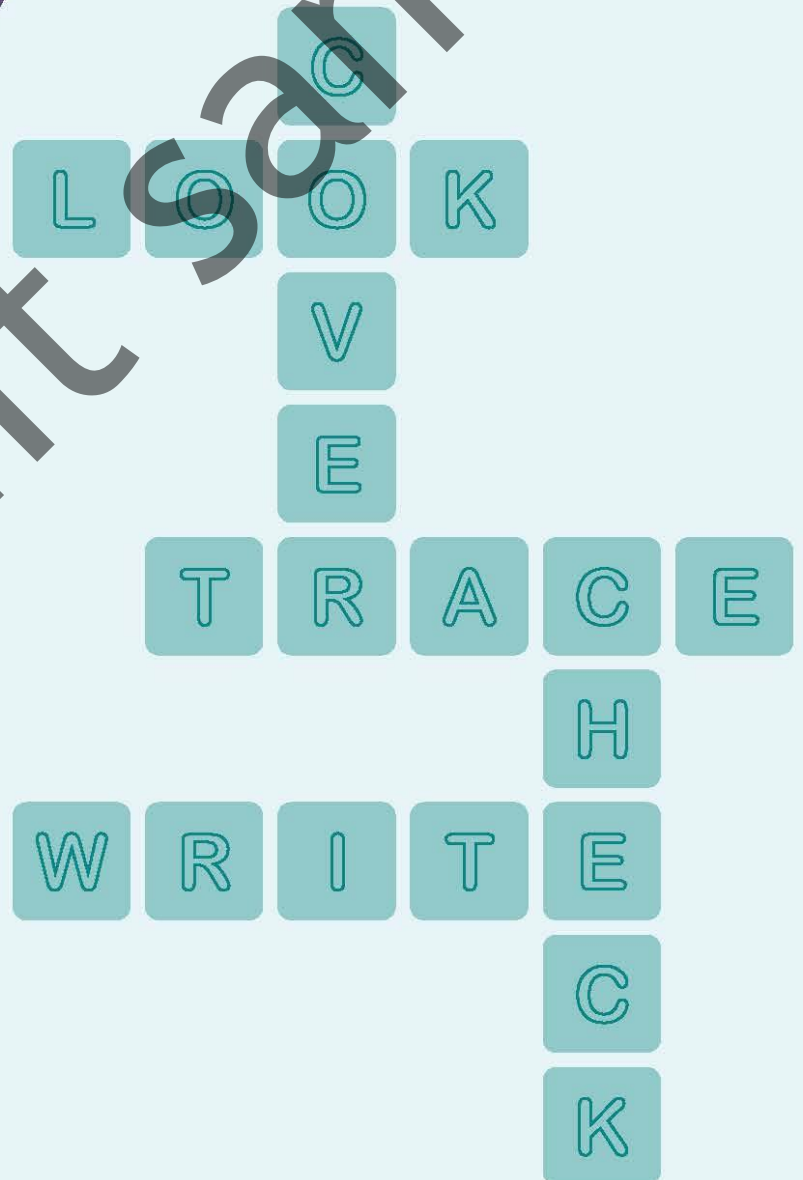


KS2

Spellings for year 5

TEACHING
PACK

- Divided into six terms of six weeks, each focusing on a different rule
- Weekly differentiated spelling lists and worksheets
- Spelling templates and suggestions for games



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Introduction

This pack covers all the spelling rules for years 5 and 6 as defined by the Department for Education's English Programme of Study.

The pack is divided into six sections: one for each term. Each of these sections is divided into six subsections: one for each week of the term. Each week, children are introduced to a different spelling rule and to any exceptions to the rule. The 'get thinking' section acts as a quick warm-up activity that can be used in the classroom or at home. There then follows two differentiated word lists, list A and list B, for children to learn. Each subsection ends with at least one worksheet and a challenge to consolidate learning. Answers are included where appropriate.

The pack follows a 'pick-up-and-go' format to enable teachers to photocopy the rule, the word lists and the worksheets for completion in class or at home.

At the end of the pack, you'll find a Look/Say/Cover/Write/Check template, a template for a Word of the Week, and some suggestions for further spelling games and activities.

Teachit Sample

1. Revision from years 3 and 4: words beginning with the prefixes **-in**, **-il**, **-im**, **-ir**



The rule

Most prefixes are added to the beginning of the root word without any changes in spelling.

The prefix **-in** is mainly used to mean **'not'** and will create an antonym (a word with the opposite meaning) of the root. **-in** can be added to many root words to do this.

The exceptions

- If the root word starts with **'m'** or **'p'**, **-im** is added instead of **-in**.
- If the root word starts with **'l'**, **-il** is used instead of **-in**.
- If the root word starts with **'r'**, **-ir** is used instead of **-in**.
- In these cases, **-im**, **-ir** and **-il** are also used to mean **'not'**.



There are many words that start with these letters but not as prefixes, for example: **'illustrate'**

Get thinking!

Try adding prefixes to the following words to change the meaning.

Choose from **-in**, **-il**, **-im** or **-ir**.

..... regular

..... mobile

..... patient

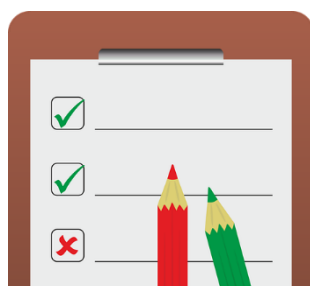
..... dependent

Can you put them into a sentence?

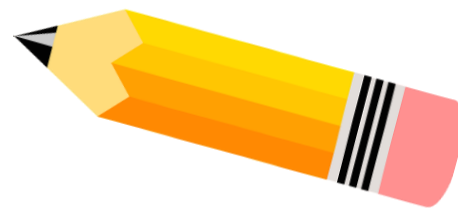


Word list

| List A | List B |
|------------|---------------|
| inactive | inconvenient |
| incorrect | informal |
| illegal | illogical |
| illegible | illicit |
| impossible | improbable |
| immature | impolite |
| irregular | irrelevant |
| imperfect | irrational |
| insane | irresponsible |
| incomplete | inefficient |



Worksheet



Look at the list of definitions. For each one, write a word that starts with either the prefix **-in**, **-im**, **-il** or **-ir**.

- A. Unable to move
- B. Not clear enough to be read
- C. Unfinished
- D. Not important
- E. Something forbidden by law
- F. Something that is wrong
- G. Not able to be done

Challenge

Which of this week's words would fit into the following sentences?



- A. I had to stop reading my cousin's letter because it was
- B. The children are too to be left alone looking after their new puppy.
- C. Archie did well in his test because he had only one answer.
- D. During the pandemic, mixing with lots of people was said to be
- E. It is not to say please or thank you.

2. Words ending with the suffixes -cious and -tious



The rule

Words that end with **-tious** or **-cious** are generally adjectives.

If the root word ends in **-ce**, e.g. **space**, remove the **e** and replace with **-ious**.

e.g. **space** → **spacious**; **malice** → **malicious**.

If the root word ends in **-tion**, e.g. **nutrition**, remove the **-n** and replace with **-us**.

e.g. **nutrition** → **nutritious**; **caution** → **cautious**.

The exceptions

There are quite a few exceptions which, unfortunately, just need to be learnt!

e.g. **anxious**, **delicious**



Get thinking!

Try changing these root words to adjectives:

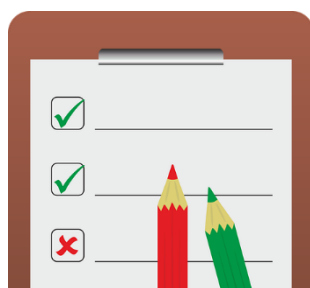
- grace
- caution
- anxiety

Can you explain why you have spelt each new word in the way that you did?

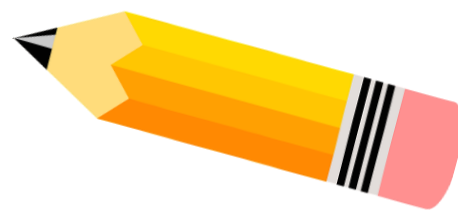


Word list

| List A | List B |
|-------------|---------------|
| conscious | conscious |
| delicious | vicious |
| precious | conscientious |
| gracious | malicious |
| spacious | suspicious |
| infectious | nutritious |
| ambitious | fictitious |
| cautious | superstitious |
| scrumptious | pretentious |
| anxious | obnoxious |



Worksheet



Some of the words in the list may not be familiar. Look at the synonyms below and try to work out which words in the lists match them.

After you have matched them, check your answers in a dictionary.

| Synonym | Word |
|------------------------------|-------|
| A. hard working (list B) | |
| B. tasty (list A) | |
| C. roomy (list A) | |
| D. arrogant (list B) | |
| E. spiteful (list B) | |
| F. aware (list A and list B) | |
| G. aspiring (list A) | |
| H. fierce (list B) | |

Challenge

Select the word you are most likely to use to describe the following:



- | | |
|---------------------------|-------|
| A. Someone who is worried | |
| B. A story | |
| C. A healthy meal | |
| D. Treasure | |