



# St. Christopher's The Hall School Long Term Plan

## Spelling – Year 5



	Week Commencing Unit	Unit Description Inc. Example Words
Year 5 Autumn 1	<p style="text-align: center;"><b>Short Week</b></p> <p style="text-align: center;">Unit 1 Unit 2</p> <p style="text-align: center;">Consolidation 1</p> <p style="text-align: center;">Special Focus 1 Special Focus 2</p>	<p><b>Unit 1: words with silent letter b</b> thumb numb crumb debt doubt limb climb comb tomb</p> <p><b>Unit 2: words ending in -ible</b> horrible terrible visible possible</p> <p><b>Root word ending with e: drop the e, then add -ible</b> sensible responsible</p> <p><b>More words to build with:</b> impossible irresistible incredible illegible</p> <p><b>Consolidation 1</b> Recap spelling patterns and rules from Unit 1 and Unit 2</p> <p><b>Special Focus 1</b> – Letter string ough <b>Special Focus 2</b> – Homophones (1)</p>
Year 5 Autumn 2	<p style="text-align: center;">Unit 3 Unit 4</p> <p style="text-align: center;">Consolidation 2</p> <p style="text-align: center;">Special Focus 1 Special Focus 2</p> <p style="text-align: center;"><b>Short Week</b></p>	<p><b>Unit 3: words ending in -able</b> considerable understandable comfortable breakable</p> <p><b>Root word ending with e: drop the e, then add -able</b> adorable believable <input type="checkbox"/> change/changeable notice/noticeable are exceptions</p> <p><b>Root word ending with y: swap the y for i, then add -able</b> envious reliable <input type="checkbox"/> misery/miserable enjoy/enjoyable are exceptions</p> <p><b>Unit 4: words with silent letter t</b> fasten listen glisten soften <b>Note: We can add suffixes like -ed, -ing, -er and -s to these without making changes</b></p> <p>castle rustle bustle jostle nestle wrestle thistle whistle <b>Note: For root words ending in e, we drop the e before adding suffixes like -ed, -ing, -er and -s</b></p> <p><b>Consolidation 2</b> Recap spelling patterns and rules from Unit 3 and Unit 4</p> <p><b>Special Focus 3</b> – Orange words (1) <b>Special Focus 4</b> – Orange words (2)</p>
Year 5 Spring 1	<p style="text-align: center;">Unit 5 Unit 6</p> <p style="text-align: center;">Consolidation 3</p> <p style="text-align: center;">Special Focus 5 Special Focus 6</p>	<p><b>Unit 5: words ending in -ibly and -ably</b> <b>Changing adjectives into adverbs</b></p> <p><b>Root word ending with -le: swap -le for -ly</b> reasonably/unreasonably responsibly/irresponsibly legibly/illegibly possibly/impossibly tolerably/intolerably</p> <p><b>Unit 6: words ending in -ent</b> frequent ancient confident patient dependent magnificent</p> <p><b>Note: -ent always follows a soft c or soft g</b> magnific<u>ent</u> intellig<u>ent</u></p> <p><b>Note: -ent always follows qu, ti or ci</b></p>

		<p>frequent patient ancient</p> <p><b>More words to build with:</b> innocently decently patiently obediently intelligently magnificently confidently</p> <p><b>Consolidation 3</b> Recap spelling patterns and rules from Unit 5 and Unit 6</p> <p><b>Special Focus 5</b> – Homophones (2) <b>Special Focus 6</b> – Orange words (3)</p>
Year 5 Spring 2	<p>Unit 7 Unit 8 <b>Consolidation 4</b></p> <p><b>Special Focus 7</b> <b>Special Focus 8</b></p> <p><b>Short Week</b></p>	<p><b>Unit 7: words ending in -ence</b> <b>Changing adjectives to nouns</b></p> <p><b>Root word ending with -ent: swap -ent for -ence</b> patience silence dependence independence confidence magnificence absence violence excellence residence innocence</p> <p><b>Note: There are exceptions, such as frequent and decent. These end with -cy when convert to nouns, not -ce.</b> frequent/frequency decent/decency</p> <p><b>Unit 8: ee sound (spelt ei)</b> receive ceiling conceit deceive seize conceive protein caffeine perceive receipt</p> <p><b>Note: There are homophones containing this sound like 'ceiling' and 'sealing'</b></p> <p><b>Consolidation 4</b> Recap spelling patterns and rules from Unit 7 and Unit 8</p> <p><b>Special Focus 7</b> – Orange words (4) <b>Special Focus 8</b> – Homophones (3)</p>
Year 5 Summer 1	<p><b>Short Week</b></p> <p>Unit 9 Unit 10 <b>Consolidation 5</b></p> <p><b>Special Focus 9</b> <b>Special Focus 10</b></p>	<p><b>Unit 9: words ending in -ant, -ance and -ancy</b> observant tolerant hesitant relevant defiant reliant elegant</p> <p><b>Note: It is always safe to write -ant if you know the word family contains a word ending in -ation (ay-shun sound)</b> observations/observant hesitation/hesitant</p> <p><b>Changing adjectives to nouns</b> distant/distance tolerant/tolerance relevant/relevance defiant/defiance reliant/reliance</p> <p><b>Note: In some words, the noun ends in -cy instead of -ce</b> hesitant/hesitancy vacant/vacancy</p> <p><b>Unit 10: words ending in shus sound (spelt -cious)</b> <b>Changing nouns to adjectives</b></p> <p><b>Note: If a noun ends in -ce, we usually use the ending -cious for the adjective</b> ferocious precious spacious vicious suspicious gracious malicious delicious</p> <p><b>Note: The suffix -ly can be added to each of these to create adverbs</b> viciously graciously suspiciously maliciously ferociously</p> <p><b>Consolidation 5</b> Recap spelling patterns and rules from Unit 9 and Unit 10</p> <p><b>Special Focus 9</b> – Orange words (5) <b>Special Focus 10</b> – Orange words (6)</p>
Year 5 Summer 2	<p>Unit 11 Unit 12</p>	<p><b>Unit 11: words ending in shus sound (spelt -tious)</b> infectious nutritious cautious ambitious fictitious superstitious</p>

	<p><b>Consolidation 6</b></p> <p><b>Special Focus 11</b> <b>Special Focus 12</b></p> <p><b>Short Week</b></p>	<p>□ 'anxious' (-xious) is an exception</p> <hr/> <p><b>Unit 12: words ending in shul sound (<i>spelt -cial or -tial</i>)</b>  presidential confidential initial essential partial official special  social artificial financial</p> <p><b>Root word often ending with a consonant: use -tial</b></p> <p><b>Root words often ending with a vowel: use -cial</b></p> <hr/> <p><b>Consolidation 6</b>  Recap spelling patterns and rules from Unit 13 and Unit 14</p> <hr/> <p><b>Special Focus 11</b> – Orange words (7)  <b>Special Focus 12</b> – Orange words (8)</p>
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