



Spelling Homework at Hampton Junior School

Summer Term – Year 5

At Hampton Junior school, we aim to build strong, accurate and confident spelling skills so that our children can communicate clearly and effectively throughout their learning journey. Within this document, you will find the following:

- 1) The year 5 spellings for the summer term
- 2) Spelling strategies the children can use to practise their spelling words
- 3) Expectations around spelling homework

1. Spelling Overview for the term

Week Commencing	Group 1 Year 5 Spellings	Week Commencing	Group 2 Year 5 Spellings
Monday 13th April Week 1 Spelling rule 41: Words ending in – able and –ible	legible noticeable possible reasonable reliable sensible	Monday 13th April Week 1 Spelling Rule 49 - Homophones and other words that are often confused	past passed precede proceed profit prophet
Monday 20th April Week 2 Spelling rule 39: Words ending in – ant, –ance/–ancy, – ent, –ence/–ency	assistance assistant confidence confident decency decent	Monday 20th April Week 2 Spelling Rule 50 - Homophones and other words that are often confused	aloud allowed bridal bride cereal serial
Monday 27th April Week 3 Spelling rule 40: Words ending in – ant, –ance/–ancy, – ent, –ence/–ency	independence independent innocence innocent obedience obedient	Monday 27th April Week 3 Spelling Rule 51 - Homophones and other words that are often confused	stationary stationery steal steel who's whose
Monday 4th May Week 4 Spelling Rule 43 - Adding suffixes beginning with vowel letters to words ending in – fer	referred preferred transferred reference preference transference	Monday 4th May Week 4 Spelling Rule 52 - Homophones and other words that are often confused	draft draught effect affect aisle I'll

<p>Monday 11th May</p> <p>Week 5</p> <p>Spelling Rule 46 - Words containing the letter-string ough</p>	<p>ought</p> <p>bought</p> <p>thought</p> <p>nought</p> <p>brough</p> <p>fought</p>	<p>Monday 11th May</p> <p>Week 5</p> <p>Spelling Rule 53 - Word list – years 5 and 6 - a to av-</p>	<p>accompany</p> <p>according</p> <p>achieve</p> <p>aggressive</p> <p>amateur</p> <p>ancient</p>
<p>Monday 18th May</p> <p>Week 6</p> <p>Spelling Rule 47 - Words with 'silent' letters</p>	<p>doubt</p> <p>island</p> <p>lamb</p> <p>knight</p> <p>whistle</p> <p>column</p>	<p>Monday 18th May</p> <p>Week 6</p> <p>Spelling Rule 55 - Word list – years 5 and 6 - conv- to en-</p>	<p>embarrass</p> <p>environment</p> <p>convenience</p> <p>correspond</p> <p>criticise</p> <p>curiosity</p>
HALF TERM			
<p>Monday 1st June</p> <p>Week 1</p> <p>Spelling Rule 51 - Homophones and other words that are often confused</p>	<p>past</p> <p>passed</p> <p>lead</p> <p>led</p> <p>steal</p> <p>steel</p>	<p>Monday 1st June</p> <p>Week 1</p> <p>Spelling Rule 55 - Word list – years 5 and 6 - conv- to en-</p>	<p>definite</p> <p>desperate</p> <p>determined</p> <p>develop</p> <p>dictionary</p> <p>disastrous</p>
<p>Monday 8th June</p> <p>Week 2</p> <p>Spelling Rule 51 - Homophones and other words that are often confused</p>	<p>who's</p> <p>whose</p> <p>I'll</p> <p>aisle</p> <p>guessed</p> <p>guest</p>	<p>Monday 8th June</p> <p>Week 2</p> <p>Spelling Rule 56 - Word list – years 5 and 6 - eq to f</p>	<p>equipment</p> <p>especially</p> <p>exaggerate</p> <p>excellent</p> <p>existence</p> <p>explanation</p>

<p>Monday 15th June</p> <p>Week 3</p> <p>Spelling Rule 38 - Endings which sound like /ʃəl/ (e.g. social, crucial... etc.)</p>	<p>official</p> <p>special</p> <p>social</p> <p>essential</p> <p>potential</p>	<p>Monday 15th June</p> <p>Week 3</p> <p>Spelling Rule 56 - Word list – years 5 and 6 - eq to f</p>	<p>familiar</p> <p>foreign</p> <p>forty</p> <p>frequently</p> <p>government</p> <p>guarantee</p> <p>identity</p>
<p>Monday 15th June</p> <p>Week 4</p> <p>Spelling Rule 53 - Word list – years 5 and 6 - a to av-</p>	<p>accompany</p> <p>according</p> <p>achieve</p> <p>aggressive</p> <p>ancient</p>	<p>Monday 15th June</p> <p>Week 4</p> <p>Spelling Rule 57 - Word list – years 5 and 6 - g to le-</p>	<p>immediate</p> <p>immediately</p> <p>individual</p> <p>interfere</p> <p>interrupt</p> <p>language</p> <p>leisure</p>
<p>Monday 22nd June</p> <p>Week 5</p>	<p>embarrass</p> <p>environment</p> <p>correspond</p> <p>criticise</p> <p>curiosity</p>	<p>Monday 22nd June</p> <p>Week 5</p> <p>Spelling Rule 58 - Word list – years 5 and 6 - li- to pe-</p>	<p>lightning</p> <p>marvellous</p> <p>mischievous</p> <p>muscle</p> <p>necessary</p> <p>neighbour</p>
<p>Monday 29nd June</p> <p>Week 6</p>	<p>definite</p> <p>desperate</p> <p>determined</p> <p>develop</p> <p>dictionary</p>	<p>Monday 29nd June</p> <p>Week 6</p> <p>Spelling Rule 58 - Word list – years 5 and 6 - li- to pe-</p>	<p>nuisance</p> <p>occupy</p> <p>occur</p> <p>opportunity</p> <p>parliament</p> <p>persuade</p>

<p>Monday 6th July</p> <p>Week 7</p>	<p>equipment</p> <p>especially</p> <p>exaggerate</p> <p>excellent</p> <p>explanation</p>	<p>Monday 6th July</p> <p>Week 7</p> <p>Spelling Rule 59 - Word list – years 5 and 6 - ph- to res-</p>	<p>physical</p> <p>prejudice</p> <p>privilege</p> <p>profession</p> <p>programme</p> <p>pronunciation</p>
<p>Monday 13th July</p> <p>Week 8</p>	<p>familiar</p> <p>forty</p> <p>frequently</p> <p>government</p> <p>guarantee</p> <p>identity</p>	<p>Monday 13th July</p> <p>Week 8</p> <p>Spelling Rule 59 - Word list – years 5 and 6 - ph- to res-</p>	<p>queue</p> <p>recognise</p> <p>recommend</p> <p>relevant</p> <p>restaurant</p>

2. Spelling Strategies

Below are a range of spelling strategies you could use to practise your spellings. There are also a list on each class's google classroom.

<h3>Blue Vowels!</h3> <p>Write each of your spelling words. You will need a blue coloured pencil. Trace over the vowels in each word with your blue coloured pencil.</p> <p>Vowels = a e i o u</p>	<h3>UPPER and Lower</h3> <p>Write your spelling words twice each. First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.</p> <p>*Example- SLIDE slide</p>
<h3>Three Times!</h3> <p>Write each spelling word three times. First, write each word in pencil. Second write each word in crayon. Third, write each word in marker. You MUST write neatly!</p>	<h3>Pyramid Writing</h3> <p>"Pyramid write" your spelling words. You must write neatly!</p> <p>*Example: home h ho hom home</p>
<h3>Colourful Words</h3> <p>Write each of your spelling words. Write each letter using a different coloured pencil</p> <p>*Example- colourful</p>	<h3>Rainbow Write</h3> <p>First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT colour pencil. Trace neatly and you will see a rainbow!</p>
<h3>Across and Down</h3> <p>Write each of your spelling words across and then down (starting with the first letter).</p> <p>*Examples- w h e n f o u r h o e u n r</p>	<h3>Words Within Words</h3> <p>Write each spelling word and then write at least two words made from the same letters that is hidden inside the word.</p> <p>Example: slide side lie lid led etc.</p>

3. Spelling homework expectations

At Hampton Junior School, we expect that your child practises their spelling homework a minimum of x5 times per week which is then evidenced in their home school diary as a tick.

Each week, the spelling words will be posted on Google Classroom too!

We would like your child to select at least **3 different strategies** to practise their words which they can complete in a notebook or a piece of paper at home so they are ready for their weekly test which is administered in school.

In addition to the strategies above, you may choose to use alternative strategies that work for your child, please see examples below:

- Writing a definition for each word
- Using each word within a sentence
- Tracing the words in sand
- Building the words using magnetic letters
- Creating the words using blocks
- Writing words on a post it notes
- Creating mnemonics for each word
- Writing the words, using chalk, on the pavement
- Writing the words on the window using an erasable pen