

## Year 5 Spellings Term 2 2018

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>Wk beginning 5/11/18</i>	<i>12/11/18</i>	<i>19/11/18</i>	<i>26/11/18</i>	<i>3/12/18</i>	<i>10/12/18</i>
words ending in '-ant'	words ending in '-ance'	use '-ent' and '-ence' after soft c,g and qu (but there are exceptions)	words ending in '-able' and '-ible'	words ending in '-ably' and '-ibly'	Challenge Words
<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
distant	elegance	frequent	enjoyable	possibly	<i>suggest</i>
elegant	tolerance	confident	horrible	horribly	<i>available</i>
constant	vacancy	violent	terrible	dependably	<i>opportunity</i>
<i>earth</i>	<i>breath</i>	<i>suppose</i>	<i>continue</i>	<i>natural</i>	<i>actual</i>
<i>minute</i>	<i>history</i>	<i>famous</i>	<i>accident</i>	<i>probably</i>	<i>length</i>
<i>though</i>	<i>interest</i>	<i>ordinary</i>	<i>forward</i>	<i>through</i>	<i>strength</i>
<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
abundant	abundancy	innocence	dependable	terribly	<i>secretary</i>
vacant	relevancy	frequency	comfortable	incredibly	<i>dictionary</i>
tolerant	brilliance	transparent	possible	sensibly	<i>twelfth</i>
<i>circle</i>	<i>extreme</i>	<i>bicycle</i>	<i>sentence</i>	<i>grammar</i>	<i>build</i>
<i>guide</i>	<i>fruit</i>	<i>exercise</i>	<i>special</i>	<i>certain</i>	<i>island</i>
<i>weight</i>	<i>possess</i>	<i>increase</i>	<i>various</i>	<i>possession</i>	<i>promise</i>
<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
brilliant	extravagance	decency	incredible	comfortably	<i>marvellous</i>
dominant	dominancy	competency	possible	legibly	<i>accommodate</i>
ignorant	abundance	transparency	reasonable	visibly	<i>controversy</i>
fragrant	hesitancy	violence	understandable	reliably	<i>sincerely</i>
<i>definite</i>	<i>desperate</i>	<i>interfere</i>	<i>criticise</i>	<i>according</i>	<i>determined</i>
<i>individual</i>	<i>relevant</i>	<i>symbol</i>	<i>forty</i>	<i>committee</i>	<i>neighbour</i>

**NB:** The first set of words in each group follow the Y5 spelling patterns to be learned. The words in italics are from the KS2 spelling lists.

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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!**