**Spelling Curriculum**  
**Year 5**

**Teachers will:**

- Explicitly model spelling strategies and monitor student understanding in this area

**Students will:**

- Know and use many patterns and rules that are characteristic of the English spelling system
  - Uses letters to represent all vowel and consonant sounds in every syllable of a word (Identifies syllable correctly)
  - Uses prefixes and suffixes in words
  - Reproduces a large bank of spelling words that can be automatically recalled during writing tasks
  - Appreciates the social importance of spelling
  - Uses a range of spelling strategies when attempting to spell difficult words
    - Syllables and sounds for regular words
    - Uses spelling rules for regular words
    - Considers critical features of words e.g. base word and suffix, meaning of word
    - Mnemonics for irregular words
    - Say it as it is spelt for irregular words

- Successfully uses a dictionary to spell unknown words (Uses guide words)

- Uses a dictionary to check plurals, pronunciation, prefixes and suffixes, syllables

- Uses a dictionary to research word origin and different forms of words e.g. adjectives, adverbs

- Uses a dictionary to find word meanings

- Begins to use a thesaurus to find antonyms and synonyms

- Successfully uses a glossary
- Uses homophones correctly (See list in the Appendix)
- Uses contractions correctly (see list in the Appendix)
- Uses bank of frequently mis-spelt words to extend spelling skills
- Proof reads own work and corrects spelling
e.g. Checks work by going backwards along the sentence to eliminate errors
- Develops spelling using more extensive vocabulary for use in everyday writing
- Phonics
  - `ei`  `ie`  `ui`  `oar`  `tch`  `age`  `oy`
  - `ce`, consonant `le`
  - `dge`  `ve`  `ough`
  - e-e (3 syllable words- e.g. scientific words)
  - `ar` words
  - `gu`
  - ex
  - Silent letters – w, b, k, t, n, s, c, g  List
- See Spelling Rules Years 3-6