Spellings: Year 5

Autumn Term 2018 – wc 15-10-18

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| Pink/Purple  (from Year 5/6 planning)  Focus:  We will be getting better at spelling words with endings which sound like (-ance)  **–ance** is common after a consonant letter.  MYSTERY SPELLINGS  disturbance  instance | Green  (from Year 4 planning)  Focus:  Before a root word starting with l, in–  becomes il  MYSTERY SPELLINGS  illusive  illusion | Yellow  (from Year 3 planning)  Focus:  We will be getting better at spelling words with endings with the **/k/** sound spelt **–que**  (French in origin)  MYSTERY SPELLINGS  mosque  mystique | Red  (from Year 2 Planning)  Focus  We will be getting better at spelling words with the **/s/** sound spelt **c**  **before e, i and y**  MYSTERY SPELLING  circle  twice | Blue  (from Year 1 planning)  Focus  We will be getting better at spelling words with the a-e, e.g. make a cake sound  *a split e words*  MYSTERY SPELLING  snake  flake |
| All tested together   1. New spellings then handed out. 2. Chn to check meaning of words they don’t know and write a sentence with the word in context. 3. Put spellings in personal dictionaries. 4. Blooms Taxonomy – Spelling activity practice 5. With Teacher – group words – e.g. spelling patterns similarities.   Handwriting | | | | |

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| **Spelling Groups Autumn 2018** | | | | |  |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Master Yr 5/6  **PINK** | Qualified Yr 5/6  **PURPLE** | Qualified Yr 4  **GREEN** | Apprentice Yr 3  **YELLOW** | Apprentice Yr2  **RED** | Apprentice Yr1  **BLUE** |
| Taylor  Tyler J  Amelia  Jack  Max  Matilda  Buddy | Katie  Callum  Tom  Callie  Wills  Evie | Jacob  Ria | Ruby  Charlie  Freya  Josh | Tyler B-N | Kiera |
| 7 | 6 | 2 | 4 | 1 | 1 |

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| **Pink** |  | **Purple** |  | **Green** |  | **Yellow** |  | **Red** |  | **Blue** |
| **Date:** 15.10.18  **Test:** 29.10.18  We will be getting better at spelling words with endings which sound like (-ance)  **–ance** is common after a consonant letter. |  | **Date:** 15.10.18  **Test:** 29.10.18  We will be getting better at spelling words with endings which sound like (-ant)  **–ance**is common after a consonant letter. |  | **Date:** 15.10.18  **Test:** 29.10.18  Most prefixes are added to the beginning of root words without any changes in spelling.  Before a root word starting with l, in–  becomes il |  | **Date:** 15.10.18  **Test:** 29.10.18  We will be getting better at spelling words with endings with the **/k/** sound spelt **–que**  (French in origin) |  | **Date:** 15.10.18  **Test:** 29.10.18  We will be getting better at spelling words with the **/s/** sound spelt **c**  **before e, i and y** |  | **Date:** 15.10.18  **Test:** 29.10.18  We will be getting better at spelling words with the a-e, e.g. make a cake sound  *a split e words* |
| performance  importance  finance  distance  insurance  balance  entrance  clearance  ambulance  ignorance  inheritance  relevance  \***You will also have the choice to be tested on two mystery spellings following your pattern\***    12 spellings |  | performance  importance  finance  distance  insurance  balance  entrance  clearance  ambulance  ignorance  \***You will also have the choice to be tested on two mystery spellings following your pattern\***  8 spellings |  | illegal  illegible  illiterate  illogical  illegitimate  \***You will also have the choice to be tested on two mystery spellings following your pattern\***  5 spellings |  | cheque  unique  antique  technique  grotesque  critique  physique  picturesque  \***You will also have the choice to be tested on two mystery spellings following your pattern\***  8 spellings |  | ice  fancy  race  dice  nice  price  rice  cinema  \***You will also have the choice to be tested on two mystery spellings following your pattern\***  8 spellings |  | cake  make  fake  take  \***You will also have the choice to be tested on two mystery spellings following your pattern\***  4 spellings |