

Year 5 Spellings Term 6 (just 6 weeks worth)

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: 15.6.18</i>	<i>Test: 22.6.18</i>	<i>Test: 29.6.18</i>	<i>Test: 6.7.18</i>	<i>Test: 13.7.18</i>
irregular plurals HF words	letter strings HF words	when to drop the 'e' HF words	'cian' sound revision HF words	homophones revision HF words
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
mice	night	shaming	fiction	hear
dice	height	tuning	mission	deer
teeth	weight	living	politician	know
<i>arrive</i>	<i>actually</i>	<i>build</i>	<i>regular</i>	<i>answer</i>
<i>minute</i>	<i>thought</i>	<i>height</i>	<i>various</i>	<i>extreme</i>
<i>important</i>	<i>decide</i>	<i>promise</i>	<i>mention</i>	<i>library</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
geese	bough	lifeless	explosion	fete
women	bought	careful	discussion	stair
children	drought	changing	education	buy
<i>desperate</i>	<i>interfere</i>	<i>familiar</i>	<i>vegetable</i>	<i>neighbour</i>
<i>excellent</i>	<i>identity</i>	<i>determined</i>	<i>equipment</i>	<i>interrupt</i>
<i>rhyme</i>	<i>accompany</i>	<i>system</i>	<i>recognise</i>	<i>hindrance</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
antennae	armour	usage	transfusion	scene
formulae	colour	rehearsal	constitution	cereal
people	rumour	nicety	ocean	piece
<i>aggressive</i>	<i>especially</i>	<i>necessary</i>	<i>signature</i>	<i>conscience</i>
<i>bruise</i>	<i>harass</i>	<i>parliament</i>	<i>profession</i>	<i>thorough</i>
<i>convenience</i>	<i>mischievous</i>	<i>physical</i>	<i>amateur</i>	<i>pronunciation</i>

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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!