

## Ready Steady Spelling: Year 5 Termly Progression Overview

Year 5	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
<b>Autumn 1</b>	<p><b>Embed Year 3:</b> Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning</p> <p><b>Embed Year 3:</b> Adding the Suffix <b>-ly</b> and all rules</p> <p><b>Introduce:</b> Words with /ee/ sound spelt <b>ei</b> after <b>c</b></p> <p><b>Reinforce Year 4:</b> The /u/ sound spelt <b>ou</b></p> <p><b>Introduce:</b> Use of the hyphen e.g. co-ordinate</p> <p><b>Introduce:</b> Words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word <b>h</b>)</p>	accommodate, accompany, according, persuade, opportunity, marvellous, rhythm, rhyme, queue, dictionary
<b>Autumn 2</b>	<p><b>Embed:</b> Adding the suffix <b>-ation</b> to verbs to form nouns</p> <p><b>Embed:</b> Adding the suffixes <b>-tion, -sion, -ssion, -cian</b></p> <p><b>Introduce:</b> Adding prefixes <b>uni-, bi-, tri-, quad-, pent-, hex-, oct-, circ-</b></p> <p><b>Reinforce Year 4:</b> Adding the prefix <b>sub- inter-, super-, anti-, auto-</b></p> <p><b>Introduce:</b> Homophones and other words that are often confused (Y5/ Y6)</p>	immediate(ly), develop, especially, equip (-ped, -ment), relevant, shoulder, average recognise, criticise, occupy, occur, profession, interfere, interrupt
<b>Spring 1</b>	<p><b>Embed:</b> Adding the suffix <b>-ous</b> and all rules</p> <p><b>Introduce:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is doubled if the -fer is still stressed when ending is added)</p> <p><b>Introduce:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is not doubled if the -fer is no longer stressed)</p> <p><b>Introduce:</b> Words containing the letter string <b>-ough</b></p>	bruise, dictionary, temperature, suggest, recommend, attached, desperate, determined, definite, excellent, necessary, thorough
<b>Spring 2</b>	<p><b>Introduce:</b> Adding prefixes with a hyphen: <b>non-, pre-</b></p> <p><b>Introduce:</b> Adding prefixes <b>aqua-,</b></p> <p><b>Reinforce:</b> Words with /ee/ sound spelt <b>ei</b> after <b>c</b></p> <p><b>Introduce new:</b> Words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word <b>w</b>)</p> <p><b>Introduce:</b> New additional Homophones and other words that are often confused (Y5/ Y6)</p>	sincere(ly), soldier, twelfth, variety, vegetable, vehicle, symbol, system, awkward, bargain, competition, curiosity,
<b>Summer 1</b>	<p><b>Reinforce Year 4:</b> Words ending with the /g/ sound spelt <b>-gue</b> &amp; Words ending with the /k/ sound spelt <b>-que</b></p> <p><b>Reinforce:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is doubled if the -fer is still stressed when ending is added)</p> <p><b>Reinforce:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is not doubled if the -fer is no longer stressed)</p> <p><b>Introduce:</b> Endings which sound like /sh/ + /ə/ + /s/ spelt <b>-cious</b> or <b>-tious</b></p> <p><b>Introduce:</b> Adding prefixes <b>multi-,</b></p> <p><b>Reinforce:</b> Words containing the letter string <b>-ough</b></p> <p><b>Reinforce:</b> Use of the hyphen e.g. co-ordinate</p>	apparent, appreciate, available, achieve, embarrass, environment, exaggerate, explanation, familiar, foreign, forty, frequently
<b>Summer 2</b>	<p><b>Embed Year 3:</b> Words with endings with <b>-sure</b> and <b>-ture</b> that contain the sounds /zh/+ /ure/ and /tch/ + /ure</p> <p><b>Introduce new:</b> Additional words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word <b>e, s, u, l, t</b>)</p> <p><b>Introduce:</b> New additional Homophones and other words that are often confused (Y5/ Y6)</p>	parliament, muscle, stomach, sufficient, programme, physical, prejudice, privilege, language, restaurant, signature, individual, lightning