

Year 5 Spellings Term 3

Please help your child to learn these words. Try out some of the strategies on the back of this sheet

Go for Diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes. **Every**

Friday we will check your progress. **REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!**



<i>Test: Fri 12/1/18</i>	<i>Test: Fri 19/1/18</i>	<i>Test: Fri 26/1/18</i>	<i>Test: Fri 2/2/18</i>	<i>Test: Fri 9/2/18</i>
Topic and Science words	'ful' endings	Prefixes - auto, bi, circum	root words	suffix 'shun' sound
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
law	playful	automatic	relate	nation
prison	hopeful	biplane	operate	session
thermal	handful	circus	balance	emotion
objects	wakeful	bisect	public	confusion
<i>build</i>	<i>centre</i>	<i>earth</i>	<i>consider</i>	<i>arrive</i>
<i>often</i>	<i>different</i>	<i>recent</i>	<i>popular</i>	<i>mention</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
crime	mouthful	autograph	relative	attention
justice	doubtful	circulate	cooperate	magician
conductor	boastful	circumstance	imbalance	station
material	plentiful	bicycle	publication	percussion
<i>heard</i>	<i>therefore</i>	<i>possible</i>	<i>medicine</i>	<i>thought</i>
<i>attached</i>	<i>symbol</i>	<i>category</i>	<i>correspond</i>	<i>accommodate</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
punishment	colourful	autobiography	relation	demonstration
evidence	beautiful	circumference	cooperation	electrician
irreversible	merciful	circular	unbalanced	Russian
properties	bountiful	bilingual	publicity	opposition
<i>individual</i>	<i>guarantee</i>	<i>curiosity</i>	<i>disastrous</i>	<i>frequently</i>
<i>temperature</i>	<i>programme</i>	<i>persuade</i>	<i>environment</i>	<i>sufficient</i>

Also, keep practising the following words which are sometimes still incorrect in sentences:

want, which, who, where, when, were, they're, their, there, too, to, two, any, I'm, I've

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Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger - can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.

REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!