

In school, children are encouraged to 'dot it, don't dodge it' if they are unsure of a spelling. This means that the flow of their writing is not interrupted and they know they need to check the spelling when it is a suitable time to do so. Children are encouraged to use a 'purple-polishing pen' to edit their writing. The words in this leaflet are the statutory word lists that the children are expected to spell correctly every time they use them in their writing to be assessed at Age Related Expectation at the end of the academic year. Please try to encourage your child with the same approach and the same expectations in any home learning.

Please practise the spellings in the exercise book provided.

There are many different ways to practise. Above all, try to make it fun and memorable. In school, your child will also learn further ways to practise their spellings and should be able to share these with you as the year progresses.

We will give you further ways to practise spellings each term.

Please also use Spelling Shed to support your child. Your child will have a log in for this site.

<https://www.spellingshed.com/en-gb/>

## Year 5/6 spelling check!

### More words...

amateur	controversy
average	curiosity
awkward	develop
bargain	familiar
conscience	government
conscious	guarantee

harass	leisure
identity	lightning
individual	neighbour
interfere	persuade
interrupt	programme
language	

queue	signature
recognise	stomach
relevant	rhyme
restaurant	rhythm
shoulder	yacht

### Glossary

Vowels: *a e i o u*

Consonants: *a c d e f g h j k l m n p q r s t v w x y z*

Prefixes: *Letters added to the beginning of a word that change its meaning*

e.g. *(dis)appear*.

Suffixes: *Letters added to the end of a root word that change its meaning*

e.g. *accident(al)*.

## Learning Spellings

### at Home

### Year 5/6

## Spring Term

(You can use the Autumn Term strategies as well!)



### How to help your child with their spellings:

- Read the spelling strategy aloud with your child.
- Talk to your child about the spelling pattern before they start. If you aren't sure about the spelling pattern, ask your child's teacher.
- Join in with the session and make it fun.
- Draw your child's attention to the spelling or words in books and texts throughout the day as you encounter them. Spelling can be taught at any time!
- Adapt any of the resources and materials as you feel necessary to support your child's needs.

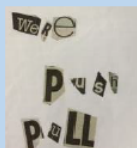


**CHAWTON C.E.  
PRIMARY SCHOOL**

'Love, Courage and Fellowship'

### Cut up Spellings

With an adult, cut out letters from an old newspaper or magazine and create your spellings.



Try this with words where **ie** is adjacent.

## Year 5/6 spelling check!

<p><b>-ion</b> competition explanation pronunciation profession</p> <p><b>-le words</b> available vegetable vehicle muscle</p> <p><b>prefixes and suffixes</b> according attached criticise (critic + ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)</p>	<p><b>soft c</b> cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice</p> <p><b>ie are adjacent</b> achieve ancient soldier sufficient variety foreign (exception)</p> <p><b>cross-curricular words</b> forty temperature twelfth</p>
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### Spell Shower

Build up your words in a shower!

S  
SH  
SHO  
SHOW  
SHOWE  
SHOWER

Try this for words you find tricky

### How to use:

- Read the spelling strategy card.
- Select a spelling or letter pattern—either from the Statutory word list (either side of this list and overleaf) or a word you have been given to spell.
- Complete the strategy independently (your child will have practised this in school first) or with adult support.

### Equipment needed:

- Paper (use the spelling book)
- Coloured pens or pencils
- Computer, but not essential
- Clock to use as a stopwatch—add an element of timing for extra challenge!
- A ball!

### Speedy Spellings

Set a timer. How many times can you write your word correctly in the time you have chosen?



Try this for other words

## Year 5/6 spelling check!

<p><b>double consonants</b> accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest</p> <p><b>-ous</b> disastrous marvellous mischievous</p>	<p><b>y makes the 'i' sound</b> physical symbol system</p> <p><b>-ough</b> thorough</p> <p><b>unstressed vowels</b> bruise category definite desperate dictionary embarrass environment exaggerate nuisance parliament privilege secretary vegetable</p>
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