

Week 4	Week 5	Week 6
<p><b>Focus:</b> The letter string -ough is one of the trickiest spellings in English, although in some ways it presents more problems in terms of pronunciation than spelling, as the spelling of the letter string never varies, although its pronunciation does. The focus therefore needs to be on recognising the word and how it sounds, and learning to group the words by sound to aid spelling by association.</p>	<p><b>Focus:</b> The five pairs of words in this unit have in common the fact that, in each pair, the words differ by a single letter ('c' or 's') depending on whether they are used as a noun or a verb. In three cases the pronunciation differs slightly, but in the other two (license/license and practice/practise) there is no difference in pronunciation. This unit therefore concentrates on grammar and meaning as the route to distinguishing which spelling to use in which context.</p>	<p><b>Focus:</b></p>
<p><b>Word list</b></p> <p>cough                    plough  though                    enough  although                  tough  thought                   through  fought                    thorough</p>	<p><b>Word list:</b></p> <p>advice                    advise  device                    devise  licence                    license  practice                   practise  prophecy                  prophesy</p>	<p><b>Word list:</b></p>

## Year 5 Spelling Autumn 1 2017

Week 1	Week 2	Week 3																														
<p><b>Focus:</b> This unit reminds the children of the range of prefixes they have met previously and the effect that the addition of the prefix has on the meaning of the word. It also reassures them that, unlike many suffixes, the addition of a prefix requires no change to the spelling of the root word.</p>	<p><b>Focus:</b> This unit reminds the children of the range of suffixes they have met and the effect that the addition of the suffix has on the meaning and/or use of the word. Where necessary, this unit also indicates changes in spelling to the root word when the suffix is added, e.g. changing 'y' to 'i', dropping or retaining a final 'e'</p>	<p><b>Focus:</b> Children will be familiar with the vocabulary in the Year 3/4 word list, but the words contain many of the spelling pitfalls that challenge them in their everyday writing. These words will need to be returned to on a regular basis, e.g. in the units on words from children's own writing, in order to consolidate accurate spelling.</p>																														
<p><b>Word List:</b></p> <table border="0"> <tr> <td>antiseptic</td> <td>antisocial</td> </tr> <tr> <td>autograph</td> <td>refresh</td> </tr> <tr> <td>supermarket</td> <td>submerge</td> </tr> <tr> <td>anticlockwise</td> <td>supernatural</td> </tr> <tr> <td>unhelpful</td> <td>autobiography</td> </tr> </table>	antiseptic	antisocial	autograph	refresh	supermarket	submerge	anticlockwise	supernatural	unhelpful	autobiography	<p><b>Word List:</b></p> <table border="0"> <tr> <td>sadly</td> <td>poisonous</td> </tr> <tr> <td>sensation</td> <td>action</td> </tr> <tr> <td>invention</td> <td>gently</td> </tr> <tr> <td>electrician</td> <td>preparation</td> </tr> <tr> <td>information</td> <td>mountainous</td> </tr> </table>	sadly	poisonous	sensation	action	invention	gently	electrician	preparation	information	mountainous	<p><b>Word List:</b></p> <table border="0"> <tr> <td>circle</td> <td>disappear</td> </tr> <tr> <td>height</td> <td>February</td> </tr> <tr> <td>favourite</td> <td>important</td> </tr> <tr> <td>difficult</td> <td>experiment</td> </tr> <tr> <td>different</td> <td>enough</td> </tr> </table>	circle	disappear	height	February	favourite	important	difficult	experiment	different	enough
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