

Teachers continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

SPELLING RULES FOR YEAR 5



Words ending -cious and -tious
(as in 'delicious' and 'superstitious').

Words ending -cial and -tial
(as in 'special' and 'partial').

Words ending -able / -ably and -ible / -ibly (as in 'comfortable' / 'comfortably' and 'horrible' / 'horribly').

Adding -ing / -ed to words ending -fer, (as in 'prefer', 'preferring' and 'preferred').

Words containing ough and looking at the different sounds this grapheme makes in different words (as in 'enough', 'through', 'although', 'plough').

Words with the /i:/ sound spelt i before e except after c
(such as 'deceive' and 'receive').

Homophones/ Near homophones.

Such as: advice / advise;
affect / effect; aisle/ isle;
allowed/aloud; altar / alter;
ascent/assent; bridal / bridle;
cereal/serial;
compliment/complement.
device/devise; licence/license;



The word list for year 5 is statutory. The specific list is a mixture of words pupils should frequently use in their writing and those which they often misspell.

It is important that the children become familiar with the meanings of the words. Some of the listed words may be thought of as quite challenging, but they can easily be taught within the four years of key stage 2, alongside other words that teachers consider appropriate.

accompany, according, achieve, aggressive, amateur, ancient, apparent, attached, available, average, awkward, bargain, bruise, business, category, cemetery, critic, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, dictionary, disappear, disastrous, embarrass, environment, equipment, equipped, especially, excellent, existence, experience, experiment, explanation, familiar, foreign, forty, frequently, guarantee, harass, hindrance, immediate, knowledge, possession, separate, occupy, occur, weight.



Here at North Downs School confidence in understanding our language starts with rigorous phonics teaching.

This follows a six stage structured approach called Letters and Sounds. Children are expected to know and use the first 100 and 200 words.

Details on our website.

<https://www.northdowns.surrey.sch.uk/page/?title=Phonics&pid=301>

SPELLING RULES

In school, we are teaching spelling using an investigative approach called Word study. This way of teaching focuses on making links between what the children have learned about how to read words, with what they need to think about in order to spell them.

WORD STUDY

<https://wordstudyspelling.com/>

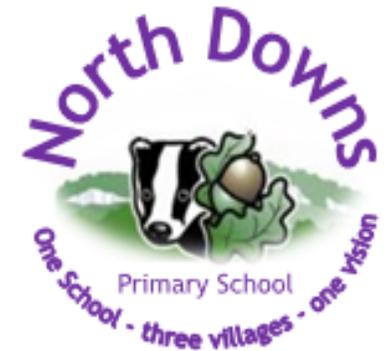
NATIONAL CURRICULUM SPELLINGS

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

OXFORD OWL

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/help-with-spelling/>

SPELLING BY THE RULES.



NORTH DOWNS SCHOOL
SPELLING RULES GUIDE
YEAR 5

The English language is a delightful cornucopia, indeed a legacy, left by varied residents of our land. So many influences, over the centuries, have resulted in a complex system of spellings. In order to support the children at North Downs this leaflet will help, and guide, you to steer their path to fluency in the important skill of spelling by the rules.