	Spelling Rules: V Name:	Vords with 'silent' letters	at the start.		ଟ	
C) Spelling	js		latch each spe	lling with the	correct imag	e.
knight						
wrecka	ge		Chapter One	RICHARD DF YORK	= m=	
writer			THE REAL PROPERTY AND A DECEMBER OF A DECEMB	GRVE Brttle		
knowled	dge			URIN STORE		
knuckle	2					7
wreath						
pteroda	actyl			500	TI	
mnemo	nic					
wrestle	r					2 A
knife						

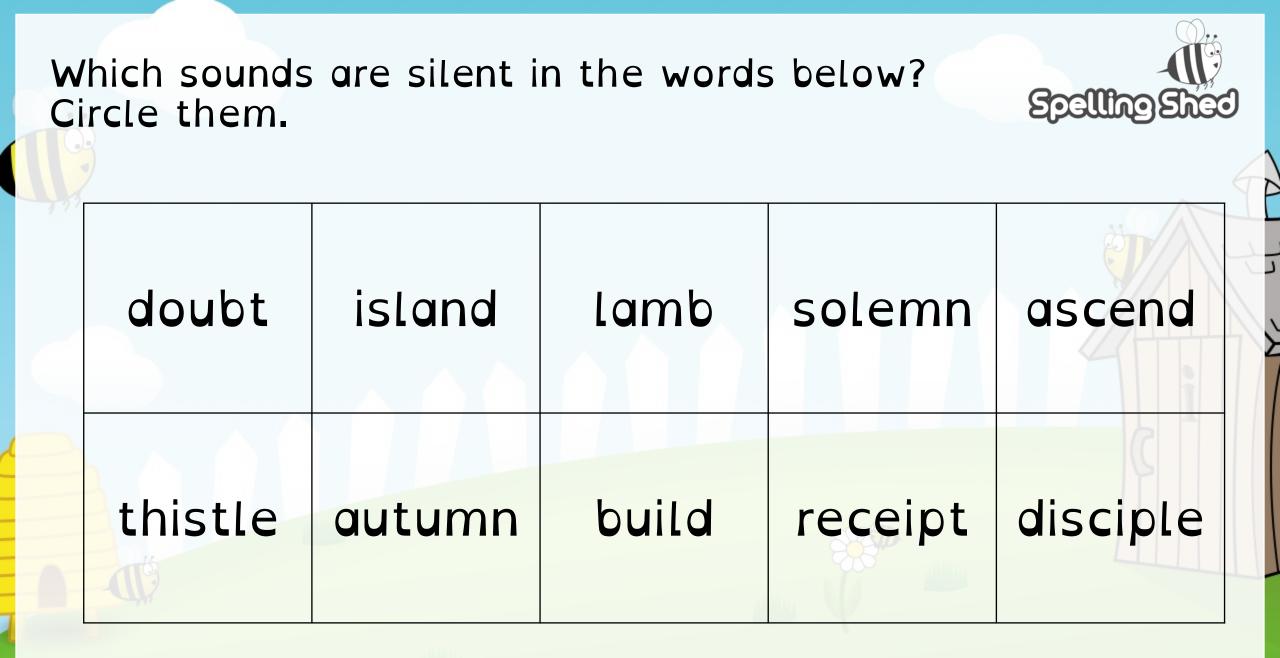
Stage: 5 List: 16	Spelling Rules: Wo	ords with 'silent' letters	at the start.		G	U Deft gailleg
Ó						
Spelling	S	M	atch each spe	lling with the	correct imag	je.
knight						
wreckag	je		Chapter One	RICHARD OF YORK	- m -	
writer			THE REAL PROPERTY AND A DECEMBER OF A DECEMB	GRVE Brtle		
knowled	lge			VRIN MELT		
knuckle		wrestler	writer	mnemonic	knowledge	wreath
wreath		wicstici	writer	milemonie	Knowledge	WICCLI
pteroda	ctyl			S22		
mnemor	nic		and the second s			
wrestler	٢					
knife		wreckage	pterodactyl	knife	knuckle	knight

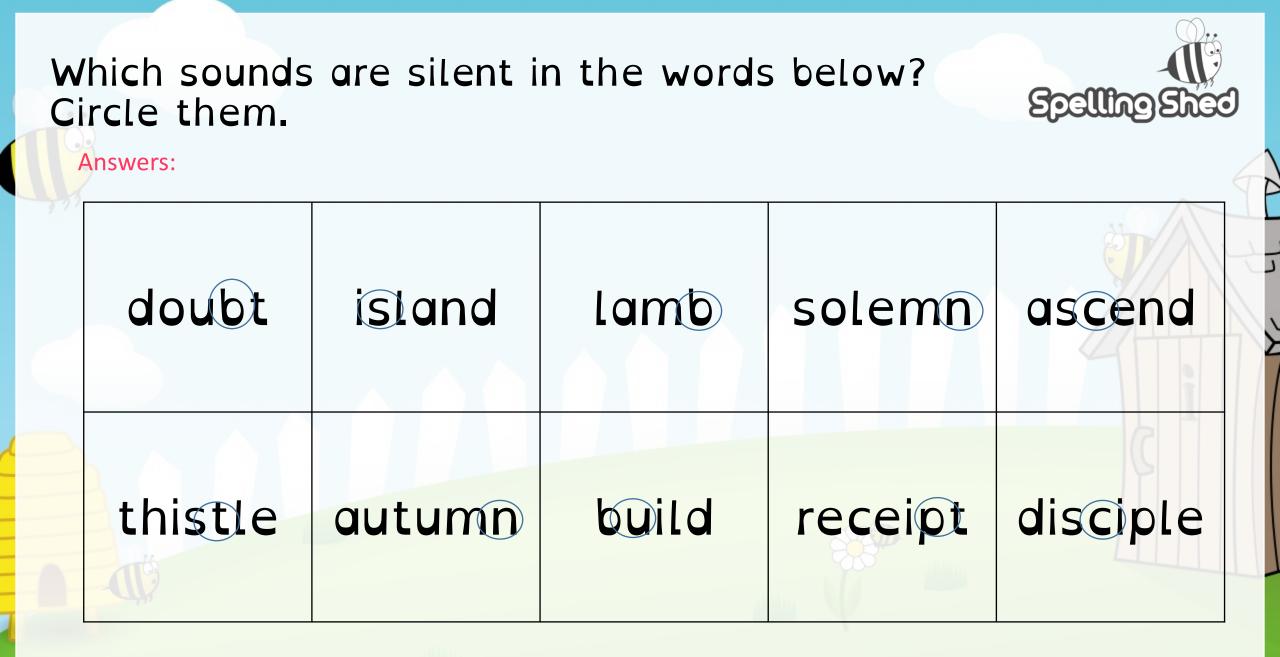
Stage: 5 List: 17

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).

Stage: 5 List: 17	Words with 'silent' l pronunciation of the		nose presence cannot be predicted from the		
Spellings doubt		Introduction	There are lots of words in the English language that have silent letters. These can occur throughout a word and cannot be predicted from the pronunciation of the word. Can the children think of any examples?		
island lamb solemn thistle		Main Teaching Activity	Using the power point slide as children to come and circle the silent sound in each of the spelling list words. Discuss the finding and any misconceptions.		
autumnIndependent ActivitybuildActivityreceipt			Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.		

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	Vords with 'silent' letters (i.e. letters iation of the word)	whose presence cannot be predicte	d Spelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
doubt			
island			
lamb			
solemn			
thistle			7
autumn			6
build		AT S	
receipt			
ascend			
disciple			

St	tage: 5	Spelling Rules: Wo				i.e. lettei	rs who	se pre	esenc	e can	not be prec	dictec						
Li	ist: 17	Name:												8			BG	heo
9	ele la la la la la la la la la la la la la		I											-				
S	pellings										l	F	ill in	th	e bl	anks	5	N
d	loubt					h	S		L	e		t	о со	-		e the	2	
is	sland			r			0							gri	a .			1/L
L	amb									b								
s	olemn			С			e			u								
t	histle						m									m	n	
a	utumn			i		L		d				S		<u> </u>	I			
Ь	uild	and the									i	С		q	L			
r	eceipt							u						I	I			
-	iscend				1			Ь										
d	lisciple																	

Stage: 5	Spelling Rules: W				s (i.e.	letters	s who	se pr	esenc	e can	not be	e prec	licted						Ťġ
List: 17	Answers:														8	Pe		98	heo
		_																	1
Spelling	S				1_				_		1		Fi	ll in	h th	e bl	ank	S	
doubt				t	h	i	S	t	L	e		t	to complete the						
island		-	r				0								gri	d.			
lamb		-	e				L	a	m	b									
solemn		-	С				e			u									
thistle			e				m			i			Q	u	t	u	m	n	
autumn			i	S	L	a	n	d		L			S		•	•			
build	1111		p		•			0		d	i	S	С	i	p	L	e		
receipt			t					U					e			<u> </u>			
ascend		-						b					n						
disciple								t					d						

Spelling Shed Stage: 5 List: 18 Challenge Words

Stage: 5Challenge WordsList: 18	Cede College
Spellings	Challenge Week
amateur	Choose an activity from the challenge pack.
ancient	
awkward	
criticise excellent	
foreign	C
pronunciation	
symbol	
yacht	
equipment	

Stage: 5Challenge WordsList: 18Name:			Spelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
amateur			
ancient			
awkward			
criticise			
excellent			7
foreign			6
pronunciation			
symbol			
yacht			
equipment			

Stage: 5 List: 18	Challenge Words Name:		bed Boillege
Spelling	c	Insert your spellings into the story so that it m	akes sense.
Spelling	5	Albert the archaeologist found an	artefact
amateur	-	hidden below the surface of the soil of the school	
ancient		Using his he uncovered a strange	
awkward	b	some words written in a language.	
criticise			
excellen	it	Albert tried to read it out loud but the	was
foreign		difficult. He was shy and around his	classmates. They
pronunci	iation	would make fun of him and his arch	aeological finds.
symbol			
yacht		"!" he thought to himself as he turn	ed the artefact
equipme	ent	over in his hands. "I'll be rich. I could buy a super car!"	perhaps or a

Stage: 5 List: 18	Challenge Words Answers:	Cede College
Spelling	S	Insert your spellings into the story so that it makes sense.
amateur	-	Albert the _amateur_ archaeologist found an _ancient_ artefact hidden below the surface of the soil of the school playground.
ancient		Using his <u>equipment</u> he uncovered a strange <u>symbol</u> and some
awkward criticise		words written in a _foreign_ language.
excellen	t	Albert tried to read it out loud but the _pronunciation_ was difficult.
foreign		He was shy and <u>awkward</u> around his classmates. They would
pronunci	iation	make fun of him and <u>criticise</u> his archaeological finds.
symbol		"_Excellent_!" he thought to himself as he turned the artefact over in his hands. "I'll be rich. I could buy a _yacht_ perhaps or a super
yacht equipme	ent	car!"

Stage: 5 List: 19

Words spelled with 'ie' after c.

	ist: 19	rds spelled with 'ie'	after c.
-	Spellings ancient	Introduction	You may have heard the rhyme 'i before e except after c' but there are exceptions to this rule and we will look at these today as they need to be learnt rather than following a rule.
e c	science species efficient deficient glacier	Main Teaching Activity	Using the power point slide, get children to study the beginning and end of the words and try to match them up to make a correct spelling. A few are very similar and so get them to double check their final spellings! Share the results.
s	scientists sufficient emergencies nefficient	Independent Activity	Use the words in the spelling list to create 8 sentences, share with a partner to see if they can be improved and to check the spellings. Share some sentences as a class.

	Words spelled with 'ie' after c.		
List: 19			Spelling Shee
	Click to hide t	he spelling list!	
	anc	ience	Match the
	SC	cier	beginning sound to its ending.
	spec	cient	
	eff	ient	
	defi	icient	
	gla	entists	
	suffi	cient	
	emerg	encies	
	ineffic	ient	
	sci	ies	

 $\overline{}$

Stage: 5	Spelling Rules: W	ords spelled with 'ie' afte	r c.		
List: 19	Answers:				Certs Culleds
0		C	lick to hide the spelling	list!	
Spelling	S	anc	7	[]	
ancient				• ience	Match the
science		- sc		cier	beginning sound to its ending.
		spec		cient	
species		eff		ient	
efficient	t				
deficien	t	defi		icient	
alacior		gla		🖌 entists	
glacier		suffi		cient	
scientist	ts	emerg	-	encies	
<mark>sufficie</mark> r	nt	emerg			
emerge	ncies	ineffic		• ient	
_		sci		ies	
inefficie	nt				

K

Stage: 5	Spelling Rules: We	ords spelled with 'ie' after c.
List: 11	Name:	Certe Culleds
<u>O</u>		Convey coloct 0 of your coollings to yuite into conteneor2
Spelling	5	Can you select 8 of your spellings to write into sentences?
ancient		ST
science		
species		
efficient		
deficient		
<mark>gla</mark> cier		
scientist	S	
sufficien	it	
emerger	ncies	
inefficie	nt	

Stage: 5Spelling Rules: WeList: 19Name:	ords spelled with 'ie' after c.		Spelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
ancient			
science			
species			
efficient			
deficient			7
glacier			
<mark>scie</mark> ntists			
sufficient			
emergencies			
inefficient			

Stage: 5	Spelling Rules: W	ords spelled with 'ie' af	fter c.	
List: 19	Name:		S	Carle Collica
Spellings	5	ן ן	Jse a dictionary to find out what your spellings mean Create your own definition for 5 of your words.	
		Your word	Your definition	
ancient			_	
science				
species				
efficient				
deficient				
glacier				
<mark>scie</mark> ntist	S			
sufficien	t			
emerger	ncies			
inefficier	nt			

Stage: 5 List: 20

Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ however there are exceptions.

Stage: 5 List: 20			c. The 'i before e except after c' rule applies to words owever there are exceptions.
Spellings deceive	5	Introduction	The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/. However there are exceptions like those in the spellings.
conceive receive perceive receipt		Main Teaching Activity	Get the children to copy down the spelling list on to their whiteboards, ask them to see if there is a common sound in each of these words which might be a spelling rule for the 'ei'. See if they can highlight the /ee/ sound in each word. Discuss that words with an /ee/ sound are often spelled 'ei' after a 'c'. The 'ei' spelling is more common in English words.
protein caffeine seize either neither		Independent Activity	 Minute to win it. Speed spelling game. Groups of 4 children, one white board per group. Write 1, 2, 3, 4 down the left edge of the board. Teacher calls out one of the spelling list words, the first child writes the word as they think it should be, passes to next in the group and they write the word. When all 4 children have written the word they sit down. Teacher checks the spellings and if all are correct then they win. Restart with a new word.

List: 20		ords with the 'ee' sound spelt ei aft here the sound spelled by ei is /ee,	er c. The 'i before e except after c' / However there are exceptions.	rule Spelling Sheet
Spellings		1 st Attempt	2 nd Attempt	3 rd Attempt
deceive				Ö
conceive				
receive				
perceive				
receipt				7
<mark>pro</mark> tein				6
<mark>caff</mark> eine	punt.			
seize				
either				
neither				

Stage: 5	Spelling Rules: W applies to words v				-						-			е			200-	
LIST. 20	Name:														3	pe	Uin	36
0.0								_	:			b			_	:		:
Spelling	IS		a	p	m		d	t		p	a	b		a		J	a	J
deceive			b	n	r	m	У	t	u	C	a	f	f	e	i	n	e	a
conceive	e	-	W	q	q	W	d	g	f	i	0	q	a	S	d	r	V	b
receive		-	r	e	t	У	e	h	p	e	r	С	e	i	V	e	r	n
perceive	2	-	u	С	0	n	C	e	i	V	e	d	i	h	g	С	e	e
receipt			i	0	e	q	e	d	b	d	С	S	t	j	t	e	W	
<mark>pro</mark> tein			a	S	t	d	i	j	V	n	e	a	h	k	У	i	q	۶t
caffeine	2		f	g	h	j	V	k	L	m	i	q	e	L	u	q	m	h
seize			k	L	Z	S	e	i	Z	e	V	0	r	Z	i	t	n	e
either			С	V	b	n	p	r	0	t	e	i	n	X	С	V	b	r
neither				Car		fir			<u>c</u> ne		ac h	idda	an ir	. th	ic va	ord		urch

Can you find your spellings hidden in this word search?

X

Stage: 5 List: 20		lling Rules: Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule lies to words where the sound spelled by ei is /ee/ However there are exceptions. wers:											e	Spelling She				
Spelling	IS	1	a	p	m	L	d	t	i	p	a	b	i	a	L	j	a	j
deceive			b	n	r	m	У	t	u	С	a	f	f	e	i	n	e	a
conceiv		-	W	q	q	W	d	g	f	i	0	q	a	S	d	r	v	b
receive		-	r	e	t	У	e	h	p	e	r	C	e	i	V	e	r	n
perceive	9	-	u	С	0	n	С	e	i	V	e	d	i	h	g	С	е	е
receipt			i	0	e	q	е	d	b	d	С	S	t	j	t	e	w	i
protein			a	S	t	d	i	j	V	n	е	a	h	k	У	i	q	t
caffeine	2		f	g	h	j	V	k	L	m	i	p	e	L	u	p	m	h
seize		-	k	L	Z	S	e	i	z	e	V	0	r	z	i	t	n	е
either		-	С	V	b	n	q	r	0	t	e	i	n	X	С	V	b	r
neither				Car		U fir	nd v	our	sne	llin	as h	idd	-n ir	n th	is va	uord	SPA	irch

Can you find your spellings hidden in this word search?

Stage: 5 List: 21

Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.

Stage: 5Spelling Rules:List: 21	Words containing the le	etter string 'ough' where the sound is /aw/.					
Spellings	Introduction	This week's list will look at the 'ough' spelling where the sound is pronounced /aw/ Can children think of any words with this spelling and sound?					
bought fought	Main Teaching Activity	Give children the flashcards and ask them to sort in to piles of how the 'ough' grapheme is pronounced.					
thought		How many different ways to pronounce the grapheme 'ough' can they identify? Here are some examples and why the grapheme is tricky!					
ought sought		tough, rough /uf/ dough, though /oh/ cough, trough, /o/					
nought brought		bough, plough, /ow/ fought /aw/					
wrought	Independent Activity	through /oo/Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide).					
afterthought thoughtfulness		Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.					

tough	cough	bought	sought	bough
plough	ought	rough	fought	dough
wrought	though	trough	through	thought

Sort into piles depending on how the 'ough' grapheme is pronounced.



Play a word version of noughts and crosses: Roullace Each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row. • Winner has three in a row, all spelled correctly. Start again with new words. thought fought thought thought fought

Stage: 5Spelling Rules: VList: 21Name:	Vords containing the letter string 'ou	ugh' where the sound is /aw/.	Spelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
bought			
fought			
thought			
ought			
sought			7
nought			6
brought			
wrought			
afterthought			
thoughtfulness			

Stage: 5	Spelling Rules: Wo	ords containing the letter string 'ough' where the sound is /aw/.
List: 21	Name:	SpellingShee
Spellings		Write the correct spelling into each sentence.
bought		The opposing armies over the disputed territory.
fought		The teacher some cakes and them to school.
thought		I the test was difficult. I couldn't answer all of the question
ought		
sought		Starting to panic, Monty an escape route.
nought		I remembered, almost as an to feed the cat.
brought		is equal to zero – it has no value.
wrought		The young boy was capable of such towards others.
afterthou	Jght	The hurricane havoc across the small town.
thoughtfu	ulness	Children in school to behave respectfully to everyone.

Stage: 5 Spel	Iling Rules: Words containing the letter string 'ough' where the sound is /aw/.
List: 21 Ans	wers:
0	
Spellings	Write the correct spelling into each sentence.
bought	The opposing armies _ fought_ over the disputed territory.
fought	The teacher _ bought_ some cakes and _brought_ them to school.
thought	I _ thought_ the test was difficult. I couldn't answer all of the question
ought	
sought	Starting to panic, Monty _ sought_ an escape route.
nought	I remembered, almost as an _ afterthought_ to feed the cat.
brought	_Nought_ is equal to zero – it has no value.
wrought	The young boy was capable of such <u>thoughtfulness</u> towards others.
afterthought	t The hurricane _wrought_ havoc across the small town.
thoughtfulne	Children in school _ought_ to behave respectfully to everyone.

Stage: 5 List: 22

Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.

Stage: 5Spelling Rules: Wor 'ow' as in cow.List: 22	rds containing the le	etter string 'ough' where the sound is /o/ as in boat or
Spellings though	Introduction	As we discovered in the last lesson, there are many ways that the grapheme 'ough' can be pronounced. This list will look at words with the /ow/ sound. Can children remember any of the words we looked at last week with the /ow/ sound spelled 'ough'?
although dough doughnut rough enough	Main Teaching Activity	Ask children to copy down the spelling list and highlight the words that contain the /ow/ sound for the 'ough' grapheme. See if they can work out the sound for each of the other words in the spelling list.
tough plough bough toughen	Independent Activity	Use they power point slide and get children to either draw a line to match the word with the correct sentence or otherwise to copy down the correct sentences on to their whiteboards, adding the suitable word.

Stage: 5	Spelling Rules: We 'ow' as in cow.	ords containing	the letter string	g 'ough' where	e the sound is /o/ as in boat o	r
List: 22						Spelling Shed
<u>O</u>						
Spelling	S	Draw	a line to m	natch eac	h spelling to an app	propriate sentence.
though			"I've had		Even I	
althoug	h		!"		was there, I	My favourite food is
dough			The bo	ys were	didn't see.	!
doughnu	ut			off for g too		
rough				·		You need to
enough		The e	explorer		"You need to	knead the well.
ough	participation of the second seco	wa	s very to		up."	
olough		survi	ve that.			
oough			The farme		The feel from the	it is raining, it
tougher	 }		used the		tree.	is not cold.

Stage: 5	Spelling Rules: W 'ow' as in cow.	/ords containing th	e letter string 'ough' wł	nere the so	ound is /o/ as	in boat or	
List: 22	Answers:						Configered
<u>C</u>		_			though		
Spelling	S				there, l 't see.		
though			Although it is raining, it is				
although	h		not cold.		You need t	o knead	
dough					the doug		
doughnu	Jt		My favourite food is doughnut		Thah		
rough						oys were being too	
enough			"I've had enough!"				
tough			chough.		-	orer was survive t	-
plough			The farmer use the plough	ed	57 2.		
bough						e <mark>bough</mark> om the tre	ee
toughen	1		"You need to toughen up."				

Stage: 5 List: 22	Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.				
0					
Spellings		1 st Attempt	2 nd Attempt	3 rd Attempt	
though					
although					
dough					
doughnu	ut				
rough				7	
<mark>en</mark> ough				6	
tough					
plough					
bough					
toughen	1				

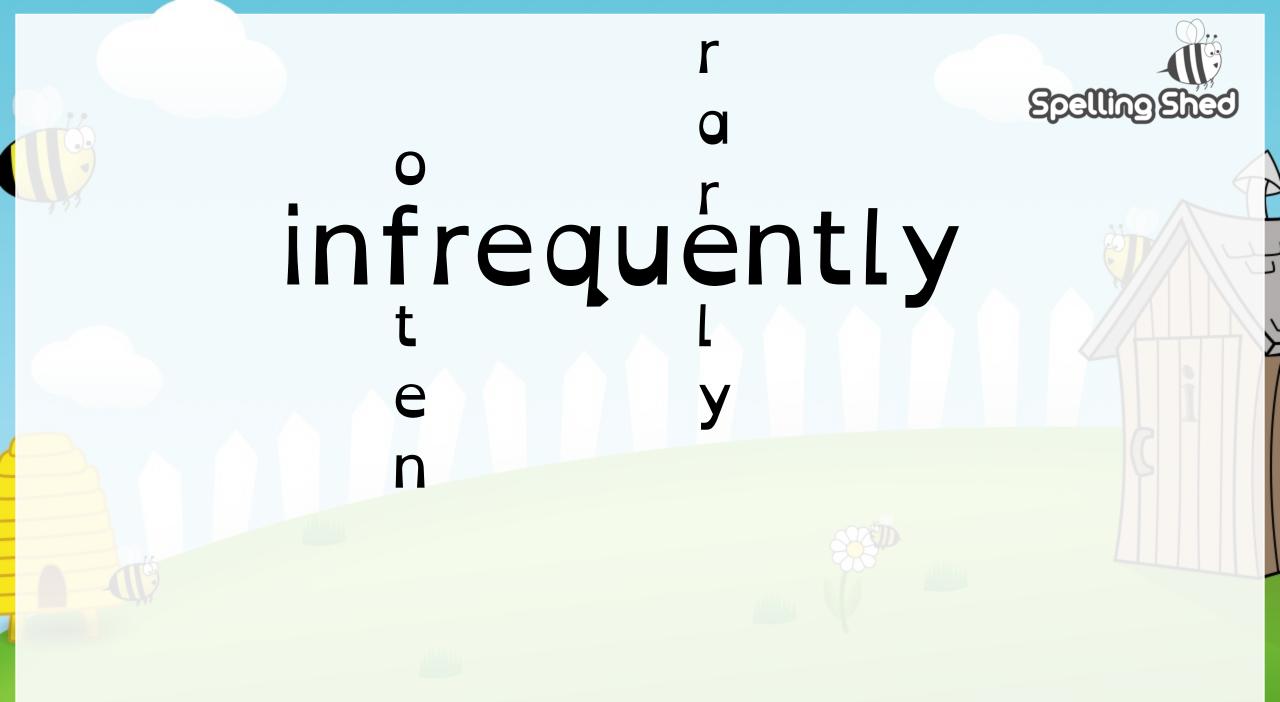
List: 22	pelling Rules: Words cont w' as in cow. ame:	aining the letter string 'ough' wh	ere the sound is /o/ as in boat or	Spelling Shed
Spellingssoughtalthoughnoughtdoughnut	bought tough thought ought	OG Sound Like boat	Sort all of the spellings from the two lists into the correct group by sound.	aw sound
thoughtfulness enough bough brought fought toughen	 though dough plough wrought afterthought rough 	uff sound Like stur	ff Sound	Like cow

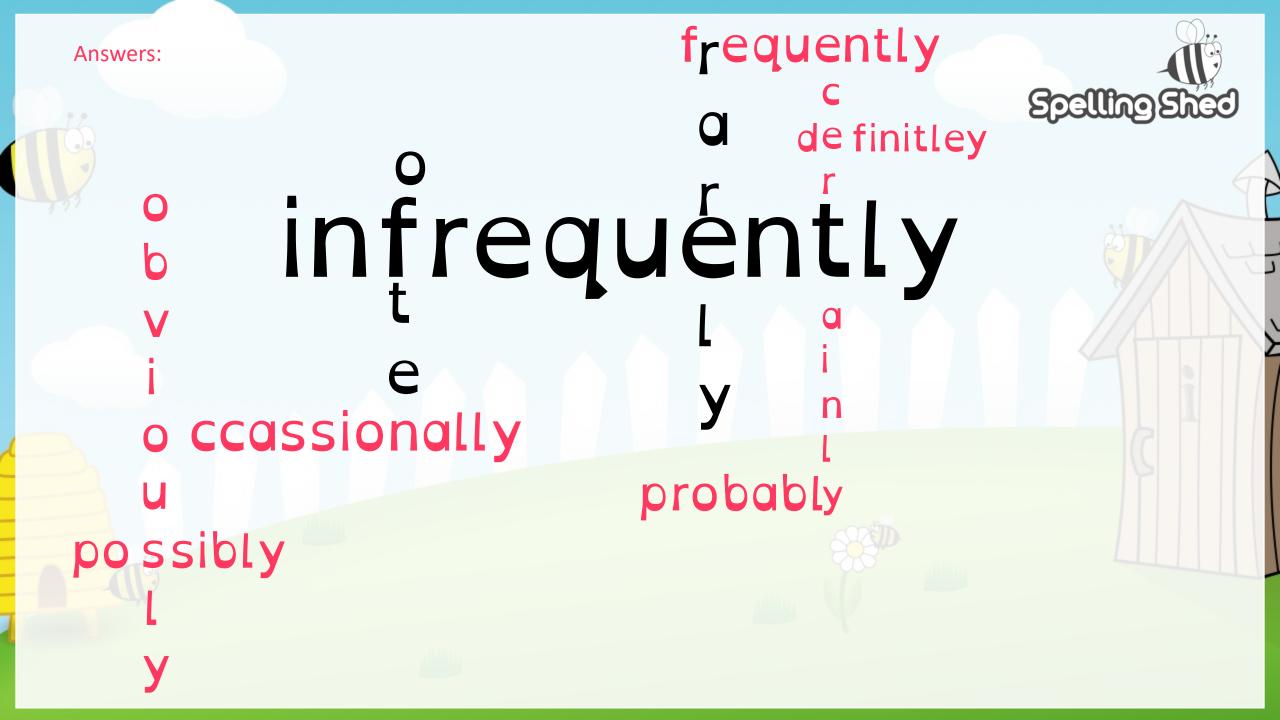
List: 22	Spelling Rules: Words cont ow' as in cow. Answers:	taining the letter string 'ough' wher	e the sound is /o/ as in boat or	Spelling Sheet
Spellings sought although nought doughnut thoughtfulnes	bought tough thought ought ought s though	Og Sound Like boat Although doughnut dough though	Sort all of the spellings from the two lists into the correct group by sound.	QW Like paw sound wrought sought ought nought ulness brought thought fought bought afterthought
enough bough brought fought toughen	dough plough wrought afterthought rough	ough sound enough toughen tough rough	ow sound plough bough	Like cow

Stage: 5 List: 23

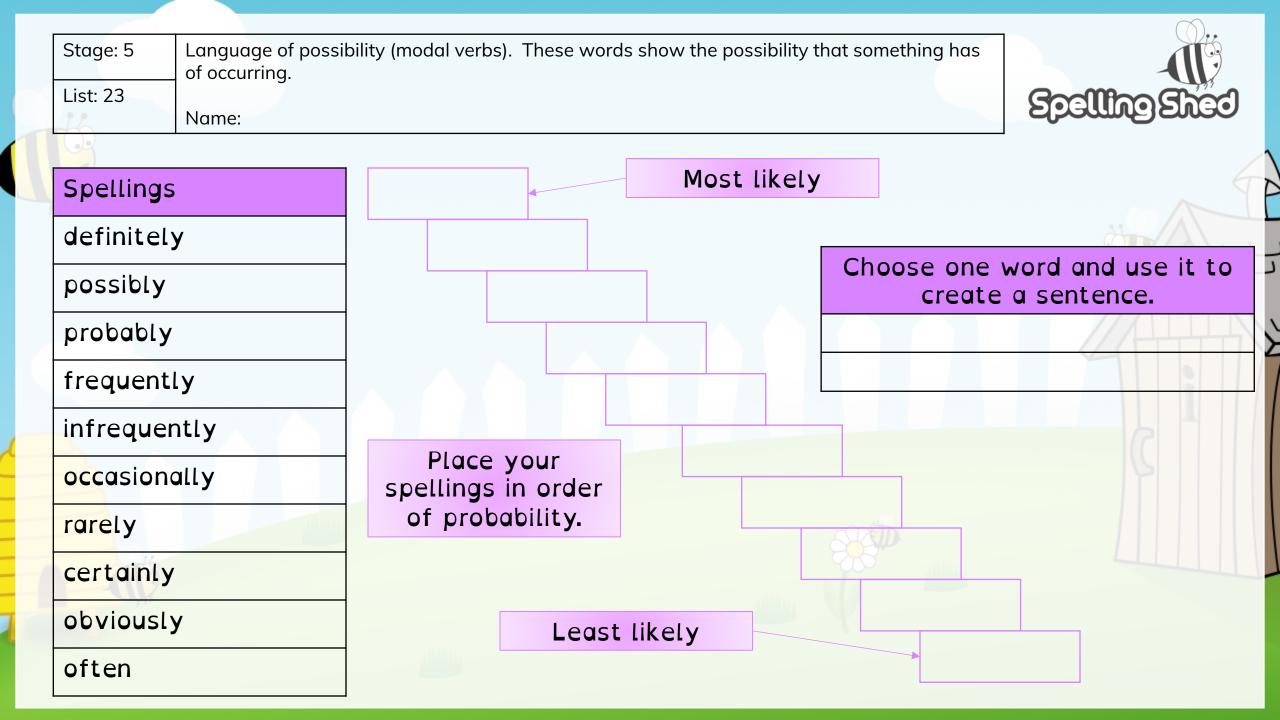
Adverbs of possibility. These words show the possibility that something has of occurring.

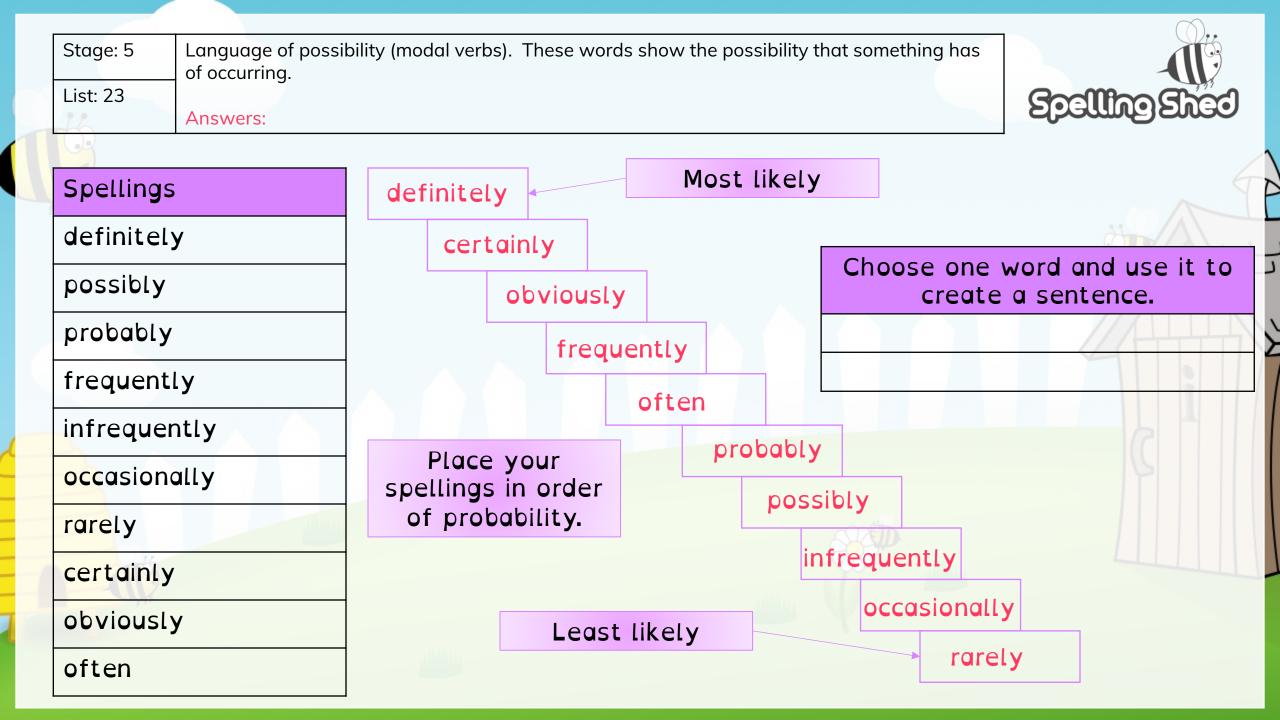
Stage: 5Language of of occurring.List: 23	possibility (modal verbs).	These words show the possibility that something has	
Spellings definitely	Introduction	Words that can be used to demonstrate how likely something is to happen. Can the children think of any words?	
possibly probably frequently infrequently occasionally	Main Teaching Activity	Get the children to copy the words on to their whiteboards in to groups of how likely something is to occur. For example, definitely and certainly would be together, occasionally and infrequently would be together, often and frequently would be together etc. Share their groups and discuss any misconceptions over any of the words.	
rarely certainly obviously often	Independent Activity	Get the children to write down the word 'infrequently' on their white boards and then see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support starting this if required.	





Stage: 5	Language of possib of occurring.	ility (modal verbs). These words	show the possibility that something			
List: 23	Name:					
0						
Spellings	S	1 st Attempt	2 nd Attempt	3 rd Attempt		
definitel	у					
possibly						
probably	/					
frequent	ly					
infreque	ntly			7		
occasion	ally			6		
rarely 🛛						
certain ly						
obviousl	y					
often						





Stage: 5 List: 24

Challenge words

Stage: 5	Challenge Words	
List: 24	Name:	Certe Colliege
<u>Ö</u>		Challenge Words
Spelling	S	
accompo	any	Choose an activity from the challenge pack.
commun	nicate	
conscier	nce	
desperate		
disastro	us	
interfer	e	
nuisance	2	
queue		
restaurant		
rhythm		

Stage: 5Challenge WordsList: 24Name:					
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt		
accompany					
communicate					
conscience					
desperate					
disastrous			7		
interfere					
nuisance					
queue					
restaurant					
rhythm					

Stage: 5Challenge WoList: 24Name:	rds	Spelling Sheet		
Spellings accompany		Cover your spellings up. Can you add in the missing letters from each word?		
communicate conscience	nce	rate		
desperate disastrous	disaus	nicate		
interfere	resant	qe		
nuisance queue	ampany	ierre		
restaurant rhythm	consnce	r_ym		

	Stage: 5 _ist: 24	Challenge Words Answers:		Seall College
	<mark>)</mark> Spellings		Cover your spellings up. Can you	add in the missing letters from
(accompa	ny	each	word?
	communi		n <u>uisan</u> ce	<u>despe</u> rate
	conscience desperate		disastrous	<u>commu</u> nicate
	disastrous			
-	interfere		res <u>taur</u> ant	q <u>ueu</u> e
-	queue		a <u>cco</u> mpany	i <u>nt</u> erf <u>e</u> re
-	restaurant		cons <u>cie</u> nce	r <u>hyth</u> m
I	rhythm			

Stage: 5 List: 25

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

Stage: 5 List: 25	different spellings and/or meanings.			
Spelling: advice advise	S	Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations (device/devise).	
device devise		Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap. After each example ask the children to share their responses and	
licence license			discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.	
practice practise		Independent Activity	Play word bingo – get each child to draw a grid to create 6 boxes on their white board. Ask them to write down 6 of the words on the PowerPoint.	
prophec prophes	-		Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.	



The best _____ I ever got was to be myself.

Which is the correct spelling?

advise

advice



The best <u>advice</u> lever got was to be myself.

Which is the correct spelling?

advice

advise



It is easier to ______ a plan when you are not tired.

Which is the correct spelling?

device

devise



It is easier to <u>devise</u> a plan when you are not tired.

Which is the correct spelling?

device

devise



I applied for my provisional _____ before my driving lessons.

Which is the correct spelling?

licence

license



I applied for my provisional <u>licence</u> before my driving lessons.

Which is the correct spelling?

licence

license



The reception is just inside the doctor's

Which is the correct spelling?

practice

practise



The reception is just inside the doctor's _ practice_.

Which is the correct spelling?

practice

practise



The prophet whispered his in to my ear.

Which is the correct spelling?

prophesy

prophecy

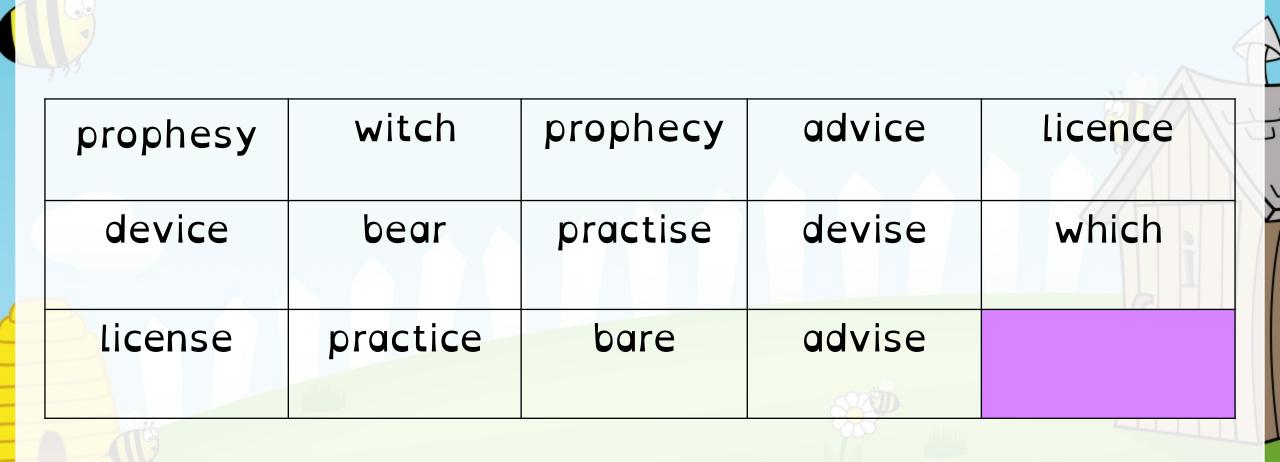


The prophet whispered his prophecy_ in to my ear.

Which is the correct spelling?

prophesy

prophecy



Choose 6 words to add to your bingo board.



	Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. Name:				
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt		
advice					
advise					
device					
devise					
licence			7		
license			6		
practice		C.S.			
practise					
prophecy					
prophesy					

	These words are homophones or near homophones. They have the same ut different spellings and/or meanings.			
Spellings advice	Choose one of your spellings to complete the sentence. Only one of the pair is correct.			
advise device	The paramedic said, "I you to rest your leg and apply ice."			
devise licence	The in his hand would control all of the evil robots. Our teacher gives a pen to those children who write neatly.			
license practice	The guitar club schedule was posted on the library wall.			
practise prophecy	Sealed in a glass tube, the which predicted Harry's fate glowed eerily.			
prophesy				

	Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.			
Spellings	Choose one of your spellings to complete the sentence. Only one of the pair is correct.			
advice	en viente a la companya de la company			
advise	The paramedic said, "I _advise_ you to rest your leg and apply ice."			
device	The _device_ in his hand would control all of the evil robots.			
devise				
licence	Our teacher gives a pen <u>license</u> to those children who write neatly.			
license	The guitar club _ practice_ schedule was posted on the library wall.			
practice				
practise	Sealed in a glass tube, the _ prophecy_ which predicted Harry's fate			
prophecy	glowed eerily.			
prophesy				

Stage: 5 List: 26

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.		
Spellings aiste iste		Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
aloud allowed altar alter		Main Teaching Activity	Ask children to look at the pictures on the power point slide and write down what each one is. Then try and write down the homophone that has the same pronunciation. Click to expose the answer. Compare answers with a partner and then share with the class.
ascent assent farther father		Independent Activity	See if children can use the words from the main activity to create sentences which contain both homophones in the same sentence. E.g. I can see the sea from my garden. Share sentences with the class.



pronunciation but a	se words are homophones or nea different spellings and/or meaning	r homophones. They have the same s.	
List: 26 Name:			Certe Cuilleds
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
aisle			
iste			
aloud			
allowed			
altar			2
alter			6
ascent		STELL STELL	
assent			
farther			
father			

List: 26	 hese words are homophones or near homophones. They have the same t different spellings and/or meanings.	
Spellings	Marvin has completed his homophone homework below.	
aiste iste	Can you mark it for him. Correct any incorrect answers for him.	
aloud	 The aisle of Madagascar can be found off the coast of Africa.	
altar	Albert was nervous as he read aloud in front of the whole school.	
alter ascent	The Bishop stood at the alter any prayed solemnly.	
assent farther	Tired and weary, the explorers began their assent to the summit.	
father	 "Just a little farther!" she said as they turned the corner.	

Stage: 5 List: 26	Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. Answers:			
Spellings		Marvin has completed his homophone homework below.		
aiste		Can you mark it for him. Correct any incorrect answers for him.		
aloud		The diste of Madagascar can be found off the coast of Africa.		
allowed altar		isle Albert was nervous as he read aloud in front of the whole school.		
alter		The Bishop stood at the alter any prayed solemnly.		
ascent		altar		
assent		Tired and weary, the explorers began their assent to the summit.		
farther father		"Just a little farther!" she said as they turned the corner.		

Stage: 5 List: 27

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

	different spellings and/or meanings.					
Spellings guessed		Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.			
guest heard herd		Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.			
morning mourning past			After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.			
passed bridal bridle	oridal	Independent Activity	Get the children to look at the spelling test that Jane has done on the power point slide. She has only got 24 out of 10. Can they see the 6 mistakes she has made? Get them to write all of the correct spellings on their whiteboards. Click to cover the spelling list. Share the correct spellings together.			

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The ______had just arrived ______

Which is the correct spelling?

guessed

guest



The <u>guest</u> had just arrived after a long journey.

Which is the correct spelling?

guest

guessed



The enormous _____ of elephants crashed past the truck.

Which is the correct spelling?

heard

herd

Answers:



The enormous <u>herd</u> of elephants crashed past the truck.

Which is the correct spelling?

herd

heard



My Grandmother is _____ as my grandfather passed away last week.

Which is the correct spelling?

morning

mourning





My Grandmother is <u>mourning</u> as my grandfather passed away last week.

Which is the correct spelling?

mourning

morning



Hooray! I _____ my driving test!

Which is the correct spelling?

passed

past



Hooray! I _passed _ my driving test!

Which is the correct spelling?

passed

past

Answers:



We bought some beautiful dresses from the _____ shop.

Which is the correct spelling?

bridle

bridal



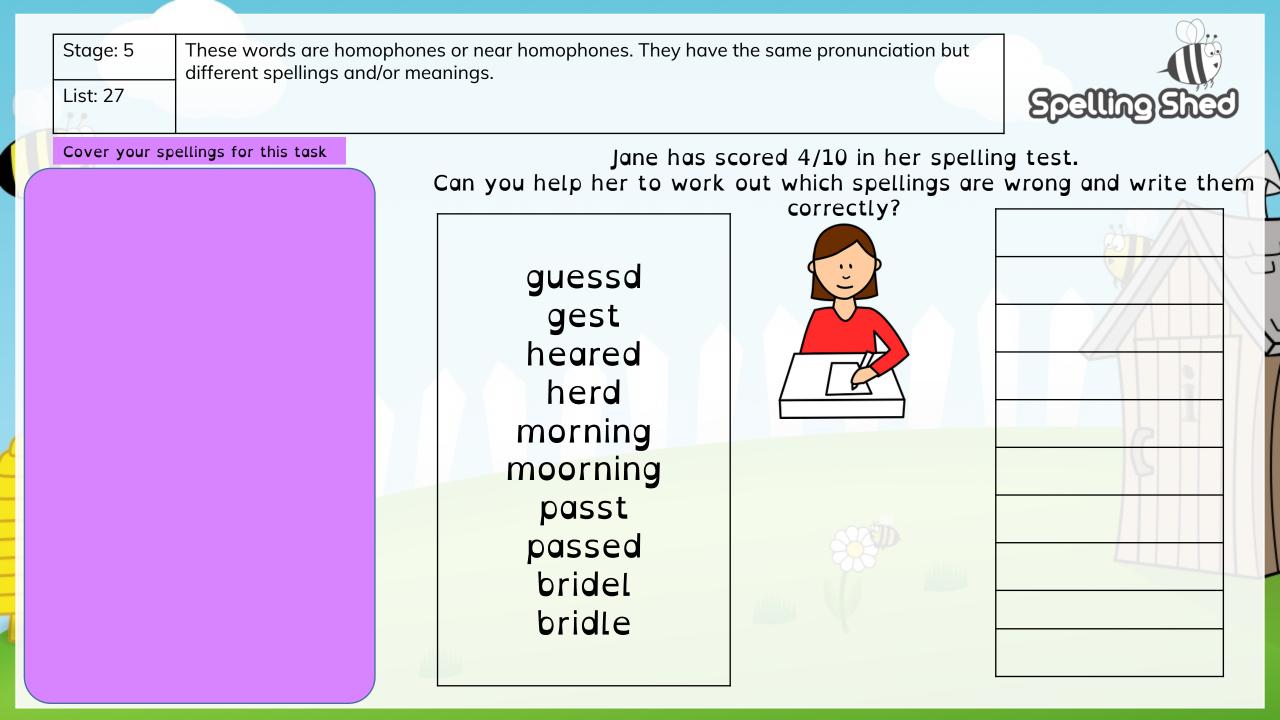
We bought some beautiful dresses from the _bridal_ shop.

Which is the correct spelling?

bridle

bridal

Answers:



	tage: 5 st: 27	These words are ho different spellings of Answers:	omophones or near homophones. They have the same pronunciation but and/or meanings.	Spelling Shed
	over your sp Spellings	ellings for this task	Jane has scored 4/10 in her spelling Can you help her to work out which spellings are correctly?	wrong and write them
\vdash	juessed juest		guessd	guessed guest
-	neard nerd		heared herd	heard herd
_	norning <mark>no</mark> urning)	moorning	morning mourning
- H	ast assed		passed bridel	past passed
	oridal oridle		bridle	bridal bridle

List: 27 different spellings	homophones or near homophones. and/or meanings.	They have the same pronunciation I	out Spelling Shed
Name:			
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
guessed			ÖT A
guest			
heard			
herd			
morning			7
<mark>mo</mark> urning			L'
past		disc.	
passed			
bridal			
bridle			

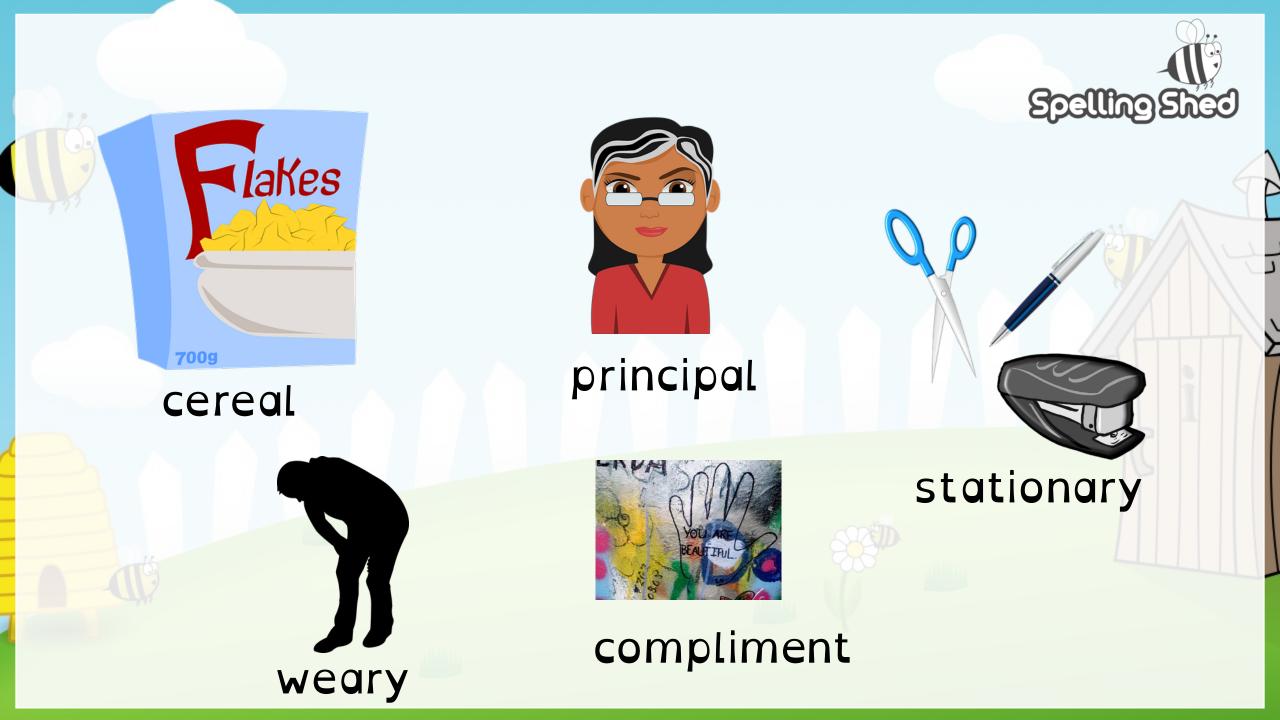
Stage: 5 List: 27	se words are homophones or near homophones. They have the same different spellings and/or meanings.
Spellings	Insert each pair of homophones into the correct place in the sentence
guessed guest	The on the quiz show the right answer.
heard herd	In her white gown the beautiful lady held tightly to the
morning	horse's
mourning past	He his time researching events that had happened to his family in the
passed bridal	On the of the funeral, the people arrived at the church in
bridle	

Stage: 5		se words are homophones or near homophones. They have the same lifferent spellings and/or meanings.
List: 27	Answers:	Contracts and the second secon
0.		
Spellings	5	Insert each pair of homophones into the correct place in the sentence
guessed		I <u>heard</u> a <u>herd</u> of buffalo trundle past my tent this morning.
guest		The guest on the quiz show guessed the right answer.
heard		
herd		In her white <u>bridal</u> gown the beautiful lady held tightly to the horse's
morning		bridle.
mourning	9	He passed his time researching events that had happened to his family
past		in the past.
passed		
bridal		On the morning of the funeral, the people arrived at the church in
bridle		mourning.

Stage: 5 List: 28

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

	se words are homop lifferent spellings an	phones or near homophones. They have the same ad/or meanings.
Spellings cereal serial	Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
complement compliment principal	Main Teaching Activity	Get the children to look at the five pictures and decide which of the spelling words match each one. Discuss the spellings and any misconceptions.
principlestationarystationerywary	Independent Activity	Ask the children to write a sentence for the remaining 5 words, work in pairs to check spellings, understanding of words and to improve the sentences. Write the final sentences up in neat handwriting. Share with the class.
weary		



	These words are homophones or nea but different spellings and/or meaning		e Spelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
cereal			
serial			
complement			
compliment			
principal			7
principle			
<mark>stat</mark> ionary			
stationery			
wary			
weary			

	Stage: 5 List: 28		These words are homophones or near homophones. They have the same ut different spellings and/or meanings.
	Spelling	IS	Marvin has completed his homophone homework below.
	cereal		Can you mark it? Correct any spelling errors for him.
	serial		
	compler	ment	Dear Diary,
	complin	hent	
	principa	ıl 👘	 After eating my serial, I set off for school in the rain. I arrived
	<u> </u>		late looking somewhat dishevelled which earned me a telling off
	principle	e	from the principle. I tried to complement him on his new suit but
	stationa	ary	this just got me another reprimand. I entered my classroom
-1	statione	ery	ready to start my work feeling tired and wary. I emptied my bag
	wary		and realised I had forgotten my books and all of my stationary.
	weary		After that the day just got worse.

Stage: 5		These words are homophones or near homophones. They have the same ut different spellings and/or meanings.
List: 28	Answers:	Spelling Shed
Spelling	js	Marvin has completed his homophone homework below.
cereal		Can you mark it? Correct any spelling errors for him.
serial		
complei	ment	Dear Diary,
complin	nent	After eating my cored, lost off for school in the rain larrived
principa	ıl 💦	After eating my <u>cereal</u> , I set off for school in the rain. I arrived late looking somewhat dishevelled which earned me a telling off
principle	e	from the principal. I tried to <u>compliment</u> him on his new suit but
stationa	ary	this just got me another reprimand. I entered my classroom
statione	ery	ready to start my work feeling tired and <u>weary</u> . I emptied my bag
wary		and realised I had forgotten my books and all of my stationery.
weary		After that the day just got worse.

Stage: 5 List: 29

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

	These words are homor but different spellings ar	ohones or near homophones. They have the same nd/or meanings.							
Spellings affect effect	Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.							
precede proceed draft	Main Teaching Activity	In pairs children each look up half of the spelling list in a dictionary and share the definitions with their partner so that they know what all 10 words mean. They can then create 5 sentences using 5 of the words. Play word bingo – get each child to draw a noughts and crosses board to create 6 boxes on their white board. Ask them to write down 6 of the words on the PowerPoint. Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.							
draught dessert desert	Independent Activity								
whose who's									

	nese words are homophones or nea t different spellings and/or meaning		ne Spelling Sheet
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
affect			
effect			
precede			
proceed			
draft			7
draught			6
des <mark>sert</mark>			
desert			
whose			
who's			

Stage: 5	Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.																	_
List: 29	Name:														E			98
	•	1	d	f	a	g	h	i	k		z	X	С	V	b	q	n	m
Spelling	S									•								
affect			q	f	f	g	h	e	d		a	f	t	Z	X		C	W
effect		-	W	d	f	a	S	d	f	g	h	S	j	k	L	0	V	h
precede		-	h	S	e	f	f	e	C	t	h	d	0	У	t	С	b	0
proceed			0	a	C	a	j	k	S	d	f	g	r	h	u	e	m	S
draft			S	e	t	t	r	L	m	n	b	V	С	a	W	e	q	e
draught			У	r	У	t	p	r	e	C	e	d	e	0	u	d	W	e
dessert	Junio.		X	Z	q	0	i	W	e	r	t	У	q	0	q	g	a	S
desert			z	d	e	S	S	e	r	t	j	k	L	p	У	t	h	r
whose			x	С	V	V	b	n	m	k	u	g	d	e	S	e	r	t
who's		1		Can		fir	nd v	our	sne		ns h	idda	en ir	n th	is w	ord		nrch

Can you find your spellings hidden in this word search?

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Stage: 5 List: 29	Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.														2	119 ~			
46	Answers:														ε			95	NE
0.0		1	d	f	Q	a	h	i	k	1	z	X	С	V	b	n	n	m	1
Spelling	IS					g		J		F	2			V		q			
affect		-	q	f	f	g	h	e	d	r	a	f	t	Z	X	r	C	W	
effect		-	W	d	f	a	S	d	f	g	h	S	j	k	L	Ο	V	h	
precede	2	-	h	S	е	f	f	e	С	t	h	d	0	У	t	С	b	0	
proceed	1	-	Ο	a	С	a	j	k	S	d	f	g	r	h	u	е	m	S	
draft			S	e	t	t	r	L	m	n	b	V	С	a	W	e	q	e	
<mark>dra</mark> ught			У	r	У	t	q	r	e	С	e	d	e	0	u	d	W	e	
des <mark>sert</mark>	per l'in		X	Z	p	0	i	W	e	r	t	У	q	0	q	g	a	S	
desert		-	Z	d	e	S	S	e	r	t	j	k	L	p	У	t	h	r	
whose		-	X	С	V	V	b	n	m	k	u	g	d	e	S	e	r	t	
who's				Car	уо	u fir	nd y	our	spe	ellin	gs h	idde	en ir	ר th	is w	ord	sec	arch	?

 \frown

Stage: 5 List: 30

Challenge Words

Stage: 5Challenge WordsList: 30	Cede College
Spellings	Challenge Week
achieve	Choose an activity from the challenge pack.
apparent bargain	
bruise	
community mischievous	6
muscle	
necessary vehicle	
system	

Stage: 5Challenge WordsList: 30Name:			Spelling Shed
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
achieve			Ö
apparent			
bargain			
bruise			
community			2
mischievous			G
muscle			
necessary			
vehicle			
system			

Stage: 5Challenge WordsList: 30Name:	Certe College
Spellings achieve	<u>Write the correct spelling into each sentence.</u> If you a in your leg it can be very painful. Everybody can something if they put their mind to it.
apparent bargain bruice	The new in the school canteen means everyone was served quickly.
bruise community mischievous	It became very that something had gone wrong. He had a glint in his eye that made him look very It was for the injured walker to be evacuated using an all-
muscle necessary vehicle	terrain Street dance practice was held every Thursday in the centre.
system	"Everything Half Price – Grab Yourself A!" said the sign in the shop window.

	Stage: 5Challenge WordsList: 30Answers:	Codd College
	Spellings	Write the correct spelling into each sentence.
	achieve	If you _bruise_ a _muscle_ in your leg it can be very painful.
	apparent	Everybody can _achieve_ something if they put their mind to it.
	bargain	The new _system_ in the school canteen means everyone was
		served quickly.
	bruise	It became very _apparent_ that something had gone wrong.
_	community	He had a glint in his eye that made him look very _mischievous
	mischievous	It was _necessary_ for the injured walker to be evacuated using an
	muscle	all-terrain _vehicle
- 1	necessary	Street dance practice was held every Thursday in the <u>community</u>
	vehicle	centre.
	Venice	"Everything Half Price – Grab Yourself A _bargain_!" said the sign in
	system	the shop window.

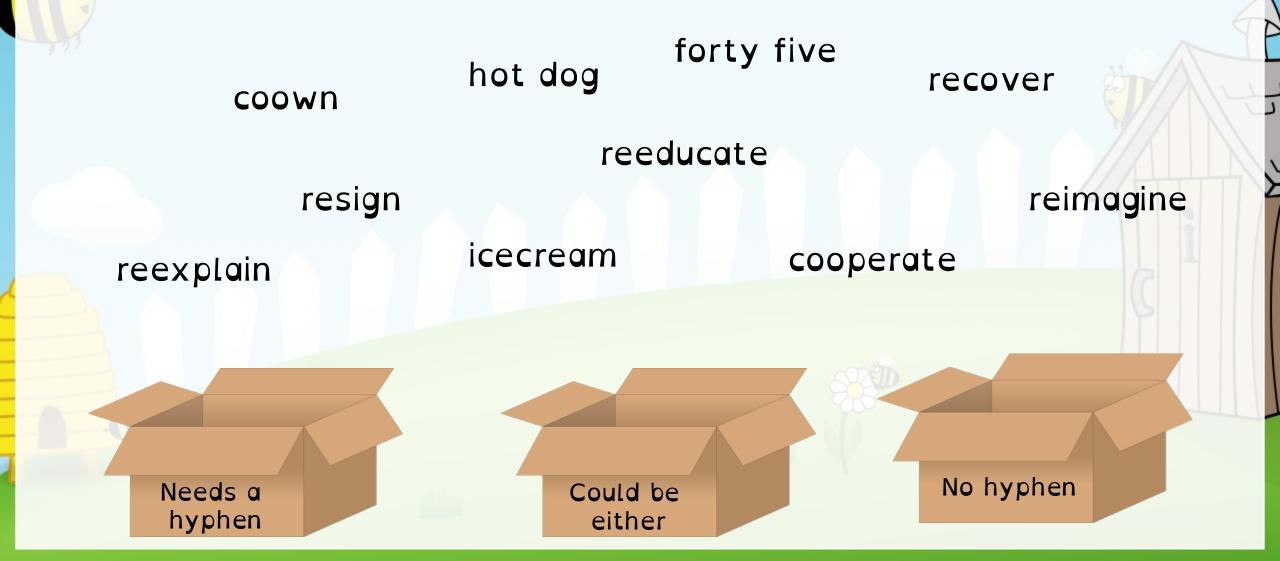
Stage: 5 List: 31

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

	sed to join a prefix to word also begins wit	a root word, especially if the prefix ends in a vowel th one.
Spellings co-ordinate co-operate	Introduction	 Introduce a hyphen as joining two parts of a word together. Discuss why you might use a hyphen. Explain that a hyphen can be used to: Add a prefix where two adjacent vowels would create a diphthong (cooperate) To add a prefix and clarify meaning (re-cover vs recover) To join two words to make a compound word (ice-cream or forty-five)
co-own co-author re-enter re-examine	Main Teaching Activity	Show the words and ask pupils to group the words on a whiteboard into those that need a hyphen, those that do not and those that could be either. Discuss the groups and clarify any misconceptions.
re-evaluate re-educate re-explain re-energise	Independent Activity	Pupils to independently write a paragraph including some of their spellings. Challenge to include all of them.



Put these words into groups



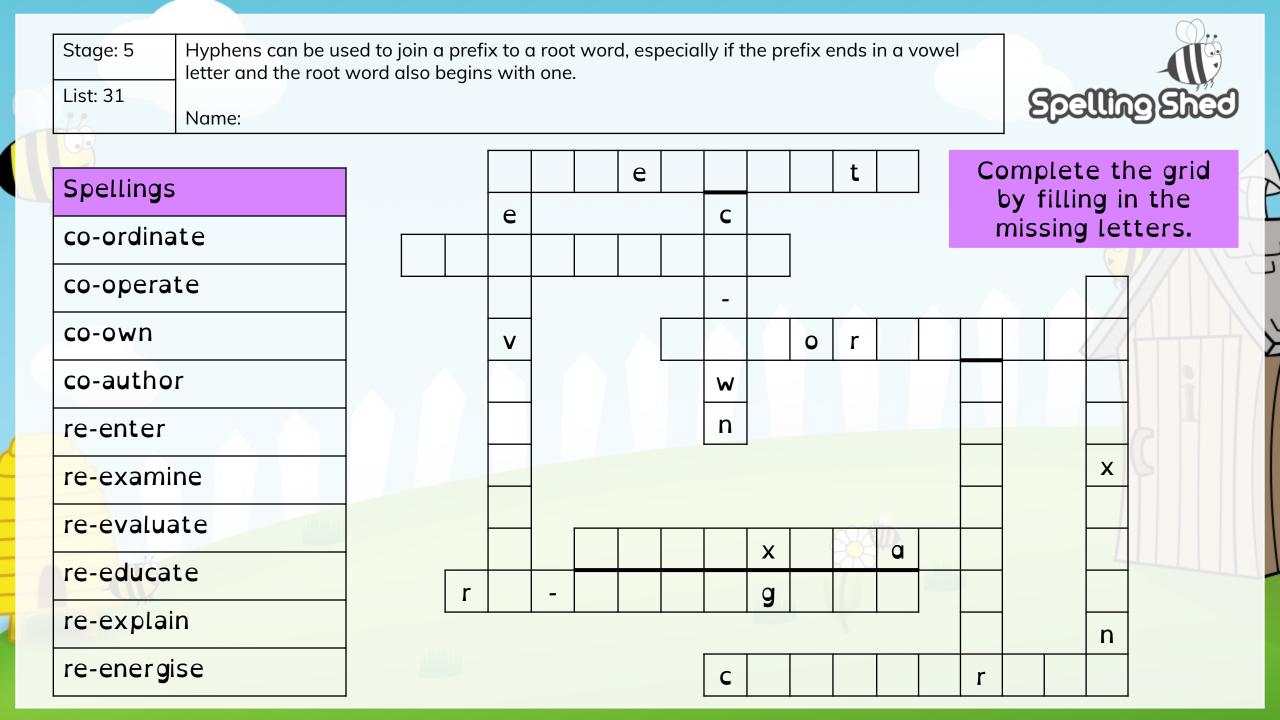


Put these words into groups



Stage: 5 List: 31		used to join a prefix to a root word, especially if the prefix ends in a vowel t word also begins with one.	Epelling Shed
Spelling	S	Can you write a paragraph using some of your spe include them all?	llings? Can you
co-ordin	ate		et la la la la la la la la la la la la la
co-opera	ate		
co-own			
co-autho	or		
re-enter			7
re-exam	ine		
re-evalu	ate		
re-educa	ate		
re-expla	nin		
re-energ	gise		

	be used to join a prefix to a root word, root word also begins with one.	especially if the prefix ends in a vov	vel Spelling Sheet
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
co-ordinate			Ö
co-operate			
co-own			
co-author			
re-enter			7
re-examine			C C
re-evaluate			
re-educate			
re-explain			
re-energise			



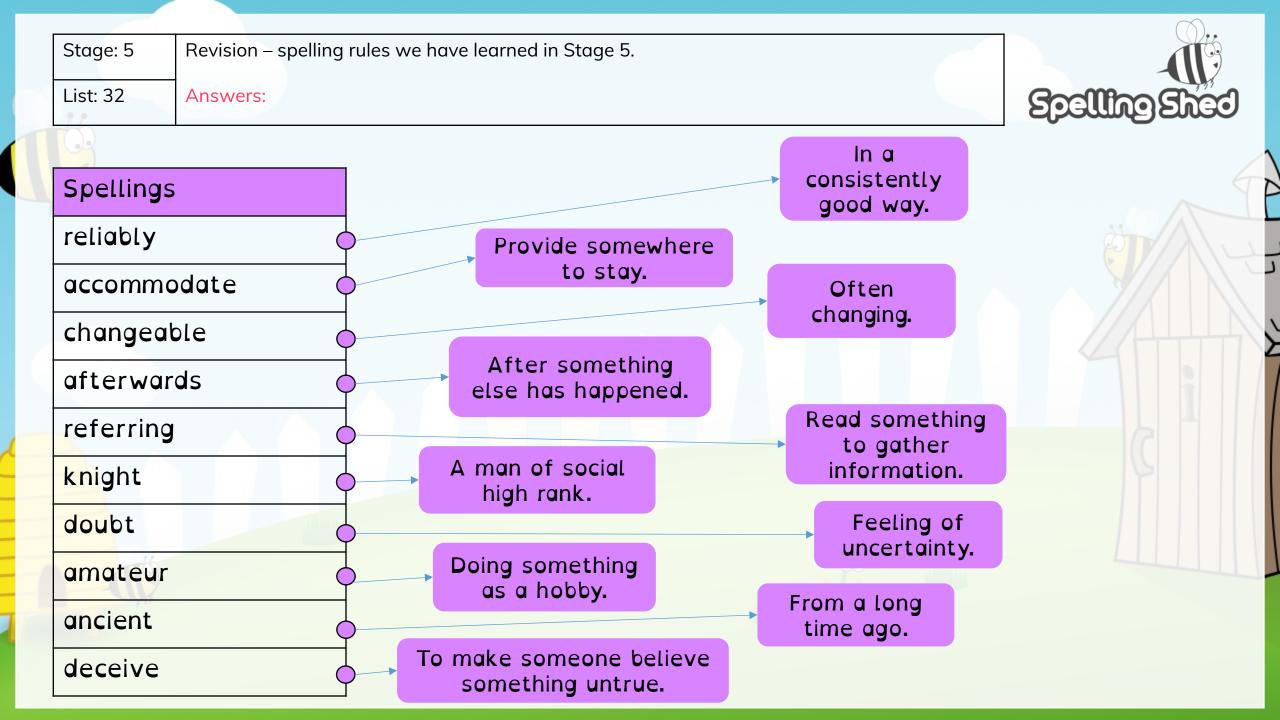
Stage: 5 List: 31	Hyphens can be us letter and the root Name:							d, esp	pecial	ly if t	he pr	efix e	ends i	in a v	rowe		6			J. She	:
Castliner		1			r	е	-	e	d	u	С	a	t	e						ne grid	4
Spellings	5	-			e			1		С					1					n the	
co-ordina	ate		С	0	-	a	u	t	h	0	r					ſ	nis	sing		tters.	Ļ
co-opera	nte				е					_		J							r		
co-own					V				С	0	-	0	r	d	i	n	a	t	e		
co-authc	or				a					W			I			r			-		
re-enter					L					n						e			е		
re-exami	ine				u											-			x	6	
re-evalu	ate				a											е			a		
		-			t		r	e	-	e	Х	p		a	i	n			m		
re-educa	ite	-		r	е	-	е	n	e	r	g	i	S	e		t			i		
re-expla	in												Y		1	e			n		
re-energ	jise									С	0	-	0	p	e	r	a	t	e		

Stage: 5 List: 32

Stage: 5RevisList: 32	sion – spelling rules we have learned in Stage 5.
Spellings	Revision
reliably accommoda	Choose an activity from the Challenge Activity Pack
changeable	
afterwards referring	
knight doubt	
amateur	
ancient deceive	

	rules we have learned in Stage 5.		
List: 32 Name:			Conte Contracts
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
reliably			Ö
accommodate			
changeable			
afterwards			
referring			2
<mark>kn</mark> ight			G
doubt			
amateur			
ancient			
deceive			

Stage: 5	Revision – sp	Revision – spelling rules we have learned in Stage 5. Name:					
List: 32	Name:						
			Drout a line to	match og	ch challing to its do	finition	
Spelling	IS				ch spelling to its de		
eliably		•	From a long			In a	
accomm	odate	•	From a long time ago.		Often changing.	consistently good way.	
hanged	ble						
afterwa	irds			eeling of		A man of	
eferrin	g		un	certainty.	Provide	social high rank.	
<mark>chi</mark> ght			To make someone believe		somewhere		
doubt			something untrue.		to stay.		
amateu	r		untruc.			After	
ncient			Read someth		Doing something as	something else has happened.	
deceive				to gather information.			



Stage: 5 List: 33

Stage: 5RevisionList: 33	- spelling rules we have learned in Stage 5.
Spellings	Revision
bought though	Choose an activity from the Challenge Activity Pack
definitely	
accompany advice	
aisle guessed	
cereal affect	
achieve	

Stage: 5Revision – spellingList: 33Name:	rules we have learned in Stage 5.		
			Confilleds
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
bought			
though			
definitely			
accompany			
advice			7
aiste			G
guessed			
cereal			
affect			
achieve			

Stage: 5	Revision – spelling ru	es we have learned in Stage 5.		
List: 33	Name:			Spelling Shec
C.				
Spelling	S	bou	pany	
bought				Your spellings have been split and
though		ais	eal	scrambled.
		gue	ect	Draw a straight line
definite	.y	tho	itely	to match the two
accompo	any	adv	eve	parts of each spelling.
advice			eve	
aiste		achi	le	
		defin	ght	
guessed		cer	ssed	
cereal				
affect		aff	ice	
achieve		accom	ugh	

	Stage: 5 List: 33	Revision – spelling Answers:	rules we have learned in	Stage 5.		Spalling Shad
	Spellings	5	bou] [pany	Vour en allinge heuro
	bought					Your spellings have been split and
	though		ais		eal	scrambled.
			gue		ect	Draw a straight line
	definitel	у	tho		itely	to match the two
	accompa	ny	adv		eve	parts of each spelling.
	advice					
	aisle		achi		le	
			defin		ght	
	guessed	Land Contraction	cer		ssed	
-	cereal				-00-	
-	affect		aff		ice	
			accom		ugh	
	achieve			J		

Stage: 5 List: 34

Stage: 5Revision – spellingList: 34	rules we have learned in Stage 5.
Spellings	Revision
fictitious	Choose an activity from the Challenge Activity Pack
conscious constant	
elegance	
frequent understandable	
comfortably	
controversy	
manageable earlier	

Stage: 5Revision – spList: 34Name:	pelling rules we have learned in Stage 5.		Conte online of
6			
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
fictitious			
conscious			
constant			
elegance			
frequent			7
understandable			
com fortably			
controversy			
manageable			
earlier			

Stage: 5	Revision – spelli	ng rules we have learned in St	tage 5.	
List: 34	Name:		E	berthe culling
O Spelling	<u>с</u>	Use c	a dictionary to find out what your spellings me reate your own definition for 5 of your words.	an.
		Your word	Your definition	
fictitious	S			
consciou	IS			
constan	t			
elegance	2			
frequent	t			
underst	andable			
<mark>com</mark> fort	ably			
<mark>cont</mark> rove	ersy			
manage	able			
earlier				

Stage: 5 List: 35

Stage: 5 List: 35	Revision – spelling	rules we have learned in Stage 5.	
Spellings	5	Revision	A
transfer writer	rring	Choose an activity from the Challenge Activity Pack	1
ascend awkwar	d		X
species			
receive thought			
dough probabl	у		
conscie	nce		

Stage: 5 Revision – sp List: 35 Name:	belling rules we have learned in Stage 5.		Confilees
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
transferring			
writer			
ascend			
awkward			
species			2
<mark>rec</mark> eive			C C
thought			
dough			
probably			
conscience			

Stage: 5Revision – spelling ruList: 35Name:			
Spellings	Use each of your spellings to create a sentence. Underline the spelling.		
transferring			
writer			
ascend			
awkward			
species			
receive			
thought			
dough			
probably			
conscience			

Stage: 5 List: 36

Stage: 5 Revision – spelling	g rules we have learned in Stage 5.
Spellings	Revision
transferring writer	Choose an activity from the Challenge Activity Pack
ascend	
awkward species	
receive thought	
dough probably	
conscience	

Stage: 5RevisioList: 36Name:			
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
device			
aloud			
heard			
complement			
precede			2
community			R I
principle			
muscle			
desert			
stationary			

Stage: 5	Revision – spelling	ion – spelling rules we have learned in Stage 5.		
List: 36	Name:	Certe Cuilleds		
		Write the correct spelling into each sentence.		
Spelling	IS			
device		The car stood at the red traffic light.		
aloud		He read and the teacher him from the back of		
heard		the room.		
comple	ment	She wore a blue hat to her scarf and gloves.		
precede	2	The whole came out to welcome the heroes home.		
commur	nity	He was a man of and good to his word.		
principle		The teeth which your adult teeth are commonly known as		
muscle		baby teeth.		
desert The allows scientists to collec		The allows scientists to collect rain in the dry		
stationa	ary	As she sprinted away, she pulled a in her thigh.		

Stage: 5 Revision – spelling r	5 Revision – spelling rules we have learned in Stage 5.		
List: 36 Answers:	Carl Coillegs		
	Write the correct spelling into each sentence.		
Spellings			
device	The car stood _stationary_ at the red traffic light.		
aloud	He read _aloud_ and the teacher _heard_ him from the back of the		
heard	room.		
complement	She wore a blue hat to <u>complement</u> her scarf and gloves.		
precede	The whole <u>community</u> came out to welcome the heroes home.		
community	He was a man of _principle_ and good to his word.		
principle	The teeth which _precede_ your adult teeth are commonly known as		
muscle	baby teeth.		
desert	The <u>device</u> allows scientists to collect rain in the dry <u>desert</u> .		
stationary	As she sprinted away, she pulled a <u>muscle</u> in her thigh.		