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Introduction

In the new curriculum for English, there is a very significant emphasis placed on GPS (Grammar, Punctuation and Spelling).

This booklet outlines the expectations for Year 5 –

- The statutory word list (100 words) for years 5 and 6
- The spelling rules / patterns covered in Year 5
- The grammar foci for Year 5
- The technical vocabulary pupils need to understand in Year 5

Parental Support

The expectations of the new curriculum have increased significantly. Pupils in the current Year 5 will not have covered the full curriculum by the time they take the statutory tests in Year 6 (they started the new curriculum content in Year 4). This means there will be gaps in their knowledge and understanding which we will be seeking to ‘backfill’ during the course of the year. Parents can support their children by having a good understanding of the expectations and maintain a focus on spelling and grammar at home.

1. Spelling

1.1. *Statutory Word List*

The word-lists for years 5 and 6 are statutory. The list is a mixture of words pupils frequently use in their writing and those which they often misspell. Parents can support children by ensuring they are familiar with these words by applying them using the range of games and activities listed in this booklet. They will also be a focus of homework and tests throughout the year.

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
accommodate				correspond			
accompany				criticise			
according				curiosity			
achieve				definite			
aggressive				desperate			
amateur				determined			
ancient				develop			
apparent				dictionary			
appreciate				disastrous			
attached				embarrass			
available				environment			
average				equipped			
awkward				especially			
bargain				exaggerate			
bruise				excellent			
category				existence			
cemetery				explanation			
committee				familiar			
communicate				foreign			
community				forty			
competition				frequently			
conscience*				government			
conscious*				guarantee			
controversy				harass			
convenience				hindrance			

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
identity				queue			
immediate(ly)				recognise			
individual				recommend			
interfere				relevant			
interrupt				restaurant			
language				rhyme			
leisure				rhythm			
lightning				sacrifice			
marvellous				secretary			
mischievous				shoulder			
muscle				signature			
necessary				sincere(ly)			
neighbour				soldier			
nuisance				stomach			
occupy				sufficient			
occur				suggest			
opportunity				symbol			
parliament				system			
persuade				temperature			
physical				thorough			
prejudice				twelfth			
privilege				variety			
profession				vegetable			
programme				vehicle			
pronunciation				yacht			

1.2. Spelling Foci in Year 5 & 6

Below are the rules and patterns we will focus on in Year 5 & 6.

Spelling Pattern	Rules and Guidance	Example Words	Tick when tested successfully
Endings -cious -tious	Not many common words end like this. If the root word ends in -ce , the sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	
Endings -cial -tial	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i>).	official, special, artificial, partial, confidential, essential	
Endings -ant -ance -ancy -ent -ence -ency	Use -ant and -ance/-ancy if there is a related word with an 'a' (cat) or 'ay' sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c, soft g and qu, or if there is a related word with a clear 'e' (hen) sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence	
Endings -able -ible -ably -ibly	The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy , the -able ending is used if there is a related word ending in -ation . If the -able ending is added to a word ending in -ce or -ge , the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	

	<p>word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>		
Adding suffixes beginning with vowel letters to words ending in –fer	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	
Words with the 'e' (she) sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is 'e'</p> <p>Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling	
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough	
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight	
Homophones and other words that are often confused	In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent	

	<p>More examples:</p> <p>aisle: a gangway between seats (in a church, train, plane).</p> <p>isle: an island.</p> <p>aloud: out loud.</p> <p>allowed: permitted.</p> <p>affect: usually a verb (e.g. The weather may affect our plans).</p> <p>effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business).</p> <p>altar: a table-like piece of furniture in a church.</p> <p>alter: to change.</p> <p>ascent: the act of ascending (going up).</p> <p>assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding.</p> <p>bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal).</p> <p>serial: adjective from the noun series – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).</p> <p>complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).</p> <p>descent: the act of descending (going down).</p> <p>dissent: to disagree/ disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help)</p> <p>draught: a current of air.</p>	<p>guessed: past tense of the verb guess</p> <p>guest: visitor</p> <p>heard: past tense of the verb hear</p> <p>herd: a group of animals</p> <p>led: past tense of the verb lead</p> <p>lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)</p> <p>morning: before noon</p> <p>mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)</p> <p>passed: past tense of the verb 'pass' (e.g. I passed him in the road)</p> <p>precede: go in front of or before</p> <p>proceed: go on</p> <p>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of who is or who has</p> <p>whose: belonging to someone (e.g. Whose jacket is that?)</p>	
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1.3. **Spelling Activities**

Try some of these activities to help your children learn their spellings.

<p><u>Scrambled words</u></p> <p>Fold a piece of paper into 3 columns. Write the words in the first column, then write them in the second column all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words.</p>	<p><u>Air and back spelling</u></p> <p>Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names.</p> <p>Try writing words on each other's backs and see if your partner can say what word you're writing.</p>	<p><u>Acrostic</u></p> <p>Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense! e.g. what:</p> <p><u>W</u>hile Sam was walking down the path, <u>H</u>e saw a cat that stared, then laughed. <u>A</u> cat that laughs is quite a feature, <u>T</u>ell me, have you seen such a creature?</p>	<p><u>Write a story</u></p> <p>Write a paragraph / story containing as many words as possible that follow the spelling rule / pattern you are focusing on.</p>
<p><u>Letter Writing</u></p> <p>Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.</p>	<p><u>Colourful words</u></p> <p>Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.</p>	<p><u>Rainbow writing</u></p> <p>Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.</p>	<p><u>Graffiti wall</u></p> <p>Create a graffiti wall, inspired by graffiti artists, draw your target words again and again across a page to create the artwork.</p>
<p><u>Ambidextrous</u></p> <p>Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.</p>	<p><u>Words within words</u></p> <p>Write down target words and then see how many other words you can make from the same letters.</p>	<p><u>Words without vowels</u></p> <p>Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)</p>	<p><u>Make Some Music</u></p> <p>Write a song or rap that includes your words. Share with a friend or family member.</p>

<u>Pyramid power</u> Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc so forming a pyramid.	<u>Hangman</u> Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.	<u>ABC Order</u> Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?	<u>Squiggly / Bubble spelling words</u> Write a list of your spelling words twice – once in your regular writing, then in squiggly or bubble letters.
<u>Consonant circle</u> Write a list of examples of your spellings. Circle all the consonants.	<u>Sign your words</u> Use sign language finger spelling to sign your words. http://www.unitykid.com/signlanguage.html http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/	<u>UPPER and lower</u> Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.	<u>Across and down</u> Write all of your spelling words across and then down starting with the first letter. W h e n h e n
<u>Back Writing</u> Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.	<u>Find your words</u> Using your reading book, list as many spellings that follow the rule as possible.	<u>Choo- Choo words</u> Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word. Eg hopmopestopdrop	<u>Connect the dots</u> Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up writing?
<u>Rhyming words</u> Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).	<u>Adding my words</u> Each letter has a value. Consonants are worth 10 Vowels are worth 5 Find as many spellings that follow the rule / pattern and add up your score.	<u>Spelling poem</u> Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.	<u>X words</u> Find two target words with the same letter in and then write them so they criss cross.

2. Year 5 Grammar

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>–ate</i>; <i>–ise</i>; <i>–ify</i>]</p> <p>Verb prefixes [for example, <i>dis–</i>, <i>de–</i>, <i>mis–</i>, <i>over–</i> and <i>re–</i>]</p> <p><i>Children will be expected to use thesauruses to improve their selection and variety of vocabulary – this can be a focus at home for any piece of writing.</i></p>
Sentence	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
Text	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>

3. Year 5 Grammar Terminology

Modal verb	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will</i>, <i>would</i>, <i>can</i>, <i>could</i>, <i>may</i>, <i>might</i>, <i>shall</i>, <i>should</i>, <i>must</i> and <i>ought</i>.</p> <p>A modal verb only has finite forms and has no suffixes (e.g. <i>I sing</i> – <i>he sings</i>, but not <i>I must</i> – <i>he musts</i>).</p>	<p><i>I <u>can</u> do this maths work by myself.</i></p> <p><i>This ride <u>may</u> be too scary for you!</i></p> <p><i>You <u>should</u> help your little brother.</i></p> <p><i>Is it going to rain? Yes, it <u>might</u>.</i></p> <p><i>Canning swim is important.</i> [not possible because <i>can</i> must be finite; contrast: <i>Being able to swim is important</i>, where <i>being</i> is not a modal verb]</p>
Relative pronoun	<p>A relative pronoun is used to connect a clause or phrase to a noun or pronoun. You see them used everyday with the most common relative pronouns being: <i>who</i>, <i>whom</i>, <i>which</i>, <i>whoever</i>, <i>whomever</i>, <i>whichever</i>, and <i>that</i>.</p>	<p>Spaghetti, <u>which</u> many of us enjoy, can be messy.</p> <p>This is the book <u>that</u> everyone is talking about.</p> <p>She wrote to the person <u>whom</u> she had met last month.</p> <p>We didn't bring the receipt, <u>which</u> was a big mistake.</p> <p>I have a friend <u>whose</u> cat is annoying.</p>
Relative clause	<p>A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a</p>	<p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in</p>

	<p>relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p>	<p>bold.</p> <p><i>That's the boy who lives near school.</i> [<i>who</i> refers back to <i>boy</i>]</p> <p><i>The prize that I won was a book.</i> [<i>that</i> refers back to <i>prize</i>]</p> <p><i>The prize I won was a book.</i> [the pronoun <i>that</i> is omitted]</p> <p><i>Tom broke the game, which annoyed Ali.</i> [<i>which</i> refers back to the whole clause]</p>
<p>Parenthesis Bracket () Dash</p>	<p>Parentheses are <u>punctuation</u> marks (either <u>commas</u>, <u>dashes</u> or <u>brackets</u>) which are used in pairs to offset additional information in a <u>sentence</u>.</p> <p>The additional information is called a <u>parenthesis</u>. The parentheses (i.e., the commas, dashes, or brackets) are known as <i>parenthetical punctuation</i>.</p>	<p>Mrs Allan, 64 at the time, rang the police immediately. (In this example, commas have been used as parentheses.)</p> <p>Due to pub quizzes, Buzz Aldrin — the second man on the Moon — is now as famous as Neil Armstrong. (In this example, dashes have been used as parentheses.)</p> <p>Mrs O'Grady's other macaw (called 'Billy Two') rides a motorized skateboard. (In this example, brackets have been used as parentheses.)</p>
<p>Cohesion</p>	<p>A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this.</p> <p>In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.</p>	<p>A visit has been arranged for <u>Year 6</u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. This is an overnight visit. <u>The centre</u> has beautiful grounds and <i>a nature trail</i>. During the afternoon, the children will follow <i>the trail</i>.</p>
<p>Ambiguity</p>	<p>Anything that is said to be ambiguous is open to more than one interpretation.</p> <p>Sentences and words that are ambiguous have more than one possible meaning.</p>	<p>Put the box on the table by the window in the kitchen is an ambiguous sentence. It could mean any of the following:</p> <ul style="list-style-type: none"> • Put the box onto the table that is by the window in the kitchen. • Take the box that is on the table and put it by the window in the kitchen. • Take the box off the table that is by the window and put it in the kitchen.

3.1. Websites for Grammar

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.grammar-monster.com/>